INVESTIGATE THE RELATIONSHIP BETWEEN TEACHERS' TAUGHT STYLE, CULTURAL CAPITAL

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Abstract

The presentstudy examines therelationship between cultural capital and city-style schoolteacherswas conductedin2013-14. Asamplethe elementary city366teachersofsecondary schoolswere stratifiedrandom selectedby samplingstratifieddata collectionquestionnaireand culturalcapitalquestionnairewasteaching stylePrashyng. The reliabilityof thestudywere as follows0/910and0/927using Cronbach's Alpha, respectively. The results showed that the teaching style of teacherspositively correlated with cultural capital(398 r = 0/910)was significantly(p < 0.01)there. These findingssuggest that capital, teachers, their teachingstyleisstudentthegreater thedegree ofcultural oriented. Resultsshowed that theteachersteaching styleinstitutionalized cultural capital, Cultural capitalandcultural capitalembodiedintheirtaughtmorestudentcenteredthanteacher.

Keywords: cultural capital , taughtstyles, teachers, Isfahan.

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Introduction

Has hadmany definitions of culture are presented. Some scholars, culture as a set ofsharedvalues and normsthey know, oras a means of expressing collective look, culture can be set of beliefs, knowledge, values, norms and symbols and method of Methodsexploitation ofcultural goods. that is sharedamong groupof a peopleineveryday lifeis essential And over time, with gradual changes (toras bi, 1382).

Cultural capitalisasociologicalconceptthat since theywerefirstusedbyPierre Bourdieu, hasa wide reputation. Cultural capital: the power ofknowledgeand ofcultural theavailability goodsper personandincludesa persondesiresa stableThatisaccumulatedduringa person'ssocialization(Bourdieu, 1381).Cultural capitalsumrepresentingnon-economicforcessuch asfamilybackground, social class, varying investments inand commitmentsto educationand resourcesthataffect be success (Hayes, 2000). Cultural capital adequacy, including languageand culturalskills incultureishigher classes(Doomyas, 2002).

Cultural capitalis defined as an assetthat presence, storageor supply of cultural value as well as anyeconomic valuethat canbe(Trasby, 1382). Was defined as the cultural capital can be divided in two distinct forms: the first form, the second form of cultural capital as a result of external factors, and knows, definition of the individual insistButthisapproachhasbeenakeyshareand thatthismay bethecultural andeconomic assets(conventional) distinction;Cultural capital capitalalsocreatescultural valueandeconomic value, but thecapital(ordinary) onlycreateseconomic value. But whenweconsidertheacademic use of theterm, we find thatahigher or lowerdegreeofaccuracy, is used in different discourses. But that has been establishedfor the useof theareaaffected by thework ofPierre Bourdieu's sociology andcultural studies. These condview of cultural has capital, grownandbelieves that if people acquire capabilities in high culture, the cultural capital.

Inconnection with thesubject ofseveralresearchstudieshave been conducted internally and externallyFor example, referred to some of them:

Rohani (1388) in an article titled Introduction to the theory of cultural capital to explain the theory of cultural capital, social capital and cultural views emerged first in the context of the times mentioned by Putnam and Bourdieu,After defining the

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types of investments and their interaction, described in Bourdieu's view, some complementary perspectives are given at the end before the conclusion of the training and education of cultural capital has been made.

Qoroonh(1389) inan article with the reflection in the mirroran organization's cultural capital. this paper,thedefinitionofculturalcapitalrefersto thetypes In of institutional investors in the Bourdieu's theory of cultural capitalby relying onthedefinition explanation ofthe important aspectsofits and most developmentstrategyonthe modernapproachproposedFinally, the theory of cultural capitalinthe postmodernapproachisexplained.

Hosseini and colleagues (1390) examined the relationship between family structure and cultural capital city of Tehran District Three Peaks have to conclude that the use of a culture of accountability by separating theThere isintheir family. Separation between therole of the family in the importance of the importance of the family in the importance

Sooroka(2004) states that culturalcapitalisa necessarybutnot asufficient conditionforhavinga high level of social capital.

Bourdieu(1986) argues, all forms of capitalare correlative, for example, economic social capital canbeinterpreted, if someonelinkstoa merchantto capital, closeanimportant dealto help, Cultural capital, social capital can alsobe interpreted asif theknowledgeof hispersonfamiliar with the worldof theater Butunlike cultural capitalandeconomic capitalcan not beinheritedor it can bea lotof tangiblepersonalproperty isseized, it is implicitly transmitted during the process ofsocialization.Culturaltransmission ofcultural capitalthrough education andtrainingpossible. Of view, the cultural capital of perpetually reproduces itself.Bourdieu (1986), people are more successful in the field of cultural capital that the correct cultural mysteries better in school and society they are taken.

Giddens(1376) childrenoflowerclassesrisingsocial statesthat and familybackground, ethnicminority groups, especially children, to findways behaviorthatisinconsistentwith ofspeech and themodes ofspeech and behaviorcontrolin school. The views expressed desire to make a distinction in the field ofcultural capitaland theproduction ofinequality, but the University can provide toallstudentsandtoeveryoneaccording thesame available totheirabilityto benefitfrom it. The University provides much of the same can be considered, which include barley Department, the Department and the Department of seminarian experiences the balance of formal and informal rules, needs, activities and relationships in a department known. This affects the structure of the activities

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and interests of the members. Especially in the case of graduate students, the department, the nature and size of traditional relationships between teachers and students affect the students (Ghazi Tabatabai and Vadad Judge Hare, 1380).

Giventhewhatwassaidconsiderthefollowingquestions.Generalquestion:Is theteaching styleof teacherswithregardtotheircultural capital?The mainquestions :

-Aretheteachersteaching styleinstitutionalized cultural capital capita

Research Methods, Instruments, population, sample and sampling

procedure

Theobjectiveofthis studyistoinvestigatetherelationshipofcorrelationbecausetheir oftherunningfield.Thecrossiswhenthebitdata datadeals.In terms typeanddatacollection methods in the field and through a question naire. In the present study, according to research topicsand methodsofthestandard teaching style questionnairePrashyngandcultural capitalis used.Thestudypopulationincluded allsecondary schoolsin Isfahanschoolteacherswhoareteaching93-1392Theyreportedthat the total numberofmore than680people. The populationvariance isunknown, because the present studywas apreliminary studyon a groupof peoplein order todetermine the variancewasneeded. For subjectswererandomly thispurpose, a groupof 30 selectedfrom thetarget populationAndquestionnairesdistributed among them, and then extract thedata determinedusingCochranFormulaForThe from theresponsegroup amplewas populationis limited and quantifiable and quantitative variables of the formula used.

P= average of observed \div number question \times maximum Scores question

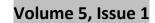
P=0/60

Q=40/0

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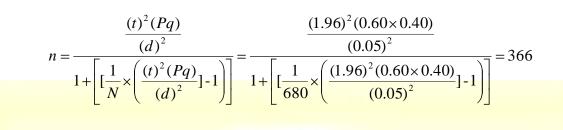
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t=96/1

d=0/05



Results

Thesample sizeinthisstudywereobtained from366questionnaireswere distributedtoabout380to366Inventorymaterialsflawlessanalyzesstratifiedsamplingis stratified randomsampling. This meansthattheschools areseparate schools forboys and girlsschoolswereselected randomly. Teacherswerethenrandomly selectedandquestionnairestheywereinvestigating.

Generic question

Istherea relationshipbetween thewayteachers teachthemthecultural capital?

CulturalCapital	Indicators	A
0/398	correlation coefficient	Teaching style
0/0001	Significant level	
366	Number	

Table 1-1 summarizes theresults of the correlation coefficient with the teacherstaughtstyle, Cultural Capital

ResultsTable(1-1) shows that the teaching style of teachers with their cultural capitalis a significant positive correlation (p < 0.01) there. This finding suggests that the cultural capital of teachers teaching style is more student or interdet hey are.

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The mainquestion

First question: Areteachersteaching style is associated within stitutionalized cultural capital?

Table 2-1summarizes theresults of the correlation coefficient-2teachersteaching style institutionalized cultural capital

institutionalizedcultural capital	Indicators	
capitai		
0/393		Teaching style
	correlation coefficient	
0/0001	Significant level	
366		
	Number	

Results Table (1-2) shows that the teacher's teaching style and institutionalized cultural capital is a significant positive correlation (p < 0.01) there. This finding suggests that the extent of institutionalized cultural capital, most teachers have their teaching style is more student-centered.

Second question: Istheteaching styleof teachersinrelationtocultural capital?

Table3-1summarizes theresults of the correlation coefficient teaching style of teachers considered the cultural capital

onbiaer cathecantarar capitar		
consideredthecultural	Indicators	
capital		
0/264		Teaching style
	correlation coefficient	
0/0001	Significant level	
	C	
366		
	Number	
	capital 0/264 0/0001	considered capitalIndicators0/264correlation coefficient0/0001Significant level366

ResultsTable(1-3) shows that thetaughtstyle ofteachersin terms of cultural capitalhasa significant positive correlation(p <0.01)there. This findingsuggests that

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thegreater thedegree of cultural capitalin termsofteachers, their teaching style is more student-centered.

Thirdquestion: Areteachersteaching style is associated with objectified cultural capital?

Table 3-1summarizes theresults of the correlation coefficient-4teacherstaughtstylesembodiedcultural capital

embodiedcultural capital	Indicators	
1.1		
0/260		Teaching style
State State	correlation coefficient	
0/199	Significant level	- L
266		
366	Number	-

Results Table (1-4) shows that teachers taught styles embodied cultural capital is statistically significant (p < 0.05) there. This finding suggests that cultural capital embodied in their teachers' teaching style is more student-centered.

The analysispredicted the teachersteaching stylein terms of cultural capital

Table 5 -1summarizes the resultspredictedteaching styleof teachersin terms ofcultural capital

sig	df 2	df 1	Change F	R ² Change	Adjusted \mathbf{R}^2	\mathbf{R}^2	r	مدل
0/0001	364	1	14/03	0/154	0/152	0/154	0/393	1
0/0001	363	1	11/034	0/069	0/067	0/223	0/264	
0/0001	362	1	9/570	0/063	0/063	0/290	0/260	

ResultsTable(1-5) shows that institutional investors 4/15 % of the variance explained by teachers teaching style. Capital and 6/7 % of the variance inteachers' taughts tyles explained And institutional investors account for 3/6% of the variance inteachers' taughts tyles and taught styles of teachers into tal 29% of the variance explained.

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Thus, the importance of cultural capital component analysis showed that the first order objectified cultural capital, cultural capital and cultural capitalestablished interms of the second order is a final order.

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