

Investigation the relationship between objectified cultural capital of parents with academic achievement of high school students

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Abstract: The purpose of this study was to investigate and assess parental concepts of cultural capital and its relationship with academic achievement of children and with different cultural capital. Correlation of parental cultural capital with student achievement will be studied. This study is a theoretical framework derived from Bourdieu's theories. According to Pierre Bourdieu's perspective, three dimensions of institutionalized cultural capital, objectified and embodied. Research method is a type of survey research and data collection in this study is a questionnaire. Validity with experts and performing test on 30 subjects, 83% achieved. Ahead of population base, the first three students studying in high school and the city of Morgan Branch, 363 persons have been designated and a stratified random sampling method was relative. For data analysis, Fisher's test, correlation coefficient and one-way ANOVA was used. The results indicate that among 6 independent variables, the 5 variables are correlated or correlated with average grades of students. Institutionalized cultural capital, mothers' occupation, mother's education, father's education, are changing the relationship between student achievement and institutionalized cultural capital variables significantly associated with the average children's father's father.

[Sakine Eslami, Masome Sahrapeyma, Narges Abotalebi. **Investigation the relationship between objectified cultural capital of parents with academic achievement of high school students.** *Researcher* 2013;5(12):91-96]. (ISSN: 1553-9865). <http://www.sciencepub.net/researcher>. 12

Keywords: Cultural capital, educational attainment, students

Introduction

The fate of the importance of family and community on the one hand and its various functions transformative impact of social and technological developments in recent decades on the social structures and human thought and behavior, and families need ongoing scientific studies in the field of family issues and education reveals. These two institutions are the institutions that have influenced each other and at the same time is influenced by the social issues, politics, economics and technology are. The school's engagement with parents and the education system has always been a common thread. Perhaps this lack of effort and attention required to cause many problems for both institutions have in recent years. In this regard Frimo says: "Of all the forces that impact on people's family had known more and it's beyond the effects of family, community, world, business, friends, family and others like them" (Sanaei, 1999: p 26).

Minoochin also believes that, "A person without a family is defined and within the family is one focus and identity formation" (Sanaei., p 29). Sanaei believes, "humans are mostly conscious and unconscious inheritors of family planning and childhood externalizing with them" (Sanaei., p 21). Max Horkheimer argued that "of all the social institutions to accept the authority of the person (dictatorship in society) prepares the family is in the

first place." (Ezazi,, 1997, p 20). Industrial development and expand the scope of information technology on the one hand, globalization, also limits the extent of socio-cultural and cross-border relations and respect for all aspects of human interaction with society today is undeniable impact, since the family as a social institution is not immune to change this dynamic and efficient. So that the gap between the generations as a result of these changes, the emerged Multiple role of parents in their children's life and is difficult understanding of their roles and by using the skills, knowledge, experience and motivation they have a constructive influence on their lives and their children, or vice versa (Hassanzadeh, 2009).

Today, taking advantage of school training and educational achievement is of great importance to curriculum and academic success for their children and families so try and spend large sums for this purpose. Achievement of the enormous cost of modern training facilities and systems and it's not sufficient to qualify a requirement for the development of school children.

Cultural capital as a powerful factor in determining social relations in recent years attracted the attention of many scholars and sociologists have. Because of the importance and extent of cultural capital and social theorists of many analysts as an important source of social structure, cultural, economic and political remembered. Including the

work of Pierre Bourdieu on cultural capital as the major inequities in access to capital stresses is important (Abraham, 2008, p 32).

Statement of the problem

Humans, as social creatures, and is associated with different social environments, each environment to learn the position of a person without identity, social identity is a social person. (Nick Gohar, 1990). It is natural that the individual citizen can be fruitful for our community. In passing from person to person without the person's social identity, socialization activities apply to him. Various sources on the socialization of human action, and every character is a part of the community's cultural and social make up. In the meantime, the family has played the greatest role in most countries, including Iran, which is reflected in the behavior of their parenting. In this regard, Klein quotes a leaf, "Jacques in their study on authoritarianism in children 4 years old proved that the situation may change in the personality traits of Stowe is the most influential families in the area. Based on Kardiner opinion, "way of raising children (the first social institution) which underpins the character of the building." Newcamb said: "The difference between the results of the practical aspects of child rearing as well as cultural and personality differences." (Klein Berg, 1993, p 394).

Cultural capital is a sociological term of the 1973 Pierre Bourdieu put it, became widely used. Pierre Bourdieu, a French sociologist, along with his colleagues, especially the concept of cultural capital in order to solve a practical problem (ie, it explained that the barriers to economic inequalities in the educational success of students of different social classes, is not sufficient) developed possible. Bourdieu argued that, in addition to economic factors, "Schema and cultural habits inherited family traits" that played a crucial role in the success of their school. He was doing so with traditional sociological concepts about culture, the culture as a set of shared values and norms, or as a means to express the collective saw. Instead, Bourdieu, in the opinion of many features that are the hallmark of economic capital. He particularly emphasizes the character of the cultural habits and always, contains resources that can have many advantages. Always potentially habit and cultural character of the groups and individuals that have the potential to become a monopoly, and in the right conditions, habits and traits can always be passed from generation to generation. (Lira and Vainanger, 2003).

Transmission of cultural norms and values from one generation to another is called cultural reproduction. Cultural reproduction refers to the

mechanisms by which cultural experience is sustained over time. Process of education in contemporary society, including the major mechanisms of cultural reproduction and only through formal training courses what is taught does not work. Deeper cultural reproduction through hidden ways (behavioral aspects of individuals in non-formal learning in school) is done. According to Bourdieu's theory of cultural reproduction, families with high culture or low culture, abilities, skills, technique and taste that make up the field of education is of great value. In Bourdieu's theory, real working knowledge transfer schools, but the system of social inequality is produced and reproduced, thus allowing only the upper class kids who are easily able to touch out of their cultures. (Coronal section 2005: 143).

Bourdieu argues that these rates can be achieved with the higher classes exclusively for children. He gives several reasons in this context. For example, the first member of their class owns a huge amount of culture points are so closely with the values their children will not create problems for them.

Secondly, transfer and acquisition of cultural capital, like other privileges, which are required to achieve high rates of material for upper class families as easily as possible. Cultural capital, and set out the relationship of the individual to maintain or obtain a status it uses. In other words, cultural capital is permanently realm of possibility for a class, group, clan or class. Cultural capital can be both tangible (eg buildings, places, artwork and the like) and intangible (in the form of ideas, practices and values of the intangible assets is a member of the group) divided be classified (Bourdieu 2006: pp. 58-54).

In general, the importance of equality in the education system, this study aims to examine the question of how to deal with parents that cultural capital and the quality of children's academic achievement.

Assumptions

- 1) Between mothers of institutionalized cultural capital and academic achievement are related.
- 2) Between institutionalized cultural capitals, there are fathers and academic achievement
- 3) There is a relationship between mothers' education and student achievement.
- 4) Between fathers' education and student achievement are related.
- 5) Between maternal employment and student achievement are related.
- 6) There is a relationship between fathers and student achievement.

Theoretical Foundations:

The characteristics of cultural capital as a factor affecting academic achievement, presence or absence of capital within the family or the living environment and reproduce them through the children. In this study, the theoretical framework of "cultural capital" is derived from Bourdieu's theory. Through the concept of cultural capital can be explained theoretically how the distribution of educational opportunities.

Cultural capital

Cultural capital trends Habits feet long that are produced during the process of socialization and cultural aims as valuable educational and cultural competence are included. Including trends and habits can be informal interpersonal skills such as lifestyle, educational status, tastes and languages mentioned. Among the most important cultural capital and fixed capital investment (Vakilian, 2007: p 46).

There are two forms of cultural capital. Firstly, it may be tangible, in the form of buildings, sites, places, areas, works of art, such as paintings and sculptures, artifacts, and so it is. Such assets may qualify as physical or human capital characteristics are apparent. Like physical capital (material), which is produced by human activity, watching for a period of time, if it does not last long destroyed, causing a flow of services over time, can be increased by investing resources in the current production usually can be bought and sold and is measurable financial value.

Secondly, intangible cultural capital may be in the form of intellectual capital in the form of ideas, practices, beliefs and values that are shared within a group. This form of cultural capital in accordance with the manufacturer's interpretation of culture and art forms such as music and literature, there are public goods. In this sense, the spiritual capital may diminish or disregard of the new capital increase. The preservation of the intellectual capital and the creation of new funds from these sources is needed (Smith, 2008: 221).

Both material and non-material cultural capital, cultural capital can also exist in a given time as the stock of capital, bearing in mind that both in terms of economic and cultural conditions of the times turn as an asset is overvalued. This gave rise to the current stock of capital, which may be directly used in the final or may be combined with other inputs to produce more goods and services, which are of economic value and cultural value. This may be more goods and services for final consumption or own turn be combined with additional inputs, and so on, at each stage of the production sequence,

production of cultural goods and services may be added to the capital stock and level or raise its value at the beginning of the next period. Similarly, capital may diminish over time and may need to spend resources to be preserved. The net effect of all the addition and subtraction of capital stock in a given period, reflecting investment in cultural capital during that period is significant. Both in terms of economic and cultural conditions in measurable terms and are determined by the value of inventory at the beginning of the next period (Smith., p 224).

Now, the closer the relationship between economic and cultural value of their cultural capital in the field is vital. A clearer definition of cultural capital previously, such a monument, consider the economic value of assets that may have existed only as a physical building, regardless of its cultural value, is due. However, the economic value of these assets may, perhaps largely because of its cultural value increases. So we can see a causal relationship. A cultural value that may be of economic value is considered. Thus, for example, people may be willing to pay money for cultural content embodied in the asset price that is more than just paying for its physical existence. In other words, it is a monument of cultural values ((pure)), in accordance with one or more of the previous criteria, embodied and the economic value of an asset is the same as that resulting from physical content is and cultural content. Tangible asset value of other forms of cultural capital can be interpreted in the same way, although different elements may be important. For example, works of art, including paintings, may be a major part of the economic value of cultural content to obtain, because the physical (material), net (fragments of canvas, pieces of wood) is probably negligible. Economic and cultural value of the flow of goods and services from leading financial assets with similar comments made tubs iconic material culture (Milner, 2006: 126).

On the other hand, intangible cultural capital is a different relationship between economic and cultural value. For example, the (store), music, literature, or existing cultural customs and beliefs, or existing language, cultural values, but there are no economic value, It cannot be traded as an asset, unless the rights to future income (for example, patents, literary or musical) are bought and sold. Instead, the rise of the inventory flows are of economic value and cultural value of the assets it creates. Here, too, the economic value of currents in the framework of purely physical or mechanical, ie in the form of public goods which are in demand due to economic reasons. For example, the utilitarian function of language, or the use of background music in hotel hallways and elevators. But there is also the

possibility that the economic value of the services of the cultural assets, in most applications, as a result of high cultural value to them (Milner., p 128). These studies suggest that the cultural and economic value is determined independently, but the effect each has on the other, individual or collective utility valuations cultural capital assets (or the proceeds of them) by the cultural and economic value is likely to be similar but not the same, there would be the preferred ranking. In other words, as already mentioned, is likely to be the cultural and economic value of cultural capital items are correlated, but this relationship is not perfect by any means. Cultural capital as Bourdieu (1930) has described an upper class investment set of meanings and symbols that are dominated by class, misunderstood and internalize them as a class have accepted symbols and meanings. The idea of investing in the training process to reproduce actions such as education is that it indoctrinates the masses to internalize the values and meanings of symbols. But this theory is that the mass (under the floor) as social actors are able to invest and acquire the symbols and meanings, even if they are accompanied by misunderstanding (Tavassoli and Mousavi, 2005, pp. 4-3).

A prominent feature of Bourdieu's cultural capital and academic success, according to the analysis of the mechanism of benefit of this investment is Social Groups. Students who have more cultural capital (students belonging to families who have the skills to dominate the cultural superiority) are better able to decode rules.

And can better superiority and cultural skills that are rewarded in schools to develop, Thus, it can reach higher levels of achievement. Accordingly, the cultural capital of the dominant classes than other classes of shares is higher and therefore more able to invest in this type of deposit bear children. Increasing the cultural capital of the middle classes, the academic performance of children increases is considered (Khodaei, 2006). Bourdieu's cultural capital in terms of good taste, good style way, the complexity of the cognitive ability to recognize and accept the legitimacy of cultural products such as music, literature theaters is considered. Foster family, formal education and occupational culture in which the three sources of capital are no differences between the holders and individuals (Bourdieu, 1984, p 211). The ability to recognize and accept cultural products due to differences in the ability of Bourdieu, is very important. According to experts, developing their cultural capital is an indicator of cultural development. Given the importance of providing cultural capital, it is essential that policy makers understand the full cultural capital and have the growth estimate developments and how to know it

and appropriate allocation of resources to meet these needs in a way that (Salehi Amiri, 2007: 67).

Main part of research has been carried out by followers of cultural reproduction theory; the effect of cultural capital on academic performance in the field of sociology of education has taken place. Although this type of investment can be associated with other aspects of social life - culture studied.

Data Analysis:

Analyzed to verify the assumptions for each type of study is important. Nowadays, most researches are based on data from research question; analysis of data is one of the main parts. Raw data were analyzed using SPSS statistical software is then processed to provide the information for users.

- 1) Between mothers of institutionalized cultural capital and academic achievement are related.
- 2) Between institutionalized cultural capitals, there are fathers and academic achievement.
- 3) There is a relationship between mothers' education and student achievement.

Thus the above expression, we assume that the mother's education and academic achievement is affected or not. In order for us to test the assumptions of the ANOVA table, we use several points during education, mother's educational attainment is different or not?

- 4) Between fathers' education and student achievement are related.

Of course, the above assumes the form of education, parents' educational attainment, whether or not it is effective. In order for us to test the assumptions of the ANOVA table, we use several points during the fathers' educational attainment is different or not?

- 5) Between maternal employment and student achievement are related.

Based on the above expression, we assume that the mother's occupation and educational attainment is effective or not. To be able to assume the form of an ANOVA table, we can test the different levels of maternal education, educational attainment varies place or not?

- 6) There is a relationship between fathers and student achievement.

Of course, this assumes the form of the father's occupation and educational attainment, whether or not effective. In order for us to test the assumptions of the ANOVA table, we parents in different grades, academic achievement varies place or not?

Results

The results of this research are two areas of cultural capital. One of the parents of institutionalized cultural capital and its effect on academic achievement is the next area of occupation and education of parents and its impact on educational attainment are included.

The data of this research study is both descriptive and inferential. Descriptive data on occupational information and education (institutionalized cultural capital) and data analytical jobs and education characteristics of the parents individually and its interaction with parental educational attainment are included.

The following three categories of maternal education diploma associate and bachelors or higher degree and third category is divided. Based on the data obtained, the most frequent categories diplomas that make up 77% of the sample. Also in terms of jobs, the three groups of mothers were housewives; free, classified employees who have been the biggest hit with 84.2 percent of mothers were housewives.

The fathers of the three groups, diploma and associate degree, and bachelor's degree, master's degree and above have been most people make the most of this group belong to the diploma and diploma with 63% percent. The father of the three self-employed jobs, good jobs, administrative staff and the highest free jobs is owned 62% of the sample is included.

Under the first assumption, the mother of institutionalized cultural capital and academic achievement in children are related. Mother of institutionalized cultural capital, including career information and academic achievement are the subject mothers.

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10/11/2013