

## INVESTIGATE THE RELATIONSHIP BETWEEN TEACHERS' TAUGHT STYLE, CULTURAL CAPITAL

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### **Abstract**

The present study examines the relationship between cultural capital and city-style elementary school teachers. The study was conducted in 2013-14. A sample of 366 teachers from secondary schools were selected by stratified random sampling. Data were collected using a questionnaire and a cultural capital questionnaire. The reliability of the study was as follows: 0.910 and 0.927 using Cronbach's Alpha, respectively. The results showed that the teaching style of teachers positively correlated with cultural capital ( $r = 0.910$ ) and was significantly ( $p < 0.01$ ) there. These findings suggest that the greater the degree of cultural capital, teachers, their teaching style is student-oriented. Results showed that the teacher's teaching style institutionalized cultural capital, Cultural capital and cultural capital embodied in their taught more student-centered than teacher.

**Keywords:** cultural capital, taught styles, teachers, Isfahan.

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## Introduction

Has had many definitions of culture are presented. Some scholars, culture as a set of shared values and norms they know, or as a means of expressing collective look, culture can be a set of beliefs, knowledge, values, norms and symbols and method of Method exploitation of cultural goods, that is shared among a group of people in everyday life is essential. And over time, with gradual changes (Torasbi, 1382).

Cultural capital is a sociological concept that since they were first used by Pierre Bourdieu, has a wide reputation. Cultural capital: the power of knowledge and the availability of cultural goods per person and includes a person's desired stable. That is accumulated during a person's socialization (Bourdieu, 1381). Cultural capital sum representing non-economic forces such as family background, social class, varying investments in and commitment to education and resources that affect the success (Hayes, 2000). Cultural capital adequacy, including language and cultural skills in culture is higher classes (Doomyas, 2002).

Cultural capital is defined as an asset that presence, storage or supply of cultural values as well as any economic value that can be (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 insist. But this approach has been a key share and that this may be the cultural capital and economic assets (conventional) distinction; Cultural capital also creates cultural value and economic value, but the capital (ordinary) only creates economic value. But when we consider the academic use of the term, we find that a higher or lower degree of accuracy is used in different discourses, but that has been established for the use of the area affected by the work of Pierre Bourdieu's sociology and cultural studies. The second view of cultural capital, has grown and believes that if people acquire capabilities in high culture, the cultural capital.

**In connection with the subject of several research studies have been conducted internally and externally. For 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

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) in an article with the reflection in the mirror an organization's cultural capital. In this paper, the definition of cultural capital refers to the types of institutional investors in the Bourdieu's theory of cultural capital by relying on the definition and explanation of the most important aspects of its development strategy on the modern approach proposed. Finally, the theory of cultural capital in the postmodern approach is explained.

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 the There is in their family. Separation between the role of the family in their answer There is power distribution.

Sooroka(2004) states that cultural capital is a necessary but not a sufficient condition for having a high level of social capital.

Bourdieu(1986) argues, all forms of capital are correlative, for example, economic capital, social capital can be interpreted, if someone links to a merchant to close an important deal to help, Cultural capital, social capital can also be interpreted as if the knowledge of his person familiar with the world of theater. But unlike cultural capital and economic capital can not be inherited or it can be a lot of tangible personal property is seized, it is implicitly transmitted during the process of socialization. Cultural transmission of cultural capital through education and training possible. 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) states that children of flower classes rising social and family background, ethnic minority groups, especially children, to find ways of speech and behavior that is inconsistent with the modes of speech and behavior control in school. The view expressed desire to make a distinction in the field of cultural capital and the production of inequality, but the University can provide the same available to all students and to everyone according to their ability to benefit from 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

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).

*Given the what was said consider the following questions.*  
General question: Is the teaching style of teachers with regard to their cultural capital?  
*The main questions :*

- Are the teacher teaching style institutionalized cultural capital there?
- Are the teacher teaching style, Cultural Capital considered there?
- Are teacher teaching style is associated with objectified cultural capital?

### **Research Methods, Instruments, population, sample and sampling procedure**

The objective of this study is to investigate the relationship of correlation because their data deals. In terms of the running field. The cross is when the bit data type and data collection methods in the field and through a questionnaire. In the present study, according to research topics and methods of the standard teaching style questionnaire Prashyng and cultural capital is used. The study population included all secondary schools in Isfahan school teachers who are teaching 93-1392 They reported that the total number of more than 680 people. The population variance is unknown, because the present study was a preliminary study on a group of people in order to determine the variance was needed. For this purpose, a group of 30 subjects were randomly selected from the target population and questionnaires distributed among them, and then extract the data from the response group sample was determined using Cochran Formula For The population is limited and quantifiable and quantitative variables of the formula used.

$P = \frac{\text{average of observed}}{\text{number question}} \times \text{maximum Scores question}$

$P = 0/60$

$Q = 40/0$

t=96/1

d=0/05

$$n = \frac{\frac{(t)^2 (Pq)}{(d)^2}}{1 + \left[ \frac{1}{N} \times \left( \frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\frac{(1.96)^2 (0.60 \times 0.40)}{(0.05)^2}}{1 + \left[ \frac{1}{680} \times \left( \frac{(1.96)^2 (0.60 \times 0.40)}{(0.05)^2} \right) - 1 \right]} = 366$$

## Results

The sample size in this study were obtained from 366 questionnaires were distributed to about 380 to 366 Inventory materials flaw less analyzes stratified sampling is stratified random sampling. This means that the schools are separate schools for boys and girls schools were selected randomly. Teachers were then randomly selected and questionnaires they were investigating.

## Generic question

Is there a relationship between the way teachers teach them the cultural capital?

Table 1-1 summarizes the results of the correlation coefficient with the teacher's taught style, Cultural Capital

Cultural Capital	Indicators	
0/398	correlation coefficient	Teaching style
0/0001	Significant level	
366	Number	

Results Table (1-1) shows that the teaching style of teachers with their cultural capital is a significant positive correlation ( $p < 0.01$ ) there. This finding suggests that the cultural capital of teacher's teaching style is more student oriented they are.

*The main question*

First question: Are teacher teaching styles associated with institutionalized cultural capital?

Table 2-1 summarizes the results of the correlation coefficient-2 teacher teaching style institutionalized cultural capital

institutionalized cultural capital	Indicators	
0/393	correlation coefficient	Teaching style
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: Is the teaching style of teachers in relation to cultural capital?

Table 3-1 summarizes the results of the correlation coefficient teaching style of teachers considered the cultural capital

considered the cultural capital	Indicators	
0/264	correlation coefficient	Teaching style
0/0001	Significant level	
366	Number	

Results Table (1-3) shows that the taught style of teachers in terms of cultural capital has a significant positive correlation ( $p < 0.01$ ) there. This finding suggests that

the greater the degree of cultural capital in terms of teachers, their teaching style is more student-centered.

Third question: Are teacher teaching style is associated with objectified cultural capital?

Table 3-1 summarizes the results of the correlation coefficient-4 teacher taught style embodied cultural capital

embodied cultural capital	Indicators	
0/260	correlation coefficient	Teaching style
0/199	Significant level	
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 analysis predicted the teacher teaching style in terms of cultural capital

Table 5 -1 summarizes the results predicted teaching style of teachers in terms of cultural capital

sig	df 2	df 1	Change F	R <sup>2</sup> Change	Adjusted R <sup>2</sup>	R <sup>2</sup>	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	

Results Table (1-5) shows that institutional investors 4/15 % of the variance explained by teacher teaching style. Capital and 6/7 % of the variance in teachers' taught style explained. And institutional investors account for 3/6 % of the variance in teachers' taught styles and taught styles of teachers in total 29% of the variance explained.

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

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