

Cultural capital competencies of teachers in sports education: A mixed-method study

Yunus Emre Karakaya¹, Abdullah Bingölbali¹, Aykut Şahin²

¹ Faculty of Sports Sciences, Fırat University, Elazığ, Turkey; ² Faculty of Sport Sciences, Munzur University, Tunceli, Turkey

Abstract

Study aim: In this study, the cultural capital competencies of physical education and sports teachers were investigated using the mixed method (quantitative and qualitative) research design.

Material and methods: The participants of the quantitative method were 248 physical education and sports teachers working in educational institutions in Turkey, and 24 volunteers from this group were randomly selected for the qualitative phase. The analysis of the data was performed using SPSS 22.0 and QSR NVIVO-10 software. The *Cultural Capital Scale* was utilized to collect the quantitative data, while the qualitative data was obtained through two semi-structured open-ended questions.

Results: The findings of the study revealed no significant differences in the variables of gender, education level and the type of location where the teacher grew up. A positive and high level of correlation was found between the *Cultural Capital Scale* and the subscale *Intellectual Accumulation*. The *Intellectual Accumulation* subscale was found to explain 87% of the variance of the *Cultural Capital Scale* ($R^2 = 0.872$).

Conclusions: Creating educational environments where intellectual accumulation, participation, cultural awareness, and cultural potential dimensions are considered at every stage of education is suggested to enrich the cultural capital accumulations of physical education and sports teachers.

Keywords: Cultural Capital – Teacher – Physical Education – Sports

Introduction

The evolving and transforming lifestyles of societies also change the meanings they place on concepts. Some of the concepts influenced by these changes are culture and capital, which had been used only in the fields of sociology and economics until recently. However, these notions have also been used beyond these fields [1, 16, 21, 29, 44].

In unpicking what Bourdieu is arguing, schools are interpreted as institutions of education that are structured by the economic, social, political and cultural systems of the society in which they exist. As such, they reproduce the dominant structures, forms of knowledge and practices by naturalising them and training individuals to engage with and embody them. It is these structures, knowledge and practices that construct a *habitus* which is an acquired system of generative schemes objectively adjusted to the particular conditions in which it is constituted. This *habitus* is a physical, political and cultural space that is engaged with

and (re)produced by individuals through their everyday practice and this practice is in part informed by the cultural capital (or wealth of cultural goods) such as knowledge, experience and skills that they have [14]. The concept of cultural capital, as proposed by Bourdieu [11] over three decades ago as part of a theory of practice, consists mainly of linguistic and cultural competence and that relationship of familiarity with the culture which can only be produced by family upbringing when it transmits the dominant culture.

The concept of cultural capital, framed by the French sociologist Pierre Bourdieu and introduced into the literature, is expressed as the sum of knowledge of high culture and an aggregate of the skills obtained through education [13]. Bourdieu [13] emphasizes that cultural capital covers a wide variety of assets such as verbal skills, general cultural awareness, aesthetic preferences, knowledge of the school system and education. Jaeger [32] explains that cultural capital equips individuals with cultural characteristics and makes differences between individuals. Yosso

[56] explains six specific types of valuable cultural capital that communities of colour possess: aspirational capital, linguistic capital, familial capital, social capital, navigational capital and resistant capital. Cultural capital, in general, is a concept that expresses the sum of the accumulation gained in the socialization process or the skills acquired through cultural tendencies, attitudes, beliefs, traditions, values, ways of doing business and expression shared by a particular group [47]. The term cultural capital implies being recognized as capital in a specific society, i.e. economic, scientific and educational capital, by which it is possible to understand the social space of positions and aspects of dominance and its hierarchies. Depending on the amount of and the sort of capital a person has, it provides a basis for determining his/her relative position and activates the habitus to the specific field. Bourdieu suggests a formula for the logic of practice in *Distinction (Habitus 9 Capital)? Field = Practice* [12]. In short, it is everything that individuals personally acquire from their culture, intentionally or unintentionally and everything they add to their lifestyle, understanding, way of doing business and to their identity.

Education is one of the sources that nurture cultural capital [10, 13]. The aims of educational institutions include training individuals with high cultural capital by transferring the cultural characteristics of society to new generations [6]. Moreover, in educational institutions, improving the quality of education and raising a well-equipped generation is possible with teachers who have high cultural capital accumulation [44]. Therefore, identifying the factors affecting the cultural capital of teachers and carrying out studies to increase them are essential steps for the efficiency of the education and training process. Thanks to all the positive attitudes and behaviours gained from highly qualified teachers, students can have the same effort, responsibility, performance and beliefs [47].

A recent review of the current studies carried out within the scope of this research demonstrates that the number of studies investigating the relationship between education and cultural capital at the national level is rather limited [21, 22, 33, 44, 51]. Most of these national studies focus on the contributions of cultural capital to academic success and the country's economy besides on conditions that prevent teachers from having sufficient cultural capital qualifications. At the international level of current research, it is possible to encounter studies within the framework of the relationship between cultural capital, academic success and education [1, 2, 4, 16, 18, 26, 29, 30, 32, 34, 38, 41, 52]. For example, in a study conducted by Addi-Racah and Grinshtain [1], perceptions of teachers in Jewish and Arab schools in Israel toward parents and their feminine, social and cultural capital were examined within the scope of Bourdieu's concept of social space. The findings revealed that Jewish and Arab teachers maintained various

relationships with parents, which included separation, threats and cooperation. In another study conducted by Andersen and Jaeger [2], it was attempted to reveal the competing explanation for the differences in the outcomes of cultural capital in schooling environments. Additionally, in a study conducted by Byun, Schofer and Kim [16] in South Korea, it was concluded that the cultural capital embodied in South Korea had a negative effect on academic achievement.

In the literature, despite the steadfast prominence of cultural capital theory in education, it has been underexamined in the specific context of teaching and learning inside classrooms [39]. It is seen that no research has been carried out on the cultural capital of PES teachers who are instructors in sports education practices. PES teachers, who are accepted as one of the influential teacher groups in terms of affecting students in educational institutions and who set role models to students, are not only responsible for scientific knowledge transfer but they can also be considered as professionals who help students gain world-views and evaluate circumstances from different perspectives [44]. PES teachers are prominent actors in shaping the cultural identities of new generations [35]. Due to the nature of sports, students feel closer to PES teachers at schools. Since students share a considerable amount of mutual experiences during sports activities, they are easily affected by the teachers' attitudes and behaviour positively or negatively. At times, these teachers attend in – and out-of-school or sometimes national/international sports activities with their students and share many experiences (e.g., food, travel, accommodation, excitement, enthusiasm, joy, sadness and happiness). As a result, compared to other branches of teachers, they may be more connected with the students, thus affecting them with their conduct. From this perspective, it is important that PES teachers possess high levels of cultural capital competencies and that the existing levels of competencies are increased while the obstacles are eliminated. In this respect, the levels of competencies of PES teachers might be of considerable significance due to their contributions to their students. In this context, the cultural capital competencies of physical education teachers in Turkey were examined by mixed methods research. In this study, within a different scope from the studies in the literature, the study group's variables of gender, education level and place of residence were analysed in terms of cultural capital sufficiency, intellectual accumulation, cultural awareness and cultural potentials. This study is the product of the insufficiency determined in the literature. The following factors were effective while determining the dependent and independent variables of the study.

According to Bourdieu, gender can be understood as a social differentiation principle that can offer feminist sociological theory a new analytical perspective [37]. There is growing recognition that Bourdieu's theory on gender

can contribute to the study of key gender issues and that his concept of cultural capital is also valuable [48]. The exploration of the differences in cultural investment between men and women has been emphasized in addressing these issues [23]. Based on all these data in the literature, it is aimed to investigate the effect of the gender variable on cultural capital with the question *Do the cultural capital competencies of PES teachers differ significantly according to their gender?*

An important example of a robust measure of cultural capital that is practical enough to be used within a research project is the debate about the role of social class in higher education [8, 28, 43]. From this point of view, since it is thought that students who continue or do not attend higher education may have class differences, it is aimed to investigate the effect of educational status on cultural capital with the question *Do the cultural capital competencies of PES teachers differ significantly according to their level of education?*

There are some studies in the literature examining the relationship between cultural capital and the settlement or living place [15, 53]. In these studies, it has been discussed that the place where you live may have an effect on the social status and therefore on the cultural capital. Therefore, in our study, it is aimed to measure the level of this effect with the question of *Do the cultural capital competencies of PES teachers differ significantly according to the place of their settlement?*

According to the perceptions of the PES teachers, the subject of whether there are differences between the dimensions of cultural capital competency, intellectual accumulation, cultural awareness and cultural potential emerges as a concept that requires investigation. Thus, cultural capital competencies were analysed in terms of the relationships between their subscales, correlations and regression analyses. It is thought that determining which of the subscales that create the population of the dependent variables is stronger in terms of being the predictor can provide certain explanatory information about the problem situation. Accordingly, the research question was determined as the following. *Is there a meaningful relationship between cultural capital competencies and intellectual accumulation, cultural awareness and cultural potential?, and Are intellectual accumulation, cultural awareness and cultural potential predictors of cultural capital?*

Material and methods

This study was conducted using convergent parallel design within the scope of mixed methods research. The convergent-parallel design consists of the researcher conducting the qualitative and quantitative steps simultaneously (starting and ending at approximately the same

time). Although these steps are kept separate in the analysis process, the results are combined in the interpretation process [19]. In the quantitative part of the research, the correlational survey model was employed, whereas the qualitative part was carried out through phenomenology research design.

Participants

The population of the study consisted of 295 PES teachers working in educational institutions in the city of Elazığ, Turkey. Within the scope of the study, a sample group was not created, and it was attempted to reach the entire population. However, since the study was conducted on a volunteer basis, not all members of the population could be reached. The study group was set as 248 participants and the data were collected accordingly. Furthermore, in the quantitative phase of the study, the participant group consisted of volunteering 248 PES teachers who were employed in educational institutions in the province Elazığ in Turkey. In the qualitative step of the study, the sampling was conducted according to the maximum variation sampling, which is one of the purposive sampling methods, from the quantitative sample. The sample consisted of 24 volunteer PES teachers. The reason for choosing this sampling method was related to the equal distribution of variables such as gender, professional experience years and educational level. By creating a relatively small sample based on the maximum variation sampling, it was aimed to ensure the diversity of the individuals who might be parties to the problem in question [42, 55].

The demographic data of the PES teachers included in the quantitative process of the study were presented in Tables 1, 2 and 3. The demographic data in the quantitative process are as the following. 8 of the PES teachers were females while 16 were males. 20 PES teachers had undergraduate degrees while 4 of them had postgraduate degrees. 3 of the PES teachers lived in villages/towns while 7 of them lived in counties in addition to 12 of the participants living in cities.

Measures, design and procedures

The quantitative data of the study were collected through the *Cultural Capital Scale* developed by Avcı and Yaşar [6]. The scale, whose validity/reliability analyses were conducted, consists of 30 items and four subscales. Avcı and Yaşar [6] stated that in the validity analysis for the scale, the Kaiser-Meyer-Olkin (KMO) value was estimated to be 0.92, the Bartlett test result was 0.00 ($p < 0.01$), and the percentage of explained variance was 57%. In this study, the Cronbach's alpha internal consistency coefficient was determined as 0.91 for the *Intellectual Accumulation* subscale, 0.89 for the *Participation* subscale, 0.84 for the *Cultural Consciousness* subscale, and 0.87 for the *Cultural Potential* subscale.

In the qualitative phase of this research, two semi-structured open-ended questions that were developed by the researchers and whose reliability and validity analyses were performed were used to assess the cultural capital of the PES teachers:

- What are the obstacles that prevent PES teachers from acquiring cultural capital competencies?
- What can be done to increase the cultural capital competency levels of PES teachers?

Within the scope of this phase, the researchers interviewed 24 volunteering PES teachers by visiting their educational institutions. The duration of the interviews ranged from five to 15 minutes.

Data analysis

First, a normality test was performed with the licensed SPSS 22.0 software to see if the Cultural Capital Scale and the data obtained in subscales fulfilled the assumption of normality. The skewness and kurtosis values determined for the scale ranged from +1.5 to -1.5. Thus, it can be concluded that the data were normally distributed. To determine the difference in the independent variables of gender and level of education, the Independent Samples t-Test was used (Table 1 and 2). Since the quantitative value of the variable region of upbringing was under 30 (village-township = 16) for the participant group, the non-parametric Kruskal-Wallis Test was utilized (Table 3). The statistical significance level (alpha (α) level) was set as $p < 0.05$. In addition, Pearson Correlation Analysis was performed to determine the level and direction of the relationship between dependent variables (Table 4). Multiple Regression Analysis was performed to better explain the nature of the identified relationship and to determine the prediction between the Cultural Capital Scale and its subscales (Table 5).

As the error terms are assumed to be independent of one another in the regression analysis, this assumption was tested using the Durbin-Watson statistics. The assessment result of the Durbin-Watson value is presented in Table 5 below. Analyses were made to identify the contribution of each subscale to the scale step by step; hence, the stepwise method was employed in the regression analysis. In this method, after determining the independent variables that are candidates to affect the dependent variable, the independent variables that most affect the dependent variable are selected. Beginning with the most potent independent variable among the ones that meet the conditions identified, each candidate independent variable that has a significant impact on the dependent variable is one by one included in the model.

The data obtained from the qualitative phase of the study was analysed following content analysis procedures. Content analysis requires a detailed examination of the collected data and the determination of the concepts,

categories and themes that explain this data. In content analysis, the focus is on the collected data while codes are extracted from the events and subjects that are frequently repeated in the data set or that are intensely emphasized by the participants [10, 40]. Subsequently, the data analysis and modelling of the resulting situation were made and schematized using the licensed QSR NVIVO-8 program (Figures 1 and 2). The perceptions of 24 PES teachers were coded such as Teacher 1 Female (T1F) or Teacher 2 Male (T2M) to represent the teachers and the data were transferred to the computer setting. Additionally, some genuine views and ideas of the participants were presented as quotations in the results section.

Ethics statement

The information regarding the ethical board decisions for the study was as the following: Institution: Firat University Rectorate, Social and Human Sciences Research Ethical Board; Date of Meeting: 18.01.2021; Meeting Number: 02; Decision Number: 10

Results

Findings of the Quantitative Method

The cultural capital of the PES teachers was examined according to gender, and the findings are presented in Table 1. There was no statistically significant difference in the *Cultural Capital Scale* and its subscales in terms of the gender variable of the PES teachers. In this regard, it can be concluded that gender is not a significant variable in terms of cultural capital competencies.

Another subject examined within the scope of the research is the comparison of cultural capital competencies of PES teachers according to their education levels. The findings of the comparison are presented in Table 2. No statistically significant difference was encountered in the *Cultural Capital Scale* and its subscales concerning the level of education variable of the PES teachers (Table 2). In this context, it is fair to state that the level of education is not an effective structure in terms of cultural capital competencies.

In line with another objective of the study, cultural capital competencies were compared according to the location, i.e., the type of administrative settlement where PES teachers were raised. The results are demonstrated in Table 3. No significant difference was found in the scale and subscale according to the region where PES teachers were raised (Table 3). The research findings indicate that the region where the teachers were brought up was not an effective variable considering cultural capital competencies.

In the study, according to the perceptions of the participants, another object of investigation was whether

Table 1. Independent samples t-test analysis results on the gender variable of the research group

Scale	Gender	N	$\bar{x}$	SD	t-value	p-value
Cultural Capital Scale	Female	61	3.749	0.570	-0.090	0.929
	Male	187	3.757	0.584		
Intellectual Accumulation	Female	61	3.789	0.613	1.013	0.312
	Male	187	3.687	0.701		
Participation	Female	61	3.442	0.766	-1.186	0.237
	Male	187	3.581	0.801		
Cultural Awareness	Female	61	3.865	0.583	-0.856	0.393
	Male	187	3.938	0.569		
Cultural Potential	Female	61	3.960	0.621	-0.508	0.612
	Male	187	4.004	0.569		

Table 2. Independent samples t-test analysis results on the education level variable of the research group

Scale	Education Level	N	$\bar{x}$	SD	t-value	p-value
Cultural Capital Scale	Undergraduate	214	3.743	0.580	-0.853	0.395
	Graduate	34	3.834	0.579		
Intellectual Accumulation	Undergraduate	214	3.702	0.676	-0.603	0.547
	Graduate	34	3.778	0.712		
Participation	Undergraduate	214	3.528	0.809	-0.922	0.357
	Graduate	34	3.663	0.683		
Cultural Awareness	Undergraduate	214	3.907	0.578	-0.874	0.383
	Graduate	34	4.000	0.541		
Cultural Potential	Undergraduate	214	3.984	0.580	-0.640	0.523
	Graduate	34	4.052	0.595		

there was a meaningful relationship between cultural capital competencies and intellectual accumulation, cultural awareness and cultural potential. The results obtained are presented in Table 4. The correlation analysis revealed that the most significant relationship was between the *Cultural Capital Scale* and the subscale *Intellectual Accumulation* and it was a strong positive relationship ($r = 0.934$; $p < 0.001$). The weakest relationship was found between the subscales *Cultural Potential* and *Participation*, which was a moderate positive relationship ($r = 0.503$; $p < 0.001$) (Table 4).

Lastly, whether intellectual accumulation, cultural awareness and cultural potential predicted cultural capital was also examined. The findings are presented in Table 5. With the stepwise regression model, four independent variables were added to the model one at a time and three different models were obtained. In Model 1, model 2 and model 3 p-value was less than 0.001. Accordingly, there was a significant difference between the averages of the variables and the model altogether was significant

at all levels. With the t-test, it was investigated whether the variables were significant (at the level of 5% significance) and it was found that each subscale was at a significant level within the model. In **Model 1**, the subscale *Intellectual Accumulation* explained 87% of the variance of the *Cultural Capital Scale* ($R^2 = 0.872$). In terms of the t-test, the constant value and subscale appear significant ($p < 0.001$). The examination of the model between *Intellectual Accumulation* and *Cultural Capital Scale* as a whole affirmed that it was significant ($p < 0.001$). The Durbin-Watson test yielded the coefficient value as 0.795, which can be considered a good value. That is, the *Intellectual Accumulation* subscale affects the *Cultural Capital Scale* ($\beta = 0.795$). In **Model 2**, *Intellectual Accumulation* and *Participation* subscales were included in the analysis together, and the prediction power of these subscales on the *Cultural Capital Scale* increased to 95% ($R^2 = 0.957$). In **Model 3**, on the other hand, the *Intellectual Accumulation*, *Participation* and *Cultural Potential* subscales predicted the *Cultural Capital Scale* by 98% ($R^2 = 0.988$).

Table 3. Kruskal-Wallis test analysis results for the region of upbringing variable of the research group

Scale	Region of upbringing	N	$\bar{x}$	SD	χ^2	P
Cultural Capital Scale	(a) Village-township	16	120.41	0.579	3.306	0.191
	(b) Town	45	107.48			
	(c) City	187	128.95			
Intellectual Accumulation	(a) Village-township	16	111.25	0.680	3.540	0.170
	(b) Town	45	108.93			
	(c) City	187	129.38			
Participation	(a) Village-township	16	125.09	0.793	2.261	0.323
	(b) Town	45	110.06			
	(c) City	187	127.93			
Cultural Awareness	(a) Village-township	16	132.38	0.573	1.595	0.450
	(b) Town	45	112.81			
	(c) City	187	126.64			
Cultural Potential	(a) Village-township	16	119.94	0.581	1.198	0.549
	(b) Town	45	114.78			
	(c) City	187	127.23			

Table 4. Correlation analysis of the relationship between the scale and subscales

Scale		1	2	3	4	5
Cultural Capital Scale (1)	r	1				
	p	–				
	N	248				
Intellectual Accumulation (2)	r	0.934*	1			
	p	0.000	–			
	N	248	248			
Participation (3)	r	0.838*	0.663*	1		
	p	0.000	0.000	–		
	N	248	248	248		
Cultural Awareness (4)	r	0.791*	0.646*	0.587*	1	
	p	0.000	0.000	0.000	–	
	N	248	248	248	248	
Cultural Potential (5)	r	0.761*	0.638*	0.503*	0.658*	1
	p	0.000	0.000	0.000	0.000	–
	N	248	248	248	248	248

* – $p < 0.05$.

Consequently, the results of these three models demonstrated that the subscale *Intellectual Accumulation* was the most powerful one in predicting the *Cultural Capital Subscale* (Model 1).

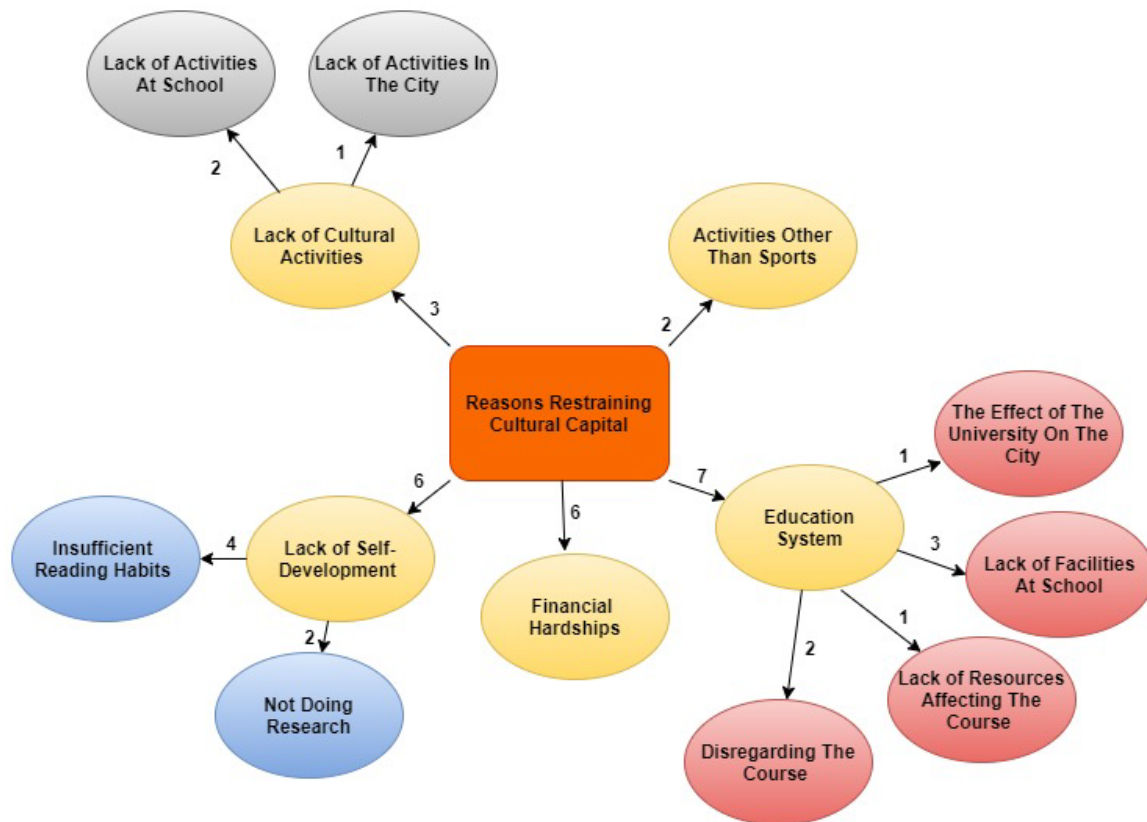
Findings of the Qualitative Method

The answers obtained in interviews with volunteer PES teachers who participated in the study were analysed. The loads made were evaluated along with the models below.

Table 5. Regression analysis of the impact of the subscales on Cultural Capital Scale

Model	Independent Variable	β	t	p	Model (p)	R ²
Model 1	Constant	—	10.932	<0.001	<0.001	0.872
	Intellectual Accumulation	0.795	40.900	<0.001		
Model 2	Constant	—	14.011	<0.001	<0.001	0.957
	Intellectual Accumulation	0.575	38.072	<0.001		
	Participation	0.285	21.979	<0.001		
Model 3	Constant	—	5.970	<0.001	<0.001	0.988
	Intellectual Accumulation	0.468	51.208	<0.001		
	Participation	0.261	37.331	<0.001		
	Cultural Potential	0.230	24.795	<0.001		

* R = 0.934; Durbin-Watson = 1.994; p < 0.001 level relationship.

**Figure 1.** Model showing sub-themes and load counts for the main theme of the first question

The question *What are the obstacles that prevent PES teachers from acquiring cultural capital competencies?* was directed to the participants. The model representing the central theme, sub-themes and their load numbers is presented on Figure 1.

During the analysis of the answers to this question, the responses of the PES teachers were grouped as *lack of cultural activities, activities other than sports, education system, financial weaknesses and lack of self-development*. Some of the answers of the PES teachers to this question are as follows:

- T2F: *In my educational institution, in-service training and briefings with educational content that would improve ourselves are few. I also consider the scarcity of opportunities for postgraduate education as an obstacle.*
- T4M: *As a teacher, I view the lack or low level of reading habits, not joining social activities in the city where I live, and overusing social media as the negativities in increasing cultural capital.*
- T45: *One should feel incomplete in this regard and have a desire to improve himself. As an environment, PES*

teachers should deal with not only the sports community but also different environments. One should know that he does not only have the identity of a physical education teacher and that he lives in a rather complicated environment and he must have a cultural background to be able to have a say under these environmental conditions. Therefore, the cultural structure of PES teachers who cannot see such issues will also be lacking.

- T4F: Materiality comes first. For PES teachers to develop themselves and have cultural capital, the required financial conditions must be created. This is the biggest obstacle on this matter.

The PES teachers were also asked the question *What can be done to increase the cultural capital competency levels of PES teachers?* The model representing the central theme, sub-themes and their load numbers is demonstrated below (Figure 2).

In the analysis, the participants' responses to this question included instances such as *improving the education system (school administration support, international cooperation and improving the salaries of teachers)* and *reading books*. Two PES teachers thought that the *cultural capital is sufficient*. Some sample responses of the PES teachers are presented below:

- T12M: *Actions are needed to improve the economic conditions of PES teachers/teachers. In this way, participation in educational, cultural and art activities will become more likely.*
- T9M: *One should feel incomplete about this subject and have a desire to improve oneself. Therefore, the teacher might gain reading habits, national/international tours could be organized and participation in sociocultural activities in the city where one lives can be encouraged.*

- T8M: *I think that there is a parallelism between the self-education of academics who train teachers in universities and the self-development of PES teachers. In this regard, the relationship between universities and educational institutions can be increased.*
- T3F: *It is necessary to regulate wage policies to improve the economic situation of teachers. Thus, participation in educational, cultural and artistic activities will be ensured.*
- T14M: *Activities such as reading books regularly, following scientific publications, participating in excursions, participating in various courses on the field and other subjects, participating in social activities will contribute to PES teachers.*

Discussion

The results obtained from the analyses carried out within the scope of the research were evaluated as follows.

No significant differences in the opinions of PES teachers were found for *gender* (Table 1). Naturally, there are many reasons (such as gender differences, financial status) that affect the cultural capital of male and female teachers. However, the fact that no difference was found in this study was interpreted as a situation related to the limitation of the participant group. In this regard, Kaplan and Çerçi [33] arrived at the same conclusions in their study. Nevertheless, in many other research studies, different results were obtained: Tösten, Avcı and Şahin [51] achieved significant results in the cultural capital competency levels according to the gender variable. Özgan and Karataşoğlu [44] determined that male teachers had more newspaper reading habits than female teachers, but the teachers did not follow the education-related sections of

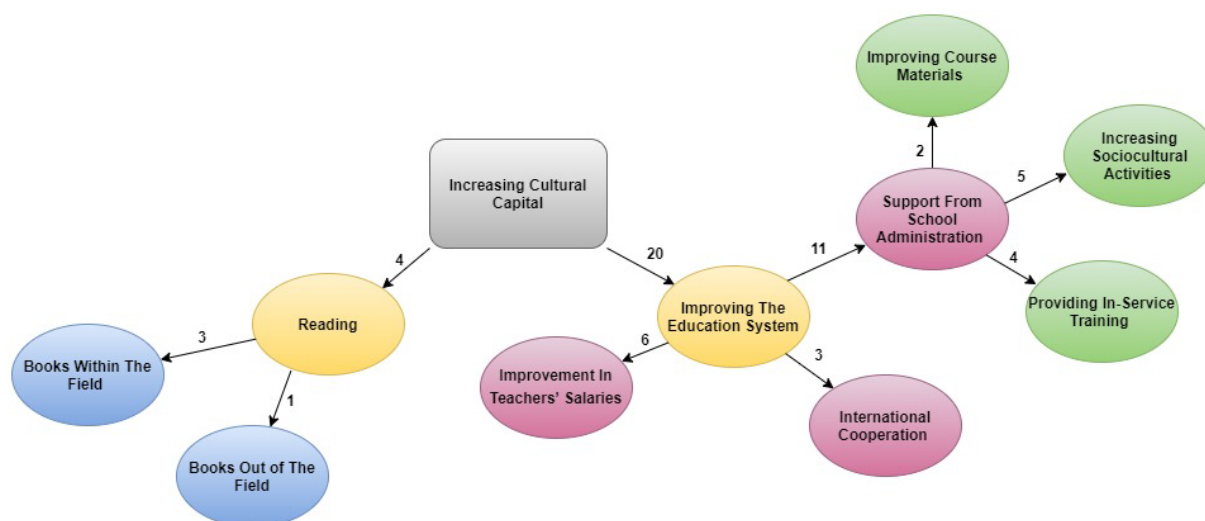


Figure 2. Model showing sub-themes and load counts for the main theme of the second question

the newspapers. They have associated this finding with teachers not paying enough attention to their professional development.

Regarding the variable *level of education*, no significant differences were determined in the opinions of PES teachers (Table 2). It is of essential importance for PES to make the necessary efforts for their individual or professional development to increase their cultural capital accumulation. In this respect, encouraging teachers who have the motivation to improve themselves through postgraduate studies is crucial. In the relevant literature, results that were contrary to this finding were achieved. Özgan and Karataşoğlu [44] emphasized that increasing teachers' opportunities for postgraduate education will significantly impact cultural capital accumulation by encouraging teachers to pursue postgraduate studies. Katz-Gerro [34], on the other hand, maintained that those with high levels of education tend to have a more active lifestyle integrating at the highest levels.

Concerning the *location where they were raised*, the study yielded no significant differences among the views of PES teachers (Table 3). Based on this result, it is assumed that the region where PES teachers are brought up is not sufficient to make cultural differences, but the economic and personal efforts of the person also play important roles. Kaplan and Çerçi [33] also arrived at similar conclusions. They state that there is no significant relationship between the intellectual accumulation, participation and cultural awareness dimensions and the city variable, i.e., where the participants live and where they lived before higher education. Contrary to these results, there are other studies with reverse findings. Erkul [24] concluded that there is a significant positive correlation between cultural capital accumulation and the place of residence. In addition, studies with a positive relationship between socioeconomic level and cultural capital are also found in the literature [2, 3, 13, 16, 36].

In the *correlation analysis*, the strongest relationship was positive and very high between the *Cultural Capital Scale* and the *Intellectual Accumulation* subscale. The lowest relationship was, on the other hand, positive and at a moderate level between the subscales *Participation* and *Cultural Potential* (Table 4). Whether acquired from school or the family and environment, cultural capital corresponds to the sum of intellectual qualities. That is, cultural capital is formed by the combination of specific accumulations over the years. The teaching profession also appears in our lives due to the gains over the years by doing and living. It is possible to say that teachers who believe that cultural diversity is a social wealth, who have knowledge in a variety of sciences, who are aware of national/international values, who do research and readings regularly, who can transfer their gains to their lives and profession have high intellectual accumulations. In

teacher-centred educational systems, it is normal to expect that PES teachers should also have intellectual accumulation and high cultural capital. Tösten, Avcı and Şahin [51] emphasize that teachers having high cultural capital competence is advantageous for social structure. According to Yaşar [54], the social class position is a determinant of educational success and the accumulation of cultural capital is shaped by this position. In a different study, Taşdemir and Fındık [50] concluded that individuals with high cultural capital levels also have high levels of technology use skills. Serçek, Karakaş and Avcı [47] found a positive significant relationship between cultural capital competencies and the self-efficacy levels of teachers in their study. They maintained that of the variables that predicted self-efficacy, intellectual accumulation had the highest impact and the effect was in the positive direction. This high-level relationship between cultural capital and intellectual accumulation supports the results of this research. In their research, Güngör and Celep [31] obtained high degrees of significant and positive relationships between intellectual accumulation, organizational learning and intra-organizational information sharing levels of teachers. This degree of relationship, which closely concerns intellectual accumulation, teachers and the cultural capital competencies of educational institutions, is in parallel with the results of this study. In the study by Kaplan and Çerçi [33], it was concluded that there is a significant and positive relationship between intellectual accumulation, participation, cultural awareness and cultural dimensions.

As a result of the regression analysis, it was determined that the predictive power of the subscales *Intellectual Accumulation*, *Participation* and *Cultural Potential* for the *Cultural Capital Scale* was 98%. The subscale with the highest predictive power for the *Cultural Capital Scale* was determined as *Intellectual Accumulation* (87%) (Table 5). It is also crucial for students and the education system to have teachers, who are at the core of the education system, with high cultural capital competencies and to increase the teachers' existing competency levels. Although the quality of education is dependent on many factors, the fact that teachers themselves directly affect the quality is indisputable because teachers are not only responsible for the transfer of scientific information. The most important advantage of individuals with intellectual accumulation and cultural capital is that they can develop and demonstrate the service they will offer from different perspectives thanks to their experience. Owning an intellectual perspective and accumulation requires frequently reading, doing research, making observations, making inferences, constantly reinvigorating oneself and staying up to date. Studies in line with this scope achieved similar results. According to the multiple regression analysis by Etiz and Çoğaltay [25], the increase in the sub-dimensions of cultural capital, in general, leads to an increase in social

responsibility-based leadership level. Güngör and Celep [31] state that, in educational organizations, teachers with intellectual accumulation may affect and increase the cultural capital level of the students and the school. Furthermore, Demir [21] put forward that intellectual capital accumulation predicted teachers job satisfaction significantly. He stated that this allows teachers to be content at their work and gain satisfaction and it increases the existing level of the intellectual capital of the institutions. As a result, considering that students who are educated in such an environment will be more positively affected, it is assumed that the effects of intellectual accumulation will be better understood.

Since the convergent parallel design method was preferred in our study, qualitative and quantitative data should be interpreted together and the results should be synthesized together [20]. In the quantitative results, it has been determined that the cultural capital of physical education and sports teachers is slightly above the average. In addition, no significant difference was found according to gender, education level and place of residence. Questions were asked to the participants in order to identify the obstacles to a higher level of cultural capital and to reveal what should be done in order to increase their cultural capital even more. The aim here is to identify and remove the obstacles in order to raise the cultural capital to a higher level and to increase the cultural capital. From this point of view, the data obtained as a result of the answers given to the questions asked to the participants are discussed below.

PES teachers think that the *obstacles* in increasing their cultural capital competencies include the effects of the city's culture on people and teachers, the effects of the university on individuals, the local reflection of the country's education policies, the economic conditions of teachers and teachers inability to improve themselves (Figure 1). These factors are certainly interrelated. The study by Can [17] is in line with this finding. Can [17] lists the personal motives that encourage teachers to increase their cultural capital as the desire to develop, sufficient time, professional factors, the desire for professional development, support from administration and he adds that environmental factors include the social and cultural facilities of the city inhabited and the social and cultural facilities of the university from which the teacher graduated. The fact that personal growth stands out among the reasons that encourage teachers to increase their cultural capital demonstrates the importance of providing teachers with internal motivation. Since the self-improving teacher has experienced the process of change and renewal, he/she has also stepped into gaining competence at personal and professional levels. With this regard, Tösten, Avcı and Şahin [51] point out that of the obstacles that prevent teachers from increasing their level of cultural capital, the most emphasized ones are habits, financial hardship and workload/

lack of time. Contrary to these opinions, it is also possible to find research in which teachers have *high* levels of cultural capital competencies [1, 25]. The fact that high levels of cultural capital competencies were detected in PES teachers in these studies is important in establishing the social positions of these teachers. In fact, it is emphasized that cultural accumulation is a determinant that serves to distinguish one community from another. In these kinds of studies, obtaining the results of teachers' high cultural capital competence can be considered a positive situation for social structure.

About ways to increase their cultural capital, PES teachers made suggestions such as improving the education system, increasing their salaries and developing reading habits (Figure 2). These views suggest that PES teachers are considering further increasing their cultural capital competencies. This is probably because PES teaching is versatile profession and requires qualities such as liberal education, general aptitude, interpersonal communication and effective communication skills. Acquiring these qualities can be possible through cultural capital. PES teachers need to be aware of this situation and continue the process. As a matter of fact, the accumulation of knowledge and culture by students in educational environments is an important determinant for the role they will play in society [46]. The education process, which plays a crucial role in cultural capital and the cultural accumulation of the teacher who is active in this process, are the issues that should be underlined [29]. Especially for students from families with low socioeconomic and socio-cultural backgrounds, education environments are the only places to develop. Therefore, teachers must have sufficient cultural capital and social sensitivity to transfer this accumulation to the students to put the desired outcomes into practice [5]. Putnam [45] states that a strong cultural capital will increase the efficiency in education, which in turn will strengthen social capital in the society. The authors note that this relationship can also be related to families with higher levels of academic cultural capital choosing schools with more and better resources than those available to families with lower levels of academic cultural capital [7].

Conclusion

Once teachers understand that their students bring unique forms of cultural capital into classrooms, they must engage with the second step: How do teachers recognize it? What does this non-dominant cultural capital actually look like in a classroom setting? And how might teachers misrecognize students' cultural capital as resistance? [27]. The way to get a quality education in PES lessons is primarily possible with PES teachers who have trained themselves well and have cultural capital competencies [49]. Besides

having sufficient levels of cultural capital, teachers need to be aware of their roles in society. The social duties of PES teachers are not limited to managing the teaching process in sports education, but they also should be expected to be equipped and experienced for the requirements of the new age and act responsibly to implement their accumulation. Within this scope, it is critical to conduct research studies to determine the level of the cultural capital of PES teachers and organize activities to increase their cultural capitals while hiring and training teachers and during their employment. To enrich the cultural capital competencies of PES teachers, educational environments should be created in which intellectual accumulation, participation, cultural awareness and cultural potential dimensions are considered at every stage of education. Based on the research results, it is a positive finding that PES teachers have high levels of cultural capital. However, it is essential to organize awareness-raising seminars on the subject to achieve this result for all teachers. The high levels of the cultural capital of the teachers indicate their awareness of the value of this matter. Especially for novice PES teachers, it is necessary to establish that teaching is also an effective profession in solving problems arising from cultural and social inequality. One of the critical issues to be emphasized during in-service training seminars is that academic success performances in courses will be further improved through cultural capital. Suggestions based on the results obtained in this study are listed below:

- Actions should be planned and put into practice urgently to explain the concept and importance of cultural capital to PES teachers.
- The financial distress and concerns of PES teachers should be addressed, and their burnout and loss of social status should be prevented.
- Courses in technological, cultural, social, academic and art fields should be organized to further increase cultural capital in both teachers and students.
- The in-service training for PES teachers should not focus only on professional development but also on their social and cultural growth.

Conflict of interest: Authors state no conflict of interest.

References

1. Addi-Raccah A., Grinshtain Y. (2016) Teachers' Capital and Relations With Parents: A Comparison Between Israeli Jewish and Arab Teachers. *Teach. Teach. Educ.*, 60: 44-53. DOI: 10.1016/j.tate.2016.08.004.
2. Andersen I.G., Jaeger M.M. (2015) Cultural Capital in Context: Heterogeneous Returns to Cultural Capital across Schooling Environments. *Soc. Sci. Res.*, 50: 177-188, DOI: 10.1016/j.ssresearch.2014.11.015.
3. Anheier H.K., Gerhards J., Romo F.P. (1995) Forms of Capital and Social Structure in Cultural Fields: Examining Bourdieu's Social Topography. *Am. J. Soc.*, 100(4): 895-903.
4. Ares N., Cochell L. (2021) The role of cultural capital in claims to educational sovereignty. *J. Curric. Stud.*, 1-20.
5. Astin A.W., Astin H.S. (2000) Leadership Reconsidered: Engaging Higher Education in Social Change. Battle Creek, MI: W.K. Kellogg Foundation.
6. Avcı Y.E., Yaşar M. (2014) The Scale of Cultural Capital: A Reliability and Validity Study. *Inter. J. Soc. Sci. Res.*, 3(4): 65-76.
7. Backhoff E., Bouzas A., Hernández E., García, M. (2007) Aprendizaje y desigualdad social en México: Implicaciones de política educativa en el nivel básico [Learning and social inequality in Mexico: Implications for educational policy at the elementary school level]. México, DF: Instituto Nacional de la Evaluación de la Educación (INEE).
8. Ball S.J., Davies J., David M., Reay D. (2002) 'Classification' and 'judgement': Social class and the cognitive structures of choice of higher education. *Br. J. Soc. Educ.*, 23: 51-72.
9. Bengtsson M. (2016) How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2: 8-14.
10. Bernstein B. (1977) Class, codes, and control. Towards a theory of educational transmissions. *Br. J. Educ. Stud.*, 25(1): 91. DOI: 10.2307/3120051.
11. Bourdieu P. (1977) Cultural reproduction and social reproduction. In J. Karabel and A. Halsey (Ed.), *Power and ideology in education* (pp. 487-510). New York: Oxford University Press.
12. Bourdieu P. (1984) *Distinction. A social critique of the judgment of taste*. London: Routledge.
13. Bourdieu P. (1986) The forms of capital. In J.G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). New York, NY: Greenwood Press.
14. Bourdieu P., Passeron J. (1977) *Reproduction in Education. Society and Culture*. London: Sage.
15. Bridge G. (2006) It's not just a question of taste: gentrification, the neighbourhood, and cultural capital. *Environ. Plan A*, 38(10): 1965-1978.
16. Byun S., Schofer E., Kim K. (2012) Revisiting the Role of Cultural Capital in East Asian Educational Systems: The Case of South Korea. *Soc. Educ.*, 85(3): 219-239. DOI: 10.1177/0038040712447180.
17. Can N. (2004) Öğretmenlerin Geliştirilmesi ve Etkili Öğretmen Davranışları [Teacher Development and Effective Teacher Behaviors]. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16(1): 103-119.
18. Carmignolli A.O.L., Muzzeti L.R., de Oliveira M.F.C. (2020) The school's function and the influence of cultural capital on students' performance. *Revista Tempos e Espaços em Educação*, 13(32): 90.

19. Creswell J.W. (2009) Research design: Qualitative, quantitative, and mixed methods approaches (3. Edition). Thousand Oaks, CA: Sage.
20. Creswell J.W., Clark V.L.P. (2017) Designing and conducting mixed methods research. Sage publications.
21. Demir S. (2018) A Study on the Relationship Between Intellectual Capital and Teachers' Job Satisfaction. *Inonu Univ. J. Fac. Educ.*, 19(3): 205-215 DOI: 10.17679/inuefd.385908.
22. Demirhan G., Bulca Y., Saçlı F., Kangalgil M. (2014) Physical Education Teachers' Problems in Practice and Suggested Solutions. *Hacettepe Univ. J. Educ.*, 29(2): 57-68.
23. DiMaggio P., Mukhtar T. (2004) Arts participation as cultural capital in the United States, 1982–2002: Signs of decline? *Poetics*, 32(2): 169-194.
24. Erkul A.K. (2013) The Role of Cultural Capital in Housing Preferences and Socio-Spatial Relations: A Comparison of Koru Sitesi and Or-An Sitesi. *Dokuz Eylul Univ. J. Grad. Sch. Soci. Sci.*, 15(4): 625-647.
25. Etiz S.S., Çoğaltay N. (2021) Investigation of Teachers' Cultural Capital Qualifications and Social Responsibility Based Leadership Skills. *Acad. J. Educ. Res.*, 6(1): 1-23.
26. Feniger Y., Shavit Y., Ayalon H. (2014) Religiosity, Reading and Educational Achievement among Jewish Students in Israel. *Int. J. Jewish Educ. Res.*, 7: 29-67.
27. Goldenberg B.M. (2014) White Teachers in Urban Classrooms: Embracing Non-White Students' Cultural Capital For Better Teaching and Learning. *Urb. Educ.*, 49(1): 111-144. DOI: 10.1177/0042085912472510.
28. Gorard S. (2008) Who is missing from higher education?. *Cambridge J. Educ.*, 38: 421-437.
29. Gordon T. (2015) Effective teacher education. 7th Edition. Istanbul: Profile Publications.
30. Guan S., Ploner J. (2020) The influence of cultural capital and *mianzi* (face) on mature students' orientation towards higher education in China. *Compare: J. Comp. Int. Educ.*, 50(1): 1-17.
31. Güngör G., Celep C. (2016) The Relationship Amongst Knowledge Sharing, Organizational Learning and Intellectual Capital Levels of Secondary Education Teachers. *Mersin Univ. J. Fac. Educ.*, 12(3): 932-947. DOI: 10.17860/mersinefd.282391.
32. Jaeger M.M. (2011) Does Cultural Capital Really Affect Academic Achievement? New Evidence from Combined Sibling and Panel Data. *Soc. Educ.*, 84(4): 281-298. DOI: 10.1177/0038040711417010.
33. Kaplan K., Çerçi A. (2021) A study on the cultural capital competencies of turkish teacher candidates. *Int. J. Soc. Res.*, 17(36): 2546-2585. DOI: 10.26466/opus.823944.
34. Katz-Gerro T. (2002) Highbrow Cultural Consumption and Class Distinction in Italy, Israel, West Germany, Sweden and the United States. *Soc. Forc.*, 81(1): 207-229.
35. Kirk D. (2009) Physical Education Futures. 1st Edition, London: Routledge. DOI: 10.4324/9780203874622.
36. Koysak E. (2012) Dominating the Domination: Science-Society Relationship in Bourdieu's Sociology. *İstanbul Univ. J. Soc.*, 3(25): 85-101.
37. Krais B. (2006) Gender, sociological theory and Bourdieu's sociology of practice. *Theory Cult. Soc.*, 23(6): 119-134.
38. Loh C.E., Sun B. (2020) Cultural capital, habitus and reading futures: middle-class adolescent students' cultivation of reading dispositions in Singapore. *Br. J. Soc. Educ.*, 41(2): 234-252.
39. McLaren P. (2007) Life in schools: An introduction to critical pedagogy in the foundations of education. New York, NY: Pearson.
40. Merriam S.B., Grenier R.S. (2019) Qualitative research in practice: Examples for discussion and analysis. San Francisco, CA: Jossey-Bass Publishers.
41. Mikus K., Tieben N., Schober P.S. (2020) Children's conversion of cultural capital into educational success: the symbolic and skill-generating functions of cultural capital. *Br. J. Soc. Educ.*, 41(2): 197-217.
42. Moser A., Korstjens, I. (2018) Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *Eur. J. Gen. Pract.*, 24(1): 9-18.
43. Noble J., Davies P. (2009) Cultural capital as an explanation of variation in participation in higher education. *Br. J. Soc. Educ.*, 30(5): 591-605.
44. Özgan H., Karataşoğlu D. (2016) Investigation of the teachers' views on cultural capital. *Anatolian J. Educ. Lead. Instr.*, 4(2): 1-14.
45. Putnam R. (2000) Bowling Alone: The Collapse and Revival of American Community. New York: Simon and Schuster.
46. Russell B. (2014) On Education (trans. Uğur A.). 1st Edition, İstanbul: Cem Publisher.
47. Serçek S., Karakaş A., Avcı Y.E. (2017) The relationship between cultural capital qualifications levels and self-sufficiency levels of hotel and tourism vocational high school teachers. *J. Acad. Pers.*, 64: 561-572.
48. Sheng X. (2012) Cultural capital and gender differences in parental involvement in children's schooling and higher education choice in China. *Gend. Educ.*, 24(2): 131-146.
49. Sullivan A. (2001) Cultural capital and educational attainment. *Soc.*, 35(4): 893-912. DOI: 10.1017/S0038038501008938
50. Taşdemir B., Fındık D. (2017) Socio-Economic Dimension Of Digital Divide: Relationship Between IT Skills And Cultural Capital of Adults in Turkey. *J. Akdeniz Univ. Fac. Comm.*, 28: 39-59.
51. Tösten R., Avcı Y.E., Şahin Ç. (2017) Examining The Teachers' Cultural Capital Competences: Example Of Vo-

- cational High School. *Atatürk Univ. J. Kazım Karabekir Educ. Fac.*, 35: 130-143.
52. Xie C., Ma Y. (2019) The mediating role of cultural capital in the relationship between socioeconomic status and student achievement in 14 economies. *Br. Educ. Res. J.*, 45(4): 838-855.
53. Xu J., Hampden-Thompson G. (2012) Cultural reproduction, cultural mobility, cultural resources, or trivial effect? A comparative approach to cultural capital and educational performance. *Comp. Educ. Rev.*, 56(1): 98-124.
54. Yaşar M.R. (2016) The Relationship Among Poverty, Academic Achievement and Cultural Capital. *Kilis 7 Aralık Univ. J. Soc. Sci.*, 6(11): 202-237.
55. Yazar T. Keskin İ. (2020) Karma araştırma yöntemleri. In B. Oral, A. Çoban (Ed.), *Kuramdan Uygulamaya Eğitimde Bilimsel Araştırma Yöntemleri* (pp. 229-246). Ankara: Pegem Akademi.
56. Yosso T.J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethn. Educ.*, 8(1): 69-91.

Received 20.11.2021

Accepted 15.03.2022

© University of Physical Education, Warsaw, Poland