



## Field of Education as an Irreducible Functional Affair: Analysis of the Field of Education Position in the Field of Power in Iran

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### Extended Abstract

Organizations, community groups, elites, and government policies in many ways influence the process of future construction, while they are heavily influenced by various scholars. Based on the theories of social status and socialization, and the policy model for the elite of the masses, the future is continually being influenced by the individual and organizational elements that are active in the society, and these individuals and organizations, usually they formulate their actions with scientific justifications, which are taught in interaction with scientists and elites. Moreover, the scientific findings from the efforts of various scholars may be influenced by a set of theories focused on the implementation of the future world. Because these interdisciplinary sciences are the theoretical outcomes of various sciences and technologies, they affect theories and strategies of change and future transformation programs; the effect of the influence of knowledge in the general language, the logic of government agents, and the procedures Behavioral and constructive structure in the process of development of organizations and social institutions. This article discusses how the future is made. The process of constructing the future introduces the ultimate social components, linguistic facts, decision-making and active actors of actors (organizations, people, and elites). These components shape the future reality by influencing interdisciplinary sciences and their mutual influence on it.

**Keywords:** educational field, the power field, functional dependency of indifference, Pierre Bourdieu

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## INTRODUCTION

Pierre Bourdieu believes that the analysis of the efficiency of social fields involves the study of three levels of relation between the field and the field of power, the field structure and the habitus of social agents. Of course, he pays particular attention to the first level and affects the status of other levels of the field. According to Bourdieu's approach, social fields can perform their specialized work well, in addition to having proper features within the field, such as institutional accountability, logic of the field, controversial capital and coordination the field of production and consumption, should have relative independence and have a good position to the field of power (Bourdieu, 2008, 86-87). In such a situation, social fields such as the field of education can play their own specialized functions. Regarding this issue and considering the ineffectiveness of Iran's field of education in the role of development in development process, the fundamental question of the research is that what is the relationship between the field of education and the field of power in Iran? And where is the field of training at the Power Field?

## PURPOSE

In this research, we try to investigate the problem using theoretical approach and methodology of Bourdieu. The analysis of the relationship between the field of education and the field of power is one of the interdisciplinary topics, on the one hand, it is considered by educational institutions and, on the other hand, is of interest to political science, sociology, political sociology, and sociology of education. Is. The present research is based on the theory and theoretical concepts of Pierre Bourdieu, such as field, power field, and relative independence.

## METHODOLOGY

Considering that the Bourdieu methodology approach uses quantitative and qualitative methods and the combination of the two methods (Griller 1996, 15; Grenfell & James, 1998, 173; Salmon, 2016, 137). In this research, documentary research and thematic analysis were used to answer the research question. The relationship between the field of education and the field of power was studied through the steps of "Reviewing the history of the field of education", "The position of the field of education in the documents of the foreman" and "The position of the field of education in the educational experience of social activists in the field of education". In the first stage, the process of formation of the training field and the role of the power field in its formation and its change using the documentary method was investigated. In the second stage, the status of the field of education was analyzed in the official documents of the power field (financial documents, document of the fundamental transformation and development documents) using the thematic technique. In the third stage, teachers' teaching experience was assessed about the role of power field in the field of education. In the third stage, the teachers' educational experience was studied in relation to how they experienced the relationship with the field of power during their time in the field of education. The field at this stage included Mashhad's teachers. In order to collect data, semi-deep

interview technique was used to select samples, using purposeful sampling method and for determining the sample size, the theoretical saturation criterion was used. Finally, 31 teachers were interviewed. Then, the qualitative data collected were analyzed using Maxqda soft suppressor. For analysis of data, open and axial coding techniques were used (Strauss & Corbin, 1391, 124).

### RESULT

The result of reviewing the history of the education field reflects the fact that the field of power, on the one hand, is the provider of financial resources for the field of education and, on the other hand, determines its policy. The results of the second stage also indicate that the power field in the documents of the foreman has a relatively modest position for the training field. Teacher training shows that schools per capita are very small and do not respond to school curricula and schools' current spending. Also, the field of power does not pay much attention to the field of education and its social agents, and in recent years this decline has become more important and different aspects, such as economic discrimination and lack of opinion polls in adopting educational policies, writing books Lessons and other educational issues.

### DISCUSSION

Accordingly, the field of education is a field that, despite being financially dependent on the field of power, is dominated by field objectives. This has led to the domination of a Universalist approach to the field of education and the marginalization of specialized functions and the prominence of social functions (religious community of students). Also, these conditions have led to intense focusing on teachers' neglect of the most important educational issues, including the compilation and compilation of textbooks. In the meantime, in recent years, the field of training has been partially rejected for some time by the military. All of this suggests that the field of education in the field of power is "unreasonable functional affiliation."

### CONCLUSION

The totalitarian dominance of the field of power on the field of education on the one hand, the financial and professional unreliability of the field of education on the other hand, has made the field of training to the field of power a contradictory position. It plays a role in realizing the goals of the field of power (religious goals), but it has been marginalized financially and professionally. These conditions have caused the training field to distance itself from specialized work and encounter many challenges.

### NOVELTY

The most important feature of this research is to use the theoretical approach and methodology of Bourdieu, and to collect and analyze accurate and multi-faceted data.



Interdisciplinary  
Studies in the Humanities

Abstract



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Abstract



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