Study the relationship between cultural capital and social status of teachers (Case study: High school teachers in Khalkhal)

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Abstract: The research study the relationship between cultural capital with social status of high school teachers in Khalkhal city. For this purpose, Bourdieu viewpoint in cultural capital has been used. Bourdieu believes that cultural capital has three forms including Visualized, realized, and characterized. Key research questions are: How cultural capital affect the social status of teachers in Khalkhal? How affects each dimension of cultural capital on the social status of teachers? The research method was correlation and done with survey technique by questionnaire tool. The research statistical population includes all teachers working in high schools of Khalkhal city (120 person), that due to the low number of statistical population, the sample size was selected 120 (total number). The results show that cultural capital in comparison with the social status of teachers are in desirable level and they in various aspects of cultural capital, especially visualized dimension that includes personal skills and capabilities to gain better scores. By studying the research hypothesis it can be said that there is a positive correlation between cultural capital and feeling social status. Also, three dimensions of cultural capital have significant positive impact on feeling social status, with the difference that the correlation of visualized dimension is greater than others. The results of multiple regression analysis show that 0.7 of social status changes is due to three dimensions of cultural capital.

Key words: Cultural capital, Social status, Dimensions of cultural capital

Problem Expression:

Education and training of future potentate men and women in the (current children and teenagers) require motivated and competently teachers. Many countries have well understood the teacher's role in sustainable development and by providing appropriate conditions, provision high social status for this profession. For example, in European countries teachers have high social status (Papilon and Riseberg 1990, Dinham and Scott 2000) and in countries like USA (Hvil 1995, Triman 1997), Taiwan (Lin 1999), the teaching profession in comparison with professions such as dentists and accountants, has higher dignity and respect.

Status of each job determines the reciprocal behavior and expectations of employees and help them to structure the social interactions. In different countries each job has its special status and each country's Person can distinguish high or low status jobs (Kazemi-Pour, 1373). People condescend to employees with high status and seek help from them or want to be like them. For example, in comparison with worker, physician has more respect and his practices often applied.

The process of lowering social status of the teaching profession in Iran has disastrous results that lack of trend of brilliant youth to the profession (Aflaki-Fard, 1380), feelings of anxiety and career frustration (Agilar-Vafayi, 1379), lowering job motivation (Kaldi and Asgary 1382), the rise of dissatisfaction among teachers like protests and parades, reducing teacher's model role for students and Finally, the teaching and training entity's poor efficiency to foster next generation (Moeid and Zahany, 1384) includes these consequences. To reduce and eliminate such consequences, have to change the social status of the teaching profession according its roles and functions. Upon the basis and by knowing that social status is affected by various variables, the study want to address relationship between teachers' cultural capital and social status. Actually the central question of the research is that what is the cultural capital (and its dimensions) effect on the social status of teachers?

Theoretical Framework:

The cultural capital term was introduced first time by Pierre Bourdieu in an article entitled "The forms of capital" which was published in 1986, in the social sciences and humanities literature. Where writes: Notion of cultural capital was raised for the first time when I realized in the research on inequalities in educational achievement that It's possible to explain children's educational performance differences based on their social class differences. Distribution of cultural capital and the difference between the amounts of this capital between families can explain the difference factor between social groups and the class gap between them (Bourdieu, 243:1986).
The term cultural capital in comparison with economic capital and theories, rules, and analysis of topics related to capitalism was developed. Based on definition that is used by sociologists, cultural capital is a set of relationships, knowledge, information, and privileges that used by person to maintain or obtain a social status.

Bourdieu defines the cultural capital as knowledge and understanding transcendental culture and art, having good taste, and appropriate practices (Fazeli 47:1386). Lamont and Larov consider cultural capital as set of common and eminence cultural symbols. Hayes (2000) defines cultural capital as all non-economic forces such as family background, social class, various investments and liabilities in various sources education and training and such that influence academic achievement (scientific and educational) (Ebrahimi Louye, 1380:180). From Dimajov viewpoint, social capital means having tastes with prestige and ability to understand and recognize artistic objects or styles that cultural authority holders emphasize them (Fazeli 1386:49). David Trasby in another definition, considers cultural capital as type of asset that presenting, storing or supplying cultural values in addition to any economic value that may have. (Trasby, 1382: 68)

Social Status:

Allen Birou in definition and description of social status writes: "from literally the word is referred to illusions which derived from magic or strange phenomenon. Social status (standing), is influence and status that others give to a person due to his/her various and more or less real characteristics" (Birou, 1374: 8).

Theoreticians like Durkheim (1912), Parsons (1952), and Giddens (1989) try to scrutinize social status nature and identification and introduction effective factors on it. These sociologists often consider social status the synonym of "social base" which person gets at group based on social class and position of that group and on this basis poses from some benefits and features. But later authors and researchers, know social status type of dignity, status, esteem and respect that society give to a group, institution or job. (Malek 80:1374).

Social status of each job depends on three factors:
1. Job's power to earn income and wealth
2. Job's scores amount to earn income and wealth
3. The importance of service the job offer to society

Powerful high-income and important jobs, like medical jobs typically have more respect and social status of jobs like laborer which don't have power or privilege is more lower.

Research theoretical model

This model based on theoretical research foundation and Bourdieu's theory was developed in the following form.

Assumptions

According to research theoretical model, the following hypotheses are offered to examine:

A. Main research hypothesis
1. There is relationship between teachers' cultural capital and their social status.

B. Secondary research hypotheses
1. There is relationship between teachers' cultural capital visualized dimension (physical and personal capital) and their social status.
2. There is relationship between teachers' cultural capital objective dimension and their social status.
3. There is relationship between teachers' cultural capital subjective dimension and their social status.

Research Methodology

The research type from scope view is applied and correlation and the from data collection view is survey. Therefore, in this research in applied fashion effect of cultural capital on the social status was determined and then necessary data collected by questionnaire. The questionnaire was developed based on theoretical studies in literature and previous researches. In this study to measure the reliability coefficient of 30 questionnaire by using the SPSS software Cronbach's alpha coefficient was calculated to the questionnaire, which its value was 85.7. So we can say that the reliability of designed questionnaire for this study is adequate.

It should be noticed that statistical population of the research is all teachers working in high schools in the city Khalkhal in educational year 90-91. After inquiries from Khalkhal city's Education Department, determined
that 120 teachers officially enrolled in high schools in the city that 62 persons were women and 58 persons were men. Because statistical population in this study is limited, sampling is not necessary and therefore total statistical population were studied. Hence, the sampling method is total counting.

Data Analysis:

A – Sample's brief description:

Based on data, from studied sample, 62 people (52%) are women and 58 people (48%) are men. On the fields of teaching, 55 persons (46%) of respondents teaches in the field of basic science and 65 (54%) in the human sciences. From respondents 95 people (80%) have stated that don't have foreign languages' degree and only 25 persons (20%) have foreign language certificate. On housing status, 98 persons (82%) of respondents have private hostels and 22 persons (18%) of them have rented houses.

In this research, to study dignity variable, three factors, respect and influence, income and wealth, and value and importance is used which each index is composed of multiple items. According to the results obtained for respect index and teachers' influence in society, 47% of the respondents choose "I agree", 21% choose "I disagree" and 32% choose the "somewhat" option. The second index shows that only 12% of respondents have described teachers' income and wealth high and 67% have expressed opposition. In third index i.e. "value and importance" about one-third of respondents (31.5%) agreed, 37.5% disagree and the rest have chosen somewhat option. Overall, 30% of respondents had positive assessment of the role and status of teachers in society and 42% had negative evaluation and 28% had centric evaluation.

According to Bourdieu, cultural capital is evaluated in three dimensions: visualized or visualized cultural capital (physical and personal capital), objective cultural capital and subjective or regulated cultural capital. Based on obtained results of visualized (physical or personal) index, 85.5% choose high, 13.5% choose somewhat and 1% choose low option. For objective cultural capital index, 38% choose high, 31% choose somewhat and 31% choose low option.

It is noteworthy that in this study to examine the subjective cultural capital, four indexes including person education, father's education, mother's education and foreign language certificate are used. According to the results, 95 persons (79%) of the respondents had a bachelor degree which have most frequency. After this, the master degree with 25 persons (21%) make respondents qualification of. Majority of respondents' father degree were either illiterate or had primary education (81 persons, 67%). Less frequency is related to associate and bachelor's degrees, each with 7 persons (6%). High school diploma, with 10 persons (8%) and diploma with 15 persons (13%) have middle frequencies.

About respondents' mother educational degree, it can be said that the majority of them were mothers were illiterate or had primary education (107 persons, 89%). Less frequency is related to associate and bachelor degree, each with 7 persons (6%). High school diploma, with 10 persons (8%) and diploma with 15 persons (13%) have middle frequencies. Also 95 persons (80%) of the respondents have stated that don't have foreign languages certificate and only 25 persons (20%) of the respondents have responded positively to this question.

B - Testing hypotheses:

As stated above, this research has one main hypothesis and three sub-hypothesis that the analysis result is provided below.

The main hypothesis:

There is a significant relationship between cultural capital and social status of teachers.

Cultural capital in measured in three dimensions using 22 questions that by combining these dimensions and their related questions, cultural capital index is made. Therefore consider the index in distance level. Social status also were measured in three dimensions using 11 questions. Therefore consider the social status index in distance level too.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Variables Scale</th>
<th>Correlation Type</th>
<th>Statistics Test</th>
<th>Relationship's Amount</th>
<th>Significance Level (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural capital and social status</td>
<td>Distance - distance</td>
<td>Pearson</td>
<td>0.858</td>
<td>0.004</td>
<td></td>
</tr>
</tbody>
</table>

To examine the relationship between cultural capital and social status of teachers, because both variables are measured at distance level, Pearson's correlation test was used.

Pearson's correlation test result ($r = 0.858$) on relationship between cultural capital and social status of teachers shows that there is statistically significant relationship between cultural capital and social status of teachers with statistical significance 95/0% and error level less than 0.05. Thus, it can be said that there is relationship between cultural capital and social status of teachers with each other and in case of change (increase or decrease) in one of these two variables, other variable changes (increase or decrease). This means that when
Cultural capital is more favorable and convenient, the teacher's social status is more. Results of the relationship test between cultural capital and social status of teachers is as follows:

**Secondary hypotheses:**

Hypothesis 1: There is a relationship between visualized (physical and personal) cultural capital and social status of teachers.

To test the relationship between visualized cultural capital and social status, because both variables measure at distance level, Pearson's correlation test was used as following:

<table>
<thead>
<tr>
<th>Table 2: Results of the correlation test between visualized capital and social status of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables Scale</td>
</tr>
<tr>
<td>Cultural capital visualized dimension and social status</td>
</tr>
</tbody>
</table>

Pearson's correlation test result $(r = 0.652)$ on relationship between cultural capital visualized dimension and social status of teachers shows that there is statistically significant relationship between cultural capital visualized dimension and social status of teachers with statistical significance $99.0\%$ and error level less than $0.01$. Thus, it can be said that there is relationship between cultural capital visualized dimension and social status of teachers with each other and in case of change (increase or decrease) in one of these two variables, other variable changes (increase or decrease). This means that when cultural capital visualized dimension is favorable, the teacher's social status is more.

Hypothesis 2: There is a relationship between cultural capital objective dimension and social status of teachers.

To test this hypothesis, because both variables measure at distance level, Pearson's correlation test was used as following:

<table>
<thead>
<tr>
<th>Table 3: Results of the correlation test between cultural capital objective dimension and social status of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables Scale</td>
</tr>
<tr>
<td>Cultural capital objective dimension and social status</td>
</tr>
</tbody>
</table>

Pearson's correlation test result $(r = 0.512)$ shows that with confidence $99.9\%$ and error level less than $0.01$ there is direct and positive and rather strong relationship between cultural capital objective dimension and social status of teachers. Hereby, the teachers with higher cultural capital objective dimension have higher social status in comparison with teachers with lower social status. Thus the second hypothesis was confirmed.

Hypothesis 3: There is a relationship between cultural capital subjective dimension and social status of teachers.

To examine the relationship between cultural capital subjective dimension and social status, because variables measured at order - distance level, Spearman correlation test was used as following:

<table>
<thead>
<tr>
<th>Table 4: Results of the correlation test between cultural capital subjective dimension and social status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables Scale</td>
</tr>
<tr>
<td>Cultural capital subjective dimension and social status</td>
</tr>
</tbody>
</table>

Spearman correlation test $(\text{Rho} = 0.721)$ on relationship between cultural capital subjective dimension and social status shows that statistically with $99.9\%$ confidence and error level less than $0.01$, there is statistically significant relationship between cultural capital subjective dimension and social status. As such, it can be said that there is relationship between cultural capital subjective dimension and social status and in case of change (increase or decrease) in one of the variables, other variable will change (decrease or increase). Therefore, third research hypothesis is confirmed.

**C - Multivariate analysis:**

For multivariate analysis, in this study multiple regression was used. Multivariable regression equation to determine determination coefficient ($R^2$) and weight of each variable (Beta), independent variables set enter in equation. It should be noticed that in order to determine the contribution of each variable in explaining the dependent variable of multiple regression method, "Enter" method is used. In this method, independent variables enter simultaneously in the analysis and their effects on the dependent variable is determined. The independent
variables which entered into multiple regression equations are: cultural capital visualized dimension, cultural capital objective dimension and cultural capital subjective dimension.

Table 5: Summary of Regression Model

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Multiple correlation coefficient</th>
<th>Determination coefficient</th>
<th>Adjusted determination coefficient</th>
<th>Standard error of estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>0.723</td>
<td>0.342</td>
<td>0.310</td>
<td>1.58183</td>
</tr>
</tbody>
</table>

Multiple correlation coefficient R equal to 0.723 and the adjusted determination coefficient ($R^2$) is 0.31, which means that 31% of the change in social status is due to variables studied in this research. Thus we can say that these variables are important for explaining social status of teachers. To understand the significance of the regression equation, refer to below regression variance analysis table (ANOVA).

Table 6: Regression variance analysis (ANOVA)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Degrees of freedom</th>
<th>Mean-square</th>
<th>Statistics F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>938.187</td>
<td>1</td>
<td>78.182</td>
<td>30.499</td>
<td>0.000</td>
</tr>
<tr>
<td>Remaining</td>
<td>161.498</td>
<td>74</td>
<td>2.563</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>1099.684</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the regression variance analysis table, calculated value to $F$ is 30.499. Because significance level is smaller than error level, the regression equation to be approved. Thus observed determine coefficient in the regression equation is statistically meaningful. For information about which variables are more important for explaining social status of teachers, refer to the standardized beta coefficients table.

The following table shows the three variables and their importance and impact of each variable on social status of teachers.

Table 7: Regression coefficients of the independent variables with the dependent variable

<table>
<thead>
<tr>
<th>Variables</th>
<th>Regression coefficient</th>
<th>Standard error</th>
<th>Beta weights</th>
<th>t-Test</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>0.686</td>
<td>0.843</td>
<td>0.808</td>
<td>0.422</td>
<td></td>
</tr>
<tr>
<td>Visualized cultural capital dimension</td>
<td>0.615</td>
<td>0.158</td>
<td>0.380</td>
<td>3.897</td>
<td>0.000</td>
</tr>
<tr>
<td>Objective cultural capital dimension</td>
<td>0.494</td>
<td>0.143</td>
<td>0.325</td>
<td>3.691</td>
<td>0.000</td>
</tr>
<tr>
<td>Subjective cultural capital dimension</td>
<td>0.819</td>
<td>0.188</td>
<td>0.411</td>
<td>4.337</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to beta value calculated in the above table, we can say that cultural capital subjective dimension with a beta value of 0.411 has more explanatory power in comparison with other variables. After this variable, the cultural capital visualized dimension with beta value of 0.380 compared with other variables has more explanatory power. The cultural capital objective dimension is other variable which in next order can explain social status of teachers.

As a result, if cultural capital subjective, visualized and objective dimension respectively be on favorable and suitable conditions, it could be expected that social status of teachers increased.

Conclusions:
In general, it can said that the cultural capital can affect the sense of social status; These results is in line with Bourdieu's viewpoint on the influence of cultural capital on people's taste and also in the sense of social self-worth or sense of social status. In Bourdieu's viewpoint, cultural capital functionalities is as a social relation within a commutative system and this word have been spread to all material and symbolic goods, which shows a person's value and his place in a special social structure (Harker, 1390: 13). Functions of cultural capital is as a social relation within a commutative system which cultural capital itself includes accumulated cultural knowledge and give the power and prestige to their holder; because cultural capital can transform into the other types of capital, including economic capital. For example, a person who is fluent in English (cultural capital subjective dimension), by teaching it to others can earn money and also money give power to the person. According this, when explaining the results, it can be speak about the important role of cultural capital in the sense of respect and influence, having the income and wealth and self-worth, respect and sense of social status.

Recommendations:
Recommendations based on the results of the study are as follows:
Although teachers have high personal capital, but in terms of objective capital which includes cultural behaviors and cultural interests, are not in good condition. Related authorities can by making suitable substrates such as providing facilities like providing cultural places tickets or providing vouchers to buy books, strengthen
teachers' cultural behavior and thereby be effective in cultural capital increase and thus increase of social status of teachers.

As noted, Bourdieu's in addition of cultural capital, considers other forms of capital, including economic capital and social capital effective in shaping people's attitudes and actions; Thus by conducting research about this, it can be possible to measure the impact of other forms of capital in the social status of teachers.

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