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Study of the Relationship of Social and Cultural capitals with Academic Motivation of High School Students

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Abstract

Purpose: The aim of this research was to study the relationship of social and cultural capitals with academic motivation.

Methodology: It was an applied study in terms of purpose and a descriptive-correlational one in regards to the method. The statistical population consisted of 14500 high school students of the Ilam province in the school year 2019-2020. The sample included 380 subjects chosen based on Morgan Table by multistage cluster sampling method. The tools of gathering data included the Vallerand Academic Motivation Questionnaire (1992); the social capital used for measurement of state social capital (2015), and the cultural capital self-made questionnaire which was validated based on the opinion of instructors with a reliability (Cronbach's alpha) of 0.84. SPSS and structural equations in Amos were used to study the research hypotheses based on correlational coefficients and regression.

Findings: Findings showed that the social and cultural capitals were significantly related with the academic motivation at (P<0.001, R=0.37) and (P<0.001 and R=0.53). Results of structural equations showed that social capital had direct significant influence on academic motivation (the standard regression coefficient was 0.49). "Cultural capital" with a standard regression coefficient of 0.68 had a direct significant influence on "academic motivation" and its indirect effect through "social capital" on "academic motivation" is 0.25. Altogether both social and cultural capitals directly and indirectly indicated the academic motivation variance at R2= 0.45.

Conclusion: Taking the significant role of the cultural and social capitals in academic motivation found in this study, it seems mandatory to heed to these concepts in the academic system.

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1. Introduction

All human voluntary activity is a function of the level of motivation. The existence of a person's motivation for mobility and dynamism and its absence causes stagnation and refusal from things or at least restlessness. Part of the motivation is related to education and lies in the aspirations and goals of education. Academic motivation refers to a person's willingness, perseverance and insistence on homework (Rubin, 2017). Therefore, academic motivation is the most important condition of the learning process (Kadivar, 2019). In cognitive-social theory, it is stated that academic motivation is neither an internal concept nor related to personality traits; rather, it is a structure that is formed by individual learning processes and experiences and varies from environment to environment (Opoku-Mensah, 2019).

One of the social concepts that can affect academic motivation is social capital (Novak, 2018). Social capital is the result of social relationships that enable people to achieve their goals in a more desirable and acceptable way. In fact, social capital is a kind of investment in social relations (Scales, 2020). Social capital is not a single object but consists of various things that have two things in common: first, they all include aspects of social structure, and second, this structure facilitates the actions of individuals (Myeong & Seo, 2016). Putnam (2009) also defines social capital as elements such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit (Parente, 2019). Bourdieu (1999) also considers social capital as the sum of potential and actual resources that result from the ownership of a sustainable network of institutionalized relationships between individuals and, more simply, membership in a group (Martín-Alcazar et al, 2019). Experts consider the main elements of social capital to be social trust, participation and social cohesion. Next, trust facilitates exchanges in the social space, which minimizes the costs of social exchanges and can be in two categories: trust in individuals and institutions. Social participation refers to the level of activity and involvement of individuals in the relationships of different social activities, and social cohesion refers to the pattern of interaction between actors, groups and subcultures (Ghaffari & Azkia, 2007).

Cultural capital is another variable that can affect academic motivation. Bourdieu considers purely economic issues to be imperfect for academic performance and believes that family cultural practices and habits have a significant impact on children. He considers cultural capital as the use of language, consumption and literature, formal education and lifestyle that are socially institutionalized, desirable and valuable (Gusman et al 2019). Bourdieu has formulated three types of cultural capital: objective, subjective and institutional. The first refers to material forms such as clothing, food, goods and art objects; Intellectual cultural capital, which is intangible, refers to speech style, character, and outward qualities. Finally, institutionalized cultural capital generally refers to the certificates and degrees or qualities that individuals receive from important institutions. Bourdieu stated that cultural capital (education and language), social capital (social networks and communications) and economic capital (money and other material assets) can be obtained in two ways: through family or formal education (Meng & Hsieh, 2013).

Separate studies have been conducted on the relationship between social and cultural capital and academic motivation. But at the same time there are not many studies. Abbasi Jondani & Mehrabi (2018) concluded in a study that social capital has a significant relationship with motivation for academic achievement. Mohtaram et al (2016) in a study on social capital and academic motivation of Payame Noor University students concluded that there is a positive and significant relationship between social capital score and academic motivation. Ghazanfari & Kordi (2015) concluded that there is a relationship between social capital and academic motivation.

Ghamari (2013) concluded in a study that there is a power between predicting academic achievement between intrinsic motivation and the amount of social capital with intrinsic motivation is not significant among male and female students. Sepehr (2011) concluded in a study that cultural origins and family behavior are among the important indicators that have the greatest impact on academic motivation. Tan & Liu (2018) in a study concluded that cultural capital has a significant relationship with students' academic

achievement and among the dimensions of cultural capital; objective capital predicts more academic achievement. Lindfors et al (2017) concluded in a study that the family environment (family social capital) significantly determines students' academic achievement. Tan (2017) concluded in a study that social capital is not a small structure in explaining students' academic success but plays an effective role. Pavic & Dukic (2016) showed that cultural capital has a significant effect on students' academic motivation. Chiu et al (2015) concluded in a study that family cultural capital directly affects reading motivation. Moschetti & Hudley (2015) in a study concluded that students without academic motivation also had poor social capital.

Regarding the necessity of the present research, it can be said that it is very important to monitor the academic motivation of high school students who are at the national entrance examination point. On the other hand, the issue of academic motivation has always been a concern of teachers and parents and planners of the education system, the study of which can clarify the academic motivation of high school students who are facing the entrance exam and the factors affecting it. Previous studies have only studied social and cultural capital separately, but the innovation of the present study is the simultaneous study of cultural and social capital and in fact the study of non-psychological concepts with academic motivation. With the description of the above, the purpose of this study is to investigate the relationship between social capital and cultural capital with the academic motivation of high school students in Ilam province.

2. Methodology

The present study is a cross-sectional study in terms of time, descriptive-correlational in terms of implementation, and applied in terms of purpose. The statistical population of all high school students in Ilam province in the academic year 2018-19 is about 14,500 people (quoted by the General Department of Education of Ilam province). The sample size was determined according to Krejcie and Morgan table 380 people who were selected by multi-stage cluster sampling method. First, several cities and regions from different geographical directions of the province were randomly selected. At this stage, 3 cities and two educational districts were identified. Then, the secondary schools of each district were identified and some were randomly asked according to the girls 'and boys' schools, governmental and non-governmental. The tools used included the following questionnaires:

Vallerand Motivation Standard Questionnaire: This questionnaire was made in 1992 and has 28 items and 3 components of internal motivation (12 questions), external (12 questions) and motivation (4 questions) and based on the 5-point Likert scale, very low (1), low (2), to some extent (3), high (4) and very high (5) are measured. Its score range is between 28 and 140, the score limit is between 28 to 58 low motivation, range between 58 to 88 medium and between 118 to 140 high motivation. The validity of this questionnaire was confirmed in the research (Naseri & Kareshki 2017). In the present study, its reliability was 0.89.

Social Capital Questionnaire: This questionnaire was designed in the country's social capital assessment survey in 2015. It has 20 items and 3 components (social trust, participation and social ethics). Very low Likert (1), low (2), somewhat (3), high (4) and very high (5) are measured on a 5-part scale. Scores between 20 and 46 are low social capital, between 47 and 73 are medium and between 74 and 100 are high social capital. The validity of this questionnaire has been confirmed in the research of Kalantari et al (2016). Its reliability in the present study was 0.87.

Researcher-made cultural capital questionnaire: Have 20 items (such as computer, internet, satellite TV, mobile phone and camera - the amount of reading books of interest) and 3 components (objective capital: consumption of material goods, mental or physical capital: visual activities and institutional capital). This questionnaire is measured based on the Likert scale (very low (1), low (2), partial (3), high (4) and very high (5) and the range of scores is between 20 to 100, Scores between 20 to 45 Low cultural capital is 46 to 71 medium and 72 to 100 is high cultural capital. In the present study, its reliability was 0.82 and correlation tests and structural equations in Spss and Amos software were used to analyze the data.

3. Findings

Considering that 6 questionnaires were distorted, finally 374 questionnaires had the necessary qualifications and the rate of qualified questionnaires was 98%. The demographic characteristics of the sample are presented in Table (1).

Table1. Demographic characteristics of the research sample

Variables		Abundance	Percentage
Gender	Girl	169	45/19
	Boy	205	54/81
Grade	Tenth	77	20/58
	Eleventh	112	29/94
	Twelth	185	49/48
Type of school	Governmental	241	64/43
	NGOs	133	35/57
field	Math	40	10/70
	human	193	51/66
	Experimental	141	37/64

Table2. Matrix of correlation coefficients of variables with academic motivation

	Social capital	Cultural capital	educational motivation
Social capital	1		
Cultural capital	**0.409	1	
educational motivation	**0.373	**0.530	1

**: Significance at the error level of 0.01

The results of Table 2 show that academic motivation has a positive and significant relationship with the two main variables "social capital" and "cultural capital" at the error level of 0.01. Therefore, structural equations can be used to examine the conceptual model of research. To study the model, first, confirmatory factor analysis is used to measure the relationships between hidden variables and measurement items, and then, using a structural model, the relationship between the factors and each other is tested to test the hypotheses.

Table3. Fit indicators for each of the measurement models

Indicator	desired limit	educational motivation	Cultural capital	Social capital
X2/df	3 and less	1/86	1/58	1/60
RMR	Close to zero	0/043	0/095	0/037
GFI	0.9 and above	0/914	0/911	0/904
AGFI	0.9 and above	0/903	0/911	0/927
NFI	0.9 and above	0/916	0/919	0/909
RFI	0.9 and above	0/900	0/911	0/927
IFI	0.9 and above	0/904	0/916	0/900
TLI	0.9 and above	0/917	0/916	0/924
CFI	0.9 and above	0/914	0/911	0/904
PRATIO	0.5 and above	0/649	0/744	0/807
PNFI	0.5 and above	0/689	0/500	0/808
PCFI	0.5 and above	0/709	0/783	0/697
RMSEA	Less than 0.08	0/039	0/070	0/064

The results of confirmatory factor analysis showed that the measurement models of the research variables are suitable models because the value of $\chi2 / df$ (chi-square divided by the degree of freedom) is less than 3, and the value of RMSEA is less than 0.08, GFI, AGFI and NFI values are greater than 0.9 and economical indices (PNFI and PCFI) are more than 0.5 and the level of significance of factor loads is less than 5%, which indicates the significance of the items in the measurement models. Confirmatory factor analysis (CFA) was used to evaluate and evaluate the measurement models. Also, for each structure, two indices of mean variance (AVE) and combined reliability (CR) were calculated to measure the validity (validity) and

reliability (reliability) of the structures, respectively. The structural reliability of the measurement models is presented in Table 4.

Table4. Factor loads and validity and reliability indices of the structure

Research variables	Cronbach's alpha	P	Factor loads	CR	AVE
educational motivation			0/834	0/830	0/621
Intrinsic motivation	0/84	P<0.01			
External motivation	0/79	P<0.01			
Un motivation	0/73	P<0.01			
Social capital			0/879	0/836	0/624
the trust	0/91	P<0.01			
participation	0/52	P<0.01			
Cohesion	0/91	P<0.01			
Cultural capital			0/825	0/801	0/573
Objectively	0/75	P<0.01			
Mental	0/73	P<0.01			
Institutional	0/79	P<0.01			

The results of Table (4) show that the selected components for measuring the model structures have the necessary accuracy because the standardized coefficient is all more than 0.5 and are significant (significance level is less than 0.01). The value of the mean variance index (AVE) for all structures is more than 0.5 and the composite reliability index is more than 0.6. Cronbach's alpha value of all three constructs is more than 0.7, so each of the model constructs has convergent validity and good composite reliability for measuring research variables. After confirming the measurement models, the final model was fitted using Amos software. Figure (2) shows an overview of the structural model of the research along with standard coefficients.
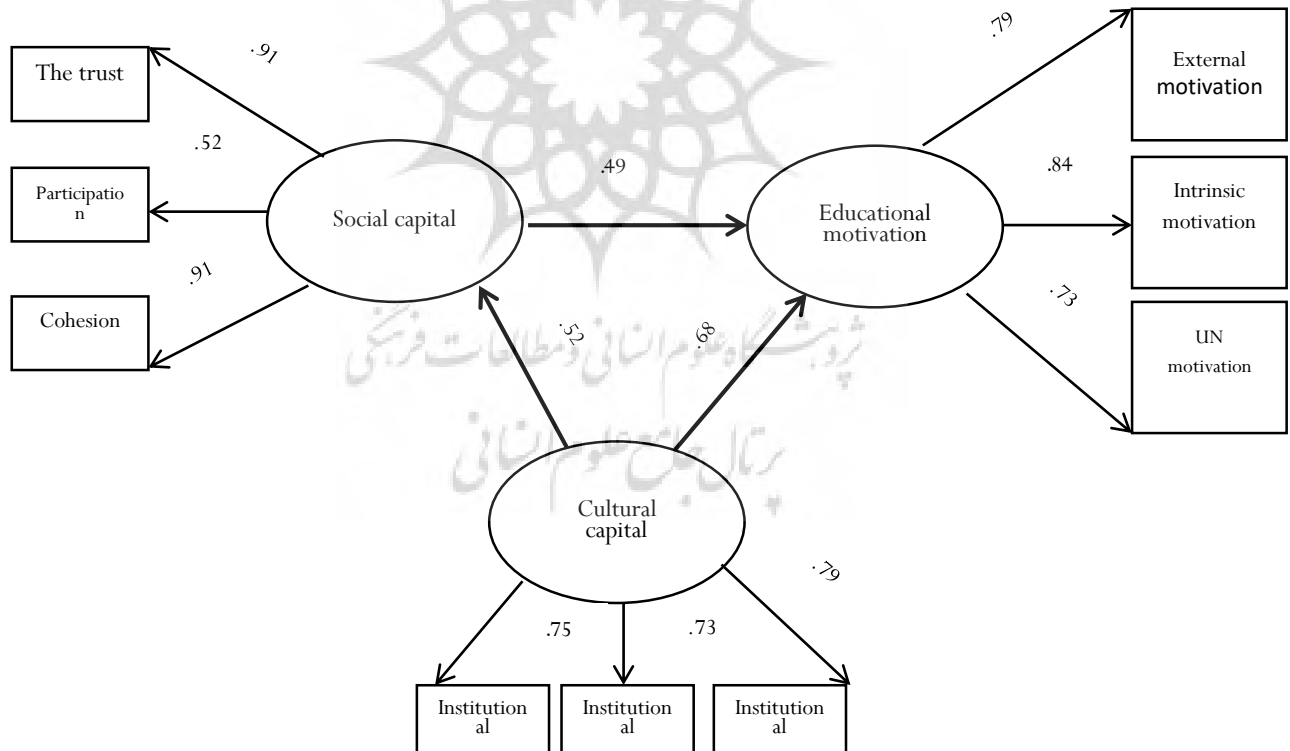

Figure2. Fitted model in standardized coefficient mode

In Table (5), the results of fitting the structural model of the research show that the value of χ2 / df (1.59) is less than 3 and the value is appropriate and low. RMSEA = 0.037 also indicates the suitability of the structural model. The values of GFI, AGFI and NFI are equal to 0.901, 0.947 and 0.906, respectively,

and the target indices of PNFI and PCFI are equal to 0.604 and 0.620, respectively, which indicates the suitability of the fitted structural model, to test the main hypotheses.

Table5. Indicators of structural model research

Indicator	desired limit	Reported value
X2/df	3 and less	2/61
RMR	Close to zero	0/029
GFI	0.9 and above	0/947
AGFI	0.9 and above	0/901
NFI	0.9 and above	0/906
RFI	0.9 and above	0.960
IFI	0.9 and above	0/931
TLI	0.9 and above	0/901
CFI	0.9 and above	1
PRATIO	0.5 and above	0/667
PNFI	0.5 and above	0/604
PCFI	0.5 and above	0/620
RMSEA	Less than 0.08	0/037

Table6. Results of research hypotheses

From the structure	To the structure	direct impact	Indirect effect	Total effect	Explanted variance
Cultural capital	educational motivation	**0/68	**0/25	**0/93	
Cultural capital	Social capital	**0/52	-	**0/52	0/45
Social capital	educational motivation	**0/49	-	**0/49	

According to the results of Table (6), the variables in the model directly and indirectly explain 45% of the variance of the variable of academic motivation.

4. Discussion

The aim of this study was to investigate the relationship between social and cultural capital and academic motivation of high school students in Ilam province. The first hypothesis showed that social capital has a positive and significant effect on academic motivation. That is, by increasing social capital, we can see an increase in academic motivation. The magnitude of this effect is 0.49. This finding is consistent with the studies of Mohtaram et al (2016); Ghazanfari & Kordi (2015); Lindfors et al (2017); Tan (2017) and Moschetti & Hudley (2015) have each studied some aspects of social capital on academic motivation and success. In explaining the effect of social capital on increasing the level of academic motivation, it can be said that one of the important functions of social capital is to increase the level of motivation and help people to achieve their goals (Jalili Shishavan et al 2017). Social capital is a mechanism that attracts and facilitates the individual in the group and promotes the advantages of the group. In fact, creating a sense of trust in others along with creating self-confidence and psychological spirit is more resilient and as a result, desire for the group and enjoy the benefits of the group. According to the provisions of the concept of social capital, individual growth is strongly influenced by social capital and the presence of social capital is associated with educational achievement (Putnam (2009)). Social capital leads to the synergy of social relations and can create capabilities of a sense of trust, different levels of cooperation and participation between individuals, groups or communities, while reducing the costs of exchanges between them and facilitating their relationships. Therefore, it can be said that having social capital creates a sense of mutual trust between the parties, increases participation in affairs and increases the sense of belonging to the group. These motivational elements can also be reflected in student learning activities; Improve academic, group, and intergroup collaboration, and ultimately increase motivation and more effective academic activities.

The second hypothesis showed that cultural capital has a positive and significant effect on academic motivation. It directly affects academic motivation with an impact factor of 0.68 and indirectly with a

coefficient of 0.25. This finding is supported by studies such as Babaiefard & Heydarian (2014) that cultural capital is the most important variable affecting students' academic achievement and motivation; Pavić & Đukić (2016) showed that cultural capital leads to better students' academic motivation and ultimately better scores. Chiu et al (2015) concluded that family cultural capital is related to children's educational motivation and Tan & Liu's research (2018) who concluded that cultural capital has a significant relationship with motivation and academic achievement. In explaining the role of cultural capital on the level of academic motivation, Bourdieu has done the most. He considered capital to be distinct but transferable in economic, social, and cultural forms, meaning that each of these capitals could become the other. In today's world, the role of cultural capital and its acquisition is not less than economic capital because it can directly affect economic capital. According to Bourdieu, cultural capital itself can be divided into types such as objective, subjective and institutional capital. Hence, Bourdieu considers the level of education of individuals as an aspect of institutional cultural capital (Rogosic & Baranovic, 2016). Obviously, in today's society, possessing the highest quality cultural and educational qualifications can lead to the ability of individuals to invest. Increasing the level of education causes more people to compete for the acquisition of cultural goods (Mohammadi, 2019). Therefore, the demand for cultural capital will increase. For example, we can mention the large number of students in the experimental field to obtain a medical degree in the country as the highest quality cultural capital.

One of the limitations of the present study is the lack of gender study in this study because it seems that the educational motivation of girls and boys is different. Also, for the generalizability of the results, studies at the larger level are needed, so the generalizability of the results should be viewed with caution. Another limitation of the method of combined study is that due to the time and facilities of the researcher, it was not possible to study combined (qualitative-quantitative). Accordingly, it is suggested that researchers in future studies to study academic motivation in a combined method. Given the impact of social capital on the level of academic motivation, schools should involve students in decision-making in all their social and educational programs and provide the basis for interaction and social relations. Another suggestion is to form student-centered educational groups within the school. In addition to playing the role of students, this action strengthens social trust and social participation. In order to influence cultural capital (mental component) on academic motivation, it is suggested that free reading competitions be held. This action can invigorate and strengthen the social and cultural capital of students. Another suggestion is to invite parents with a high level of literacy in school and to express their educational experiences and educational value.

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