



## Sociological analysis of economic and cultural capital role in tendency to social values among the students of Islamic Azad University, Khalkhal Branch

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### Abstract

The present research probes for answer to the question- what is the role of economic and cultural capitals in tendency to social capital? In this regard, income, job and education of the parent are considered and 284 students of Azad University, Khalkhal Branch were asked questions relating to components of social values and economic and cultural capitals. Using survey research methodology and questionnaire technique, the following results were obtained. Students in all components of social values, other than position and coverage values, showed tendency more towards traditional values. The income, job and education of parents play major role as economic and cultural capitals in influencing the students' tendency towards traditional and modern values.

**Keywords:** Education, Social values, Economic capital, Cultural capital, Iran

### Introduction

With regard to expansion of communication and closeness of societies to each other, social values were directed toward equality and integrity, especially new generation values. After Islamic Revolution, there is the highest tendency to common global values while any society represents cultural identity of that society. Social values refer behavioral criteria which society members respect through which relative agreement is made. Therefore, these norms and social patterns have social values (Sarookhnai, 1991).

Persons in each social-economic position have a system and iterative behavioral models which are combination of tendencies and preferences and persons are distinguished from other persons due to tendency to such models and preference of their class life style. Each class and group has values, attitudes and different points of view. The persons belonging to different groups and classes represent a kind of values inside the group and class which are in common with group members and produce class culture. Therefore, these persons have some patterns for each level of social-economic position such as eating, drinking, reading newspaper, political beliefs and adherence to traditional or modern values.

Value sociological literature confirms that there is relationship between social and economic position of the persons and their value preference. The persons with low social -economic position prefer to keep their previous relations with their family and friends and neighbors after marriage (Tumin, 1994) and middle classes have tendency to child (Lipset, 2002). Value sociological literature confirms that there is relationship between economic and social capital of the persons and their tendency to social tendency. Research shows that there is direct relationship between social-economic position of family and aesthetic values and economic, religious and political values of the young and value priorities of the young are material (Maleki, 1996). The higher the education, more the value forbearance, so that students

develop positive attitude towards opposite genders (Movahed, 2006).

Bourdieu (2002) believes that the owners of the considerable capital (that is a set of two economic and cultural capitals) such as managing directors (heads of the company), employers, professors generally are contrary to those who are the poorest in terms of these two capitals like unskilled workers (Bourdieu, 2002). On the basis of relative weight of capitals, some habits are formed in persons and these habits can show how professors have different principles for preferring food, drink, sport etc. On the other hand, they have common principles which all have for preferring delicious food, tasty drink and more suitable sport. Total rate of economic and cultural capitals determines encounters and friendships. The persons who have higher capital have lower chance for marriage with the persons who have lower capitals (Bourdieu, 2002). Thus, those persons directed to social values on the basis of their social position, become better distinguished from other persons.

With the above background, there is a need to find answer to the questions: Is there any homogeneity or conflict in tendency to social values exists among students hailing from different economic and cultural capital? and to what social values the students adhered to on the basis of economic and cultural capital? The answer to these questions in applied dimension may help the cultural planners to understand consider future movement of society toward traditional or modern values and present necessary plans in order to keep or make slow and gradual changes of culture.

### Research goals

#### General goal

Study on effect of economic and cultural capitals on tendency to social values

#### Partial goals

- Recognizing type of social values among the students who have different economic and cultural capitals



- Determining influence of friends in tendency to social values
- Recognizing effect of mass media on tendency to social values
- Determining job differences of the parent in tendency to social values
- Determining effect of the parent's income on tendency to social values
- Determining differences between the parent's education and tendency to social values
- Determining differences between the student's fields of study and tendency to social values
- Determining correlation between age of the student and tendency to social values
- Determining difference between female and male students in terms of tendency to social values

#### Previous studies

Study on value system of different social and economic classes was performed among third grade students of the mathematics and physics and experimental sciences of Tehran. The survey method was employed and the information gathering technique was through questionnaire. Among the 4307 students, 380 were selected in multistage cluster sampling method and after gathering and analyzing information, the following results were obtained. There is direct relationship between social-economic position of the family and aesthetic values and economic, religious and political values of the young (Maleki, 1996). Teimouri (2001) made a study on values of fathers and sons and the generation gap is another aspect which was performed as survey method in families of Tehran. Analysis unit was the teenagers and fathers. The information gathering technique was through interview with questionnaire and sample volume has been selected among third grade students of high school in two districts 3 and 19 of Tehran with their fathers in multistage cluster sampling. The outcome of the study reveals that fathers and boys have the least value difference in economic, scientific and political values and have the highest different in social, religious and artistic values. With increase of social position, difference in economic and political values of sons and fathers is added and with increase of social position, difference in scientific values of fathers and sons are decreased (Teimouri, 2001).

Tavakoli (2001) studied the religious values of two generations among girl students of District 5 and mothers during the academic year 1998-1999. Mothers agreed with variable of tendency to follow region orders and veil in environment with men and women, marriage of religious boys and girls, tendency to communication with the believer. The variable which was less important for mothers was struggling with unveil. Finally, the religious values of the mothers were stronger than those of girl students (Tavakoli, 2001).

Azimi (1999) made secondary analysis of social values and value priorities. Sample volume of this study exceeded 354 persons. They able to show the lack of difference between age and material values i.e., persons of any age group have regarded money & asset as important. At the same time, persons with high education and income, marked less emphasize on spiritual value of honesty.

Ahmadi (1987) studied the value tendencies of University of Isfahan students which included religious and other student groups. The religious and social values have been high among the religious students while the social values and theoretical values were higher in other student group.

Ingleheart (2002) carried out studies on value priorities in 15 industrial countries at 2 intervals (1970-1983). Regarding job the study group of farmers showed higher tendency towards material values than towards workers, specialists and managers. While, the educated group attached importance to the spiritual values and inter personal relationship than the job they undertake (Ingleheart, 2002).

#### Theoretical framework

Theory of Bourdieu (2002) is based on some axes, thought of all kinds of capitals and the fact that persons are in different classes on the basis of enjoyment of these capitals (economic, social, cultural and symbolic) and acquire a kind of life style of which position in society permits them to obtain a taste which is different from taste of persons in other positions. In such a position, subjective structure of the persons is formed.

Subjective structure is the subjective and cognitive structure which has been formed through language and communication and specifies the human being's encountering the surrounding world. Anyone sees world and social life on the basis of unique subjective structure which is affected by social environment and performs the action on its basis. Rural or urban source, belonging to special age groups, belonging to gender, placing in special social positions form a kind of subjective structure. Sitting, clothing, life style, beliefs and attitudes, imitations and adherences, following traditional or modern culture, holding special ceremonies, gifts etc all reflect our subjective structure. This subjective structure is durable and transferable, produces social world and is produced by social world (Ritzer, 1998).

According to enjoyment of the capitals, class position of the persons is defined in which person acquires a taste which is different from the person in other positions. Taste means set of choices on which basis agent prefers persons, property and special actions over other cases (Bourdieu, 2002). The tastes of sages, artists and others are molded within such different cultural classes. Not only these tastes specify social class of the person, but also they have this social hierarchy (Slater, 1997).

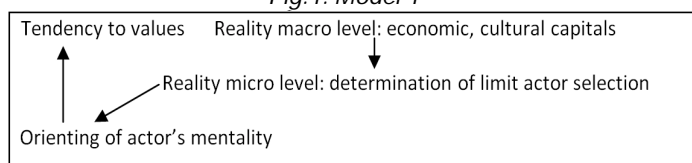
Bourdieu (2002) believes that social and class space is constructed in such a manner that social agents and groups are distinguished from each other. Agents are close to each other when they are common with each other in this two-dimensional system and their difference depends on how much they are distant from each other in this system. In summary, relative weight of economic and cultural capital (total structure of the capital) creates a system of preferences and directs the persons to prefer money or art, select cultural affairs to the disadvantage of the problems relating to power or vice versa (Bourdieu, 2002).

On the basis of theory of Bourdieu (2002) distinction, two theorems are inferred. Theorem 1: social agents are distinguished from each other in terms of total capital which they have. Theorem 2: agents are distinguished from each other in terms of structure of their capital or in terms of relative importance of capital in total capital volume.

By generalizing theory of Bourdieu (2002) relating to value tendency, one can mention the following elements: A-social agents have access to economic and cultural capitals, B- they believe in special social values, C-they produce and reproduce a taste which helps them select social relations and to what members of social positions they have relation and select what kind of mass media and plans which help the agents select and prefer social values based on their social position and are distinguished from other social positions.

Fundamental belief of this article is that the actors select values among the values which are available in society but the actors see themselves in social structures and social values of the persons are specified in these structures. There is microstructure or ranks inside each structure which are influenced by structure and have specification of the structure. This microstructure or social-economic rank has structure character on the one hand (reality microstructure) and adjusts and reinforces structure and gives class mentality (reality macrostructure). On this basis,, in Figure.1, actors

Fig.1. Model 1



respect for their class values selectively under requirements of social-economic position (model 1). But effort of structures is based on social equalities of the persons and actors intend to be equal to each other inside the structure. On this basis, the following models are presented.

### Research methodology

In this research, quantitative and survey method is used with regard to the subject and theoretical framework because this method is based on cultural studies on class

distinction. Information gathering method is indirect observation and use of questionnaire technique (Kiwi, 1999).

### Population and statistical sample and sampling method

Statistical population of this research is students of Azad University, Khalkhal branch in which 284 students were selected as sample with use of cochran sample volume determination formula. In this research, random class sampling method was used so that 14 fields of architecture, commercial management and industrial management, clinical and general psychology, wood industries, Persian literature, nursing, computer and accounting, and industrial economics, biology were selected for study and their questionnaire was filled.

### Data analysis method

Variance analysis test and t-test and Friedman test have been used in order to mention difference of social values of the students and Pearson and spearman correlation coefficient has been used in order to show relationship between variables.

### Definition of concepts

Research variables: independent variable of this research is economic and cultural capital which is measured on the basis of parent's income (in distance measurement level) and parent's education (in sequential measurement level) and parent's job. Job means job of student's parent in social field.

Test variables of this research are mass media, field of study, age and gender. In order to test mass media, the communication means which are considered in this study such as television, internet are used and question is raised as nominal level. Influence of the friends, economy, honesty, helping the needy persons, observing rights of other persons, respecting the old and suitable veil were measured by Likert spectrum.

Dependent variable (social values) is questioned with the references such as: respect, economy, hospitalization, order and law, importance of position, importance of science, importance of honor, honesty, value of family and marriage (Work of women outside the home, girl-boy relation before marriage, family marriage, marriage age, proposal ceremony, engagement party, divorce ), value of clothes, value of cooperation. Likert spectrum was used for measuring these references.

### Research hypotheses

#### General hypothesis

There is relationship between enjoyment of economic and cultural capitals and social capitals which the person has.

#### Partial hypotheses

- Influence of fiends is different in social values.
- Use of mass media influences on tendency to social values.
- With regard to the parent's job, tendency to social values of the students is different.



- Parent's income influences on tendency to social values of the student.
- Different levels of parent's education direct the students to different social values.
- Tendency to social values of the students is different on the basis of their field of study.
- There is relationship between age of the students and tendency to social values.
- There is significant difference between male and female students in terms of tendency to social values.

#### Validity and reliability

In order to study validity of the measurement tools, face validity was used. Two sinologists studied measurement tools and the questions which didn't measure social values were omitted from the questionnaire and data was gathered from statistical population and they were processed with factor analysis method in order to study validity and Cronbach's alpha was used in order to study reliability.

Cronbach's alpha test which was used for determination of reliability of measurement tools indicates that reliability is 0.72 for 46 items and variable indicating reliability of tools for measurement of social values. In factor analysis, KMO (0.70) shows suitability of a set of variables in correlation matrix (Devous, 1997).

#### Finding analysis

In this section, statistical analysis was done after data processing using SPSS 15 program. The percentage distribution and bar chart have been used for description of finding. Independent one -sample and two-sample t-test and unilateral variance analysis were used in order to determine differences between groups. Pearson correlation coefficient was applied for specifying relationship between variables.

#### Finding description

In gender distribution study, 49% of respondents were girls and 50% of statistical sample was boys which is suitable explanation for study and comparison.

Table 1. Distribution of students' tendency to social values components

Students' tendency to social values (%)		Social values components
Traditional	Modern	
76.4	23.6	Family and marriage values
47.9	52.1	Clothes value
87.3	12.7	Order value
75.9	24.1	Economy value
93.1	6.9	Science value
90.9	9.1	Cooperation value
92.9	7.1	Honesty value
44.3	55.7	Position and dignity value
91.9	8.1	Honor value
93.3	6.7	Respect
84	16	Hospitalization
96.1	3.9	Total components

In this study, 14 fields were studied and totally the number of students in 14 fields is 284. Percentage distribution of the students' field shows that most of the respondents belong to architecture which is selected statistically by the students in the university. Totally, fields of biology, commercial management and general psychology are mostly frequent among the total number of respondents (Table 1).

Tendency to social values Table shows that social values are only values of clothes and value of position and dignity which have the highest relative frequency of tendency to modern values i.e. 52 and 55% in total components of social values.

On the other hand, students show modern attitude in clothes and position and dignity while they seek to find traditional values of marriage in values of marriage and family, order, economy, science, cooperation, honesty, honor, respect and hospitalization. In general study of components, 3.9% of the students have tendency to modern values while 96% shows tendency to traditional values indicating that subjective structure of the persons in scientific and academic areas show its attendance and values other than apparent life aspects such as position and clothes which are objective and have the highest value for the person are subjective and are regarded as mental style of the persons.

#### Hypotheses test

*First hypothesis:* Tendency to social values of students is different based on their field of study

With use of unilateral variance analysis, it was found that intra-group variance is more than intergroup variance meaning that there is no significant difference between fields of study of respondents and tendency to social values in 95% of confidence level. One-sample t-test with value of 184.086 showed that students of Azad University, Khalkhal Branch are different from each other in terms of social values and this difference is evident in 14 fields.

*Second hypothesis:* There is significant difference between female and male students in terms of tendency to social values

Two independent samples t-test for gender showed that female and male students are not significantly different from each other in terms of tendency to social values. On the other hand, girl and boy have equal tendency to social values and both genders have equal conditions in the university.

*Third hypothesis:* Different levels of parents' education direct students to social values.

According to unilateral variance analysis test, there is significant difference between different educational levels of father in terms of tendency to social values in significance level of 0.03 and education of mother in significance level of 0.001. There is real difference between the illiterate and parents holding PhD degree above.



#### *Fourth hypothesis*

There is difference between job of the parents and tendency to social values of students. According to mean comparison test (unilateral variance analysis), employment and different jobs of mother are not different in social values of children but different jobs of fathers are significantly different in social values of students at least in significance level of 95%. On the other hand, the students whose fathers are businessmen are different from those students whose fathers are workers, farmers etc and Schafer test shows that the students whose fathers are merchants are different from the students whose fathers are businessmen, employee, teacher and farmer and contractor in terms of social values.

*Fifth hypothesis:* There is relationship between age of the student and tendency to social values.

Pearson correlation coefficient doesn't confirm relationship between age and social values. On the other hand, with increase or decrease of age, no change is observed in social values of respondents.

*Sixth hypothesis:* Parent's income has effect on tendency to social values of the student.

According to Pearson correlation coefficient, relationship between income of father and social values is confirmed. On the other hand, one can say that father's income has significant and reverse relationship with social values of children and the more the income of father, the higher the tendency of children to modern values. There is relationship between mother's income and social values in confidence level of 95%. On the other hand, the more the income of mother, the higher the tendency to social modern values among the children will be and this gives a new perspective to persons in value components.

*Seventh hypothesis:* Use of mass media has effect on tendency to social values.

Relationship between use of mass media such as internet and television and tendency to social values has not been confirmed with use of Pearson correlation coefficient indicating that society has higher determining power than the media have.

#### *Eighth hypothesis*

Influence of friends is different in social values. With use of Friedman test, influence of friends on respondents in values of economy, honesty, helping the needy persons, observing rights of other persons, respecting for the old, suitable veil and average of this influence (from the maximum influence to the minimum influence) includes economy, helping the needy persons, suitable veil, observing rights of other persons, honesty and respecting for the old.

#### **Discussion and conclusion**

The persons who enter the university enter the subjective structure which is influenced by economic and cultural capitals of the family. Economic and cultural capitals refer to material and spiritual assets which the

persons hold. Economic capital includes economic assets and property of the person and elements of culture which can be converted to money is regarded as cultural capital. Enjoying this capital plays major role in classification of the persons, on the other hand, economic and cultural attachment of the persons determines their mental lines. Individual cultural capital may be more than that of his family but such capital doesn't change mental style of the person and the person may have the same attitude as the ancestors had and show habits which his class position has inspired him.

In summary, the person is involved in mental structure of his predecessors. But they tend to choose on the basis of their selective character and this selection is function of: A-internal and international structural condition of society, B-to the extent that the actor has power of access to economic and cultural capitals and this is the result of acquired positions and heritage of the person and his effort to acquire the positions.

The present research reveals that the jobs which require cultural capital such as teacher, employer and the jobs which don't need cultural capital and generate economic capital and material sources such as merchant and contractor, farmer and freelance are different in terms of social values. In case that tendency to values which require material power such as modern clothes is higher among the jobs which require economic capital and tendency to position and dignity which requires cultural capital and education is higher among the students whose parents are doing cultural jobs.

Inglehart's (2002) research confirms that job is the factor effective on values so that farmers have higher tendency to material values than workers, specialists and managers have and the educated persons have higher tendency to spiritual values and this relationship is stronger than the relationship with job. Mohseni *et al.* (2003) research shows that farmers and merchants are main supporters of traditional values.

Economic capital accessible to the students' families has shown significant and reverse relationship in the present research. On the other hand, with increase of parent's income, value patterns and styles of the high classes of society which are modern are more evident in persons with high income and the persons with economic capitals experience slow movement for change of class position and subjective structure and try to show their distinction by showing different values.

Finally, one can say that subjective structure of the persons in Iran is influenced by the social fields and traditional social order (not rational order which Habermas emphasizes) influences on vital and subjective world of the students and actions and methods of Iranian traditional life penetrate to subjective life without measurement in time and place and without regard to academic fields. Tradition means the old and common methods of life in time period which has been turned into

transferable pattern due to repetition. Any tradition has elements of which efficiency or inefficiency is specified in adjustment to time. When the persons have traditional social position, their minds will be rarely changed in other fields. The best example is the educated persons who were studied in this research and showed that attendance in university has not changed their attitude or perspective.

Maleki's research indicates that there is direct relationship between social -economic position of the family and aesthetic values and economic and religious and political values of the young and value priorities in the young are mostly material (Maleki, 1996). The present research finding shows that there is higher tendency to modern value of clothes and position and dignity with regard to international structural conditions and globalization of culture and competition in university. On the other hand, apparent aspects and those dimensions which are objective and need attention and respect in society direct the highest tendency to them and this is the university which provides the opportunity for the persons to acquire position and dignity. In Jalili's research, position in life is more important for the young (Jalili, 1999).

Most of the students showed 14 fields of study with their answers and external manifestations of life and objective life style were of special importance in routine interaction but honesty, honor, hospitalization and other components which have been tested are hidden aspects of value reality which indicates that persons tend to preserve values transferred from the parents in spite of having or acquiring any cultural capital and are equal to the entire society.

#### Research suggestions

Finding shows that tendency to traditional values is higher among the students, the values which have applied value in life and with which routine life of the person deals. On the other hand, if the person didn't enter the university, he would have attitude of his parent while nature of educational system was to introduce values of society and giving an analytical perspective with distinction power for the persons so that the person becomes familiar with values of his society and adjust it with time and space conditions through scientific recognition in order to provide opportunity for development. Therefore, it is necessary for inequalities and reproduction of thought and belief:

- To review course content and curricula,
- To enable the students to recognize scientifically by establishing training workshops.
- Value of position and dignity and value of clothes and veil were the values with which students showed the highest tendency to modern world. On the other hand, most of the students who studied in 14 fields had strong tendency to equality with modern phenomena especially those aspects of social life which represent modernity resulting from attendance in university and environment

which student feels that he attains the acquired positions. The effort should be made not to convert value of position and veil to symbolic value with which persons show their class positions to others. In case of lack of necessary conditions for access to desirable position and clothes of the person, social aberrations will be provided. Therefore, it is necessary to make the students aware of life and society realities in order to control and prevent from such problems so that the students who will direct development process in future are not regarded as any problem for society.

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