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Sociological Analysis on Social Structures of the Education Field; Case Study of Education field in Iran

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Extended Abstract

This article attempts to explain the extent to which social actors in the field of education have the size and composition of cultural and economic capital? How can the structure of the training field be drawn based on the size and composition of capital under the ownership of social actors? And finally, what is the structure of the field of education in terms of coherence and heterogeneity? Consequently, the conceptual framework of the research was developed based on Bourdieu's ideas. Data gathering and analysis was done by survey method and questionnaire tool. The statistical population of the study was a survey of the teachers and students of Mashhad who were selected by using cluster sampling method and Cochran formula from 360 teachers and 390 students. The results of the research indicate that, in general, the amount of cultural and economic capital of teachers and students is lower than the average level. Structural analysis results also indicate that the training field structure consists of five different classes, which are: upper, medium to high, medium to medium, medium to low, and low. The descriptive results of these classes indicate that more than 70% of the population is in the middle class. This result shows that there is a kind of relative homogeneity between classes in the field of education, and this relative homogeneity indicates the weak competitive relationship in the structure of the training field.

Keywords: educational field, structure, cultural capital, economic capital, Pierre Bourdieu

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INTRODUCTION

Bourdieu, a leading sociologist of the twentieth century, believes that in shaping social phenomena, social structures play a fundamental role in addition to their role of agency. He also believes that society is composed of various social fields with specialized functions, each of which has a form of capital (cultural, economic, and social) (Herd, 2013, 378). From his point of view, social fields can perform their specialized function well enough to be dynamic. The field dynamism (mobility) also depends on the hierarchy and the heterogeneity of social fields. So that this heterogeneity and inequality provide the basis for the competition of social actors and compel social actors to compete with each other to achieve and increase their capital (Bourdieu, 1391, 434; and Kloot, 2009, 471). Bourdieu believes that the field structure is depending on the size and composition of the economic and cultural capital that social actors possess. Regarding this issue and considering the ineffectiveness of Iran's field of education in the role of development. This article attempts to explain the extent to which social actors in the field of education have the size and composition of cultural and economic capital? How can the structure of the training field be drawn based on the size and composition of capital under the ownership of social actors? And finally, what is the structure of the field of education in terms of coherence and heterogeneity? Consequently, the conceptual framework of the research was developed based on Bourdieu's ideas.

PURPOSE

The purpose of this study is to map the structure of the field of education in Iran, then analyzing its status.

METHODOLOGY

Data gathering and analysis was done by survey method and questionnaire tool. The statistical population of the study was a survey of the teachers and students of Mashhad who were selected by using cluster sampling method and Cochran formula from 360 teachers and 390 students. After collecting the questionnaires, the collected data were split into the statistical software of SPSS. After performing multiple statistical tests, the results were analyzed either. By doing this, some of the main results was conducted to answer the question of the research. In the second step, after determining the status of the cultural and economic capital of teachers and students, the structure of the field model was mapped using cross-tabular tables and its status was determined.

RESULT

The results of the study on the status of the cultural and economic capital of teachers indicate that the average economic and cultural capital of teachers in the training field is lower than the average level. In the context of cultural and economic

capital status of students, the results show that in the sample, the average cultural and economic capital of students in the training field is lower than the average level. The results of the structure of the training field indicate that 1.6% of teachers are in the upper classes, 9% are in the upper-middle class, 33.1 % are in the middle-middle class, 38.6% are in the middle-low and 17.7% are in the lower class. This results represent the highest proportion of teachers is in the middle-low, medium-medium, and high-middle classes, respectively. The results from the structure of the training field also indicate that 1.1% of students are in the upper classes, 12.2% are in the middle-upper middle class, 44.8% are in the middle-middle class, 31.6% are in the middle-low class, and 10.3% are in the lower class. The results represent that the highest proportion of students is in medium to low, medium-medium and medium-high levels, respectively.

DISCUSSION

The results of the research indicate that in the field of education production, the teachers 'level of access to the economic capital is lower than the average level, and on the other hand, the status of teachers' cultural capital is not appropriate and is lower than the average level. The results of the consumption field also represent that the level of students' access to economic capital is medium and medium-low, and on the other hand, their cultural capital is lower than the average level. Theses result show that the status of social classes in the field of education is similar in terms of the volume and composition of capital and there is no significant difference between the classes of the field of education in terms of the volume and composition of capital, which creates competition in the field of education increased. Therefore, there is a degree of relative homogeneity or a lack of severe inequality between classes in the field of education consumption.

CONCLUSION

The results of the research indicate that, in general, the amount of cultural and economic capital of teachers and students is lower than the average level. Structural analysis results also indicate that the training field structure consists of five different classes, which are: upper, medium to high, medium to medium, medium to low, and low. The descriptive results of these classes indicate that more than 70% of the population is in the middle class. This result shows that there is a kind of relative homogeneity between classes in the field of education, and this relative homogeneity indicates the weak competitive relationship in the structure of the training field. The results of the research indicate that, in general, the amount of cultural and economic capital of teachers and students is lower than the average level. Structural analysis results also indicate that the training field structure consists of five different classes, which are: upper, medium to high, medium to medium, medium to low, and low. The descriptive results of these classes indicate that more



than 70% of the population is in the middle class. This result shows that there is a kind of relative homogeneity between classes in the field of education, and this relative homogeneity indicates the weak competitive relationship in the structure of the training field.

NOVELTY

The present article is an innovation for structuring the field of education in Iran, analyzing its status.



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