



CULTURAL GOODS AND EDUCATIONAL EXPECTATIONS OF DAY HIGH SCHOOL STUDENTSⁱ

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Abstract:

The aim of the present work is to investigate the relationship between family "objectified" cultural capital and the educational expectations of Day General and Vocational High School students, using the concept of "cultural capital" from Pierre Bourdieu's theory. The research was conducted in the school year 2017-2018 using a questionnaire with 1430 General and Vocational High School students, as well as a semi-structured interview with 20 General and Vocational High School students (10 General High School students and 10 Vocational High School students) who were studying in the 2nd grade of Day General and Vocational High Schools in the Educational Region of Western Greece. The results of the study showed that the students in the sample tend to accumulate, in their system of predispositions, some types of "indicators" or all types of "objectified" cultural capital, which is a function of the range of cultural goods that exist in their homes. Furthermore, the types of "objectified" cultural capital indicators that exist in the family homes of the students in the sample tend to "organize" the system of their educational expectations and contribute to the "orchestration" of their different educational choices.

Keywords: "objectified" cultural capital; educational expectations; students; day high schools

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Resumen:

El objetivo del presente trabajo es investigar la relación entre el capital cultural familiar "objetivado" y las expectativas educativas de los estudiantes de secundaria general y vocacional, utilizando el concepto de "capital cultural" de la teoría de Pierre Bourdieu. La investigación se realizó en el curso 2017-2018 utilizando un cuestionario con 1430 alumnos de Bachillerato General y Vocacional, así como una entrevista semiestructurada con 20 alumnos de Bachillerato General y Vocacional (10 alumnos de Bachillerato General y 10 de Bachillerato Vocacional estudiantes) que estaban estudiando en el segundo grado de las escuelas secundarias generales y vocacionales diurnas en la región educativa de Grecia occidental. Los resultados del estudio mostraron que los estudiantes de la muestra tienden a acumular, en su sistema de predisposiciones, algunos tipos de "indicadores" o todo tipo de capital cultural "objetivado", lo cual es función del abanico de bienes culturales que existen en sus hogares. Además, los tipos de indicadores de capital cultural "objetivado" que existen en los hogares familiares de los estudiantes de la muestra tienden a "organizar" el sistema de sus expectativas educativas y contribuir a la "orquestación" de sus diferentes opciones educativas.

Palabras clave: capital cultural "objetivado"; expectativas educativas; estudiantes; escuelas secundarias diurnas

1. Introduction

The central hypothesis of Pierre Bourdieu's theory of cultural reproduction that the family's cultural capital affects the educational success of students has occupied social scientists (see for example: Dumais, 2002; Sullivan, 2001; Van de Werfhorst & Hofstede, 2007). In particular, it appears that family cultural capital, in the form of cultural capital revealed by the existence of educational supplies at home, such as book cases and musical instruments, has an effect on the children's educational success (Cheadle, 2008; Eitle & Eitle, 2002; Lareau, 2003). The findings of the research work also point to an attempt to transfer cultural capital from parents to their children through various forms of communication, such as discussions between parents and children on political, social and cultural issues (Cheung & Andersen, 2003; Jæger, 2009).

A review of the scientific literature from the findings of sociological research shows that the various forms of capital that the family has, such as cultural and social capital, have a significant impact on the processes of shaping young people's educational-professional choices and expectations, and these, in turn, lead to differentiated educational-professional paths (Baker & Brown, 2007; Flere et al., 2010; Green & Vryonides, 2005; Lehmann, 2009; Spiliopoulou et al., 2019; Tavares et al., 2008; Watson et al., 2009). However, there does not seem to be extensive research on the correlation between family "objectified" cultural capital and the formation of high school students' educational expectations.

From this perspective, the present work attempts to fill the research gap found in the scientific literature by utilizing the concept of "cultural capital" from Pierre Bourdieu's

theory in order to explore the relationship between family "objectified" cultural capital and the educational expectations of Day General and Vocational High School students in Greece.

This work begins with some theoretical notes in which the concepts used for the analysis and interpretation of the research findings are approached. This is followed by the sections with the research questions and the methodology, as well as the presentation of the research results. The work concludes with a discussion and conclusions section.

2. Theoretical Framework

According to Bourdieu, cultural capital is divided into the following three forms (Bourdieu, 1986, 1994): a) the "engendered" ("embodied") form or habitus (system of constant predispositions of the mind and body, which direct the actions of the social subject), b) the "objectified" form (cultural goods that are visible and transferable to the heirs. And c) "institutionalized" cultural capital in the form of titles. The third form of cultural capital (a form of "objectification") reflects the degree of success individuals achieve in the field of education and refers to academic qualifications which are legitimized through official social institutions, such as schools (Bourdieu, 1986, p. 248; Bourdieu, 1994, p. 82).

The second form of cultural capital will be of particular concern to us in the present work. Cultural capital in its "objectified" state possesses a number of properties which are defined in relation to the "embodied" cultural capital. The "objectified" cultural capital is transferable in its material part and includes the visible cultural goods (Asimaki & Koustourakis, 2014; Bourdieu, 1994, p. 81; Kraaykamp & Eijck, 2010, p. 211). In particular, cultural goods include works of art, paintings, musical instruments, book cases and machines, such as computers in today's society (Bourdieu, 1986, p. 243; Bourdieu, 1994, p. 81; Kraaykamp & Eijck, 2010, p. 211; Levitas, 2004, p. 51).

The ability to effectively approach and "consume" cultural goods (symbolic appropriation) depends on the "engendered" cultural capital that the individual holds. Thus, the acquisition of cultural goods (material appropriation) does not necessarily imply their understanding, and this is because it presupposes permanent and lasting predispositions that are necessary for the essential understanding of a cultural asset (Asimaki & Koustourakis, 2014; Bourdieu, 1994, pp. 81-82; Dumais, 2002, p. 46).

In the context of this study, we seek to investigate the "objectified" cultural capital that exists in the homes of the families of Day General and Vocational High School students in Greece and the role it plays in shaping their expectations for their educational future (Bourdieu, 1986, 1994, 2002).

3. Research Questions - Methodology

In this paper we are concerned with the answers to the following research questions:

- Are the cultural goods that shape the family "objectified" cultural capital of the Day General and Vocational High School students differentiated?

- What role does the family "objectified" cultural capital of Day General and Vocational High School students play in shaping their educational expectations?

3.1. Research tools

In the present research we followed the multimethodological approach (triangulation) using the "tools" of the questionnaire and the semi-structured interview (Cohen, Manion & Morrison, 2008). The specific research tools were formulated based on the theoretical framework and our research questions. We chose to approach 2nd grade High School students, as in Greece, while attending this grade, they choose courses that interest them, forming an initial educational orientation of studies (Gati & Saka, 2001; Koustourakis et al., 2020; Spiliopoulou et al., 2018). In fact, their specific choices seem to have a decisive influence on the formation of expectations for their educational future, which includes attending the third grade of High School and their subsequent educational path.

The questionnaire we prepared for the present survey is in two parts. The first part includes questions about the students' demographics. The second part contains questions designed to detect the family "objectified" cultural capital that exists in the students' homes, using the following four "indicators", which derive from Pierre Bourdieu's theory (Bourdieu, 1986, 1994, 2002; O'Brien & Ó Fathaigh, 2005; Tondeur et al., 2011): a) the existence of a "book case" at home, b) "internet connection", c) existence of a "computer", and d) existence of a "musical instrument" at home. The second part of the questionnaire also includes questions that seek to uncover the expectations of 2nd grade General and Vocational High School students regarding their educational future. Their options are determined: a) by the Orientation Group and Scientific Field the 2nd grade General High School students expect to choose in the 3rd grade; b) by the Specialization that the 2nd grade Vocational High School students expect to choose in the 3rd grade, and c) by the University Department/School 2nd grade General and Vocational High School students expect to choose to continue their studies.

Regarding the conduct of a semi-structured interview, an appropriate guideline of questions was developed which was divided into thematic areas (Iosifides, 2003) which include the following axes: a) student demographics, b) cultural goods that exist in the homes of the students' families (namely: the existence of a "book case", "internet connection", existence of a "computer" and "musical instruments"), and c) students' expectations regarding their educational future.

3.2. Sample

Cluster sampling was used to collect research data using a questionnaire. In the case of the present research, the Day General and Vocational High Schools of Western Greece are defined as clusters (Bryman, 2017; Cohen et al., 2008; Creswell, 2011). The sample that participated in the completion of the questionnaire includes 1430 2nd grade students from 34 Day General and Vocational High Schools in the Educational Region of Western Greece. The students participated in the research voluntarily, and prior to this the signed consent of their parents had been obtained (Bryman, 2017; Creswell, 2011). Regarding the

gender distribution of the students who participated in the survey, 51.5% (736 subjects) were boys and 48.5% (694 subjects) were girls.

Then, 20 of the students who had completed the questionnaire and were studying in the 2nd grade of Day General and Vocational High Schools participated in the semi-structured interviews. In particular, 10 students from General High Schools and 10 students from Vocational High Schools were randomly selected. We remained with this specific number of participants for the interviews because from the 8th interview onwards with the students of General and Vocational High School there was a similarity in their answers and "saturation" was reached. 12 girls (60%) and 8 boys (40%) took part in the semi-structured interview.

3.3. Research process

The questionnaire was piloted with 10 second grade students in a Day General High School and 7 second grade students in a Day Vocational High School, who were subsequently excluded from the main survey. The data analysis was performed using the statistical package SPSS and indicators of descriptive and inductive statistics were used (Bryman, 2017; Cohen et al., 2008).

The tool of the semi-structured interview was piloted with four 2nd grade students from a Day General High School and from a Day Vocational High School. These students were excluded from the main research sample. Individual interviews with the twenty 2nd grade High School students were conducted during the operation of the schools after consultation and cooperation with the Principal and the teachers of each school (Bryman, 2011). During the semi-structured interviews, the research subjects' responses were fully recorded with their prior consent (Robson, 2007). The interviews were then transcribed into written text (Creswell, 2016) and the technique of qualitative content analysis was used to analyze the research findings (Mason, 2011). We took the "theme", ie the smallest part of the content that is of research interest and can be included in a specific category of analysis (Krippendorff, 2004) as our unit of analysis. The research material from the interviews was classified into one of the following categories of analysis:

- A. Cultural goods in the homes of the students' families: Family "objectified" cultural capital.
- B. Orientation Group and Scientific Field General High School students expect to choose.
- C. Specialization Vocational High School students expect to choose.
- D. Educational path that General and Vocational High School students expect to follow after the 2nd grade of High School.
- E. Department/School General and Vocational High School students expect to choose after High School.

3.4. Limitations of the research

Asking volunteers to present their perceptions and intentions is an issue that usually leads to response biases. Moreover, the lack of prior research studies did not permit the confirmation of findings (Lavidas & Gialamas, 2019).

4. Results

Table 1 presents the distribution regarding the composition of the two groups of 2nd grade High School students in the sample (General/Vocational) based on the following variables: existence of a "book case" at home, "musical instruments", a "computer" and "internet connection".

Table 1: Distribution of the two groups of 2nd grade High School students (General/Vocational) regarding the types of "objectified" indicators of cultural capital

	1st group of students (existence of "objectified" cultural capital in some types of "indicators"): N=1109		2nd group of students (existence of "objectified" cultural capital in all types of "indicators"): N=321	
	Yes (%)	No (%)	Yes (%)	No (%)
Existence of a "book case" at home	78.1	21.9	100.0	0.0
Existence of internet connection at home	87.2	12.8	100.0	0.0
Existence of a computer at home	88.7	11.3	100.0	0.0
Existence of musical instruments at home	2.8	97.2	100.0	0.0

The separation of the two groups of 2nd grade High School students in the sample (General/Vocational), presented in Table 1, was formed based on the "indicators" of "objectified" cultural capital (book case, computer, internet connection, musical instruments) taking into account the following types: a) existence of "objectified" cultural capital in some types of indicators, and b) existence of "objectified" cultural capital in all types of indicators. In the first group of students, compared to the second, the existence of a "book case" (78.1%), "internet connection" (87.2%), a "computer" (88.7%) and "musical instruments" (2.8%) is found in the home.

The analysis of the interview data showed that the existence of a book case, the existence of musical instruments, internet connection and a computer in their homes (Bourdieu, 1986, 1994, 2002) was evidence of the "objectified" cultural capital of the students in the sample. In particular, 4 General High School students (40% of all General High School students) and 1 Vocational High School student (10% of all Vocational High School students) seem to have very "strong" objectified cultural capital in their homes (Bourdieu, 1986, 1994). This is because, as their answers show, they have a large number of book cases with different types of books (such as: literature, textbooks, encyclopedias, dictionaries, foreign language books and scientific textbooks), various types of musical instruments (such as: guitar and piano), internet connection and computers. In this case, the specific students get acquainted with various cultural goods by developing and strengthening their "engendered" cultural capital (Bourdieu, 1977, 1986, 1994, 2002; Bourdieu & Passeron, 1977). The following statements made by General High School students regarding the range of cultural goods available to their families are representative:

"We have three book cases of classical literature, encyclopedias, dictionaries, textbooks, many foreign language books and many of my parents' textbooks that have to do with their professional fields. We have internet connection and computers. We also have a piano." (Interview 3 - I.3, students)

"There are many book cases! We have a lot of literary books, textbooks, encyclopedias, dictionaries and many foreign language books in English and German, my parents' science textbooks. There is a laptop and internet connection. We also have a piano and a guitar." (I.7, student)

On the other hand, 6 General High School students (60% of all General High School students) and 9 Vocational High School students (90% of all Vocational High School students) do not seem to have any cultural goods in their home. In other words, they show a relatively weak "objectified" cultural capital (Bourdieu, 1986, 1994, 2002). This comment by a General High School student with a limited range of cultural assets is representative:

"We do not have a book case. There is a table where I put the books for school and some foreign languages. There are no literature books. We have internet connection and a computer. There is no musical instrument" (I.9).

There are similar findings from the Vocational High School students who talk about the absence of objects of objectified cultural capital in their homes:

"There is no book case. I put school books on a desk. We do not have literary books. We have a laptop without internet connection. We do not have a musical instrument" (I.15).

"We do not have a book case and literary books but we do have textbooks and English books. We have a desktop computer and laptop with internet connection but we do not have musical instruments" (I.17).

From the three interview excerpts above, it appears that the specific General High School students (to a lesser extent) and Vocational High School students (to a greater extent) come in contact with a relatively limited range of cultural goods within their family environment. This is because they have a relatively limited "objectified" cultural capital. This fact shows that there are no conditions for the satisfactory development of their "engendered" cultural capital (Bourdieu, 1977; Bourdieu & Passeron, 1996).

Table 2 presents the distribution of 2nd grade General High School students in the sample, in terms of the Study Orientation Group they expect to select in the 3rd grade depending on the instances of "objectified" cultural capital indicators available to their families.

Table 2: Orientation Group 2nd grade General High School students expect to choose during 3rd grade of General High School

Orientation Group 2nd grade General High School students expect to choose during 3rd grade of General High School	Existence of "objectified" cultural capital in some types of "indicators"	Existence of "objectified" cultural capital in all types of "indicators"
Humanities Orientation Group	338 ^a * (41.8)	100 ^a (36.0)
Sciences Orientation Group	314 ^a (38.9)	146 ^b (52.5)
Economic and Computer Studies Orientation Group	156 ^a (19.3)	32 ^b (11.5)
Sum total	808 (100.0)	278 (100.0)

***Note:** Each subscript letter denotes a subset of categories whose column proportions do not differ significantly from each other at the .05 level.

The statistical processing of the research data in Table 2 gave a statistically significant relationship between the "Orientation Group 3rd grade General High School students expect to choose" and the "indicators of the existence of 'objectified' cultural capital" ($\chi^2=18.131$, $df=2$, $p= .001$, Cramer's $V= .129$). The data in this Table show that a greater number of students in the 2nd group, whose homes contain "objectified" cultural capital in all types of "indicators", expect to choose the Sciences Orientation Group in the 3rd grade of General High School. A higher percentage of students in the 1st group whose families possess objectified" cultural capital in some types of indicators" expect to choose the Orientation Group with Economic and Computer Studies in the 3rd grade of General High School in comparison with the students in the 2nd group.

The analysis of the data from the interviews with the General High School students showed that 1 student (10%) in whose house there is "objectified" cultural capital in all types of "indicators" is thinking of choosing the Humanities Orientation Group and 3 students (30%) are considering choosing the Sciences Orientation Group. On the other hand, 6 students (60%) whose homes contain "objectified" cultural capital in some types of "indicators" are considering choosing the Orientation Group with Economic and Computer Studies. The following statement, made by a student whose family has "objectified" cultural capital in all types of "indicators" is representative:

"I grew up in an environment where I saw books, like the ancient ones, when I was a child and I continue to see them at home in the book cases we have. That helped me think about choosing the Humanities Orientation Group" (I.3).

Table 3 shows the distribution of 2nd grade General High School students in the sample in terms of the Scientific Field they expect to select in the 3rd grade according to the types of "objectified" indicators of cultural capital that they have.

Table 3: Scientific Field 2nd grade General High School students expect to choose during 3rd grade

Scientific Field 2nd grade General High School students expect to choose during 3rd grade	Existence of "objectified" cultural capital in some types of "indicators"	Existence of "objectified" cultural capital in all types of "indicators"
1st Scientific Field: Humanities, Law and Social Sciences	306 ^a * (37.9)	93 ^a (33.5)
2nd Scientific Field: Natural and Technological Sciences	192 ^a (23.8)	71 ^a (25.5)
3rd Scientific Field: Health and Life Sciences	90 ^a (11.1)	58 ^b (20.9)
4th Scientific Field: Sciences of Economics and Informatics	156 ^a (19.3)	32 ^b (11.5)
2nd or 3rd Scientific Field	35 ^a (4.3)	17 ^a (6.1)
1st or 3rd Scientific Field	29 ^a (3.6)	7 ^a (2.5)
Sum total	808 (100.0)	278 (100.0)

***Note:** Each subscript letter denotes a subset of categories whose column proportions do not differ significantly from each other at the .05 level.

The statistical analysis of the research data in Table 3 showed that there is a statistically significant relationship between the "Scientific Field 3rd grade General High School students expect to choose" and the "indicators of the existence of 'objectified' cultural capital in their homes" ($\chi^2=25.074$, $df=5$, $p=.001$, Cramer's $V=.152$). From the study of the data in Table 3 it seems that a greater percentage of students, whose families possess "objectified" cultural capital in all types of "indicators", expect to choose the 3rd Scientific Field, which focuses on Health and Life Sciences, compared to their classmates whose "objectified" cultural capital is more limited. This is because a larger percentage of the students in the latter group expect to choose the 4th Scientific Field, which focuses on Sciences of Economics and Informatics, in the 3rd grade of General high School, as compared with their classmates in the other group.

The analysis of the data from the interviews with the General High School students showed that 1 student (10% of all General High School students), in whose house there is an "objectified" cultural capital in all types of "indicators", is considering choosing the 1st Scientific Field: Humanities, Law and Social Sciences, 1 student (10%) is considering choosing the 2nd Scientific Field: Natural and Technological Sciences and 2 students (20%) are considering choosing the 3rd Scientific Field: Health and Life Sciences. On the other hand, 6 students (60%) in whose homes there is "objectified" cultural capital in some types of "indicators" are considering choosing the 4th Scientific Field: Sciences of Economics and Informatics.

Table 4 presents the distribution of the 2nd grade Vocational High School students in the sample regarding the Specialization they expect to choose in 3rd grade according to the types of indicators of "objectified" cultural capital that their families have.

Table 4: Specialization that 2nd grade Vocational High School students expect to choose during 3rd grade

Specialization that 2nd grade Vocational High School students expect to choose during 3rd grade	Existence of "objectified" cultural capital in some types of "indicators"	Existence of "objectified" cultural capital in all types of "indicators"
Food and Drink Technology Technician	47 ^{a*} (15.6)	7 ^a (16.3)
Plant Production Technician	7 ^a (2.3)	1 ^a (2.3)
Animal Production Technician	13 ^a (4.3)	3 ^a (7.0)
Administrator and Financial Officer	12 ^a (4.0)	2 ^a (4.7)
Tourism Industry Employee	51 ^a (16.9)	4 ^a (9.3)
Marketing and Advertising Employee	18 ^a (6.0)	3 ^a (7.0)
Electronics and Computing Systems, Installations, Networks and Telecommunications Technician	16 ^a (5.3)	5 ^a (11.6)
Electrical Systems, Installations and Networks Technician	4 ^a (1.3)	2 ^a (4.7)
Mechanical Engineering and Construction Engineer	1 ^a (0.3)	0 ^a (0.0)
Car Mechanic	11 ^a (3.7)	3 ^a (7.0)
Ventilation and Air Conditioning Cooling Technician	9 ^a (3.0)	1 ^a (2.3)
Thermal and Hydraulic Installations and Technology of Oil and Natural Gas Technician	8 ^a (2.7)	0 (0.0)
Computer Engineer and Computer Networks Technician	12 ^a (4.0)	1 ^a (2.3)
IT Application Technician	14 ^a (4.7)	2 ^a (4.7)
Merchant Navy Captain	2 ^a (0.7)	0 (0.0)
Merchant Navy Engineer	5 ^a (1.7)	0 (0.0)
Nurse's Assistant	26 ^a (8.6)	2 ^a (4.7)
Nursing Home Assistant	18 ^a (6.0)	4 ^a (9.3)
Beautician	14 ^a (4.7)	1 ^a (2.3)
Physiotherapist's Assistant	9 ^a (3.0)	1 ^a (2.3)
Hairdressing	4 ^a (1.3)	1 ^a (2.3)
Sum total	301 (100.0)	43 (100.0)

***Note:** Each subscript letter denotes a subset of categories whose column proportions do not differ significantly from each other.

From the statistical processing of the research data, no statistically significant relationship was found between the "Specialization students expect to choose while in 3rd grade of Vocational High School" and the "indicators of the existence of 'objectified' cultural capital in their homes" ($\chi^2=13.155$, $df=21$, $p= .903$).

The analysis of the data from the interviews with the Vocational High School students regarding choice of Specialization in 3rd grade showed that 1 student (10%) in whose house there is "objectified" cultural capital in all types of "indicators" states that he is considering choosing the Specialization "Administrator and Financial Officer". In addition, 3 students (30%) whose homes contain "objectified" cultural capital in some types of "indicators" state that they are considering choosing the Specialization "Tourism

Industry Employee", 1 student (10%) the Specialization "Plant Production Technician", 1 student (10%) the Specialization "Computer Engineer and Computer Networks Technician", 2 students (20%) the Specialization "Nurse's Assistant" and 2 students (20%) the Specialization "Beautician".

Table 5 presents the distribution of the 2nd grade High School students (General/Vocational) in the sample in terms of the educational path they expect to choose after graduating from High School.

Table 5: Educational path General and Vocational High School students expect to choose after 2nd grade

Educational path General and Vocational High School students expect to choose after 2nd grade	Existence of "objectified" cultural capital in some types of "indicators"	Existence of "objectified" cultural capital in all types of "indicators"
Finish High School and then find a job	106 ^{a*} (9.6)	6 ^b (1.9)
Finish High School and then attend an Institute of Vocational Training	50 ^a (4.5)	3 ^b (0.9)
Study at a Technological Institute	183 ^a (16.5)	27 ^b (8.4)
Pursue studies related to the Army and Security Corps	179 (16.1)	48 ^a (15.0)
Study at University	255 ^a (23.0)	67 ^a (20.9)
Be able to pursue postgraduate/doctoral studies	336 ^a (30.3)	170 ^b (53.0)
Sum total	1109 (100.0)	321 (100.0)

***Note:** Each subscript letter denotes a subset of categories whose column proportions do not differ significantly from each other at the .05 level.

The statistical processing of the research data showed that there is a statistically significant relationship between the "educational path students expect to choose after the 2nd grade of High School (General/Vocational)" and the "indicators of the existence of 'objectified' cultural capital in students' homes" ($\chi^2=75.316$, $df=5$, $p=.001$, Cramer's $V=.229$). As the data in Table 5 reveal, students in families in which there is "objectified" cultural capital in all types of "indicators" tend to express very high educational expectations regarding their educational path after completing High School. More specifically, they wish to study at University and then pursue postgraduate/doctoral studies. On the contrary, the group of students in whose families there is "objectified" cultural capital in some types of indicators expects to study at a Technological Institute after graduating from High School. In this case, it could be argued that the high degree of familiarity of students with cultural goods can enhance their cultural capital in the form of the accumulation of an enlarged body of cultural stimuli. This fact seems to contribute to the formation of a system of higher educational expectations (Bourdieu, 1986, 1994, 2000).

The analysis of the interview data showed that 4 General High School students (40% of all General High School students) in whose homes there is "objectified" cultural capital in all types of "indicators" expect to follow a "trajectory" of university education and pursue postgraduate/doctoral studies. In addition, 5 students (50% of all General High School students) in whose families there is "objectified" cultural capital in some types of "indicators" expect to study at University. Finally, 1 student (10%) in whose house there are some types of "objectified" indicators of cultural capital expects to attend an Institute of Vocational Training (IVT), which belongs to post-secondary education. Focusing on the findings of the interviews with Vocational High School students, 1 student (10% of all High School students) in whose house there are all types of "objectified" cultural capital expressed the expectation to follow a "trajectory" of post-secondary education by attending an IVT. In addition, 7 Vocational High School students (70% of all Vocational High School students) in whose homes there are some types of "objectified" cultural capital indicators expect to follow a "trajectory" of higher education and study at a Technological Institute. Finally, 2 Vocational High School students (20%) in whose homes there are some types of "objectified" cultural capital indicators expect to find a job immediately after graduating from High School. The following statement made by a General High School student whose house some types of "objectified" cultural capital indicators is characteristic:

"My parents have influenced me and they want me to study at University. We have discussed the education that studies give and the benefits that I will have later." (I.10)

Table 6 presents the distribution of the 2nd grade High School students (General/Vocational) in the sample regarding the Department/School they expect to choose according to the types of "objectified" indicators of cultural capital that exist in their homes.

Table 6: Department 2nd grade General and Vocational High School students expect to choose

Department/School 2nd grade General and Vocational High School students expect to choose	Existence of "objectified" cultural capital in some types of "indicators"	Existence of "objectified" cultural capital in all types of "indicators"
I do not want to study in any Department/School	106 ^a * (9.6)	6 ^b (1.9)
Departments of Health and Life Sciences (University)	86 ^a (7.8)	56 ^b (17.4)
Polytechnic Departments (University)	96 ^a (8.7)	58 ^b (18.1)
Science Departments (University)	58 ^a (5.2)	18 ^a (5.6)
Law Departments (University)	40 ^a (3.6)	21 ^b (6.5)
Departments of Pedagogical Studies (University)	107 ^a (9.6)	23 ^a (7.2)
Departments of Economic Sciences (University)	72 ^a (6.5)	15 ^a (4.7)
School of Philosophy Departments (University)	108 ^a (9.7)	39 ^a (12.1)

Departments of Sociology (University)	24 _a (2.2)	7 _a (2.2)
Departments/Schools related to the Army and Security Corps	179 _a (16.1)	48 _a (15.0)
Departments of Health and Life Sciences (Technological Educational Institute)	35 _a (3.2)	9 _a (2.8)
Higher Technological Departments	85 _a (7.7)	12 _b (3.7)
Departments of Economics (Technological Educational Institute)	54 _a (4.9)	5 _b (1.6)
Preschool Teaching Departments (Technological Educational Institute)	9 _a (0.8)	1 _a (0.3)
Technical Schools (Institute of Vocational Training)	50 _a (4.5)	3 _b (0.9)
Sum total	1109 (100.0)	321 (100.0)

***Note:** Each subscript letter denotes a subset of categories whose column proportions do not differ significantly from each other at the .05 level.

The statistical processing of the research data showed that there is a statistically significant relationship between the "expectations regarding a Department/School choice" and the "indicators of the existence of 'objectified' cultural capital in students' homes" ($\chi^2=94.424$, $df=14$, $p= .001$, Cramer's $V= .257$). As the data in Table 6 show, the expectations of students whose families possess "objectified" cultural capital in all types of "indicators" are oriented to a greater extent towards University Departments compared to their classmates whose homes have "objectified" cultural capital in some types of "indicators". This group of students expects to study at University and in the Departments of Health and Life Sciences, in the Polytechnic Departments and in the Law Departments.

The analysis of the data from the interviews with the General High School students showed that 1 student (10%) whose house contains all the types of "objectified" cultural capital expects to study in the Music Studies Department, 1 student (10%) wants to study in the Biology Department and 2 students (20%) expect to study in the Medical School. Furthermore, 2 students (20%) whose homes have some types of "objectified" cultural capital indicators expect to study in the Economics Department and 3 students (30%) expect to study in the Accounting and Finance Department. Finally, 1 student (10%) whose house contains "objectified" cultural capital in some types of "indicators" expects to study at the Culinary School (IVT). The following statement made by a General High School student whose house contains some types of "indicators" of "objectified" cultural capital is characteristic:

"I want to study in the Music Studies Department because I grew up in a house with many musical instruments, such as a guitar and piano. I learned to play music from a very young age." (I.8)

The analysis of the interviews with the Vocational High School students showed that 1 student (10%) whose house contained all the types of "objectified" cultural capital expects to study at the School of Fine Arts (IVT). In addition, 1 student (10%) whose house contained some types of "indicators" of "objectified" cultural capital expects to study at the Higher School of Tourism Education, 1 student (10%) in the Agricultural Technologies Department, 1 student (10%) in the Firefighters School, 1 student (10%) in the Higher Military Educational Institution, 2 students (20%) in the Nursing Department and 1 student (10%) in the Food Technology Department. Finally, 2 Vocational High School students (20%) whose homes contain some types of "indicators" of "objectified" cultural capital do not want to study in a Department/School but after graduating from High School they want to join the labor market.

5. Discussion and conclusions

The following findings emerge from the processing and analysis of the research data that emerged from the questionnaire and the semi-structured interviews:

In answer to the first research question, from the analysis of the questionnaire data, the "objectified" cultural capital of Day General and Vocational High School students in the sample seems to be formed by the existence in the students' homes of one of the following "indicators" of cultural goods: a book case, musical instruments, a computer and an internet connection (Bourdieu, 1986, 1994, 2002). The findings of the research, carried out with the research tool of the questionnaire, showed that the 2nd grade High School students (General/Vocational) in the sample can be divided into two groups according to the existence in their homes of "objectified" cultural capital either in some types of "indicators" or in all types of "indicators". In fact, in this case the group of students (General/Vocational) whose families have some types of "indicators" of "objectified" cultural capital (1109 students, 77.6%) is numerically superior. From this point of view, it seems that a small portion of students (321 students, 22.4%) have the opportunity to get acquainted with a variety of cultural goods, which can contribute to strengthening their "engendered" cultural capital (Accardo, 1983; Bourdieu, 1977, 1986, 1994; Bourdieu & Passeron, 1977). These findings are complemented by the research data that emerged from the implementation of the semi-structured interviews, which showed that the composition of the "objectified" form of cultural capital is more common in the families of the 2nd grade General High School students.

In answer to the second research question regarding the role played by objectified cultural capital in the educational expectations of the 2nd grade High School students (General/Vocational), there were differences depending on the types of "objectified" indicators of cultural capital (in some types and in all types of "indicators") available to their families. In particular, they tend to express differentiated educational expectations, which focus on the types of the Orientation Group and Scientific Field chosen in the 3rd grade of General High School and the choice of an educational path after graduation from High School. It is worth noting, however, that there aren't any significant differences

between the two groups regarding the Specialization the 2nd grade students expect to choose in the 3rd grade of Vocational High School.

Typically, a larger percentage of students who have all types of "objectified" cultural capital expects to choose the Sciences Orientation Group in the 3rd grade of General High School as compared to students who have some types of "objectified" cultural capital. Furthermore, a higher percentage of students whose homes contain some "indicators" of "objectified" cultural capital expects to choose the Orientation Group of Economic and Computer Studies in the 3rd grade of General High School and then after graduating from High School to be admitted to relevant University Departments, compared to their classmates whose homes are characterized by the existence of all "objectified" cultural capital. Students who have all the instances of "objectified" cultural capital tend to express higher educational expectations regarding their educational path after the 2nd grade of High School. In fact, this group of students expects to complete postgraduate/doctoral studies after graduating from High School and University. On the contrary, students who have certain "indicators" of "objectified" cultural capital wish to study at higher Technological educational institutions after High School.

In particular, the educational expectations of the 2nd grade General High School students, who have all types of "indicators" of "objectified" cultural capital are focused on the realization of University studies in the Departments of Health and Life Sciences, in the Polytechnic Departments and in the Law Departments. Findings from relevant research highlight the role that cultural capital in general plays in shaping high educational expectations in students (see for example: Koustourakis, Spiliopoulou, & Asimaki, 2016; Koustourakis et al., 2020; Noble & Davies, 2009). From this point of view, it could be argued that the high educational expectations of the students in the sample, especially those who studied in General High School, tend to be dictated by the accumulation in the system of their predispositions of a body of cultural stimuli formed through their familiarity with a number of cultural goods in their homes (Bourdieu, 1977, 1986, 2002; Bourdieu & Passeron, 1996).

Finally, the following conclusions emerge from the present research work:

- The "objectified" cultural capital of the students of Day General and Vocational High Schools in the sample, which is evident in the existence of cultural goods in their homes, tends to play a role -to a greater or lesser extent- in shaping their differentiated educational expectations regarding their future educational career (Bourdieu, 1986, 1994, 2002).
- The levels of integration of cultural capital in the system of predispositions of Day General and Vocational High School students through the existence of "objectified" cultural capital in their homes tend to direct the system of their educational expectations and to "orchestrate" -to a greater or lesser degree- their educational choices (Accardo, 1983; Bourdieu, 1986, 1994, 2002; Bourdieu & Passeron, 1996).

The findings of this research are interesting because they reveal the role played by specific "indicators" of objectified cultural capital, and in particular the existence of a book case, musical instruments, a computer and an internet connection, in the differentiated

formation of Day General and Vocational High Schools students' expectations regarding their educational "trajectory". Carrying out similar research in countries characterized by multiculturalism would be of particular interest in highlighting the role of cultural goods in shaping students' educational expectations.

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