

# A Study on The Relationship between Cultural Capital and Female Teachers' Attitudes Towards Gender Discrimination

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## Abstract

This research tries to find the relationship between cultural capital and female teachers' attitudes towards gender discrimination. In this study, 600 female teachers from different zones of Shiraz were studied through a survey. Bourdieu's theory considers gender discrimination in relation to different kinds of capitals among them cultural capital is considered thoroughly in this research. Cultural capital is measured by indexes such as educational level, participation in art-cultural communities, using cultural products, amount of studying, fields of sport, amount of using media, etc.

The research findings indicate that those who own more cultural capitals own more negative attitudes toward gender discrimination. Among the variables studied, marital situation and field of study had some meaningful relations with the dependant variable. In the logistical regression analysis with many variables performed by a step by step advancing technique, six other variables had the chance of intruding in the model, i.e. amount of using media, religiousness, sort of sport, class, field of education and the degree of familiarity with foreign languages. Among these variables, religiousness, class, and familiarity with foreign languages have the capability of predicting the changes of dependant

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variables directly. In other words, they explain most of the variance in the dependant variable.

**Keywords:** Gender Discrimination, Attitude, Women, Cultural Capital, Education, Sport, Foreign Languages

## **Introduction**

All over history, in all societies, according to the amount of power, wealth or gender of persons, there have been discriminations and distinctions. One of the oldest and commonest types of inequalities is "gender discrimination".

Until decades ago, discrimination of women was considered as a result of a natural system which allocated different kinds of roles to men and women. By extending feminine equality seeking ideologies and movements, the problems of women became highlighted and the subject of gender discrimination was transformed into one of the chief and, at the same time, argumentative subjects in political and social movements as well as in psychological and sociological studies (Mitchel, 2002, p.18). In Iran, we can observe the discrimination of women in possessing economic, organizational, social, and cultural capitals.

Interpreting the reasons of social inequality, researchers and theoreticians in social sciences speak of three important sources i.e. wealth, power, and esteem. In fact, social, political, economic, and cultural capitals of individuals dominate social inequalities and formation of societies. Inequality in cultural capital is also one of the four main inequalities. Sociologists such as Bourdieu believe that social classes and social inequality influence the division of cultural capital. If the accumulation of cultural capital appeared in one class, there will be social discrimination; thus, one group, by having other kinds of capital, could reach the cultural capital easily and play a dominant role in dominant culture. By emphasizing cultural capital in social studies, researchers have employed this concept to interpret many other social concepts and symbols.

Studying gender viewpoints shows the extent to which a society is far from the value system affirming gender discrimination or the extent to which a society is in harmony with it. As the reproduction of gender discrimination is done through the process of socialization at home as

well as the direct or indirect educations in educational, working, religious, cultural and media places (Stanley&Wise, 2002), it is very important to consider the views of different social groups, especially those who have a dominant role in social relations and socialization processes, to the problem of gender discrimination.

In this article, we are to study gender viewpoints of teachers as a group who has a basic role in educating individuals, with respect to their cultural capital. In fact, the relationship between the distribution of cultural capital and the reproduction of gender discrimination has been considered. Hence, the main question of the research is: Is there any relationship between the cultural capital of female teachers in Shiraz and their views to gender discrimination?

### **Literature Review**

The relationship between different variables and gender discrimination has been studied by many researchers; however, among these variables, they paid less attention to the relationship between social capitals, especially cultural capitals as one of the relatively new concepts, and gender discrimination in the spheres of sociology.

Monadi and Ardeshiri (2009) investigated the inequality of power status of married women in Tehran in family based on cultural capital. The results show that cultural capital influences the power status of women in families. In other words, high cultural capital ends in high power status, average cultural capital ends in average power status and low cultural capital ends in low power status.

Chalbi and Lovieh (2001) studied the influence of social inequality on the cultural capital distribution and the role of cultural capital in the reproduction of classes. The results showed that people who had more cultural capital had also more social and economic capitals and vice versa. In addition, those in possession of cultural capital had their status in a high class of the society. This survey showed that there was a significant gap between being in a low class and access to cultural capital.

Ifegbesan (2010) considered clichés about genders in the schools of Nigeria. In this research, questionnaires were distributed to measure the sexual clichés and views among 250 schoolteachers. The results indicate

that most of them have experienced gender clichés directly or indirectly. Based on the results, the writer has suggested that education administration needs to develop certain utilities, schoolbooks, and mechanisms for advising and evaluating the educational policies in line with gender equality seeking viewpoints.

Ali et al. (2010) studied the cultural and gender obstacles in the way of women empowerment in Pakistan. The results of this study showed that factors like environment and familial background, cultural norms, enlightening attitudes, inappropriate occupational conditions, and the violence of media were the main reasons for men's mastery and discrimination towards women in all aspects of life. The researchers emphasize that attitudes and clichés subduing women are the main obstacles in the way of women empowerment.

### **Reviewing Different Theoretical Standpoints**

Gender discrimination can be defined as some kind of separation accompanied by inequality in utilizing the possibilities and equipments existing in social systems. Gender discrimination means those behaviors and manners, prejudgments and ideologies which make the social value of women lower than men (Mitchel, 2002, p.16).

Generally, the subjects about gender have been argued so much in human sciences. Psychologists, feminist theoreticians, and sociologists have disputed the issue of gender comprehensively. Psychologists emphasize two interdependent elements when they talk about gender: first, accepting gender roles is the result of the pressure from the natural forces (biology, genes, inheritance) or the result of education (environment, educational or personal experience) (Hyde, 2005, p.78-81).

The studies of liberal feminists show how the difference between men and women is the result of the different educations imposed on these two genders in childhood, different systems of reward and punishment, and the use of behavioral clichés about women (Moshirzade, 2004).

Marxist feminists believe that the oppression of women is directly connected to the capitalist system while in durations prior to capitalism there were no sign of these patriarchal structures. Current ways of women's lives have been shaped to contribute to the capitalist system. From this point of view, capitalism wants to devalue women's

housework. Thus, the freeing way of women lies in the overthrowing of capitalism.

Radical feminists stress the contrasts between men and women. They believe that there are differences between demands, ways of life, and cultures of women and men (Donovan, 2001). From this point of view, oppression of women is the deepest and the most basic form of oppression which will not be removed by social changes.

In the sphere of the sociological theories, functionalists initiate their theory based on this presumption that in every society gender distinctions and inequalities do exist because these distinctions would have positive effects on society as a whole (Robertson, 1995). Functionalists recognize gender discriminations as a completely natural thing and believe that the roles of men and women must be separate and in contrast. Sociologists of symbolic interrelation argue that the main reason of discrimination or gender discrimination lies in massive social structures like patriarchy which do not let women participate in society equally like men. Consequently, because of different forms of interrelations, the social inequality between men and women is being reinforced in different social spheres from home to workplace (Ritzer, 1998).

Marxist theoreticians suggest that women should work with men to struggle for their common interests capitalism instead of fighting men which means overthrowing capitalism to remove gender discriminations because the freedom of both is related to overthrowing capitalism (Jegeer, 1996, p. 50).

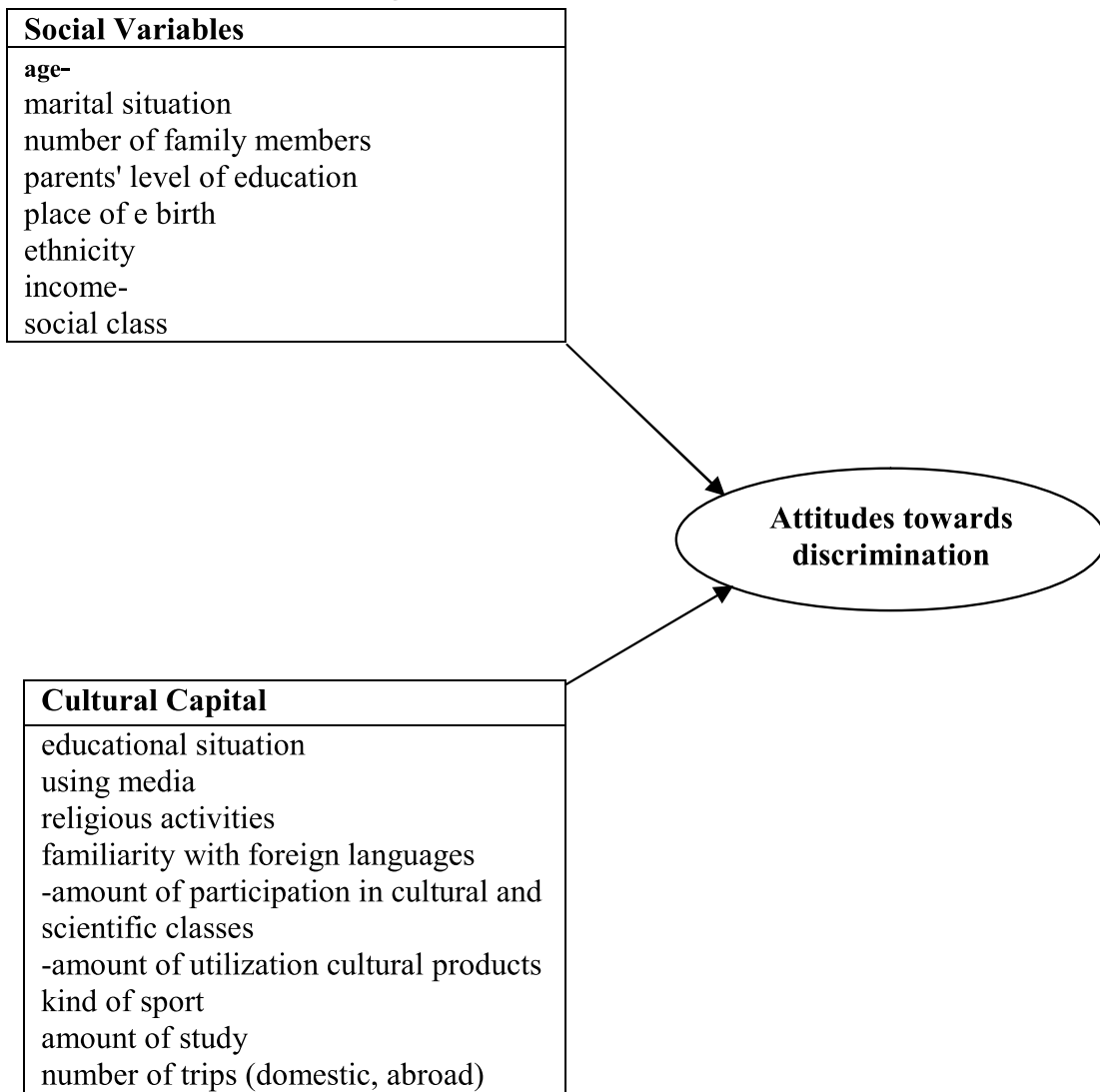
Collins, in his theory of social contradiction, has argued about gender strata. In arguments about gender stratification, he criticizes the classical theories of sociology which always try to justify the inequalities of men and women and to preserve the traditional position of women and the unequal system of labor division between them.

### **Theoretical Framework of this study**

Bourdieu believes that gender discrimination is accompanied, played, and controlled by those in power. According to Bourdieu, based on the level of capital, a kind hierarchy appears between women and men and women are in a lower position in the hierarchy. In fact, the degree of women and men's shares in different capitals affects their objectively unequal

relations. Bourdieu recognizes gender discrimination as a result of the share of each group in capitals. Thus, men always are stronger in most of capitals and on the other hand, women are a group under domination and have fewer shares in the sources of capitals. He believes that the main cause of gender discrimination is unequal capital resources. The more women gain these capitals, the more negative attitude they have towards gender discrimination and vice versa. For example, those with a higher social status have more equality seeking ideologies and more negative attitudes towards inequality (Bourdieu, 2001).

Figure 1: Theoretical Model



Bourdieu argues that a kind of inequality does exist in the distribution of cultural capital between men and women. Circling and utilizing cultural

capitals are unequal in interest of men. For example, men have higher levels of education, scientific specialties, and artistic and educational abilities. Bourdieu maintains that "our gender organizes different sexual habits and wills." According to Ashall, the concept of "gender habitués" exactly refers to the lower position of women. This concept provides a proper device of analysis for the unequal power relations between two genders(Ashall.2001, p. 21).

According to what was said, it seems that Bourdieu tries to combine subjective and objective structures of the society which under its influence gender discrimination, a multisided phenomenon, appears. Bourdieu's theory, considers different kinds of capital especially cultural capital in relation to gender discrimination.

The evaluation of gender discrimination has been done by a multidimensional model which involves inequality and discrimination in power and decision making, inequality in the area of work and employment, inequality in the area of social and political participation, inequality in civic rights, traditional division of labor and gender clichés. According to the theory of the research, the following suppositions are introduced:

- There is a relation between social features of participants and their views about gender discrimination.

These features include age, marital situation, number of family members, and parents' level of education, birthplace, originality, class situation, and level of income. Each of them will be evaluated separately.

- There is a relation between the educational features of individuals and their views towards gender discrimination.
- This supposition contains level of education, field of education and the university.
- There is a relation between the utilization of media and views towards gender discrimination.
- There is a relation between religious activities and views towards gender discrimination.
- There is a relation between familiarity with foreign languages and views towards gender discrimination.

- There is a relation between kind of sport and attitudes towards gender discrimination.
- There is a relation between the number of hours devoted to studying and attitudes towards gender inequality.
- There is a relation between the degree of participation in cultural and artistic classes and their views towards gender discrimination.
- There is a relation between utilizing cultural and artistic products and views towards gender discrimination.
- There is a relation between number of trips (domestic/abroad) and views towards Gender discrimination.

### **Data and Method**

The statistical society of the research contains all teachers from different educational grades in the four regions of Shiraz. The statistical sample was calculated according to the table of Lin (1974, p. 446) to include 600 people with the error of 4 percent and the meaningful level of 95 percent. In this research, a questionnaire was used which was designed by to evaluate the gender discrimination based on the theories of gender discrimination and social, cultural, and folk backgrounds of our society. The questionnaire contains 36 questions. The credit of the tools of evaluation was formal and the alphabet of that was corresponded to the alphabet of Cronbach.

Cultural capital is the independent variable in the present study. Cultural capital involves the stable tendencies of the individuals which are acquired through the process of socialization. In other words, interpersonal and informal skills such as habits, ways, tastes, styles of life, networks of language structures, academic degrees, quality of people's education and their tendency to collect artistic and cultural products are also counted as indexes of cultural capital (Bourdieu, 2001, pp. 158-151).

In this study cultural capital includes variables such as academic characteristics of the participants (level of education, field of study, university), the amount of using media, i.e. the amount of time one spends on mass communication media such as radio, TV, satellite, the Internet, newspaper, and magazine. The next variable is the amount of



religious activities. In this study, the multi-dimensional model of Gloke and Stark (1965) has been used to measure religiousness. It should be added that among the quadruple dimensions of religion (belief, emotion, rite, and aftermath), the ritual dimension has been considered. The next variable is level of familiarity with foreign languages. Familiarity with foreign languages, like academic education, is part of the cultural capital of each person. Another variable is the kind of sport. As to sports, Bourdieu believes that the class status determines the kind of sport activities and their advantages. Following different sports is related to economic capital and, as a result, to cultural capital (Doring, 1999). Five categories have been used to measure this variable. It should be mentioned that in the categorization, in addition to the theory of Bourdieu, the cultural and socio-economic considerations of our country have also been taken into account.

The amount of utilizing cultural products is a variable which lies within the area of cultural utilization. Cultural products include a wide range from drawings and artistic objects, books and magazines to the albums of singers and movies. In addition, cultural-artistic spaces like cinemas, theatres, concerts and museums, as they lead to cultural utilization, was measured as the variable of cultural products. Attending to cultural and artistic classes such as painting, music, writing, craft, computer also shows that those who attend these classes more, are in possession of a higher level of cultural capital.

The dependent variable of the study is "gender discrimination". Gender discrimination means those actions and behaviors, prejudices and ideologies which underestimate women and empower men to rule over women (Michel, 2002, p. 16). In the present study, in order to measure gender discrimination, a multi-dimensional model has been used including: inequality and discrimination in authority and decision-making, inequality in the area of job and profession, inequality in the area of political and sociological cooperation, inequality in the area of civic and legal law, traditional division of labor, and gender stereotypes.

The amount of Cronbach alpha was calculated by SPSS. The amount of Cronbach alpha for the attitude items on gender discrimination is .84, which shows a high coefficient of correlation. Also the amount of alpha for the six dimensions of gender discrimination, in the measures of inequality was .78 for authority and decision-making, .77 for traditional

division of labor, .82 for inequality in job, .88 for inequality in socio-political cooperation, .83 in gender stereotypes, and .78 in inequality in civic and legal law.

## Results

In this study, female teachers in Shiraz were studied, 20 percent of them were people under 30 years old and the rest, i.e. 483 were between 31 to 50. One hundred and six participants were single and 474 were married. Over 45 percent were born in Shiraz or centers of provinces, near 50 percent were born in other cities and 4.5 percent were born in villages. The originality of 89 percent, i.e. 534 women were Pars, which was the greatest number in the sample. About 15 percent evaluated themselves from upper classes, over 78 percent from middle classes, and 7.5 percent from lower classes. The average income of the participants was near 470,000 Tomans per month.

Most of the participants (about 80 percent) have B.A. degree (16 years of education). About 15 percent have a high school diploma and near 7 percent have M.A. The average educational level of the whole sample is 15.79 years which is near to B.A., 27.3 percent of them were graduated in basic sciences, 63 percent in humanities, and about 6 percent from art and engineering. The education rate of their fathers was about 40 percent while 45 percent of their mothers have only primary education or are illiterate. About 29 percent of parents have a high school diploma. Dependant variable (attitude towards gender discrimination) has been measured in a level of discontinuity evaluation.

To understand whether this variable has normal distribution characteristics (which is one of our presupposition) or not, we used the normality evaluating test by Kolmogorov-Smirnov. The result of this test showed that the variable of the attitude towards gender discrimination has not normal distribution character. Hence, we divided the dependant variable into two categories of positive and negative attitudes based on the average (83/88). In this way, we use the logistical regression testing to predict the probability of positive and negative attitudes of the participants towards gender discrimination based on the classes of independent variable.

Table 1 shows the normality of the variable attitude towards gender discrimination by utilizing Kolmogorov-Smirnov's test. As was stated

earlier, the results indicate that the distribution of the dependent variable is not normal. In addition, the chart of the distribution of dependent variable shows the abnormality of the distribution of gender discrimination attitude variable. Therefore, to predict the dependent variable by independent variables, we predict the probability of attitudes if they are positive or negative by transforming the dependent variable into a two-sided nominal variable (positive or negative attitude) by using logistical regression testing.

Table 1: Results of Kolmogorov-Smirnov's normality test

| Variable                        | Statistical amount | Freedom degree | Meaningful level |
|---------------------------------|--------------------|----------------|------------------|
| Attitude towards discrimination | 060/0              | 600            | 000/0            |

Table 2 shows B coefficient and statistic of the proportion of fortunes show that the relationship between the two variables is negative. Statistic of Wald and the meaningful level show that the relationship between the two variables of marital situation and attitude towards gender discrimination (positive or negative) is meaningful from the statistical point of view. The proportion amount of fortunes shows that the single teachers had 37 percent more probability to have negative attitudes towards gender discrimination than married teachers.

Table 2: Results of the logistic regression analysis of marital situation variable and attitude towards gender discrimination

| Single variable | B Coefficient | S.E   | Wald  | d.f | Sig   | Odd rotion |
|-----------------|---------------|-------|-------|-----|-------|------------|
| Married         | 000/0         | -     | -     | -   | -     | 00/1       |
| Single          | 461/0-        | 215/0 | 603/4 | 1   | 032/0 | 630/0      |

Table 3 shows demonstrates, variables place of birth, ethnicity, and social had no meaningful relationship with attitude towards gender discrimination.

Table 3: Results of the logistic regression analysis between place of birth, ethnicity and persons' social class and attitude towards gender discrimination

| Single variable    |                    | B Coefficient | S.E   | Wald  | d.f | Sig   | Odd rotation |
|--------------------|--------------------|---------------|-------|-------|-----|-------|--------------|
| place of the birth |                    | -             | -     | 539/1 | 2   | 463/0 | -            |
|                    | Village            | 000/0         | -     | -     | -   | -     | 00/1         |
|                    | Township           | 241/0         | 402/0 | 358/0 | 1   | 550/0 | 272/1        |
|                    | Centre of province | 401/0         | 404/0 | 981/0 | 1   | 322/0 | 493/1        |
| ethnicity          |                    | -             | -     | 710/2 | 3   | 439/0 | -            |
|                    | Another            | 000/0         | -     | -     | -   | -     | 00/1         |
|                    | Fars               | 074/0         | 612/0 | 015/0 | 1   | 904/0 | 077/1        |
|                    | Lor                | 041/0         | 692/0 | 003/0 | 1   | 953/0 | 042/1        |
|                    | Turk               | 721/0-        | 770/0 | 878/0 | 1   | 349/0 | 486/0        |
| social class       |                    | -             | -     | 111/7 | 3   | 068/0 | -            |
|                    | Under class        | 000/0         | -     | -     | -   | -     | 00/1         |
|                    | Upper class        | 201/0         | 380/0 | 279/0 | 1   | 597/0 | 222/1        |
|                    | Upper middle class | 444/0-        | 334/0 | 762/1 | 1   | 184/0 | 642/0        |
|                    | middle class       | 111/0-        | 329/0 | 114/0 | 1   | 736/0 | 895/0        |

Table 4 illustrates the results of the logistic regression analysis with a single variable between age, number of family members, income, and parents' level of education and attitude towards gender discrimination. The results show no meaningful relationship between these variables.

Table 4: Results of logistic regression analysis between age, number of family members, income, and parents' level of education variables and attitude towards gender discrimination

| variable                 | B Coefficient | S.E   | Wald  | d.f | Sig   | Odd ratio |
|--------------------------|---------------|-------|-------|-----|-------|-----------|
| age                      | 010/0         | 012/0 | 727/0 | 1   | 394/0 | 010/1     |
| number of family members | 025/0         | 083/0 | 091/0 | 1   | 764/0 | 025/1     |
| Income                   | 000/0         | 000/0 | 586/2 | 1   | 108/0 | 000/1     |
| Father's education       | 018/0         | 017/0 | 171/1 | 1   | 279/0 | 018/1     |
| Mother's education       | 016/0-        | 017/0 | 821/0 | 1   | 365/0 | 984/0     |

Table 5 depicts the results of logistic regression analysis with single variable between variables of university of education, field of education, amount of study, familiarity with foreign languages and sport, with attitudes towards gender discrimination. The findings show that field of

education and attitude towards gender discrimination have a meaningful relationship. Teachers with engineering and art education have more negative attitudes towards gender discrimination than teachers with education in human sciences. However, there is no meaningful difference between the attitudes of teachers with basic sciences and medicine degrees and teachers with a high school diploma compared with those having human sciences education. At the same time, results of the logistic regression analysis with single variable between university and attitude towards gender discrimination shows that there is no meaningful relationship between these two variables. The results of the relationship between hours of study and attitudes towards gender discrimination show that there is a meaningful relationship between them. That is the case for familiarity with foreign language too. The statistical amount of fortunes shows that teachers who know nothing about foreign languages have probably more positive attitudes towards gender discrimination than others do. For field of sport and attitude towards gender discrimination there seems to be a significant relationship between the two variables.

Table 5: Results of logistic regression analysis for cultural capital variables and attitude towards gender discrimination

| Single variable    |                             | B Coefficient | S.E   | Wald   | d.f | Sig   | Odd rotation |
|--------------------|-----------------------------|---------------|-------|--------|-----|-------|--------------|
| university         |                             | -             | -     | 105/6  | 3   | 107/0 | -            |
|                    | Teacher education           | 000/0         | -     | -      | -   | -     | 00/1         |
|                    | State university            | 402/0-        | 253/0 | 518/2  | 1   | 113/0 | 669/0        |
|                    | Payame Noor university      | 138/0         | 373/0 | 137/0  | 1   | 711/0 | 148/1        |
|                    | Azad university             | 494/0-        | 274/0 | 234/3  | 1   | 072/0 | 610/0        |
| field of education |                             | -             | -     | 651/12 | 3   | 005/0 | -            |
|                    | Human sciences              | 000/0         | -     | -      | -   | -     | 00/1         |
|                    | Basic sciences and medicine | 161/0         | 190/0 | 713/0  | 1   | 398/0 | 174/1        |
|                    | Engineering and art         | 321/1-        | 400/0 | 884/10 | 1   | 001/0 | 267/0        |
|                    | High school diploma         | 078/0-        | 441/0 | 031/0  | 1   | 860/0 | 925/0        |
| amount of study    |                             | -             | -     | 479/9  | 4   | 05/0  | -            |
|                    | Always                      | 000/0         | -     | -      | -   | -     | 00/1         |
|                    | In principle                | 120/2         | 229/1 | 470/0  | 1   | 009/0 | 419/3        |
|                    | Rare                        | 647/0         | 356/0 | 311/3  | 1   | 069/0 | 910/1        |
|                    | Sometimes                   | 507/0         | 293/0 | 997/2  | 1   | 083/0 | 660/1        |
|                    | Mostly                      | 253/0         | 304/0 | 692/0  | 1   | 405/0 | 287/1        |

| Single variable                    |  | B Coefficient | S.E   | Wald   | d.f | Sig   | Odd rotation |
|------------------------------------|--|---------------|-------|--------|-----|-------|--------------|
| familiarity with foreign languages |  | -             | -     | 718/14 | 3   | 002/0 | -            |
|                                    | Much                                       | 000/0         | -     | -      | -   | -     | 00/1         |
|                                    | In principle                               | 302/1         | 369/0 | 484/12 | 1   | 000/0 | 678/3        |
|                                    | Less                                       | 859/0         | 269/0 | 216/10 | 1   | 001/0 | 360/2        |
|                                    | Middle                                     | 705/0         | 271/0 | 737/6  | 1   | 009/0 | 023/2        |
| field of sport                     |  | -             | -     | 744/16 | 4   | 002/0 | -            |
|                                    | Yoga, swimming, tennis                     | 000/0         | -     | -      | -   | -     | 00/1         |
|                                    | Don't exercise                             | 209/0         | 328/0 | 407/0  | 1   | 524/0 | 233/0        |
|                                    | Walking, suppleness, Running               | 019/0-        | 361/0 | 003/0  | 1   | 959/0 | 982/0        |
|                                    | Climbing, volleyball, basketball...        | 013/0         | 407/0 | 001/0  | 1   | 974/0 | 013/1        |
|                                    | Chess, ping-pong, bodybuilding, aerobic... | 888/0-        | 391/0 | 157/5  | 1   | 023/0 | 412/0        |

Table 6 shows the results of the logistic regression analysis with a single variable between level of education, amount of the utilizing media, religious activities, number of trips, amount of utilizing cultural products, and hours of participating in cultural and scientific classes, and attitude towards gender discrimination. As is evident, the relationship of these variables to attitude towards gender discrimination is meaningful. The relationship between these variables, except for participation in religious places, and attitudes towards gender discrimination is positive. That is to say, as these variables increase, the possibility of having more negative attitudes towards gender discrimination increases as well. The results of the logistic regression analysis with a single variable between participating in religious places and attitudes towards gender discrimination shows that the relationship is meaningful, positive, and direct.

In Table 7, the results of the logistic regression analysis with multivariable show that all main variables had a chance to intrude in the model. The practical technique of the analysis was step-by-step advancing method. As is clear, through six stages, six variables had the chance to intrude the predicting model. The introduced variables in these six states are rate of utilizing media, participating in religious places and activities, field of sport, class status, field of study and familiarity with foreign languages.

Table 6: Results of logistic regression analysis for cultural capital variables and attitudes towards gender discrimination

| Variable   | B Coefficient | S.E   | Wald   | d.f | Sig   | Odd rotio |
|--|---------------|-------|--------|-----|-------|-----------|
| educational situation                                    | 095/0-        | 073/0 | 681/1  | 1   | 195/0 | 909/0     |
| using media  | 047/0-        | 012/0 | 592/14 | 1   | 000/0 | 954/0     |
| religious activities                                     | 096/0         | 026/0 | 406/13 | 1   | 000/0 | 101/1     |
| number of trips  | 142/0-        | 057/0 | 284/6  | 1   | 012/0 | 868/0     |
| rate of utilization of cultural products                 | 047/0-        | 014/0 | 808/10 | 1   | 001/0 | 954/0     |
| rate of participating in cultural and scientific classes | 070/0-        | 031/0 | 892/4  | 1   | 027/0 | 933/0     |

The first variable having a meaningful effect on attitudes of female teachers towards gender discrimination is the use of media. The effect of this variable is negative. That is to say, by increasing one number in the utilization of media, the probability of having negative attitude towards gender discrimination will increase by 4.2 percent. Attending to and participating in religious places is the second variable which plays a role in the analysis. The effect of the variable on attitudes towards gender discrimination is positive. That is to say by the increase of one number in it, the probability of positive attitudes towards gender discrimination will increase by 10.9 percent. The third variable is field of sport. As the rank of evaluating this variable is nominal, it was first transformed into discontinuing variables (codes of 0 and 1) so that we could consider the proportion of each of them in the study. Therefore, yoga, swimming, and tennis were considered as the criterion. Female teachers who play chess, ping pong, bodybuilding, and aerobic are more probable to have negative attitudes towards gender discrimination by 61.1 percent more than those who play yoga, swimming, and tennis. Nevertheless, there is not a meaningful difference between teachers who are classified in other sport groups and the sport class of yoga, swimming, and tennis. The fourth variable which was introduced in the analysis is the class status. Because of the arranging character of the variable, it was first transformed into discontinuing variables (codes of 0 and 1) with the lower class position considered as the criterion.

Table 7: Results of multivariable logistic regression analysis

| Single variable                    | B Coefficient                                    | S.E          | Wald         | d.f      | Sig          | Odd rotation |       |
|------------------------------------|--|--------------|--------------|----------|--------------|--------------|-------|
| using media                        | 0/043-   | 0/015        | 7/775        | 1        | 0/005        | 0/958        |       |
| religious activities               | 0/103  | 0/031        | 11/182       | 1        | 0/001        | 1/109        |       |
| kind of sport                      | -  | -            | 049/17       | 4        | 002/0        | -            |       |
|                                    | Yoga, swimming<br>Tennis                         | 000/0        | -            | -        | -            | 00/1         |       |
|                                    | Don't exercise                                   | 166/0        | 380/0        | 191/0    | 1            | 662/0        | 180/1 |
|                                    | Walking,<br>suppleness,<br>Running               | 066/0-       | 414/0        | 025/0    | 1            | 873/0        | 936/0 |
|                                    | Climbing,<br>volleyball,<br>basketball...        | 619/0        | 479/0        | 668/1    | 1            | 196/0        | 856/1 |
|                                    | Chess, ping-pong,<br>bodybuilding,<br>aerobic... | 945/0-       | 449/0        | 432/4    | 1            | 035/0        | 389/0 |
| social class                       | -  | -            | 255/15       | 3        | 002/0        | -            |       |
|                                    | Lower class                                      | 000/0        | -            | -        | -            | 00/1         |       |
|                                    | Upper class                                      | 364/1        | 466/0        | 575/8    | 1            | 003/0        | 911/3 |
|                                    | Upper middle class                               | 222/0-       | 412/0        | 289/0    | 1            | 591/0        | 248/0 |
|                                    | Middle class                                     | 580/0-       | 392/0        | 194/2    | 1            | 139/0        | 786/1 |
| field of education                 | -  | -            | 563/10       | 3        | 014/0        | -            |       |
|                                    | Human science                                    | 000/0        | -            | -        | -            | 00/1         |       |
|                                    | Basic science and<br>medicine                    | 143/0        | 225/0        | 405/0    | 1            | 525/0        | 154/1 |
|                                    | Engineering and art<br>education                 | 346/1-       | 444/0        | 198/9    | 1            | 002/0        | 260/0 |
|                                    | Diploma  | 158/0-       | 540/0        | 085/0    | 1            | 770/0        | 854/0 |
| familiarity with foreign languages | -  | -            | 626/8        | 3        | 035/0        | -            |       |
|                                    | Much   | 000/0        | -            | -        | -            | 00/1         |       |
|                                    | In principle                                     | 255/1        | 453/0        | 688/7    | 1            | 006/0        | 508/3 |
|                                    | Less   | 660/0        | 306/0        | 634/4    | 1            | 031/0        | 934/1 |
|                                    | Middle   | 421/0        | 307/0        | 883/1    | 1            | 170/0        | 523/1 |
| <b>Fixed quantities</b>            | <b>753/1-</b>                                    | <b>0/827</b> | <b>4/491</b> | <b>1</b> | <b>0/034</b> | <b>0/173</b> |       |

Based on the information in Table 7, teachers with high class position are probable to have positive attitudes towards gender discrimination four times more than those with lower class position. In classes of the variable, there is no difference between the attitudes of middle and high-class positions and lower classes towards gender discrimination. The fifth variable is the field of study. Based on depicted in Table 7, those educated in art and engineering fields have negative attitudes towards gender discrimination 74 percent more than those educated in human sciences. However, there is no difference between the attitudes of those educated in basic sciences and medicine and teachers with the education



level of high school diploma. The sixth and last variable is familiarity with foreign languages. Because of the arranging character of the rank of evaluating this variable, the class of having high familiarity is the authority. As is evident, there is a difference between attitudes towards gender discrimination of those who have little or no familiarity with foreign languages and those who know a foreign language professionally.

Thus, among the sum of the independent variables which have meaningful effect on dependent ones, variables of the hours of participating in religious places, class status (high), familiarity with foreign languages (little and not at all) are able to predict the changes of the dependent variable directly and positively.

Finally, Table 8 shows the statistic summary of the predicting model. The statistic of the eligibility of predicting model shows that this analytic multivariable model predict 64.7 percent of causes related to the situation of the dependent variable correctly. The statistic of R2 also shows that the defining ability of the model is between 0.146 to 0.196.

Table 8: Summary of predicting statistic of the model

| sixth stage | X2     | d.f | Sig   | eligibility of predicting statistic | R2 Nagelkerke | R2 Cox & Snell | -2log Likelihood |
|-------------|--------|-----|-------|-------------------------------------|---------------|----------------|------------------|
|             | 603/83 | 15  | 000/0 | 7/64                                | 196/0         | 146/0          | 768/640          |

## Discussion and Conclusion

The research was performed with the purpose of studying the relationship between cultural capital and attitudes towards gender discrimination among female teachers in Shiraz. After performing the research, the achievements were analyzed by the use of descriptive and inferential statistics. In terms of inferential statistics, the relationship between independent variables and the dependent variable – attitude towards gender discrimination - was examined. Among the independent variables, the marital status, field of education, familiarity with foreign languages, field of sport, using media, hours of being in religious places, number of trips, amount of utilizing cultural and art products, and hours of participating in cultural classes were in a meaningful relationship with dependent variables. While other variables like level of education, university of education, age, number of family members, level of parents' education, income, feeling of belonging to a social class, place of birth

and originality do not have any meaningful relationship with gender discrimination.

The basic and associative features analyzed include age, marital status, family member, class position, originality, place of birth, level of education of parents and couples. Among them, only marital status had a meaningful relationship with gender discrimination. In fact, this part of the findings was in line with the findings of previous research.

Single participants had more negative attitudes towards gender discrimination while married ones accept gender discrimination more easily. It seems that, in our society, women are being impelled to have discriminative gender attitudes after marriage.

The main question of the research was about the relationship between cultural capital of female teachers in Shiraz and their attitudes towards gender discrimination. As Bourdieu (2001:85) believes, the inequality in capitals is the main cause of gender inequality. The more women have access to these capitals, especially cultural capital, the more negative will be their attitudes towards gender discrimination and vice versa.

In this study, the situations of individuals were evaluated from different aspects. Cultural capital was measured via indicators such as educational situation, participation in cultural societies, utilization of cultural products, amount of study, field of sport, amount of utilizing media, etc. Some of the indicators were changed according to the concrete situation of our country so that we could reach more accurate results. Based on the achievements of the research, those having more cultural capitals have more negative attitudes towards gender discrimination. In fact, the more is the utilization of different indicators of cultural capital, the more is the probability of having an ideology of gender equality seeking and the more negative is attitudes towards gender discrimination.

Regarding gender discrimination, Bourdieu believes that the higher is the level of people's academic education, the more egalitarian and negative will be their attitudes toward gender inequality. Education, or to put it in a better way the quality of education, is one of the most important indexes of cultural capital. The findings of the present study show a significant relationship between some of the academic characteristics of the participants and their attitudes toward gender inequality. It should be mentioned that some of the findings in the field of education index are in line with those of previous research (Deitelbaum, 2004). Also based on the findings, attending cultural and artistic associations and classes such as painting, plastic arts, computer, etc. showed a significant relationship

with gender attitudes of the participants. That is, as their individualistic skills and abilities in the field of art and culture increased, accordingly they were less inclined toward a gender discrimination attitude, as we saw in the previous studies and researches (AbdulAlim & Rashid, 2005).

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