

Cultural participation patterns of prospective teachers in the context of informal learning¹

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This study was conducted to evaluate the lifelong learning culture of teacher candidates within the framework of the concept of cultural capital, which Bourdieu defines as the sum of intellectual qualities. The study employed the survey model as a quantitative research method. The study universe consisted of 538 prospective teachers attending Ankara University. Data concerning the cultural participation patterns among prospective teachers were collected through the “Cultural Participation Survey”. The data were analysed using frequency analysis, percentage analysis, chi-square testing, t-testing, and one-way variance analysis (ANOVA). As a result, it was found that the education level, working status and income of the families of teacher candidates indicated low socio-economic and socio-cultural origins. It was observed that the cultural participation levels of the teacher candidates were low and these levels varied significantly according to the education level and income status of their parents. On the other hand, there was no significant difference according to the class they studied and the working status of the parents.

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Keywords: *cultural participation, cultural capital, cultural participation of teachers, teacher education, culture and learning*

Introduction

School plays a vital role in societies as the transmitter of culture (Aydın, 1991; Genç, 2019; Dikici, 2022, Talas, 2019). Teachers, as transformative intellectuals (Giroux, 1985), are among the most critical subjects in the transmission of culture. In this respect, teachers' cultural capital reflects the knowledge they can transfer to their students. Cultural capital, the sum of intellectual qualities (Bourdieu, 2015) as used in this study in the context of artistic equipment and aesthetic pleasures, is formed throughout life and primarily in informal learning environments. Creating this learning environment and ensuring that individuals have access to culture as a human right is a public responsibility (Çeçen, 1996; Erring, 2004). In this study, the cultural capital of teacher candidates, who play an important role in transferring social memory to future generations, was examined around lifelong learning and Bourdieu's concept of cultural capital. In addition, the impact of neoliberal policies on the field of education as well as the cultural environment and class origin which affect the volume of teachers' cultural capital, were also included in the discussion. The fact that teachers are responsible for cultural change and renewal justifies being interested in their intellectual accumulation (Isık, 2014).

Teachers, transformative subjects, in Freire's (1998) term, represent an intellectual profession and are expected to be firstly lifelong learners. The humanist perspective in lifelong learning stems from an equalitarian understanding that encompasses all forms of learning in the width and process of life itself and supports the development of individuals and society in all aspects. When defined as all purposeful learning activities undertaken continuously to improve the knowledge, skills, and competencies, lifelong learning embodies formal and non-formal education, informal learning, and individual learning and learning in a group environment and the context of social movements, i.e. all forms of teaching and learning. In this context, lifelong learning brings a more holistic perspective to education and recognises learning secured

in various environments (IFLA, 2004). This perspective gives way to the notion that lifelong learning may be considered a multidisciplinary area of learning and the field of culture as one of the disciplines that boast the widest medium and opportunities for access. In this respect, when the cultural field is considered one of the disciplines with the most comprehensive channel and access opportunity for lifelong learning, which is a multidisciplinary learning field, the cultural participation of teachers can be considered an indicator of the learning culture.

Cultural participation, defined as an umbrella term to refer to the activities of individuals and groups in the production and use of cultural products and processes (Murray, 2005), is amongst the most effective forms of informal learning (Ahponen, 2009:78). UNESCO (2012: 51) defines cultural participation as participation in any activity that, for individuals, represents a way of increasing their own cultural and informational capacity and capital, which helps define their identity, and allows for personal expression. Such activities may be formal or informal or active or passive and therefore, may take several forms. An artistic pursuit, volunteering for a cultural event, watching movies, reading books, visiting a museum, a heritage site, or a library, attending a concert, a theatre, or a dance performance and even watching a cultural show on TV are among the examples of means employed by individuals for cultural participation.

The present research was born out of the question of how cultural participation and participation patterns may be considered an important indicator or element of the culture of learning. However, based on the argument that cultural participation patterns do not depend only on the will of individuals, independent of sociological and social conditions, the cultural participation of teacher candidates is discussed within the framework of Bourdieu's theory of cultural capital. At this point, cultural participation patterns were examined within the framework of Bourdieu's cultural capital theory in this study. The concepts of cultural capital and habitus among the sets of concepts developed within the context of social stratification in Bourdieu's sociology play a vital role in the analysis of the social conditions that allow an individual to attain cultural participation and cultural competency. According to Bourdieu, class distinctions are strongly associated with the amount of cultural capital and habitus available in the total capital volume of individuals and groups and economic inequalities. As the volume of cultural capital

achieved through family and education varies in different class contexts, changes therein create parallel changes in cultural competency, interest and participation. When considered from this perspective, various strata of the social context are occupied by distinct classes that are homogenous in terms of cultural practices and consumption habits. Each class may establish its class habitus by imposing a specific set of conditionings imprinted in the body of actuators. Bourdieu thus reveals the distinct lifestyles arising from the differences in total capital volume and the association between cultural consumption and social class conditions. Cultural practices cannot be considered an independent concept from economic and cultural capital. Such practices create a contract between those with such capital and those without it (Bourdieu, 2015b; Bourdieu, 2016; Jourdain and Naulin, 2016; Swartz, 2015).

Bourdieu analysed the association between predispositions in the world of arts and culture and social background at the empirical and theoretical levels. For example, an individual born in a family who not only listened to but also performed music and started to play a musical instrument at an early age and found opportunities to attend concerts would boast a higher chance of establishing a closer bond with music. Those from the public classes and middle class will not enjoy as high a chance as those from the dominant class to access such activities that require both economic and cultural capital. As for arts, such access will necessitate financial and cultural conditions and knowledge of opportunities and conditions of owning works of art (Bourdieu, 2015:119). Since the process of procuring culture is particularly slow in artistic contexts, an individual's background in access to culture that depends on their respective social position and education will create distinctions in cultural participation (Bourdieu and Darbel, 2017:37). Bourdieu (2015:136-150) associates the procurement, utilisation, and evaluation of a large variety of dimensions of cultural consumption such as classical music, jazz, drama and cinema defined by him as original competencies, with the possibilities made available to an individual in various contexts including family, school and business environments. The achievement of such competencies depends on the levels of encouragement and motivation afforded to individuals. According to Bourdieu, aesthetic taste is a product of class discipline and education rather than the specific sensitivities and competencies of the individual. In upper classes that enjoy further richness in their cultural capital, such

familiarity is secured firstly in the family and then at school, thereby generating the disposition required for cultural activities (Wacquant, 2016). The rise of cultural competency may not be considered independently from the family and the school or, more generally, the objective conditions surrounding the individual's birth. Therefore, the school is an important channel in determining the cultural capital of the students with the learning opportunities it offers to the students.

Bourdieu underlines that the school fails to create equal opportunities but plays a role in the reproduction of social inequalities and the legitimisation of such inequalities through a meritocratic discourse (Bourdieu, 2015a; Bourdieu ve Passeron, 2015; Lareau ve Horvat, 1999; Lewicka, 2013). However, the author paradoxically emphasises that “the cycle of ‘cultural necessity’ that requires long-term and ambitious participation for a permanent and ambitious predisposition to participation in cultural activities may only be broken by a pedagogical authority” (Bourdieu and Darbel, 2017:136). As is the case in other matters, the school may take the lead in eliminating the inequalities associated with a class background that lies behind cultural participation. In this context, teachers act as transmitters of culture and, thus, play an important role with the potential to transform cultural capitals. The cultural capital of teacher candidates is also affected by the current cultural opportunities and the political climate that determines these opportunities, as well as their sociological origins.

The arrangements imposed by neoliberalism on the field of education have also created deep effects on teacher training (Hill, 2005; Kavcar, 2002; Ünal, 2011). The social, political, and economic transformations witnessed during various periods in the history of Türkiye have led to a restructuring in the teaching profession along the axis of the specific goals respectively pursued during the same periods. Starting from the 1980s, the global form of the teaching profession moulded by the reflections of the neoliberal policies in place in the field of education has given way to the emergence of the technician teacher preparing pupils for exams (Yıldız, 2014: 13-24). The neoliberal era and the resulting climate marked by the commodification of knowledge and a focus on exams marked the onset of efforts to limit the role of the teacher in the transfer of information in the context of training. The meaning attributed to education ignored its social and cultural outputs and was dominated by purely self-interested orientations revolving around

the economy (Güven, 2014; Yıldız, 2014). Hence, teachers become estranged from their own species-being when education, despite being an essential medium in the transfer of culture, is reduced to teaching information through a strictly delimited curriculum. The meaning of the teaching profession is originally established on both training and the delivery of information, and once reduced to the mechanical transfer of information, such alienation becomes inevitable (Harvie, 2014:195).

However, the effects of teachers on students are not limited to their respective fields of expertise. Teachers affect students through their knowledge and skills, general knowledge, and perceptions and interpretations of life in every aspect of life. The school is a multi-component medium that not only represents a technical area that follows official curricula but also incorporates life patterns that affect the entirety of the existential development of students (Özcan, 2011). Education must equip students with dreams and utopias to the same extent that it does with technical, scientific, and professional development. In this process, teachers are not only transmitters of certain content but also transformative subjects because of their knowledge and decision-making and creativity capacities. Teachers, through their understanding of society and culture, play an active role in how students shape themselves and their lives. In other words, teachers are placed in, and are a part of, the culture that surrounds them as transformative luminaries in the learning process of their students (Freire, 1998; Freire, 2014).

The cultural capital of teachers represents a key element in creating and reproducing the culture of learning. Bourdieu considers teachers as the producers of culture that generate symbolic capital through symbolic labour (Swartz, 2015:135). Such a relationship between teachers and the reproduction of cultural capital requires focusing on the cultural habits and consumption patterns embraced by prospective teachers as young adults. Although there are many studies conducted on the cultural participation of teachers in Türkiye (Akbulut Ergüven, 2019; Avcı, 2015; Aydın and İflazoğlu 2021; Bucak, 2019; Etiz and Çogaltay, 2021; Güleç, 2019; Özgan and Karatasoğlu, 2016; Tösten, Avcı and Sahin, 2017; Kaplan and Çerçi, 2021), no study has been conducted on teacher candidates and therefore, it is necessary to focus on this group. The study's design assumed that cultural participation practices

reflected social stratification and cultural inequalities. Research studies that focus on the association between youth and culture because of the role of the youth in the future of society and the reproduction of culture offer data on how to approach the culture of lifelong learning. The tight bond between societal development and individual development and transformation does not reduce teachers' critical role and significance in this process despite the increasing diversification of resources of learning and information. The close connection between the development of societies and the development and transformation of the individual does not diminish the critical role and importance of teachers in this process, even though the sources of learning and information are increasingly diversified. In this context, the tools employed by young adults that have chosen teaching as their career path in this process as the transmitters of culture were examined through the following questions.

1. What are the habits and priorities of prospective teachers in cultural participation?
2. What is the relationship between the sociocultural background and socioeconomic level of prospective teachers and their behaviour in cultural participation?
3. Are there any differences between freshmen and senior students in terms of cultural participation?

Methodology

Research model

The study employed the survey model as a quantitative research method. The survey model endeavours to offer a systematic description of or information on a situation, a problem, a case, a conclusion, a service, a programme, or a group or community or to identify the attitudes towards specific matters (Kumar, 1999: 9-11). The present study employed a cross-sectional survey design that entails the consolidation of the data required for the determination of cultural participation among prospective teachers in a specific range (Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel, 2012).

Study universe

Working group

The study group consisted of teacher candidates studying in the 1st and 4th grades at the Faculty of Educational Sciences of Ankara University. The study group was determined by using the "easily accessible sampling" method, which is one of the purposive sampling methods. In the purposive sampling method, the researcher decides with whom he/she will carry out their work and thus includes the people he/she deems most reasonable for their research (Yıldırım & Simsek, 2013). In easily accessible sampling, the aim is to select the study group in line with its proximity to the researcher and ease of access (Patton, 2014). Ankara is one of the richest cities in Türkiye in terms of cultural and artistic opportunities. On the other hand, Ankara University is one of Türkiye's most established faculties of educational sciences. In order to exclude environmental barriers to accessing cultural opportunities, the study was conducted at Ankara University, where the researcher received her doctorate, taking into account the proximity to the researcher and the ease of access to data. In addition, due to the lack of a study dealing with the cultural capital of teacher candidates in Türkiye, this group was the focus of the study. In addition, it is thought that the research will fill a gap in the literature in terms of allowing the university education process to predict the contribution of teacher candidates to the acquisition of cultural capital. The working group is the universe about which opinions can be expressed, or generalizations can be made (Ural and Kılıç, 2005:27). The surveys were applied to all departments by way of a complete inventory. During Spring 2019, the surveys reached 559 respondents, namely 295 (54.8%) first-year students and 243 (45.2%) senior students.

Data collection

The Cultural Participation Survey, developed by the author, was employed to collect data on the cultural participation patterns of prospective teachers. The survey was prepared on the basis of a comprehensive literature review on cultural capital and cultural participation culminating in specific parts and draft questions in the data collection tool. The tools devised domestically and abroad to

measure cultural capital and cultural participation were examined and utilised for the development of the survey (Avci, 2015; DiMaggio, 1982; Erbas, 1993; Habitat Dernegi, 2018; IKSU, 2017; IPSOS, 2012; Jeager, 2010; Katsillis and Rubinson, 1990; Robson, 2003; SEKAM, 2013; Seyfi, 2017; Sullivan, 2001; Ülker Demirel, 2014). The survey was based on the approach embraced by Bourdieu. The present study addressed cultural capital through the broad ethnographic meaning attributed to culture in empirical research by Bourdieu, as well as the artistic aspect including habits of going to a museum, the theatre, or the cinema as a dimension of the class analysis of individual lifestyles. Initially, the draft form was based on the relevant literature. Expert opinion was sought from seven scholars in total, namely two from the field of adult education, three from the field of scientific research methods, and two from the field of educational sciences, with respect to the construct validity of the data collection tool. The tool of two specific parts, namely “Personal Information Form” and “Cultural Activity Dimension” was finalised upon the exclusion of the questions considered irrelevant or repetitive in line with the suggestions derived from expert opinions. The data in the dimension of cultural participation were collected on a 7-point Likert scale of 12 questions. All items were prepared in a seven-point Likert-type scale to make the variables measurable and to minimise the answering time and effort by providing sufficient alternatives to the respondents.

In the part on personal information, the parental educational level represented cultural capital, while the parental employment status referred to their positions on the societal plane. The family income was representative of the economic capital, and the questions on cultural practices and activities pointed out the indicators of cultural participation. With this tool, the study aimed to collect data on the dimension of cultural participation, constituting one aspect of the study where Bourdieu considered all lifestyles.

While collecting the research data, it was tried to reach all 1st and 4th-grade students studying at Ankara University Faculty of Education. The questionnaire was collected in the classroom environment with the cooperation of the relevant faculty members before or after the class hours of the teacher candidates. Thus, 559 of 586 teacher candidates were reached, including those who did not continue their education despite being enrolled in the departments.

Data analysis

It was seen that the data of 21 out of 559 teacher candidates who participated in the study were unsuitable due to the controls. The data of these 21 participants were removed from the data set and the analyses were carried out in the light of the data obtained from 538 teacher candidates. The data collected through the questionnaire were analysed with SPSS (The Statistical Package for the Social Sciences) 25 for Windows Package Program. Descriptive analyses of demographic characteristics (parental education level, parental employment status, income status) and items in the data collection tool were analysed with frequency and percentage distributions. Frequency and percentage distributions are shown in tables and are useful in describing and presenting the existing situation. Thus, general conclusions were reached by inference of meanings from data (Köklü & Büyüköztürk, 2000). The data were following normal distribution after performing the Kolmogorow Smirnov test. Parametric tests were used in the analysis of data with normal distribution. Since the scale in the cultural activity dimension was suitable for the normality distribution, the independent sample t-test is used in the mean comparison of two independent groups (class level), and the One-Way t-test in the comparison of more than two independent groups (parent education level, parent working status, income status). The ANOVA (Analysis of Variance) test and LSD multiple comparison tests were used for differences between groups. The results were evaluated at a 95% confidence interval, at a significance level of 0.05.

Findings

Demographic characteristics

The demographic characteristics specified in Table 1 may be construed explicitly as significant indicators for the identification of the association between class background and cultural participation among prospective teachers.

Table 1: Demographic data

	Mother		Father	
	f	%	f	%
Educational Level				
Illiterate	38	7.2	7	1.4
Literate Only (No Degree)	13	2.5	7	1.4
Elementary School Graduate	224	42.6	136	26.6
Secondary School Graduate	92	17.5	89	17.4
Graduate of High School or Equivalent	116	22.1	142	27.7
Two-Year Degree	9	1.7	32	6.3
Bachelor's Degree	29	5.5	84	16.4
Master's Degree	5	1.0	13	2.5
PhD	-	-	2	.4
Total	526	100	512	100
Working Status	f	%	f	%
Out of work, unemployed	372	70.3	21	4.0
Retired worker	19	3.6	91	17.5
Retired public servant	14	2.6	51	9.8
Permanently employed in public sector	35	6.6	118	22.7
Temporarily employed in public sector	7	1.3	9	1.7
Permanently employed in private sector	29	5.5	64	12.3
Temporarily employed in private sector	17	3.2	23	4.4
Self-employed	24	4.5	118	22.7
No regular employment, day jobs	12	2.3	24	4.6
Total	529	100	519	100
			Total Income	
Total Monthly Household income			f	%
TRY0-1000			24	4.6
TRY1001-2000			97	18.5
TRY2001-3000			146	27.9
TRY3001-4000			125	23.9
TRY4001 or higher			132	25.2
Total			524	100

Questions about the parents' education level, employment status and income were important indicators pointing to the socioeconomic status of teacher candidates. 91.4% of the mothers and 74.5% of the fathers of the teacher candidates had an education level of upper secondary school

or below. The percentage of mothers with a bachelor's degree or a higher degree was 6.5%, while this ratio was 19.3% among the fathers. The mothers of 70.3% of prospective teachers were identified as not working, i.e. unemployed. The monthly income level of approximately one-fourth of the families was at the level of TRY4000 or above. According to the 2018 data from the Statistical Institute of Türkiye, the hunger threshold for a family of 4 members is TRY1812, and the poverty threshold for the same is TRY5904. Therefore, approximately 23% of the families of prospective teachers currently lived at the hunger threshold, while 75% were at the poverty threshold.

Considering the paternal working status and income level as determining factors in societal positioning, the great majority of the prospective teachers were observed to come from a lower socioeconomic group. The paternal educational level, and educational outcome of the parents (diploma or degree), constituted an important indicator of the family's cultural capital, as well as the cultural capital inherited by the prospective teachers. The data above could indicate that the families of the prospective teachers may have low cultural capital.

Cultural participation patterns

Table 2 shows prospective teachers' participation in various cultural activities in the last year.

Table 2: Participation in cultural activities in the last year

Cultural Activities	Never		Once		A Few Times		Every Month		Every Week		Every Day		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Visiting exhibitions, galleries, and museums	50	9.5	87	16.6	333	63.5	51	9.7	3	.6	-	-	524	100
Going to the theatre	114	21.5	105	19.8	253	47.7	51	9.6	6	1.1	1	.2	530	100
Going to the opera	387	75	82	15.9	41	7.9	4	.8	2	.4	-	-	516	100
Going to a ballet	436	83.8	45	8.7	32	6.2	4	.8	3	.6	-	-	520	100
Going to the cinema	37	7.1	43	8.3	253	48.8	165	31.9	19	3.7	1	.2	518	100
Going to concerts	179	34.1	91	17.3	221	42.1	28	5.3	5	1.0	1	.2	525	100
Going dancing	335	64.9	41	7.9	77	14.9	15	2.9	37	7.2	11	2.1	516	100
Listening to the radio	106	20.1	34	6.4	160	30.3	54	10.2	86	16.3	88	16.7	528	100
Going to the library	23	4.4	19	3.6	158	30.2	153	29.3	129	24.7	41	7.8	523	100
Attending ticketed cultural and artistic events	159	30.5	106	20.3	205	39.3	44	8.4	6	1.2	1	.2	521	100
Attending non-ticketed (free-of-charge / public) cultural and artistic events	158	30.2	95	18.1	222	42.4	38	7.3	9	1.7	2	.4	524	100
Going on a domestic holiday	160	30.5	114	21.7	237	45.1	12	2.3	2	.4	-	-	525	100

To analyse the teacher candidates' participation situation in cultural activities and the relationship with the demographic data, their status of participation in cultural activities such as exhibitions, galleries, museum visits, movies, theatre, opera, ballet, dance, concerts and holidays in the country and abroad were structured on various questions. 82.3% of the prospective teachers indicated that they had never attended a ballet performance, while 75% and 64.9% had not been to the opera

and dance performances, respectively. While the ratio of those that had never attended a concert was 34.1%, this ratio was 21.5% with the theatre. Approximately one-third of the respondents had not been to any activity of culture or arts, ticketed or non-ticketed, and had never been on a holiday abroad. Based on these ratios as indicators of participation in the field of culture, it can be stated that a considerable number of prospective teachers were not introduced to the various fields of culture and arts.

Responses to the question concerning participation in cultural activities in the last year were “a few times”. This range of cultural participation was populated mostly by visits to exhibitions, galleries, and museums. 63% of the respondents specified that they had visited exhibitions, galleries, and museums a few times in the last year. These were followed by visits to the cinema with 48.8%; to the theatre with 47.7%; and to concerts with 42.1%. When considered from all aspects, cultural participation among prospective teachers was observed not to have attained the expected level. This finding was consistent with the findings of the research conducted by Çam and Çam (2018) on the level of participation in social and cultural activities among the students at a university in Ankara.

The differences between groups in terms of cultural participation were analysed through independent groups t-test and one-way variance analysis. Table 3 shows prospective teachers’ participation in various cultural activities by their classes.

Table 3: Participation in cultural activities by class

Class	N	\bar{X}	SD	df	t	p
Freshman	294	1,2381	.73278	527	1.120	.263*
Senior	240	1,1708	.65327			

*p>0,05

The findings on the participation of the respondents in cultural activities by class indicated that first-year students (sample mean=1.2381) boasted a higher level of participation in cultural activities when compared to the senior students (sample mean=1.1708). However, no statistically significant difference was determined between freshmen and senior students in terms of participation in cultural activities [t(527)= 1.120, p>.05]. This finding may be interpreted to point out the lack of

any positive impact from the educational process at the university on the participation of prospective teachers in cultural activities.

A one-way variance analysis was performed to identify the differences, if any, in the cultural participation patterns observed among the prospective teachers with respect to the parental educational level, working status, and income level. Table 4 shows prospective teachers' participation in various cultural activities by parental educational level.

Table 4: Results of One-Way Variance Analysis (ANOVA) on participation in cultural activities by maternal educational level

Mother's Educational Level	N	\bar{X}	SD
(1) Illiterate	38	1.18	.72
(2) Literate Only (No Degree)	13	1.00	.00
(3) Elementary School Graduate	222	1.12	.55
(4) Secondary School Graduate	91	1.26	.77
(5) Graduate of High School or Equivalent	115	1.22	.66
(6) Two-Year Degree	9	1.22	.66
(7) Bachelor's Degree	29	1.34	.76
(8) Master's Degree	5	3.20	2.28
Total	522	1.20	.70

Source of Variance	Sum of Square	DF	Mean Square	F	P	Meaningful Difference (LSD)
Between Groups	22.77	7	3.254	7.182	.000*	1 - 8
Within Groups	232.87	514	.453			2 - 8
						3 - 8
						4 - 8
Total	255.65	521				5 - 8
						6 - 8
						7 - 8

* $p < 0.05$

Table 4 reveals a statistically significant difference in the participation of prospective teachers in cultural activities with respect to the maternal educational level [$F(7-514) = 7.182, p < .05$]. According to the ensuing post hoc LSD multiple comparison test, the level of participation in cultural activities was higher among the prospective teachers whose mothers had a master's degree than among all other maternal educational levels. The consistent reflection of the group with the highest maternal educational level (sample mean = 3.20) on the cultural participation level of their children pointed to the importance of the cultural capital accumulated by the family in the transference of cultural dispositions. Similarly, the paternal educational level also created

differences in participation in cultural activities (Table 5).

Table 5: Results of One-Way Variance Analysis (ANOVA) on participation in cultural activities by paternal educational level

Father's Educational Level	N	X	SD
(1) Illiterate	7	1.28	.75
(2) Literate Only (No Degree)	7	1.14	.89
(3) Elementary School Graduate	136	1.07	.49
(4) Secondary School Graduate	88	1.25	.69
(5) Graduate of High School or Equivalent	139	1.18	.54
(6) Two-Year Degree	32	1.28	.68
(7) Bachelor's Degree	84	1.22	.75
(8) Master's Degree	13	3.76	1.01
(9) PhD	2	4.00	4.24
Total	508	1.20	.68

Source of Variance	Sum of Square	DF	Mean Square	F	P	Meaningful Difference (LSD)
Between Groups	22.63	8	2.829	6.515	.000*	1 - 9
Within Groups	216.66	499	.434			2 - 8 / 9 3 - 8 / 9 4 - 8 / 9 5 - 8 / 9 6 - 8 / 9 7 - 8 / 9 8 - 9
Total	239.297	507				

*p<0.05

Table 5 reveals a statistically significant difference in the participation of prospective teachers in cultural activities with respect to the paternal educational level [F(8-499)= 6.515, p<]. According to the ensuing post hoc LSD multiple comparison test, the level of participation in cultural activities was higher among the prospective teachers whose fathers had a master's or PhD degree than among the other paternal educational levels. The higher level of cultural participation observed among the prospective teachers with a master's (sample mean = 3.76) or PhD (sample mean = 4.00) degree on their paternal side was indicative of the importance of the cultural capital of the family as a parameter for their children's achievement of a cultural disposition and their transference of it to their lives. In terms of the maternal and paternal working status, however, no statistically significant difference in participation in cultural activities was observed among the groups (Table 6 and Table 7).

Table 6: Results of One-Way Variance Analysis (ANOVA) on participation in cultural activities by maternal working status

Mother's Working Status	N	\bar{X}	SD
(1) Out of work, unemployed	368	1.19	.62
(2) Retired worker	19	1.36	.95
(3) Retired public servant	14	1.21	.57
(4) Permanently employed in public sector	35	1.28	.92
(5) Temporarily employed in public sector	7	1.28	.48
(6) Permanently employed in private sector	29	1.10	.40
(7) Temporarily employed in private sector	17	1.29	.77
(8) Self-employed	24	1.29	1.30
(9) No regular employment, day jobs	12	1.33	.88
Total	525	1.21	.70

Source of Variance	Sum of Square	DF	Mean Square	F	P
Between Groups	1.61	8	.201	405	.918*
Within Groups	256.49	516	.497		
Total	258.10	524			

* $p > 0.05F(8-516) = .405$

Table 7: Results of One-Way Variance Analysis (ANOVA) on participation in cultural activities by paternal working status

Father's Working Status	N	\bar{X}	SD
(1) Out of work, unemployed	21	1.04	.38
(2) Retired worker	91	1.26	.81
(3) Retired public servant	51	1.07	.52
(4) Permanently employed in public sector	117	1.26	.77
(5) Temporarily employed in public sector	9	1.22	.83
(6) Permanently employed in private sector	64	1.07	.48
(7) Temporarily employed in private sector	23	1.13	.34
(8) Self-employed	115	1.31	.84
(9) No regular employment, day jobs	24	1.04	.20
Total	515	1.20	.70

Source of Variance	Sum of Square	DF	Mean Square	F	P
Between Groups	5.21	8	.651	1.321	.230*
Within Groups	249.55	506	.493		
Total	254.76	514			

* $p > 0.05F(8-506) = 1.321$

The absence of a significant difference in participation in cultural activities arising from the maternal and paternal working status may stem from the homogenous distribution of the group in socio-cultural terms. Nevertheless, the income level of the family, which was indicative of financial resources available for participation in cultural activities, created a significant difference in participation in cultural activities

among the groups (Table 8).

Table 8: Results of One-Way Variance Analysis (ANOVA) on participation in cultural activities by income level

Household income	N	\bar{X}	SD
(1) TRY0-1000	24	1.04	.20
(2) TRY1001-2000	97	1.06	.55
(3) TRY2001-3000	143	1.12	.51
(4) TRY3001-4000	125	1.28	.75
(5) TRY4001 or higher	131	1.31	.83
Total	520	1.19	.67

Source of Variance	Sum of Square	DF	Mean Square	F	P	Meaningful Difference (LSD)
Between Groups	5.69	4	1.423	3.191	.013*	2 - 4
Within Groups	229.68	515	.446			2 - 5
Total	235.38	519				3 - 5

* $p < 0.05$

Table 7 points to a significant difference in participation in cultural activities with respect to the income level of the family [$F(4-515) = 3.191, p < .05$]. According to the ensuing post hoc LSD test, the level of participation in cultural activities was higher among the prospective teachers with a familial income level of TRY3001-4000 (sample mean=1.28) or of and above TRY4001 (sample mea=1.31) than among those with a familial income level of TRY1001-2000 (sample mean=1.06). Furthermore, the prospective students with a familial income level of or over TRY4001 (sample mean=1.12) boasted a higher level of participation in cultural activities than those with a familial income level between TRY2001 and TRY3000 (sample mean=1.12). This finding established the association between cultural capital and economic capital.

Discussion and conclusion

Schools and teachers play a critical role in the process of cultural reproduction. In this context, the study analysed the current status of cultural participation among prospective teachers, who each assume an important role in the educational dimension, a determining factor for the future of the field of culture and arts, with the aim of deriving certain conclusions for the future. The study identified a low level of cultural engagement among prospective teachers and a correlation between such a level and their respective sociocultural environments

and the socioeconomic levels they represent. Bourdieu considers the combination of various types of capital including economic capital, cultural capital, and social capital as total capital and indicates that distinct classes and class fractions exhibit a breakdown shaped by such global capital volume (Bourdieu, 2015). The great majority of prospective teachers in this research were positioned in the lower socioeconomic level by reason of their indicators of parental educational level, working status, and income level. In relation to this, it can be stated that the cultural capital volume of their families was also limited. Bourdieu (1986) emphasizes that individuals born to upper-class and intellectual families naturally have access to rich cultural capital and accumulate their cultural capital from birth (Bourdieu, 1986). The low levels of economic and cultural capital observed as clearly interrelated findings among the families of prospective teachers inevitably affected their familiarity, predisposition, tastes, and preferences in the field of culture and arts. The data obtained from the question on the parental educational levels among the prospective teachers pointed out rather low cultural capital among the families. When considered as the priority area in the habitus and predispositions that shape the familial cultural capital volume, the great majority of prospective teachers were observed to have been deprived of the resources necessary to accumulate such capital. As a matter of fact, Bourdieu (1986) associates access to cultural production with an accumulation that requires both economic and cultural capital. It is necessary for pre-service teachers who are at lower socio-economic levels to make efforts to acquire cultural capital through education and learning, which is necessary for the realization of cultural production and participation. Since cultural capital is one of the important factors that determine the position of people in the social space together with economic capital (Bourdieu, 2015a), the cultural capital of teachers can be determinant both in their class mobility and in their transformative roles for their students. The fact that the cultural capital acquired by the teachers from their families is deprived of artistic fields such as painting, music, literature, etc. takes away the opportunities of enriching the cultural capital of the students from the lower class at school and causes the reproduction of their class position in the social space. Thus, teachers also play a role in the school's reproduction of existing social inequalities (Bourdieu, 2015a; Bourdieu & Passeron, 2015; Dumais, 2002) by fixing their own social positions.

Even though the families of prospective teachers were regarded as an economically and culturally homogenous group, the class fractions that arose from the educational level and working status of the families were observed to create differences in cultural participation. Habitus and predispositions, representing cultural consumption etc. were shaped in line with the capital volume and structure in each class and each class fraction (Bourdieu, 2015). The breakdown observed in the group with parents with master's degrees revealed a higher level of cultural participation among this minority group of prospective teachers, which constitutes an example of the transference of cultural capital volume shaped by the societal background. The difference created by the paternal educational level and monthly income in participation in cultural activities confirmed the sociological arguments explained by Bourdieu with the concepts of habitus and predisposition on the basis of cultural and economic capital. This finding was consistent with the findings of the studies addressing the level of cultural capital by class background and the association between class and cultural consumption (DiMaggio, 1982; Katz-Gerro, 2002; Lodrik, 2013; Robson, 2003; Wright, 2012). The studies of Bourdieu on the association between predispositions in the world of arts and culture and social background reflect the transference of cultural capital between generations. The weak relationship observed among prospective teachers with cultural and artistic activities may be associated with their belonging to the lower and middle classes in terms of their class background.

The cultural predispositions that were not grounded in the family were observed not to have been achieved by prospective teachers during their educational process. The absence of a significant difference between freshmen and senior students in terms of cultural participation may be interpreted to indicate that the process of university education failed to create a positive effect on prospective students with respect to their participation in cultural activities. Prospective students coming from lower-class families in terms of their social background suffered from a fixed position on the societal plane by reason of the combination of low cultural capital with the current structure and functioning of the educational system. Schools are as influential an institution as the family in terms of socialisation. If a school is sensitive towards inequalities from the perspective of the curriculum, teachers, administrators etc., which represents the school dynamics, it may allow the groups that are

at a disadvantage in cultural capital by reason of their class background to bridge such gaps. Otherwise, a school will reproduce the unequal distribution in cultural capital, which represents one dimension of inequalities in social life. The school constitutes the priority environment that may allow individuals who have not been able to develop a predisposition to participate in cultural activities to substitute such shortcomings. Nevertheless, arts education cannot find any room for flourishing on such grounds as arts education being excluded from priority areas in educational and cultural policies, the resources allocated to this field remaining rather limited, the lack of institutional infrastructure and capacity, the shortage of art teachers and the restricted role of arts in teacher training (IKSV, 2014). This bottleneck, in turn, narrows down the channels available for individuals from lower-class families to achieve cultural capital and results in the reproduction of the already established position of members of this class in society.

Informal learning takes place more than these learning styles in formal and non-formal education environments (Harrison, 2003). As hubs of knowledge generation, universities may be stated to achieve institutionalisation up to the extent of their support to and from the process of culture generation. Accordingly, it is important for culture, arts, and sports to be positioned as inherent elements of the quality of life on campuses (Dündar, 2015). When considered in the specific context of teacher training, there is a prominent need for a curriculum and a structure that will instil knowledge, skills, and motivation among prospective teachers for the field of culture and arts. The undergraduate education for prospective teachers in Türkiye is shaped around three fields: subject-specific education, vocational knowledge, and general knowledge. Contents relevant to culture and arts may be considered in the context of general knowledge. However, general knowledge is the most disregarded field and is not provided with a proportional weight among the fields in teacher training in Türkiye (Sagdıç, 2020). Faculties of education must pursue the goal of supporting the individual development of prospective teachers with their programmes and events (Özcan, 2011). One means available to reach this goal would be to create a curriculum to educate prospective teachers in general knowledge (Sagdıç, 2020). Nevertheless, the neoliberal reforms developed in the West have triggered a restructuring in the teacher training systems in Türkiye. Following the year 1997, teacher training programmes were

trapped in the field of expertise and offered training on the culture of teachers merely serving as lecturers rather than focusing on allowing prospective teachers to achieve the scientific perspective to prioritise their intellectual and sociocultural development (Güven, 2014:58-59). When education is shaped around tests, questions, exams and scores, teaching is reduced to technical intermediary manpower in the market rather than being an educator, and it is transformed into an element that only conveys information (Fredriksson, 2004; Özsoy and Ünal, 2010). All these reduce the autonomy of the teacher in the current neoliberal era (Carpenter, 2012) and pull the teachers to an anti-intellectual basis. This reduces the teacher to a technician in Bourdieu's argument that the school does not create equality of opportunity and plays a role in the reproduction of social inequalities (Bourdieu, 2015a; Bourdieu & Passeron, 2015).

Suggestions

The present research study offers data on the inadequacy of cultural participation among prospective teachers in Türkiye and on the relevant socioeconomic context. The research study is limited to the data collected from prospective teachers. Future studies may address a more comprehensive scope in terms of content, incorporating various dimensions relating to culture, under the concept of cultural capital developed by Bourdieu. On the other hand, an ethnographic research agenda may be promoted as regards the sources and patterns of the culture of learning in society.

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