

The Role Of The Academic Spirit In Building Cultural Capital

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Abstract

The current research aims to diagnose and explain the nature of the influence relationship between sportsmanship and cultural capital in its dimensions (institutional cultural capital, objective cultural capital, embodied cultural capital) at the University of Fallujah. And this research was applied to an intentional sample of (123) individuals. The questionnaire was used as a tool for collecting data on the research variables, and the use of several statistical methods, the most important of these statistical methods are the multiple regression model, the test (F), and the test (T), the coefficient of determination (R²), and the marginal slope (B)), and the research reached several results, the most important of which is the existence of a significant significant effect relationship between academic spirit and cultural capital in its dimensions, and one of the most important recommendations reached by the research is to invest the nature of an influence relationship between Academic spirit and cultural capital in both dimensions.

Keywords: Academic Spirit, Cultural Capital, University of Fallujah.

Introduction

The research focused on studying the academic spirit and cultural capital, and clarifying the nature of the university's ability to build social and cultural relations and work networks capable of finding a solution to this problem. By identifying the reality of the university under research by analyzing the academic spirit and its role in promoting cultural capital and to achieve these goals.

Research problem

Cultural capital is one of the basic ingredients for the success and development of any organization, but when that organization is like universities and it is the maker of intangible human capital, intellectual, cognitive and cultural certainly, this includes rituals and practices that take root over time to form ways of thinking and ways to accomplish work And decision-making in those universities, where most researchers found that there is a basic need for most universities, which is their lack and constant quest to strengthen, build and develop cultural capital capable of creating an understanding between common ideas on how to do business and adherence to standards capable of developing distinguished practices, which is reflected in the university's ability To establish a

value and ethical system that helps them build their academic behavior.

Hence, the research problem can be raised through the main question that says (What is the role of the academic spirit in promoting cultural capital?)

The importance of the research: This study contributes to drawing the attention of decision-makers to the importance of the academic spirit practiced by university professors through its positive effects on the university, and it is considered a new addition in the field of social and psychological studies of the university, and the importance of cultural capital lies in that it automatically turns into a social capital represented in reputation and qualitative relations, then it automatically turns into economic capital represented in increasing the chances of obtaining jobs, higher positions and distinguished job opportunities, because cultural capital does not only include individuals' tendencies, tendencies, and habits, but also refers to and becomes important due to various factors. And the auxiliary roles for him in the process of communication and interaction, such as language, communication, and educational background.

Research Hypothesis:

1-There is a significant influence relationship of the academic spirit on the cultural capital in its dimensions.

First, the theoretical framework:

First: Academic Spirit:

The academic spirit helps to avoid harm in the university. The academic spirit is the desire to tolerate uncomfortable and disturbing situations at work without complaining or complaining (Sadeghi, et; al, 2016:318). The academic spirit is the person who does not complain if others cause He has unease, and he also maintains a positive attitude even if things are not going according to his will, and he does not feel offended if someone does not follow his instructions or suggestions and he sacrifices his personal interest for the benefit of the work group and he does not take the rejection of his ideas personally (Podsakoff, et; al, 2000:517), which is showing the desire to bear small and temporary annoying matters as well as work requirements without complaining and complaining or seeking excuses or protesting and thus the academic has preserved the university's energy and reduced the burden on the leaders (Kamel, et; al, 2015:3) The academic staff bears the non-ideal and disturbing situations that cause them discomfort in the university without objection. (Riyantio, et; al, 2021:65)

The academic spirit is not just an acceptable behavior, but rather it is a distinctive characteristic that distinguishes a person, that is, it is a virtue. And dealing with it as if it is worthy of respect in itself and to overcome tendencies and selfishness. Therefore, the academic spirit requires the academic staff to understand that all colleagues like him are limited in capabilities and prone to errors, and its requirements are (reflection and correct attitudes, rational opinion, and appropriate behavior) (Clifford & Feezell, 2010: 16-17)

The academic spirit corresponds to the concept of magnanimity in our culture, and there are many difficulties and problems that occur in any university. Therefore, calming the situation and finding solutions to problems is considered magnanimity or an academic spirit (Moosapour, et; al, 2013:73), which is the behavior of tolerance with the causes of inconvenience that are not It can be avoided as it is part of the life of every university, and it enhances the morale of the work group and reduces the desire of employees to leave work (Lo& Ramayah, 2009: 50)).

Through this, the researcher describes the academic spirit as showing the academic patience and accepting harassment without complaining or complaining.

Second: Cultural capital:

Investment in cultural capital is usually a personal investment according to Bourdieu theory, but in the context of the theory of cultural development, some researchers have begun to address cultural capital from a collective perspective. We can consider that there is individual cultural capital and collective cultural capital when local communities gather together to participate in Cultural life through ceremonies, rituals and intercultural dialogue strengthens relationships, partnerships and networks, in other words it is the development of social capital (Jeannotte, 2003: 168)).

Cultural capital is defined as: important cultural codes for the local community in which the individual lives, and these codes are like codes of activities, attitudes, preferences, official knowledge, and assets that are considered cultural signs of cultural status (Menardo, et; al, 2022)), and it is also known as all that individuals get It helps them to interact daily with their society based on knowledge such as factual information, modern style, tastes, behaviors and lifestyles (Gayevska, et; al, 2022)).

Importance of Cultural Capital:

And (Mikus, et; al, 2019:7) pointed out that the importance of cultural capital lies in gaining value from the recognition of its importance by the ruling class. On not discriminating against the working class, and this preserves inequality, there is a current debate about whether cultural The importance of cultural capital stems from discipline and ethics, and therefore its characteristics affect the generations that succeed in universities, and cultural capital can be considered as a resource that facilitates conformity with university standards, and that cultural capital in universities that carry cultural capital enables them to achieve an appropriate social life for them. It helps it keep pace with the changes surrounding it (Talmage, et; al:2022:6)). Therefore, cultural capital takes universities to a different social position that distinguishes them from others. Universities that are characterized by high cultural capital will reflect this on their academic achievement and lifestyle and create foundations to help them. To realize the changes surrounding it, and give it a more distinguished social life. Accordingly, a large number of researchers have found that there is a positive relationship between cultural capital and

academic achievement (173). (Avci, et;al, 2020:capital is real or symbolic.

Dimensions of cultural capital:

identified the dimensions of cultural capital in the following dimensions, which are (embodied cultural capital, objective cultural capital, and Institutional cultural money (Paydar& Salehi, 2017:132) (Noroozi,et;al, 2014:121) (Kraaykamp& Eijck, 2010:2).

1-Institutional capital: the cultural capital of the individual, especially

the institutional cultural capital, such as academic certificates, academic and academic achievement, academic degrees, and the embodied capital of the embodied individual, such as his qualifications, skills, and habits, to create behavioral routines and cultural values, where, according to Bourdieu's opinion, the embedded capital is the most closely related to actions. The individual and his outcomes (Wdowlak, et; al, 2012: 152) Based on the theory of cultural capital, it is expected that the academic who possesses a high level of education will perform better than others, as the one who invests in education is more disciplined, more self-confident, and possesses stronger analytical skills A valuable knowledge base and a better ability to make effective decisions. Education is also a signal about an individual's talents and productivity, and whoever invests in this type of capital is considered trustworthy by others (Guan, 2019: 576).

2-Objective Cultural Capital:

Objective cultural capital is the objective form of culture that can be seen by the outside world and takes the form of books, cultural tools and other forms. Among its characteristics, as mentioned by Zhou, 2018:561) are: it takes a physical form, and it needs embodied cultural capital for the purpose of benefiting from and investing it, It depends on investing in money, time and knowledge, and takes the form of cultural tools related to a person's profession and culture, unique moral inherited characteristics, and tools that create heritage (BalbonI,et;al, 2019: 150).

3-Embodied cultural capital: It can be said that embodied cultural capital is affected by the inequality in the environment, through the focus of embodied capital on knowledge, skills and beliefs associated with the university lifestyle, and an example of this is the extent to which a person knows academic terms and communication skills are an expression of cultural capital. embodied in a certain way (Pinxten & Lievens, 2014: 1098).

Second: The practical aspect:

1-The relative importance of the academic spirit:

after the academic spirit, an arithmetic mean of (4.09) was obtained, which is a high arithmetic mean, as it was compared with the standard arithmetic mean. , a standard deviation of (0.82) and this was confirmed by the coefficient of variation of (20.12%), and Table No. (1) shows this:

Table 1: Shows the relative importance of academic Spirit

The dimension	Arithmetic mean	standard deviation	Variation coefficient	answer score
Academic Spirit	%20.12	0.82	4.09	High

2-Description and analysis of the results of cultural capital:

the arithmetic mean of cultural capital reached (3.95), which is a high arithmetic mean if it is compared with the standard arithmetic mean, and it confirms that the university has a great interest in cultural capital, and the standard deviation of the cultural capital variable is (0.95) This indicates the good consistency in the sample answers on the dimensions of the responding variable, which was confirmed by the coefficient of variation of (24.44%).

The dimension	Arithmetic mean	standard deviation	Variation coefficient	answer score	Ranking
cultural capital	3.95	0.95	%24.44	High	----
Institutional Cultural Capital	3.97	0.93	%23.64	High	Second

Objective cultural capital	4.05	0.88	%21.84	High	the first
embodied cultural capital	3.83	1.06	%27.85	High	Third

Source: Prepared by the researcher based on SPSS outputs

If the objective cultural capital dimension got the first rank with a high arithmetic mean of (4.05), and a standard deviation of (0.88), and this indicates the good consistency in the sample answers to the paragraphs of the dimension through what was confirmed by the coefficient of variation of (21.84%), and the head dimension obtained Cultural money embodied on the third rank with a high mean of (3.83) and a standard deviation of (1.06) in the sample answer, and this was confirmed by the coefficient of variation (27.85%).

3-Test the second main hypothesis

It is possible through Table No. (4) to see the data for testing the second main hypothesis, which states (there is a positive and significant influence relationship for the academic spirit with its dimensions in the cultural capital with its dimensions), if multiple regression is used to show the relationship between the explanatory variable with its dimensions, with the variable The respondent has its dimensions, as shown below:

Table 4: shows the results of the test of the impact of academic Spirit on cultural capital in its dimensions

Hypothesis	Path	β	T	Sig	F- Sig- R ²	the decision
second main	Academic Spirit >> Cultural Capital	-0.009	-0.1050	0.917	F= 45.704 Sig=0.000 R ² = 0.661	Hypothesis accepted
N=123	F tabular value = 3.84	Tabular value t=2.32		The number of significant explanatory variables = 1		Number of explanatory variables = 1

The source was prepared by the researcher based on the outputs of the SPSS program
Table No. (4) shows that the calculated value (F) (45.407) which is greater than its tabular value of (3.84) and this indicates the existence of an influence relationship for a variable of academic Spirit in cultural capital with its dimensions, and this justifies accepting the hypothesis, while the value of (R²) reached (0.661), and this indicates that the academic Spirit explains the rate of (66.1%) of the changes in cultural capital. As for the significance of the multiple regression model, the value of (sig) amounted to (0.000) which is less than (0.05), and this justifies the significance of the regression model. Multiple and confirms the acceptance of the hypothesis, as for the values of (β) for the dimension of academic spirit (-0.009), and that the change in the dimension of (academic spirit) for one unit leads to a change in cultural capital by (-0.9%) and inversely, and as for the values of (t for the dimension of academic spirit amounted to (00.105-), which is greater than its tabular values of (2.32), which is a confirmation of the impact of academic spirit on

cultural capital. Cultural capital in reverse, because their intangible value is less than (0.05) if the value of (sig).

Results

1-The results showed that there is a significant effect of the academic Spirit dimension on cultural capital in its dimensions, which indicates that the university's interest in preparing and holding training courses and workshops and its role in promoting cultural capital.

Recommendations

1-Despite the university's interest in the dimension of academic Spirit, the university must do the work that helps to promote and continue such activities and that are beneficial to the university in particular and to its participants in general through the university's holding of international conferences, seminars, workshops and training courses and encourage them to continue to establish these scientific activities.

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