

Effect of Cultural Capital on Academic Achievement Students in Ordinary Schools and Business Acumen of North Khorassan

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Abstract: The purpose the current study is following to analyze and Explanation of investing cultural the impact upon Academic success's normal students and Elite school. This study was design the kind of survey research and collected techniques of questionnaire information Statistical Society, "all pre-university students in regular and elite schools in North Khorassan school year 90-89 (both male and female)" is the total number of 4,815 people The method of Sampling, is stratified appropriate sampling. Findings indicate that parents' educational level and maternal education students more than regular students .income family Average, students lite families average is more than income ordinary students. the elite students like To future have been choose jobs with high incomes and high social statues than ordinary students normally Students have love low rate to education or jobs to overseas travel and the elite students have love to education or jobs to overseas travel between cultural capital, using cultural goods and cultural behavior of normal and intelligent students there is significant difference And average cultural capital and cultural capital of the average student is more common. There are significant differences. Between normal and intelligent students to pass in university and the average pre university.

Keywords: Cultural Capital - academic success – elite students - ordinary student -Education impossible

1. Introduction

The problem of educational inequalities and the results of such issues that have attracted the attention of social scientists from many years ago. Long-standing history of educational inequality in education institutions. The owners of wealth and power in the history of two centuries ago the world had monopolized education. And special education for your children and ask them to accept responsibility for their own community. Simply education class character, and holders of top positions in society to maintain, fix and help sustain these positions were ecstatic. The concept of equality in Europe after the industrial revolution that changes the state of education in their agenda was. Definition of the concept of equality has been used since then has gradually changed. And the demands of the government to provide equal educational opportunities improved. Education in Iran in recent years due to lack of resources and influential positions in the top strata of society were under pressure, to adopt policies that are collectively known as "diversity and non-

matched schools" can be named. These policies were regarded as social critics and many debates in the sociology of education is to be followed. These arguments show that the trust at least a substantial part of the social strata of education so that the people, have been discredited in public ordinary schools. Schools are smart in the area of diversity among schools and the schools are unequal. In this school, smart students are studying the features and benefits are higher than students in other schools. The government has paid more attention in the direction of Smart students in schools often have particular social classes. Compared with normal school students are more socio-cultural capital, which are examples of educational inequality. There were a variety of schools and regular schools for smart students' academic success and acceptance in the competitive entrance examination. Smart students in regular schools with students from more possibilities and conditions for acceptance in public universities have better academic achievement. In this competition seems to have better conditions

for success. Considering the diversity of schools like in ordinary schools, gifted, etc., have been created unequal conditions to achieve academic success. Various communities, particularly in developing countries face serious obstacles in the way and share the opportunity and success, particularly in relation to their social status, are different. For this purpose, studies and research in order to identify obstacles and possible solutions is necessary. Several studies have shown that the economic situation - social work student. Students with Socio - economic conditions have lower test scores and are more likely to earn lower face expulsion from school. (Emanuel, 2005). The first agent of socialization in the family environment and the interests and aspirations of children is effective and efficient in the future of their children. So that the family structure in the student's academic success is due. Families with higher academic achievement in relation to the smaller size (Emanuel, 2005). Students who have fewer siblings, which is more likely to attract more attention from their parents. Children whose families are smaller compared to children from families with more than more chance to access the resources they need.

2. Materials

This research has been carried out to survey the collection, arrangement and analysis of data. Data can be through a variety of techniques (see, in-depth interviews, structured interviews, content analysis and questionnaire) was collected and in most studies using several methods may be appropriate. (Dewas 1381). Due to the nature of the present study, the question of the extent of administrative facilities, and practices questionnaire survey method is selected. Because of all of the costs and time is money, so this method is used. The survey questionnaire is a tool that after operating variables in the form of a questionnaire consisting of 61 questions, the final set. This section contains information questionnaire respondent's demographic variables (age, gender, etc.) and the other in relation to the research hypotheses and variables derived from it. The design of the questionnaire using Likert five-item questionnaire by the required information is collected from the respondents. To check the reliability or validity of the questionnaire,

(Lakvvv, 2001). Research carried out in developed countries show that students whose parents have a college education and professional jobs, three times more jobs than students whose parents are working, they enter university (Masln, 1995). And significant relationship between social class and educational achievement are educated parents influence their children's academic success. The findings of the research carried out in the field to show the relationship between cultural capital and educational achievement. The results of this research in other developed countries, the close relationship between academic achievement and cultural capital to support their families. Indicators of educational achievement and participation in cultural activities influencing students' scores. Effects of cultural capital on children from higher social class than the children of the lower class of trusts. The results show that the effect of cultural capital on academic achievement in different environments, both large and small. This means that the effect of cultural capital is higher in larger areas. But the overall effect of cultural capital on academic achievement is less frequent than in previous studies.

Cronbach's alpha coefficient was used and variables whose value should be above 0.7. So it is suitable for the measurement variable. To evaluate the validity and reliability of face validity is used. In this method, a researcher with the reliability of the research and opinions of experts in the field are investigated. For data analysis, statistical software (spss) is used. The data in the study and inferential statistics are reported. In the analysis and deduction with respect to the measurement of variables and assumptions of statistical tests designed to investigate such comparison test used.

Results

Hypothesis 1: The cultural capital is different from the normal and smart students.

Table 1 shows that a significant level during the test is 169/0 and 05/0 should be larger than the first case, we use the assumption of equality of variances. Due to the significant level test t, 0.00, and less than 5% of the difference between normal and smart students' cultural capital is significant. Cultural capital of smart and average students is higher than

the average of cultural capital for normal students.

Table (1): Results of t-test to compare the cultural capital in normal and smart students

Cultural capital	Number	Average	Standard deviation	Deviation of the mean
1.00	130	2.4394	0.507	0.044
2.00	101	3.3698	0.542	0.053

			Loon test for equality of variances		
Significance level	DOF	t	Significance level	f	
0.000	229	-13.381	0.169	1.902	Assuming equal variances
0.000	207.811	-13.270			Assuming unequal variances

Hypothesis 2: normal and smart students in the use of cultural goods there

Table 2 shows that the significance level of 0.29 Loon test, so we must assume equal variance. And due to the significant level test t,

0.000 is so normal and smart students, there was no significant difference in the use of cultural goods and means of cultural goods smart students is higher than normal students.

Table (2): Results of t-test to compare the means of cultural goods in normal and smart students

The use of cultural goods	Number	Average	Standard deviation	Deviation of the mean
1.00	130	2.5682	0.755	0.066
2.00	101	3.5109	0.821	0.081

			Loon test for equality of variances		
Significance level	DOF	t	Significance level	f	
0.000	229	-9.055	0.290	1.126	Assuming equal variances
0.000	205.83	-8.961			Assuming unequal variances

Hypothesis 3: Cultural behavior is normal and smart students.

Table (3) shows that Loon tests, the significance level is 0.802 Therefore, the assumption of equal variance test. Considering

the significance level t, 0.000 is the difference between normal and smart students' cultural behavior there are significant cultural and mean behavior is more smart students.

Table (3): Results of t-test to compare the cultural behavior of normal and smart students

Cultural behavior	Number	Average	Standard deviation	Deviation of the mean
1.00	130	2.31	0.436	0.038
2.00	101	3.22	0.442	0.044

			Loon test for equality of variances		
Significance	DOF	t	Significance level	f	

level					
0.000	229	- 15.696	0.802	0.063	Assuming equal variances
0.000	213.738	- 15.671			Assuming unequal variances

Hypothesis 4: normal and smart students there was a significant difference in government of acceptance

Table (4) shows that Loon 0.00 significance level to test assuming unequal variances

should be the second case we use. With regard to the significance level of the test t, 0.000 is so normal and smart students in government of acceptance there.

Table (4) to compare the test results are acceptable in normal and smart student's government in universities

Acceptance public university during the day	Number	Average	Standard deviation	Deviation of the mean
1.00	130	1.718	0.451	0.039
2.00	101	1.010	0.103	0.010

			Loon test for equality of variances		
Significance level	DOF	t	Significance level	f	
0.000	220	14.918	0.000	296.8	Assuming equal variances
0.000	144.703	17.150			Assuming unequal variances

Hypothesis 5: normal and smart students passing rank from there

Table (5) shows that Loon tests, the significance level is 0.000. Therefore, assuming unequal variance and considering the

significance level of the test t, 0.000 respectively. Thus, normal and smart students passing rank of there and the average rank is higher than normal student's smart students.

Table (5) Results of t-test to compare the acceptable rank of normal and smart students

Rank Acceptance	Number	Average	Standard deviation	Deviation of the mean
1.00	106	69279.1	71094.4	6905.3
2.00	99	21482.6	0.103	2159.08

			Loon test for equality of variances		
Significance level	DOF	t	Significance level	f	
0.000	203	8.249	0.000	75.395	Assuming equal variances
0.000	125.251	8.488			Assuming unequal variances

Hypothesis 6: The pre-university grade point average and smart students there.

Table (6) shows that a significant level Loon test is 0.000. The second case, assuming

unequal variances should be used when considering the significance level of the test t,

0.000 respectively. Thus, among the academic grade point average and smart students there.

Table (6) Results of t-test to compare the academic grade point average and smart students

College grade point average	Number	Average	Standard deviation	Deviation of the mean
1.00	126	16.111	1.901	0.169
2.00	99	19.4545	0.997	0.1002

			Loon test for equality of variances		
Significance level	DOF	t	Significance level	f	
0.000	223	- 15.859	0.000	44.957	Assuming equal variances
0.000	197.080	- 16.985			Assuming unequal variances

Cultural capital is a significant difference between normal and smart students are smart and average students' cultural capital and cultural capital for normal students is higher than average. Between normal and smart students, there was no significant difference in the use of cultural goods and means of cultural goods smart students is higher than normal students. Cultural behavior significantly different between normal and smart students are more smart and average students' cultural behavior. Between normal and smart students in government of acceptance there. Between normal and smart students passing rank of there and the average rank is higher than normal student's smart students. **Suggestions**

1. Given the significant differences between the cultural capital of normal and smart students are smart and average students' cultural capital and cultural capital for normal students is higher than average. It is recommended for social justice and educational facilities, equipment, higher education in regular schools

applying to lack of facilities for families, students normally be compensated.

2. Since the normal and smart students, there was no significant difference in the use of cultural goods. And the rate of cultural goods smart students is higher than normal students. Therefore it is recommended to government cultural goods such as internet penetration and increases in regular schools. And leads to greater participation of students in regular schools provide greater use of these products.

3. Based on the findings of this study indicate that the effect of cultural capital on academic achievement is family. This reflects social inequality and education. Therefore it is recommended to the government, between the long-term plans are intended to reduce the distance class. Social justice and community to enhance the educational justice.

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