
The sociological study of the relationship between success in entering the university and social and cultural capital of the family

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Abstract

Purpose: One of the concerns of the majority of Iranian families is the acceptance of their children at the university entrance exam, and in this way each one will provide facilities to their children. **Method:** The amount of facilities available to children is influenced by the size of households' economic capital and therefore there is a significant difference between them in achieving success. But there are kinds of capital that can largely provide a relatively fair background for breakthroughs. Therefore, this article seeks to answer the question of how much students' success in getting to university is influenced by the social and cultural capital of their families? The research method is survey-based and 374 students who participated in the national entrance examination of 2017-18 compromised the sample size. First, using the U-Mann-Whitney test, it was shown that male and female students had a relatively similar background in cultural and social capital. **Findings:** The findings of this research show that family cultural capital, as Bourdieu stated, is effective on students' academic achievement, which at the level of $\text{sig} = 0.01$, the correlation was 0.24, although in relation to the effect of social capital on the dependent variable unlike Coleman's theory, especially in the two domains of intra-family relationships ($\text{sig} = 0.45$), and out-of-family relationships ($\text{sig} = 0.6$), given the significant level of $\text{sig} > 0.05$, the hypotheses are not confirmed. **Conclusion:** social and cultural capital of parents influences the academic achievement of admission to university, but contrary to basic research.

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1. Introduction

As "capital, in the sense of economic capital, as the possession of material or financial wealth, is an important element in social education and social relations for the potential opposition of the poor and the rich people, there are other types of capital that play an equally important role in the social dynamics (Schweier and Fonten, 2006: 97). In this regard social and cultural capital can be considered as two other important types of capital. In the view of the most important social capitalist theorists such as Bourdieu, Coleman, Patnam and Fukuyama, one of the most important sources of social capital is family (Ghasemi and Kazemi, 2008: 190).

On the other hand, according to scholars one of the most important institutions affecting academic performance is family environment, because the family environment is the first and most durable factor in the development of the personality of children and adolescents which is the basis for physical, moral, rational and emotional growth. Parents who neglect education, literacy, good behavior, or any kind of social progress are undoubtedly affecting their child's educational achievement. Family environment is more effective than children's intelligence (IQ) in their educational status. So parents need to know that an environment that provides for their children should be a rich environment and full of intimate, affectionate and in harmony with discipline, leisure and timely excursions (Hejazi, Naghsh and Sangari, 2009).

Bourdieu also believes that when achieving superior social conditions depends on the particular capital created by schools, sociology of education leads to sociology of domination. In other words, the education capital, which is the same cultural capital, is guaranteed under the banner of a degree by the government. In the Bourdieu's field of view, the field of power is similar to the space in which the owners of various types of capital are in the struggle. A struggle in which the domination of a set of social fields is through the domination of a kind of capital over its other forms (Champagne, 2014: 39).

Therefore, attention to how the distribution of capital in all its forms and factors affecting this distribution can partly lead to a deeper understanding of how the distribution of capital in families, especially by parents, is about their children's education. Although some of today's research indicate a decline in social capital in Iran, and attribute it to the weakness of the state in relation to social forces other than economic and cultural capital (DiniTorkamani, 2006: 169), but all areas of life can't be reduced to this factor though important. If we deal with the government at macro level and its relation to other institutions, then surely at the micro level, the family and their decisions and their interactions should be examined. One of the biggest concerns of Iranian families with high school children is to provide a condition for a better future for their children. Hence, a variety of extra-curricular classes, reinforcements, entertainment and leisure activities, rather than providing comfort and reflects the students' interest, has been focused on strengthening the curriculum directly or in English classes, which also indirectly influences the educational process (Haghighatian, 2014: 63).

In fact, seemingly the taste of Iranian families is now shaped in such a way that the way of provision the economic, social and ... future of their children from the educational path, and in particular, admission to the university is closer. Hence, the family's role in investing in the education of their children as their means is not far from real. What has been shown by social research, and even obviously evident in society, is the existence of economic inequality, and the effective economic power is clearly limited to a small percentage of society, and what can bring about hope for other social strata and economic classes is the achievement and proper exploitation of other forms of capital, especially social capital and family cultural capital, which is largely distributed to the society in a more democratic way than economic capital. Nowadays, having diploma certificate at the end of a general education course is not the least important for a student, not his family and not the community. In other words, now the mark of the end of this course is unofficially marked by entering the university, and the first step in this success is to have a good ranking and entry into a desired field and university. It means that having an educational qualification as a capital is divided into different levels, and

only having the diploma certificate, in terms of scarcity or value, is of the least importance. On the other hand, according to the research findings of the Isfahan city, among the other cities of this province, it has the least amount of social capital (Ghasemi, Ismaili and Rabiei, 2006: 225).

At the same time paying attention to the fact that in many cases, students with a relatively good intelligence background and a good academic record during high school do not obtained their own and their families desired result at the entrance exam, which is the result of their 12 years of studying. That 12 years passing on the economic capital, time and energy of students and their families, with a few hours of examinations, the future of students will be determined at times as much as their entire life. Today, in most cases, the individual's field in the university determines the economic, social and cultural status of the individual in the future, therefore, attention to how social and cultural capital of families influences the success of children's education can lead to the recognition of students' achievement conditions and provide a more democratic position in achieving academic achievement as a prelude to success in all aspects of the future life of a person.

Considering that one of the important challenges of studying in Iran and for Iranian families is the passageway called National Examination (concur), this topic has led researchers to study the relationship between the cultural and social capital of families and students' success in the form of success in entering the university. The main question of the research is how much the social and cultural capital of a family is effective on the success of the children? And more precisely, the social and cultural capital requirements, as Bourdieu and Coleman and other theorists have pointed out, how is effective on the academic achievement of Iranian students?

2. Literature review

Several studies have been conducted on the relationship between social and cultural capital and academic achievement, although these studies have less to do with academic achievement in entering the university. For example, Saeii, Tashvigh and Rezaei (2015) in studying the relationship between cultural capital of family, school and student and academic success of students conducted by survey method showed that academic achievement of lower class students is influenced by cultural capital factor and cultural capital has a greater impact on students' academic achievement than parents' social base. Kurdi and Ghazanfari (2015), in the sociological explanation of the relationship between the amount of social capital of the family and the educational success of the children, the statistical sample of which consisted of 3rd grade female students of high schools in Sari and their parents, using quantitative and survey method in the research found intra-family and out of family relationship influencing the achievement motivation, will promote the educational success of the children. The findings also show that the effect of the amount of internal social capital is greater. Haghighatian (2014) studied the effect of parents' cultural capital on their children's academic achievement in Isfahan city using a survey method and a student questionnaire. The results showed that Isfahan families have moderate cultural capital and, this variable among other ones, in spite of their little effect, has a significant effect on the educational performance of students. One interesting finding in this study that contradicts Bourdieu's theoretical claim in France suggests that, contrary to Bourdieu's claim that the parents' class dependence on the expectations and success of their children, in most Isfahan families, the tendency is relatively similar to the educational success of their children and is not influenced by the economic class.

Gholkhanbaz and Khodaei (2014) in studying the effect of socio-economic status of national testing candidates on their academic achievement through secondary analysis of the information available from the participants in the 2010 national exam, they found that the superior test subjects belong to the high socio-economic base of society. Items such as income, parental education, parental employment, as well as place of residence, indicating better socio-economic status and lower household size, have a better rank in the test and have a better status in terms of academic success. Most of these superior people, their parents' education

and jobs, as well as the income of their families, were at the highest level and have been limited in terms of household size.

Jahanalizadeh, Choobbasti, Khoshphar and Sepehr (2013) in assessing the mechanism of evaluation of the impact of cultural capital on academic achievement, reported the main objective of their research to evaluate and assess the mechanism of quality assessment of courses in the study of the impact of cultural capital on academic achievement. This research, conducted by a survey method, showed that the results do not have much support in the quality assessment mechanism, and the effect of family cultural capital on student grades is greater than that caused by the impact of the mental image of educational agents, through the influence of the family in internalizing and reinforcing the behaviors, modes, thinking patterns and particular behavioral preferences that are considered valuable in a culture. Arizi and Salahian (2013) examined the relationship between the value system and the criteria for choosing the field of applicants for university entrance in Isfahan. In this study, which was carried out by the survey method among applicants entering the university in 2008, this result was achieved that findings of the researchers suggest that only the credit, prestige and dignity of a discipline do not determine the criterion of the choice of discipline. But there are other factors that influence the selection of the discipline, including the individual's readiness for the discipline, the growth of the discipline, the ease of discipline, and the identification and openness to the experiences. There are also two other important factors that are more consistent with the current intellectual structure of Iranians: one is the welfare factor and the other is link to work.

Khodaei (2009) in studying the relationship between the economic and cultural capital of parents of students with the probability of passing the national exam, which carried out according to the information in the organization on all participants in the mathematical and technical group at the 2006 academic year, concluded that Students with higher cultural capital are more likely to achieve educational success as the data analysis of this study showed, parent cultural capital has increased the probability of admission to universities and higher education institutions.

Borjesson, Broady, Le Roux, Lidegran and Palme (2016) have investigated the impact of cultural capital on the elites' field selection in higher education in Sweden. This study, conducted in a survey with questionnaire tool, shows that there is dispersal between the incarnated and institutionalized parts of cultural capital. Finally, the researchers argue that the particular context of capital gain is the best reason for this dispersal. Cheng and Stan (2016), in a study entitled "economic situation, cultural capital, and academic achievement: the case of study, Taiwan," note that Taiwan is a Confucian society in which intergenerational transmission of educational benefits has been limited. Therefore, empirically, the effects of family economic and cultural resources on students' academic achievement in Taiwan were examined. The findings from the panel show that parent cultural capital is strongly associated with the economic situation of parents and has a strong impact on student cultural capital and academic achievement. Although the parents' economic situation is associated with the student's academic achievement, it has a weaker correlation compared to a number of Western societies.

Van Atter & Asten (2015) in examining the relationship between parents' social capital and the educational achievement of children, focusing on the relationship of parents and their activities with the work of their children's school, it has been concluded that student scores do not directly influenced by the social capital of parents, but when the relationship between parents and children is favorable, the effect of social capital on the educational achievement of children can be seen. Ming Chiu and Yin Chow (2010) in a research entitled "culture, motivation and success in reading: studying high school students in 41 countries" addressed the relationship between cultural values and cultural capital of the family to the motivation of adolescents in relation to success in reading using multilevel analysis in the reading test and the responses of the questionnaire of fifteen-year-old students in 41 countries. The results showed that in countries where gender roles were tighter and harder, their girls' achievement was lower than that of girls in other countries. Students

with higher cultural capital (cultural property and cultural relations) also had higher reading, external motivation, effort and perseverance quotient, and higher reading success rates for other students.

Capital is a wealth or value that can be used to increase or create available resources or new ones (Niazi, Moeini, and KarkonanNasrabadi, 2012: 139, quoted by Ghaffari, 2011). Bourdieu believes that capital, depending on the realm in which it operates, appears in three basic forms: economic capital, cultural capital, and social capital (Bourdieu, 2010: 136).

Social capital is in fact the semantic generalization of human capital. According to Coleman, social capital is parallel to the development of financial, physical, and human capital (Mousavi and Alipor, 2012: 20), and the main difference with capital in its economic value can be seen in the collective ownership of this type of capital. Robert Coleman believes that social capital is defined on the basis of its function. Social capital is not a single entity, but a set of different entities that have two common elements. First of all, they all include an aspect of social structures, and secondly, certain actions of the activists facilitate the structure within the scope of the structure (Coleman, 2010: 49).

Accordingly, the status of individuals in the family and the relationship of individuals through family capacities manifested itself in the form of capital to the family, for the more effective communication of the family member with the community is worth to attention. The social and cultural capital of the family plays an important role in the success of the children of the family in many ways, including the educational success of the children. Today, the assessment of academic achievement is not sufficient with the score and the average score alone, and besides that, the student's relationship with classmates and the collective effort and purposefulness has also been increased (Mousavi, 2015: 13). However, the important role of the quality of family life in the educational achievement of children is also undeniable (Mousavi, 2015: 73).

In relation to social and cultural capital, great theorists have put forward their theories that, regarding the dependent variable (academic success), most notably, in addition to Robert Putnam and Francis Fukuyama, are Bourdieu and Coleman, whom their theory in this paper forms the theoretical framework of the research. For this reason, two theories in this study have been used that, despite common characteristics and many similarities between them and the existence of overlap in some subjects, in contrast to Bourdieu, Coleman has more and more clearly addressed the social aspect of capital in family relationships. Bourdieu has provided the first systematic analysis of social capital, which is the strongest analysis among the analyses that have introduced the concept of social capital in contemporary sociology discourse (Portz 1998: 4).

In Bourdieu's view, capital has four types: economic capital (wealth), cultural capital (competence, knowledge), symbolic capital (honor, prestige) and Social Capital (Social Ties and Trust) (Seyedman, 2009: 198). He sees cultural capital as three embodied, objectified and institutionalized forms. The embodied form of cultural capital, such as memory and skill, though can be influenced by the education of the family, but can't be transmitted from one person to another and can provide more suitable fields for the individual. But the objectified form of cultural capital, such as cultural and artistic works in the ownership of the family, while being transmitted from parents to children and others, can make it easier for individuals to access cultural resources and lessen learning difficulties. The institutionalized form of cultural capital, such as educational qualifications, which is obtained and established in terms of criteria, though can't be transmitted but because it can provide a source of economic capital, has a significant impact on the provision of the required facilities to achieve the children's educational success (Haghighatian, 2014: 56-57).

In Bourdieu's view, that when achieving superior social conditions depends on the particular capital created by schools, sociology of education leads to sociology of domination. In other words, the education capital, which is the same cultural capital, is guaranteed under the banner of a degree by the government. In the Bourdieu's field of view, the field of power is similar to the space in which the owners of various types of capital are in the struggle. A struggle in which the domination of a set of social fields is through the domination of a kind of capital over its other forms (Champagne, 2014: 39). In this case, he addresses the contradictions between the different parts of each class. Individuals struggle to maintain or improve their social status within

a range of institutionalized activities. According to Bourdieu, access to social capital means the relationship of individuals with those who, because of having more amounts of economic and cultural capital, can help them through guidance, relationships, loans, and the like (Alwani & Shirvani, 2006: 25-24). He believed that economic capital was the root of other types of capital and was interested in understanding the ways in which this capital was combined with other forms of capital and the creation and production of inequality (Field, 2013: 31). In fact, he believes that social capital can be converted into money, and can be institutionalized in the form of property rights (Bourdieu, 1986). In the book of distinction, he explicitly mentions the impact of membership in social contexts on the formation of tastes and lifestyles, and according to him, the various levels of capital of individuals is affected by their social fields. Bourdieu believes that social styles can be felt and predicted by lifestyle (Bourdieu, 2014: 353).

From his point of view, different cultures that distinguish different social groups within a community do not have the same social value. Especially in the academic market, spoken and written modes, there are knowledge and insight that are more valuable than others. The concept of cultural capital allows the perception of inequality in the educational abilities of children of different classes (Champaign, 2014: 30). In sum, Bourdieu considers social capital to be a collection of material or spiritual resources that allows a person or group to have a stable network of more or less institutionalized relationships of mutual knowledge (Field, 2013: 31). In terms of education and academic success, from Bourdieu's point of view, the success rate of children from middle and upper classes is high due to the cultural adaptation of these children to school culture. Many of the problems experienced by lower-class children in the school environment come from exposing them to new cultural elements that the family environment has not identified. Bourdieu's view, therefore, is that cultural differences are far more important than other differences (Sharipour, 2015: 97). In this regard, the school is one of the main institutions for the reproduction of cultural privileges. With the help of ideology, the school makes natural social talent and transforms social inequality into merit inequality. The school transforms social inequalities into merit inequity (Bon Vets, 2012: 134). Now, this inequality is not seen in dual illiterate / literate / university-educated / without university education, as lack of rejection in public education, as well as the expansion of the field of academic education and low-level scholarship has led, over the recent years seats in many universities have been left vacant, meaning that the number of applicants of certain field or university has been less than the capacity of the that field and the university.

In other words, qualitative educational democratization is associated with the increasing growth of internal segregation. Inequality in access to education gradually replaces the inequality of academic and university disciplines (fields) that determine the highly valued trajectories through the valuation of the disciplines and the social composition of students (Bon Vets, 2012: 143). Meanwhile, people's cultural capital is more than an important one that does not reflect only material resources or capital. Cultural capital formed through family and school education can, to a degree, be independent of material assets, and even compensate for the lack of money that is part of the individual or group's strategy to pursue social power and strength (Robbins, 2000: 125).

In the book "The Foundations of Social Theory", Coleman considers social capital as the other form of capital productive. In his view, social capital, in contrast to other forms of capital, is inherently present in the structure of the cooperative relations and their relationship (Coleman, 1988: 49). In his view, social capital is a combination of social structures that facilitates certain actions of the actors within these structures. He considers social capital important in the study of education, and considers it a set of sources existing in family relationships and in local social organizations and are useful for the social or cognitive development of a child or young person. These resources are varied for different people and can provide an important matter for the development of human capital of children and adolescents (Rabie and Abbaspur, 2013: 23-23, quoted by Coleman, 1994). Considering that Coleman is more interested in the function of social capital than its nature and content, in his view, social capital is part of a social structure that allows the actor to access his resources using it. This is dimension of social structure includes assignments and expectations, information

networks, norms and executive guarantees that encourage or inhibit certain types of behavior (Niazi, Moeini and KarkonanNasrabadi, 2012: 83-82).

Coleman writes about social capital in relation to the development and evolution of children: norms, social networks, and relationships between adults and children that are valuable and useful for growth of children. Social capital exists both in the family and outside the family and within the community (Field, 2013: 44, cited by Coleman, 1990). In Coleman's definition, social capital is considered a public good, not a private one. It is one kind of individual property made up of social structural resources. In this connection, we can refer to the dependency structure, in which Coleman's attention is based on the intergenerational dependency structure. The intergenerational dependency can be illustrated by a simple diagram that identifies relationships between parents and children and relationships outside the family (Coleman, 2010: 66).

By examining Coleman's views, it can be seen that he paid more attention to the social capital existing in the realm of the family, and focused more on the impact of this type of social capital on student cognitive development (Sharipour, 2015: 259). These are summarized in Table 1.

Table1. Summary of definitions, objectives, analysis and benefits of social (Tavassoli and Mousavi, 2005: 27)

Theorist	Definition	Purposes	Analysis level	Return on capital
Bourdieu	Resources that provide access to group goods	Determine economic capital	People in class competition	Private (Individual and group)
Coleman	Aspects of the social structure that facilitates actions of the activists	Human capital supply	People in the family and community contexts	Private and public (individual and collective)

3. Method

The statistical population of this study is the high school students who are ready to take the entrance examination (entrance exam) in six areas of education in Isfahan city. Out of 13533 people, according to the Cochran formula, 374 people have been selected. At first, by random sampling, sample schools were selected from 89 high schools and then sampling was done in a stratified sampling, proportional to the gender standard, of which 58.48% were female and 41.52% were male students. They were interviewed two times before the national exam, when they were still students and interviewed after the results of the national examination. First, during the study, in the manner indicated, the samples were interviewed and then after the announcement of the results of the national exam, they were referred to, and some data related to the dependent variable (type of university, university name, rank, and field of study) were received. Cronbach's alpha method was used to assess reliability, which briefly presented in Table 2.

Table 2. Estimation of reliability of research variables

Variable	Cronbach's alpha
Cultural capital	0.898
Intra-family relationships	0.935
Out of family relationships	0.828
Educational success	0.776

The indicators used to measure variables in this research are also summarized in Table 3.

Table 3. Measured indicators

Variable	Dimensions	Indicator
Cultural capital	Embodied capital	Conveying curriculum, assisting in doing assignments, explicitly

		explaining syllabus and feeling of responsibility in helping the student by parents
	Objectified capita	Watching videos by parents, visiting the museum and exhibition, the number of books at home, the presence of paintings and sculptures at home, writing and poetry, and dealing with music and painting of parents
	Institutionalized capital	The level of parenting education and attitudes toward the impact of parenting education on student success
Social capital	Intra-family relationships	Consultation, relationship, difference, significance, relation, comfort, conscience, integrity, collaboration, empathy, family trust and expectation of family members from each other, parents' presence in family and household dimension
	Out of family relationships	Frequency of visits to friends and relatives, trust and communication with neighbors, relatives, friends and colleagues, knowing the parents of friends
Educational success	GPA, rank in the exam, accepted discipline in university, type of university and university admitted in the exam	

Considering that there is a significant difference in the number of admitted students in the national exam in terms of gender and in order to determine whether the gender difference between girls and boys results in a different level of social and cultural capital and consequent academic achievement, the U-Mann-Whitney test was used. This test showed that there was no difference between the two groups of girls and boys in the exam in terms of social and cultural capital, and both groups were selected from the same society. They result are presented in Table 4.

Table 4. The U-Mann-Whitney test by gender criterion of respondents

	U-Mann-Whitney	Wilcoxon test	z	Significance level
Cultural capital	16574.500	40445.500	-0.417	0.677
Intra-family social capital	15840.000	28086.000	-1.132	0.258
Out of family social capital	15847.500	28093.500	-1.131	0.258
Grouped Variable: Gender				

If the value is ($\text{sig} > 0.05$) (corrected value of P), then it can be concluded that there is no difference between the two groups in terms of the effect of the independent variable (Afshinja, 2014: 59). This value is equal to 0.677 for a cultural capital. Also, because of the fact that the two dimensions of the social capital investigated in this study can also exist, their value was calculated and analyzed, that the intra-family and out-of-family social capital was equal to 0.258 ($\text{sig} = 0.258 > 0.05$), which suggests that both male and female participants in the entrance examination are selected from the same society and that there is no difference between the two groups in terms of the level of social and cultural capital.

4. Findings

Out of 13533 members of the study population, 374 people were studied, of which 156 were male and 218 females in terms of their sex ratio, who studied in the three theoretical disciplines of the humanities (117 subjects), experimental sciences (162) and mathematics (95 people) in the six education districts of Isfahan. Since all these students studied in the fourth year, they were of the similar age as 17 and 18 years old. It is noteworthy that more than 66% of respondents lived in families with one or two children; 48% of respondents were also the first child in their families. About 30% of mothers and slightly more than 40% of fathers had higher education than the diploma.

About 30% of mothers and 98% of fathers have been employed in terms of employment. The daily reading rate was more than 3 hours among more than 73% of the respondents, but non-syllabus studies of about 93% of them were less than an hour, which seems to be a natural exam for general examination. The interest of respondents in studying in different types of universities in the country has been daily course of the state university, Islamic Azad University, Payam-e Noor, night course of state and nonprofit university, respectively. Regardless of the type of field and the name of the university that respondents accepted after the examination, the frequency of admission is related to the daily course of the state university, the night course at the State University, Islamic Azad University, Payam-e Noor and nonprofit.

Due to the nonlinear relationship between the variables and their sequential measurement, Spearman correlation coefficient was used to test the hypotheses. The statistical findings are presented in table 5 and then the interpretation of the relationship between each independent variable and the dependent variable is expressed.

Table 5. Correlation between independent variables with academic success in entering universities

Variables	Correlation level	Significance level
Cultural capital	0.239	0.01
Intra-family relationships	0.039	0.452
Out of family relationship	0.027	0.604

Hypothesis 1: There is a relationship between the cultural capital of parents and the educational success of children in entering university.

Since the theoretical framework of this research was based on the theory of Pierre Bourdieu, three types of embodied, objectified and institutionalized capital represent the cultural capital of parents. Considering the significance level of $\text{sig} = 0.01$, the relationship between cultural capital and academic achievement in the university was significant and the correlation between the two variables is about 0.24, which is less than moderate and direct, meaning the more cultural capital of parents the more academic achievement of children, but this level has a lower than average impact. The average score of the cultural capital of the parents (family) was 3.52, which is more than average.

Hypothesis 2: There is a relationship between the intra-family social capital of parents and the educational success of the children in entering the university.

The intra-family social capital is based on the interaction of family members with each other in the form of action and attitudes that embraces dimensions such as the type and extent of relationship, cooperation and trust among family members, parents and students. In this research, considering the significance level of 0.45, the relationship between intra-family social capital and academic achievement is not significant. The mean social capital score based on intra-family relationship was 4.33, which indicates that this kind of capital is in a very large range, but its relationship with the academic achievement has not been significant.

Hypothesis 3: There is a relationship between the out of family social capital of parents and the educational success of children in entering the university.

Out-of-family social capital has been based on the relationship between family members and relatives, neighbors and friends in the form of action and attitude that has dimensions such as the type and extent of relationship, cooperation and trust among family members with others so that they could act as a controller or overseeing and even encouraging. In this study, considering the significant level, $\text{sig} = 0.6$, the relationship between out-of-family social capital and academic achievement was not significant. The mean score of social capital based on out-of-family relationship was 2.97, which indicates that this kind of capital is close to the middle level however its relationship with academic achievement has not been significant.

For a closer verification of the relationship between the variables and the effect of independent variables on the dependent variable, regression was used. Regression results according to ANOVA tables, the relationship between variables considering the $\text{sig} = 0.001$ indicates that in assessing the extent to which academic achievement in entering university explained by independent variables, only 6% of the causes of academic success are related to the independent variables of this research and most of the factors affecting academic success are rooted in other areas that have not been studied in this research.

Table 6. Model summary table

Correlation coefficient	Coefficient of determination	Adjusted coefficient of determination	Estimated standard deviation
0.244a	0.060	0.052	0.928

a. Predictors: (Constant): Cultural Capital, Intra- family relationships, out of family relationships

Table 7. ANOVA Multiple analysis of variance

	Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Regression	20.218	3	6.739	7.833	0.001b
Remaining	318.317	370	0.860		
Total	338.538	373			

a. Dependent variable: academic success, b. Predictors: (Constant), Cultural Capital, Intra-family relationships, Out of family relationships

Also, due to the significance level of independent variables in Table 8, variables that were at a significant level of 0.5 sig (Intra-family relationships and out of family relationships) were excluded from the equation (Table 6).

Table 8. Regression model

Independent variables	B	Standard error	Beta	t	Significance level
y-intercept	0.951	0.677		1.405	0.161
Cultural capital	0.421	0.092	0.232	4.583	0.001
Intra-family relationships	0.086	0.064	0.068	1.346	0.179
Out of family relationships	0.249	0.165	0.076	1.514	0.131

a. Dependent variable: academic success

5. Discussion

Academic achievement in entering the university is considered as one of the most important qualitative indicators in assessing academic performance because, unlike many quantitative indicators, especially the score that can be influenced by various factors such as teacher's taste, lack of validity in teaching style or dissimilar exam questions and other factors. Entrance examinations of universities throughout the country regardless of gender, residence and different academic levels of teachers and students, is based on the unit

book as the same test source at a single time, and all participants in this test has a seemingly equal opportunity to break into university entrance. Today, given the special sensitivity of families, entry into the university can be attributed to the planning and follow-up of families and student endeavors in this period. Hence, the important role of the family seems to be prominent in this regard. As the assumption of the absolute impact of capital investment on the development of societies has become faded and alongside with the economic capital other types of capital have been considered, among families, various types of capital, especially social and cultural capital, have an impact on the development of family successes, including parents and children. In this study, cultural and social capital has been considered as an independent variable, and their causal relationship on academic success in entering university as an associated variable has been studied.

The current research, conducted by a survey in six areas of education in Isfahan, showed that social capital in both dimensions of intra-family relationships and out-of-family relationships had no direct effect on students' academic achievement and typically confirms a priori research claiming low level of social capital in Isfahan. But it is noteworthy that cultural capital in the embodied, objectified and institutionalized forms has had a significant effect on academic success in entering the university.

Though Anderson (2015), Bahtoe (2015), Janalizadeh (2013), Cheng (2016), Zigur (2017), Sa'ei (1394), Gholkhanbaz (2014), Kurdi (2015), Gadiz (2013), Ming Chow (2010) and Huang (2008) have shown that social and cultural capital has a decisive influence on students' academic achievement and academic performance, but this research confirms only the impact of cultural capital, as Trimonte (2010) has shown that dynamic cultural capital compared to static cultural capital has a strong effect on student success. The present study also confirms the findings of Haghighatian (2014) that although cultural capital is effective on academic performance, but contrary to Bourdieu's theory, which has found it in the affluent classes, this impact is on the wider social classes and is generally public. Also, the results of this study are consistent with what Noghani (2007) has argued that only cultural capital is effective on academic performance and social capital does not lead to academic success, and as Borjesson, (2016) believes that there is dispersion among embodied and institutionalized sections of cultural capital, it has been shown that different forms of cultural capital do not have the same effect on academic achievement. In addition, the findings of the present study is consistent with Arizi's (2013) research, which found a weak relationship between the elements of cultural capital and academic achievement and Von Otter (2015), suggesting that student scores are not directly affected by the social capital of parents. In explaining and comparing the findings of other researches with the present research, the following factors can be effective factors in the impact of social capital and the low impact of cultural capital on academic achievement:

- About 91% of students lived in nuclear families and thus reduced the level of out-of-family relationships.
- About 80 percent of the students were first or second child in the family, and in spite of this, they may have been impaired in the sense that the family gave them less autonomy in intra-family relationships.
- Mother's employment can greatly affect out-of-family relationships, of which about 70% of mothers are housewives, and on the other hand, they have the maximum of literacy to diploma degree, which affects the amount, type, and contact person of the relationship which can be considered as an ineffective factor in out-of-family relationships. Also, the level of mothers' literacy is considered as one of the indicators of cultural capital.
- About 69 percent of the households did not own their own home, which could cause annual displacement, so that close relations between neighbors would not affect the impact of out-of-family relationships on academic achievement.
- About 64 percent of the respondents had a personal room, although this could provide better conditions in terms of the study situation, but on the other hand it separated the individual

somewhat from one family and restricted him to the space provided and can be effective on amount and type of family relationships.

- In the case of admission to the university, it seems that going to university can no longer be considered a reason for academic achievement, since admission capacity in some universities is more than applicants, and on the other hand, there is generally no need for a proper test and rating. Although several indicators have been considered as indicating academic success in this research.

Finally, it can be stated explicitly that although social and cultural capital of parents influences the academic achievement of admission to university, but contrary to basic research, this amount is not enough to allow a great deal of student success or failure to enter the university is attributed to and it is possible that other important factors in social and cultural change have been replaced or, more importantly, can't be considered the predominant factor in our country's social and cultural context.

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