

Empirical Evaluation of Social and Cultural Reproduction Theory in Acquiring Graduate Education

Mohammad Pourdian¹, Mohammad Hassani² & Afshar Kabiri³

¹ Educational Administration, Urmia University, West Azerbaijan Province, Iran

² Education, Urmia University, West Azerbaijan Province, Iran

³ Sociology, Urmia University, West Azerbaijan Province, Iran

Correspondence: Mohammad Pourdian, Educational Administration, Urmia University, West Azerbaijan Province, Iran. Tel: 98-914-444-2507. E-mail: moh.pourdian@gmail.com

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Abstract

The purpose of this study is to empirically evaluate social and cultural reproduction theory in the pursuit of education. Thus, the theory of social reproduction, cultural reproduction and social capital have been utilized to develop the theoretical framework. The research type in regard to its goal is applied and in regard to data collection method is survey research. A questionnaire has been used to collect data. Population of this research covered all graduate students of West Azerbaijan province universities in the academic year 1392-1393 (n=9352, according to available statistics) among them 132 students were selected randomly as research sample through multi stage cluster sampling. To test the research hypotheses, Pearson correlation, multiple regression and path analysis technique have been employed. Empirical findings indicate that independent variables including socio-economic status, social capital and cultural capital affect academic success of students in pursuing higher education.

Keywords: socio-economic status, social capital, cultural capital, academic success, university, West Azerbaijan Province

1. Introduction

Despite the diversity of higher education institutions and academic units at different levels, especially at the graduate education (Note 1) level, still children of all segments of society don't have equal access to graduate education, and there is no appropriate and reasonable balance between the children of the dominant classes and the lower classes of society in achieving this level of education. Students according to socioeconomic status of families can't benefit from equal educational opportunities. Individuals and groups based on their position in the stratification system, have different and inequality access to rewards and benefits available in society (Giddens, 2011, p. 408). In today's society, education is considered as one of the constructive elements of social stratification through the creation of social mobility in the lives of individuals and groups, because the amount of knowledge, skills, and attitudes acquired through education are important for growth and survival of society. The importance of that is reflected to some extent in the credibility and respect of social businesses that is considered as one of the components for measuring social class. Havighurst (1978) in discuss on the relationship between education and social mobility, has distinguished between functional and symbolic values of education. Education, when has functional value that is directly applied to achieve a goal, such as when a person is studying in engineering, and become an engineer, her education has functional value. The symbolic value of education, when, as is used as a dignity symbol, for example, when someone has a PhD degree in medicine, but does not work in the medical field, and uses a doctorate as a symbol of status, his education has symbolic value. Education is an important factor in social mobility which has different effects at different classes and strata, because the level of education of any person and income, and how to use is considered as fundamental factor for determining social class. According to Swift, a father who is at the lower stratum of the middle class, and due to the lack of education degree and believes that Job promotion is impossible for him, insists that his descendants to achieve such a degree (Morris, R.k.bh: Sarmad, 2008). Bourdieu in the analysis of the educational success of different social classes pointed out that along with the rapid expansion of higher education, cultural capital (Note 2) plays an important role as a new force in the success of individuals (Tavakkol et al., 2010, pp. 161-179).

Belonging to different socio-economic classes creates distinctions in the enjoyment and denial of educational opportunities (Ardahaei et al., 2004, p. 128). According to many sociological studies, educational and career success is affected by family origin and educational experiences of people, and have emphasized on the role of socioeconomic status of Family, family structure and resources, including economic, social and cultural capitals (Choob et al., 2011, p. 86). Laugly argues that social capital can remove deprivations of social class and cultural capital (Field, 2009, pp. 84-83). Aschaffenburg and Mass (1997) and LaRue (1987) in their studies also showed that family cultural elements facilitate the demand for admission to higher education. A study conducted in the Netherlands on the 454 students at university has shown that in the case of students who have more cultural capital is more likely to consider education as a tool for promoting their economic status.

Scott (2004) in their research entitled “The education of parent and academic success in children” concluded that, the family environment provides the possibility of access to social, cultural and economic resources; So that parent who are well educated, can transfer the values which include the importance of learning to their children. In fact, parental education level is effective on the cultural environment in which children grow up. Teachman, Pasch and Carvey (1996); Smith et al. (1993), in his research on the relationship between social capital and education inequalities have concluded that social capital has increased the chances of completing high school, and also there is a positive relationship between social capital and access to university.

Empirical evidences in the field of education and research in our community show that there is competition on academic achievement to the next stage after university entry, as in Iran, we are faced with the phenomenon of education inflation at higher academic levels, and the main competition is related to access to higher education through master’s and PhD degree test. Study of Sanjesh Organization statistics show that the number of participants in the entrance examination (Note 3) in 2009 from 1,252,516 people has reduced to 1,086,613 people in 2013, while, the number of volunteers in Master examination has increased from 671,577 people in 2009 to 896,046 in 2013. Also, looking at the doctoral examination statistics in the last three years show that participants in the examination from the number of 127,353 people in 2009 has increased to 217,827 in 2013 (Iran’s Sanjesh Organization, 2013). Reviewing participant statistics in the entrance exams for universities and higher education shows that, in the last five years, the participants in the national entrance exam after secondary education had negative growth 14% in the last 5 years. While statistics of graduate entrance test participants has increased about 33.5 percent in the last 5 years, and the statistics of doctoral candidates about 60.6 percent has increased in the last three years, which indicates the escalation competition in the pursuit of graduate education and competition transmission from graduate entrance examination to postgraduate entrance examination. In addition, the studies showed that most previous studies mainly has been conducted on students and their access to academic education, and raising this issue at this education level is always because that always the universities capacity did not have the ability to accept all students, and there has been competition mainly on the entry to the college. Therefore, this study is designed to address this topic in a new form and level, and do the experimental test for it, so the new question will be reviewed and also empirical power of social opportunities theories be evaluated in the field of education.

Research findings show that, even in the advanced industrial countries, academic success, in particular, access to university is strongly influenced by the economic-social status. Although access to higher education has expanded in many countries, but stratification and selection processes within the educational system has not changed fundamentally. The present study seeks to answer the fundamental question, “does the socioeconomic status, social capital and cultural capital van continue their impact on students’ academic achievement in the pursuit of graduate education, or due to shift the competition from university entrance exam to Postgraduate education exam, they have been ineffective?”

1.1 Theoretical and Empirical Literature

In this study, to answer the question at the theoretical level, theories of social reproduction, the cultural reproduction and social capital are used. Theoretical framework is a combination of these theories to explain the problem of difference in access to graduate education theoretically. Achieving the education and academic success, as cultural characteristics among segments of a society is a topic that many social scientists and Educational Sciences experts are interested in studying it. In the reports of this type of research, the significant impact of social and economic disparities on education is well expressed (Talaie, 2010, p. 4). A group of theorists of conflict view, with regard to the analysis of Karl Marx and Max Weber on social inequalities, have proposed new approaches to explain the relationship between socioeconomic inequalities and educational institutions, which the result of them is social and cultural reproduction. Social reproduction theorists, influenced by Karl Marx, consider economic capital as the basis for social-inequality. But theorists of cultural reproduction, following Max Weber, pays attention to lifestyle and behavior of groups and social classes in analyzing social

inequalities and consider cultural background and status in the discussion on social class (Noghani, 2003, pp. 15-17). According to the human capital theory, access to education depends on the ultimate costs and benefits in the long term. People who are in the higher classes, regarding the financial capabilities and social and education status of parents, incur lower costs for training, and in turn, they earn more profit, but in the lower income classes, the cost of higher education and its ultimate benefit because of social status and financial constraints has been lesser and poorer groups in the financial markets in terms of position have not been such as well-off and influential groups, as a result, the it affects the cost of access to education. Hosen studies show that in most countries, there is a significant difference between the access to education by rich and poor people and people living in urban and rural areas, also, there is also a significant relationship between access to higher education and parents' education level (Eisa, 2008, p. 247). Bourdieu in his action theory consider providing complicated mechanism as the aim of the concept of cultural capital, through which educational institutions have led to reproduce hoe distribution of cultural capital, and subsequently, the reproduction of social space structure, or in other words, the reproduction of social class composition. Members belong to a social class have identical socialization therefore they will have values and lifestyles interests. Each group is seeking a greater share of wealth, power and prestige in society, and because of this competition that conflict emerges. Some believe that education organization tries to reduce inequality, but conflict theorists believe that educational systems actually reproduce existing inequalities in power, income and social status (Share Poor, 2011, p. 68). According to theorists of this group, the situation in the educational system of a society is caused by structure of class conflict in society which educational system perpetuates and reproduces it, theorists of this view believe that educational system and school is a layer of the social "superstructure", which society's economy forms its infrastructure.

In their view, schools preparing students for entry into the economic system of society are trying to relate and adapt the school structure with the production structure in community, in the sense that they are in the hierarchy of social relations, which is consistent with the economic structure the prevailing community. This theory compares economic and educational stratification, and underlines the role of schools in class relations and economic order reproduction. In general, the reproduction theories are divided into two general categories: "social reproduction theory" and "cultural reproduction theory".

1.2 Cultural Reproduction

The cultural reproduction theory is more rooted in the works of two prominent European thinkers named "Basil Bernstein" and "Pierre Bourdieu". The basic hypothesis is that within the educational system, there is a special form of social order, which the order is the result of historical and social conditions outside of this system. Social order of educational system is totally dependent on external conditions, and in fact, the functioning of educational institution is the transfer of community's cultural heritage. The main focus of attention of Bernstein "transfer problem" (i.e., how the person learns the basics of communication and thinks and acts in the context of a particular social situation), and Bourdieu mostly pays attention to the structural conditions that transfer of power takes place within its framework, and how that culture is produced through the school and legitimacy (ibid.).

According to Bourdieu, cultural capital includes good tastes, style and acceptable way, cognitive complexity, understanding and the ability to accept legitimate products such as arts, classical music, theater and literature and dominating any kind of symbolic systems (Bayangani et al., 2010, p. 10). Pierre Bourdieu has used the concept of "cultural reproduction" to analyze the role of cultural capital in educational attainment. The concept of cultural reproduction refers to the means by which schools have significant effects on the learning of values, attitudes and habits. Schools strengthen different cultural values and attitudes learned early in life. When children leave school, these factors have limiting effect on opportunities for some and for others have the facilitator's effects. Children who have risen from the social and family status of low class, especially children of minority groups, have styles of speech and behavior contrary to the dominant discourse and behavior in school. When entering school, low class children experience more intense cultural behavior than the rich children. In fact, the first group, which will find themselves in a foreign cultural environment, not only less likely to be raised in order to better educational performance, but also their normal behavior, verbal and behavioral methods are inconsistent with verbal and behavioral methods of teachers, even if each make their best effort to communicate (Noghani, 2003, p. 17). According to Bourdieu, the source of inequality in society have more economic nature, not cultural, and gap between school culture and socio-economic origin of the child is an important factor in determining success of the child in educational system (Share Pour et al., 2002, p. 136).

1.3 Social Reproduction

Social reproduction refers to processes that maintains or makes permanent social construction characteristics during periods. The social reproduction theorists believe that social inequalities are transferred and continued from one generation to another and educational systems will help maintain and perpetuate these inequalities. If a society emphasizes on severe inequality of people in the socio-economic status, educational systems follow the same status in their community. Accordingly, unequal educational outcomes appear in terms of differences in academic years and the difference in the quality of education (Noghani, 2003, p. 23). Theorists of social reproduction consider economic capital as basis of social inequality. Social reproduction theory is more rooted in "Samuel Bowles 'and' Herbert Jintis" thoughts. They are thinkers who in modern times, for the analysis of educational systems, foremost features have given social forces and relations of production. They tried to prove that the education system is considered as an essential element in the reproduction of the division of labor, and it would ultimately reflect the superiority of the capitalist class. The conjunction of three family, work and school institutions, provides the basic framework for their theory. They consider educational inequality as part of the fabric of capitalist society, and believe that the structure of the hierarchy of values, norms and skills in the field is the hierarchy and relationships in the classroom. In other words, the school is an institution that reproduces existing inequalities between social classes, and legitimizes them. Point of departure the theory of social reproduction is compliance with educational institutions of the capitalist system and legitimizing it. Accordingly, the unequal distribution of economic capital leads to unequal distribution of education and knowledge. The basic criticism of social reproduction theorists is related to realizing and sustaining social inequalities from one generation to another and the role of educational institutions in the transfer of these inequalities (ibid.). In the meantime, it is worth noting that, communities are benefiting from various social classes. But most human societies are divided into three categories: low, medium and high (Cohen, 2012, p. 193), and this clearly shows the inequality, something that was interesting to conflict theorists, which means that they have decided that education actually reproduces existing inequalities in power, income and social-economic status. Based on the reproduction theory, the school is organized in such a way that more privileges and benefits are considered for those who belong to upper social classes (Share Pour, 2011, pp. 68-69). Class differences in family, school and workplace makes permanent class inequality. Bowles and Jintis based on their correspondence theory which have proposed in 1972, believe that the school can't be analyzed as separated Institution from existing economic and social conditions (ibid.). One of the very important classic studies on the impact of socioeconomic status on academic performance was carried out by Coleman in America in the 1960s. He and his colleagues sought the reasons for the lack of access to educational opportunities by students. They concluded that the more successful students don't benefit from better education than others. They also concluded that, school characteristics don't have positive and measurable impact on academic achievement among students. The only feature that had a lasting relationship with academic performance was social class of students. That means the children of the middle and high class were more successful children than children in disadvantaged class. In other words, social class was the most important factor affecting student achievement (Giddens, 2008, p. 465). In other words, social class was the most effective factor in student academic achievement (Giddens, 2008, p. 465).

1.4 Social Capital

Social capital theory inherently is very simple. The core idea of it can be summarized in the "relationships". Community members through contact with each other, and sustaining these contacts will be able to work together and they can achieve the things that they can't achieve them alone. In total, whatever you know more people, and have common views with them, you'll have richer social capital (Field, 2009, p. 7). Fundamental assumption behind the idea of social capital is relatively simple and clear, namely: investment in social relations with expected bonds. This general definition is consistent with different factors that social capital scholars and researchers have stated, people participate in social interactions and networks to generate interest, and resources in collaborative networks increases profits in the community (Kafashi et al., 2011, pp. 67-68). According to Fukuyama, social capital is: informal norms that encourage cooperation between two or more people. The scope of the norms that create social capital can include mutual norms between two friends and all the complex and very detailed teachings (Rohani, 2011, p. 14). Social capital is an overall concept, and has elements of social trust, honesty and social and cultural values, social security, social participation in groups and networks, knowledge, cohesion and social solidarity, collective action, social relations, empowerment, trends, orientations (Siahpoush, 2008, p. 107).

Coleman studied a sample of students, and created a link between human capital (skills, knowledge and competencies of students) and their social capital. His default was that different social capital of families creates different levels of social capital available for children. He states: social capital of family as well as other capitals

has the same effect on the happiness of children, especially her educational achievements. He considers children social capital as a necessary source in providing happiness of children (Nazok Tabar et al., 2008, p. 131). Coleman argues that different social structure can provide different levels of social capital available to children, the results show that in case of high social capital, dropout rates is reduced that means the higher social capital leads to higher education (Aziziani Far & Ghasemi, 2007, p. 11). Various research findings indicate the fact that social capital can provide a compensating factor for economic and social exclusions of students (Field, 1388, pp. 78-79). Now it must be said that, based on these theoretical approaches, theoretical system of this study can be formulated as follows: theoretical system of the present study is based on an integrated model. The central idea of the study is based on the family origin relations of students and the education system. In this theoretical system, success in achieving graduate education is a function of social capital, cultural capital and economic-social status of students. Here based on legal logic, hypotheses are deduced as follows:

- 1) There is a significant relationship between economic status and academic achievement of students in pursuing a graduate education.
- 2) There is a significant relationship between social capital and academic achievement of students in pursuing a graduate education.
- 3) There is a significant relationship between cultural capital and academic achievement of students in pursuing a graduate education.
- 4) Economic status, social capital and cultural capital can play a role of predictor in academic achievement of students in pursuing a graduate education.

Hypothesized reasoning is theoretical-type and based on theoretical propositions. Creating compatibility between these propositions and reality requires an operational definition and converting them into visible measures, which will be discussed in the next section of the paper.

2. Methods

This study in terms of purpose is an applied research and terms of data gathering is a survey study, and its population included all postgraduate students in the West Azerbaijan province, 9,352 people. According to the research methodology used in this study, the survey method, a questionnaire was used to collect data. A researcher-made questionnaire was developed according to the research variables which the questionnaire was conducted among 30 of the population to determine its validity. The alpha obtained for each of the indicators of research (academic achievement, socio-economic status, social capital and cultural capital), respectively is 0.70, 0.74, 0.83 and 0.87. Sampling method in this study is a multistage cluster sampling. Referring to Morgan Table became clear that, for the population of 9,352 people, a sample size of 370 people is enough to investigate. In this study, 390 questionnaires were distributed among the sample, 378 questionnaires were returned among 390 questionnaires. In this study, content validity was used to assess validity of questionnaire. In this study, Cronbach's alpha coefficient was used to evaluate the reliability of the measurement tool used. SPSS software was used for processing and data analysis.

2.1 Variables (Theoretical and Operational Definition)

Socioeconomic status: Socioeconomic status refers to the situation which is obtained by an individual or family by referring to the average common standards on cultural characteristics, effective income, material possessions and participation in activities in social-group activities. It is defined as positive and negative estimation of respect or credit accepted by the people or situations. A status reflects factors such as family origin, behavior, education, and similar characteristics achieving or loss of them is more difficult than gain or loss of financial wealth (Cohen, 2006, pp. 240-245).

Social capital: in short, social capital means "norms and networks that provide public participation in collective actions in order to provide mutual benefit", and can be measured by practices such as measurement of the level of social trust and membership levels in formal and informal civic associations (Tajbakhsh et al., 2003, p. 156).

Contemporary sociologists use the concept of social capital to examine the quantity and quality of social relations in the community. The purpose of social capital is resources and capital that individuals and groups can get through a link with each other. Social capital is a means of access to economic and cultural resources through social communications, individual participation in social networks that access to group resources and facilities (Share Pour, 2005, p. 11).

Cultural capital: cultural capital is a sociological concept and has gained a wide reputation since for the first time was used by Pierre Bourdieu. The cultural capital means recognition power and usability of cultural goods per person and it includes sustainable desires of person that is accumulated during a person's socialization.

Cultural capital represents the non-economic forces such as family background, social class, diverse investments, and commitment to training and resources that affect the success. Cultural capital includes the linguistic, cultural competence and skills in the culture of the upper classes (Qaruneh, 2010, p. 40).

Academic achievement is one of the problems which are considered in many psychological studies, is considered. In psychology, success refers to response or action in which the person reaches the goal, or success is a definite step which is taken towards the goal, but in education and in educational opportunities, success refers to the degree of efficiency that person achieves the desired satisfaction because of his abilities, academic achievement means the individual school learning, and can be studied in different categories including: social, economic, and so forth, academic achievement of students is very important in their future success, and lack of attention to basic concept and academic failure lead to reduce the academic level and student performance in current society. Also, academic failure in addition to creating problems for the students and their families, and will be associated with a lot of damage to society, because has led to waste considerable amount of facilities, resources and human potential and economic talents and will be associated with irreversible effects on the individual and social dimensions (Zarafshani et al., 2009, pp. 3-7). Conceptual definition of a term may be not a clear concept and create with different interpretations for different people. For this purpose it is necessary to define operational definition of the term. Operationalizing the concept means that the clear and tangible definition be achieved about that concept that can be tested in an experimental study (Giddens, 2011, p. 416). Accordingly, each of the measured variables is located at the operational level.

2.2 Operational Definition

Academic success consists of GPA components, rank, field of study and the university, and for each of these components, related questions have been set and executed by collecting information from respondents, socio-economic status also include components of education, income, occupation and location, and is measured through a set of questions and participants' accountability, on the other hand, social capital includes elements of social trust, social and cultural values, social security, social participation, social cohesion, social relationships, and knowledge, and each of them have been measured on the basis of questions, and cultural capital includes aspects of embodied cultural capital, objective cultural capital and institutionalized cultural capital and questions have been raised according to its each dimension.

3. Findings

The findings related to the education level of respondents indicate that, of the 378 respondents, 349 persons were studying in master's degrees, 29 persons equivalent to 92.3 percent, and 29 persons equivalent to 7.7 percent of the respondents were studying in a doctoral degree.

Table 1. Descriptive statistics of variables studied

Variable	Minimum	Maximum	Average	Standard deviation
Educational Achievement	4	16	11.13	2.5
Economic status	6	22	12.29	3.2
Social capital	14.06	81.25	46.88	12.76
Cultural capital	15	52	26.27	6.8

Descriptive analysis was carried out for variables of academic achievement, social capital, economic and cultural capital status. Descriptive statistics of research structures are reflected in Table 1. Descriptive findings suggest that the average social capital is the equivalent of 46.88. (SD) is equal to 12.76 and the average academic achievement is equal to 11.13 and SD is equal to 2.5. The average economic status is 12.29 and the standard deviation is equal to 3.2. Average Cultural capital is 26.27, standard deviation is 6.8. Comparison of descriptive statistics show that differences in social capital among respondents compared with other concepts with a standard deviation of 12.76 is more than difference in cultural capital, educational achievement and economic status. Correlation of variables: two variable correlation of research structure is reflected in the table below.

Table 2. Pearson correlation coefficients for research structures

Structures	Academic achievement	Value-P
Economic-social status	** 0.44	0.001
Social capital	* 0.10	0.045
Cultural capital	** 0.52	0.000
	** Significant at 0.01	* Significant at 0.05

In Table 2, zero order correlations between independent variables and the dependent variable are presented.

As seen in the table above, the zero-order correlations of independent variables with the dependent variable is at low or moderate level, of course, dependent variable, namely academic achievement in pursuing a graduate education has a significant relationship with all variables. On this basis, we can predict that, structures derived from social capital theories, social and cultural reproduction to explain academic achievement in pursuing a graduate education at the macro level don't have very high explanatory power. But this does not mean that these theories have poor explanatory power. In the analysis of experimental results of the above table, it can be expressed that, the zero-order correlation between two variables of economic status and academic achievement in pursuing a graduate education is equal to 0.44, $P=0.001$. Therefore, we can say with 99% confidence that the null hypothesis is rejected and therefore, there is a significant and positive relationship between economic status and academic achievement. In other words, students who were economically at better level, in their pursuing a graduate education showed high success. According to the correlation between the two variables, the coefficient of determination is equal to 19%. That is, in this study, 19% of the variance in academic achievement is explained by the independent variable of economic status. In addition, according to the Pearson's correlation coefficient table, correlation of social capital and academic achievement in pursuing a graduate education is equal to 0.10 and $P=0.045$. Also according to the Pearson correlation coefficients table, zero-order correlation between two variables of cultural capital and academic achievement in pursuing a graduate education is equal to 0.52 and $P=0.000$. Therefore, we can say with 99% confidence that the null hypothesis is rejected and as a result, there is a significant and positive relationship between cultural capital and academic achievement and due to the correlation between the two variables, the coefficient of determination 27%. Before testing the hypothesis by a parametric models, such as multiple regression and path analysis, it is necessary to sure that there is normal distribution of the dependent variable. For this purpose, before running the parametric tests, non-parametric univariate Kolmogorov-Smirnov test (Z Kolmogorov-Smirnov) to determine the normal distribution of data was conducted based on the dependent variable. The results indicate normality of the data in the academic achievement variable. For determining share and weight of each variable in explaining academic achievement in pursuing a graduate education, the stepwise multiple regression analysis was used. As seen in correlation processing, socio-economic status, social capital and cultural capital have a significant and positive relationship with academic achievement, but multiple regression must be used to process of them for examination of the effects of each of these elements. Each of the variables socio-economic status, social capital and cultural capital with different weights has an impact on academic achievement. So, to see how much id the weight of each of the independent variables, the stepwise regression model has been processed. The first output which is achieved in regression analysis is the tables of the variables entered and removed. The table shown below indicates that, in the first step (model 1), cultural capital is inserted the model, and consequently, socio-economic status as the second step (model 2) is inserted. As can be seen, social capital variable due to low weight variance in explaining the variance of the dependent variable will be removed from the model, and only two socio-economic status and cultural capital remain in the model, and the analysis will stop at this point. In the first regression model, the cultural capital variable is entered the regression equation, the correlation between the variable and academic achievement is equal to 0.52 which has significant relationship with academic achievement at 99% confidence level ($P=0.01$) and the coefficient of determination (R Square) is equal to 0.247. This means that the cultural capital alone explains 27% of the variance in academic achievement. In model 2, the economic-social status is entered the regression equation as the second variable, entering the variable causes the R from 0.52 in the previous model is increased to 0.544 in the second model. Also, the coefficient of determination from the previous figure in increased to 0.30, which actually the determining power of the model in increased compared to the previous model. The estimated standard error is decreased from 2.2 in model 1 to 2. This reduction means that, with variables of cultural capital and economic-social status, of course the variables examined in this study, better than any other time you attempted to predict academic achievement. The following table shows variables entered into the regression equation and the coefficient of determination of each model.

Table 3. Correlation values and coefficient of determination in the regression equation

Model	Correlation	The coefficient of determination	Adjusted coefficient of determination	The standard error estimated
1	0.52	0.27	0.268	2.2
2	0.545	0.30	0.293	2

*** Variable entered in the model 1: Cultural capital.

*** Variable entered in the model 2: The cultural capital and economic-social status.

Table 4. Regression coefficients and their statistics

Model	The regression coefficient	standard error	Beta	t	Significant	
1	Constant	5.995	0.45	-	3.299	0.000
	Cultural capital	0.196	0.017	0.52	1.778	0.000
2	Constant	5.213	0.49	-	0.662	0.000
	Cultural capital	0.15	0.02	0.40	7.421	0.000
	Economic-social status	0.16	0.42	0.20	3.783	0.000

The regression coefficients table, standard error of regression coefficient B is not standardized, and Beta regression weight means the expected change in academic achievement, which is expressed as standardized scores, and for one standard deviation, there is a change in the independent variables entered in the regression model. Test t is related to regression testing, and if seen in the table. Sig vale which is the amount of P-value for t is 0.000, which is less than 0.01, and shows that, t related to the independent variable entered in the equation is significant at 0.01 level. In the final model, the significant level of economic status and social-is equal to 0.000, the figure is also smaller than 0.01, and is significant. In the final model, a significant level of economic and social status is equal to 0.000, the figure is also less than 0.01, and is significant. Table 4 shows regression coefficients obtained with t test and significance level. Standardized regression coefficients (beta) is of the cultural capital in the final model is equal to 0.40 which compared with other independent variables of this study has the most weight. Economic and social status variable is the second variable that has a significant beta weight, but less than the first independent variable, i.e., the beta 0.20. After considering the above results, the standard regression equation in this study is shown as follows:

(Economic-social status) 0.20+(cultural capital) 0.40=academic achievement in in pursuing a graduate education

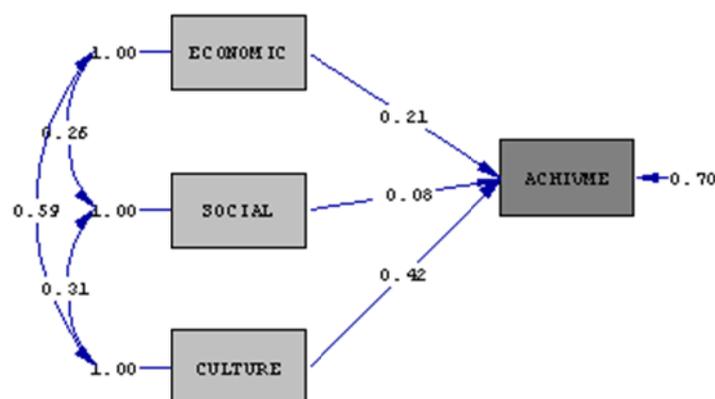


Figure 1. Analysis of the academic achievement of students in pursuing the graduate education

According to the above figure, the direct effect of economic-social status on the academic achievement is 0.21 and success is the direct effect of cultural capital on the academic achievement is 0.42. At the same time, there was no observed significant direct effect of social capital on academic achievement.

4. Conclusion

According to the empirical findings of research concerning the Pearson correlation coefficient and multiple regression, the variables of socioeconomic status, social capital and cultural capital are effective on academic achievement in pursuing a graduate education. Empirical evidence suggests that, socio-economic base of one of the variables affecting students' academic achievement in the pursuit of graduate studies is to determine the coefficient of this variable is equal to 19.

Empirical findings suggest that, socio-economic status is one of the variables affecting students' academic achievement in pursuing a graduate education, the coefficient of determination of this variable is equal to 19. This means that in this study, 19% of the variance in academic achievement is explained by the socio-economic status independent variable. In other words, the families with better socio-economic status due to high social education and income, and better job and by having these assets will make better investment in order to continue education of their children, and this will be effective on the inequality in access to education, and high levels of academic achievements. The results of this research is confirmed in other studies such as Coleman (1966), Christopher Jencks (1972), Halsey et al. (1980), Dehghan (2002), Dehnavi (2005), Ardahaei et al. (2005), Javaheri (2006), Isazadeh (2007), Noghani (2008) and Khodaei (2010), that means socio-economic status is an effective factor on academic achievement in pursuing a graduate education. According to the empirical findings, social capital is one of the effective factor in pursuing a graduate education. According to the correlation between social capital and pursuing a graduate education, the coefficient of determination is equal to 1. This means that in this study, 1 percent of the variance in academic achievement is explained by the independent variable of social capital. Social capital has two aspects, positive and negative aspects, hence, sometimes relationships have negative affect, and in some cases, the relationship is positive. Coleman pointed out that social capital is inherent in relations between parents and children, and how these relationships refer to making investment by parents in terms of time and energy in helping their children. In addition, Coleman has stressed the importance of social capital outside the family. The capital refers to family social network in the community, and its relationship with other community institutions such as schools and social organizations. He believes that, contact between children and his family, friends, community and school can lead to great achievement. When there is trust, security, solidarity, participation, awareness and proper relations between individuals, a good context will be provided for information sharing in social networks and communities. If these relationships and exchanged information and awareness, exploitation be done properly the action, they will play an important role in the development of the individual and society. Therefore, little impact of social capital variable on academic achievement in the present study can be attributed to the structure and location of the population under study. Also, lack of social trust shows no having correct relationships between students and social capital weakness. The results are consistent with previous results of Noghani (2008) and Mehri (2006). But the high impact of social capital on academic achievement in other studies has been confirmed including Stanton Salazar (1995), Salarzadeh et al. (2010), Amirkaifi et al. (2012), Dika and Sink (2002), therefore, families with high social capital lead to greater academic achievement in children. Many studies show little impact of this factor compared with foreign studies show that, as well, previous research investigated the impact of social capital on the academic achievement.

Another factor affecting the success of students in pursuing a graduate education is cultural capital, the results of the empirical findings suggest that, families with high level of cultural capital can provide cultural goods for their children better than others Subjectivity, and parental educational practices, objective and tangible goods of family, as well as documents and parental education, as markers of cultural capital lead to facilitate access to higher education. This means that families with higher cultural capital act better in the educational process of their children. In fact, it is believed that educational systems are taken steps in line with the objectives of the families with higher economic level. Namely, the tastes and interests of the ruling class is reflected in the educational process, and through reproduction, provide fertile context for academic achievement in children. Accordingly, the findings discussed in this study is consistent with Pierre Bourdieu's view "people who have achieved more cultural capital through the family are likely to be more successful to achieve a high level of education, therefore will have a greater chance to reach high levels education compared to others". The findings of this study are consistent with the findings of other studies, such as DiMaggio and Mohr (1985), Lario (1987); Shafnberg and Moss (1997), Bourdieu and Passeron (1977), Bourdieu (1986) and (1988), and Noghani (2008). In general it can be said that, previous works in this area, mainly has been done on the academic achievement of

students to achieve a high level of education, but this research has evaluated experimentally these theories in explaining differences in the pursuing a graduate education. The results indicate that socio-economic status, social capital and cultural capital have a significant and positive relationship with academic achievement of students in their pursuing a higher education. But each of these variables with different weights have an impact on academic achievement. So that social capital plays the lowest role in explaining achievement of students in their pursuing a graduate education. But the explanatory role of cultural capital and socio-economic status is important in the academic achievement of students in achieving high graduate. On this basis, we can predict that, structures derived from social capital theories, social and cultural reproduction to explain academic achievement in pursuing a graduate education at the macro level don't have high explanatory power. But this does not mean that these theories have poor explanatory power, so that, linear combination of these variables in the model provided has explained a good percentage of the variance in academic achievement in pursuing a graduate education.

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Notes

Note 1. **Postgraduate education**, or **graduate education** in North America, involves learning and studying for academic or professional degrees, academic or professional certificates, academic or professional diplomas, or other qualifications for which a first or bachelor's degree generally is required, and it is normally considered to be part of higher education. In North America, this level is generally referred to as graduate school.

The organization and structure of postgraduate education varies in different countries, as well as in different institutions within countries. This article outlines the basic types of courses and of teaching and examination methods, with some explanation of their history.

Note 2. The term **cultural capital** refers to non-financial social assets that promote social mobility beyond economic means. Examples can include education, intellect, style of speech, dress, or physical appearance.

Note 3. An **entrance examination** is an examination that many educational institutions use to select students for admission. These exams may be administered at any level of education, from primary to higher education, although they are more common at higher levels.

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