

# Effects of Socioeconomic Status of Parents and Dance Students Cultural Capital on Occupational Aspiration

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## I. Introduction

### 1. Necessity and Purpose of Study

For the contemporary people, occupation carries a greater value than a simple economic activity. Occupation is a method for pursuing happiness, which is deeply related to one's self-realization where one can perform talents and abilities. However, in this rapidly changing environment, the university students in Korea are experiencing difficulties more than ever in selecting courses and career, due to high unemployment rate among young people. Particularly in the field of dancing, the employment rate is only about 10%, if we consider temporary positions that offer the four national insurances as being employed.<sup>1)</sup> Dance departments in domestic universities graduate many dance-major students each year, but the path to employment in this field is extremely limited.

Despite of the fact that career in dance is very difficult, people who majored in dance desire to find jobs related to dance although they may not be the professional dancers. They desire to work in the fields that do not deviate much from the scope of dance, such as dance instructing, dance critic, dance costume design, stage design, dance music, dance production, dance makeup, dance therapy, performance planning, dance school operation, and movement therapy.

Dance carries special value to people majoring in dance. They have endured since childhood the

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1) Hyun-sun Back(2012), Towards Job-Landing of Dance Students. *Journal of Korean Dance*, 30, pp.163-182.

physical and psychological pain as dancers, and they have persisted and achieved expertise in this field. For dance students, their course of study was solidified when they were young. They have paid continuous efforts for a long time in order to achieve their goals. Therefore, we can predict that they are more confident about their course of study compared to other general students. In this sense, a dance-major student planning to build a career in dance field means that the student has to devote patience and effort with the aspiration and confidence about the future. It means that the person has passion for the job that one wants, and the person is enthusiastic and positive about one's future. The aspiration for one's career is a motivation that sustains the person's dreams.

Among the important concepts in this study, the occupational aspiration indicates a desired occupation that an individual believes to be the best at the particular point of one's life, and this reflects one's interest and ability as well as the motivation. In the sense that occupational aspiration is closely related to the occupational achievement in the future, the importance can be highlighted<sup>2)</sup>. In reality, the level of occupational aspiration is highly likely to be in line with their job achievement after they graduate universities. Therefore, the occupational aspiration has a close relationship with the job achievement level.<sup>3)</sup> There are diverse factors effecting on the occupational aspiration such as gender, parents' socioeconomic status and education level, intelligence, school grades, significant others, and cultural capital.<sup>4)</sup> Among them, the cultural capital receives attention as a factor having a close relationship with occupational aspiration.

Particularly, the cultural capital is thought to have a very significant impact on the university students majoring in dance. This is because the majority of the dancers in Korea have experienced distinctive socializing process since they first started practicing dance in childhood. They may have been facing social expectations and evaluations that are different from general people, in the process of growing up as dance experts. Even before the students enter dance departments in the universities, they go through harsh dance training for admission. After they enter university, they systematically learn dance theories and practical throughout the university curriculum. They build literacy and knowledge in the field of dance, to become professional dance artists. According to Bourdieu's cultural capital, the capital does not necessarily exists in the form of materials, but they can be in visible forms of non-material capitals. Dance is a form of art that builds relationship with the society through the method of education, and the result of such relationship can be in the form of cultural capital. In this process, the cultural capital, from the perspective of dance students, would carry

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2) Gottfredson, L. S.(1981), Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28, pp.545-579.

3) Sewell, Haller & Portes(1969), The Educational and early occupational status attainment process. *American Sociological Review*, 35, pp.1014-1027.

4) Rainey, Leslie Martin, & L. DiAnne Borders(1997), Influential factors in career orientation and career aspiration of early adolescent girls. *Journal of Counseling Psychology*, 44, pp.160.

distinctive, important value due to consistent cultural accumulation.

The previous studies reported (Barclay, Stilwell & Barclay; 1972, Iannelli; 2002, Gray; 2007, Kim Byung-Sook & Kim So-Yeong; 2008) that cultural capital has statistically significant impact on the decision-making regarding the desired occupations in the future. However, those previous studies on the career paths of dance students are only limited to career decision, career maturity, and career preparation behavior. For the researches related to occupational aspiration of dance students, there is only one study titled “ Influence of Barrier to Course of Life and Ambition on Decision Level of Life Course of Dance Major Students(Kang-Soon Lee; 2008).”

This shows that there is a need to study which processes the dance students go through in order to have cultural capital influencing on their occupational aspiration. In this study, we examined the effects of cultural capital on occupational aspiration based on the dance students’ characteristics, and we aimed to reveal the causal relationship of parents’ socioeconomic status impacting on students’ occupational aspiration through the cultural capital as mediator. Among many factors that determine the occupational aspiration of the university dance students, we analyzed the factor of cultural capital. We wanted to ultimately identify and verify the relative position of cultural capital, among the many diverse variables influencing on the occupational aspirations of university dance students.

## 2. Research Questions

The aim of this study is to verify the impact of university dance students’ cultural capital on their occupational aspiration. Furthermore, we examined the causal relationship between each variable of cultural capital and occupational aspiration through their parents’ socioeconomic status. Then, we wanted to enhance the exploratory power regarding cultural capital and occupational aspiration by identifying the variables mediating the occupational aspirations of university dance students. The specific research questions are as follows.

Research Question 1. Are there any differences in cultural capital and occupational aspiration according to the university dance students’ socioeconomic status?

Research Question 2. Are there any differences in cultural capital and occupational aspiration according to the university students’ majors (Korean dance, modern dance, and ballet)?

Research Question 3. How is the causal relationship of parents’ socioeconomic status and cultural capital, which effects on the university dance students’ occupational aspiration?

Research Question 4. Does cultural capital have a mediating effect in the impact on university dance students’ occupational aspiration?

## II. Cultural Capital and Occupational Aspiration

### 1. Cultural Capital

Bourdieu defined the cultural capital as “the acquisition of awareness for the society to be equipped with doers who have the form of knowledge, internalized code or ability to decipher the cultural relationship and the processed cultural articles, sense of appreciation in deciphering, and empathy in deciphering (Bourdieu, 1984).”<sup>5)</sup>

On the other hand, Katsillis and Rubinson (1990) <sup>6)</sup>stated that it is “the ability to perform the culture, behavior, habits, and attitudes of upper class in a society, and it is a tool to reproduce and justify the inequality structure.” Aschaffenburg and Mass (1997)<sup>7)</sup> defined the cultural capital as “dominant cultural codes and practices, language styles, aesthetic preferences, and interpersonal styles that are legitimately institutionalized.” Kalmijin and Kraatkamp (1996)<sup>8)</sup> defined it as “cultural representation of high status, for example, attitudes, behaviors, preferences, and certificates”; and the parents’ cultural capital was shown to have a significant effect on the educational accomplishment. De Graaf (1988)<sup>9)</sup> investigated the effects of parents’ income and cultural capital on their children’s middle school admissions in Germany, and the cultural capital was measured by using parents’ attention and reading habits. As the result of the study, the parents’ cultural capital was shown to have a direct effect on the admission to Gymnasium, which is the middle school in Germany with the most competitive admission. Swartz (1997)<sup>10)</sup> defined the cultural capital as “the linguistic and cultural capabilities that different classes are trying to hand down,” which is understood as cultural style stimulating differences between the classes. These are the studies that examined the people who consume high-class cultures and analyzed their educational levels and social statuses, with the assumption that cultural taste would differ based on the social classes. The studies validated that preference and taste for high-class culture has high correlation with the occupation group.

It was confirmed that high cultural preference and taste has a high correlation with the occupational group. According to their studies, the people with high education level, specialized profession, and high income were reported to attend art performances more frequently, and the elite group was reported to have greater consumption in the high-quality arts.<sup>11)</sup> Furthermore, the people of wealthy

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5) Bourdieu, P(1984), *Distinction: A social critique of taste*. Trans. Richard Nice. Cambridge: Harvard UP.

6) Katsillis, John, & Richard Rubinson(1990). Cultural capital, student achievement, and educational reproduction: The case of Greece. *American sociological review*, pp.270-279.

7) Aschaffenburg, K. & Maas, I(1997), Cultural and educational careers: The dynamics of social reproduction. *American Sociological Review*, 62, pp.573-587.

8) Matthijs Kalmijn & Gerbert Kraaykamp(1996), Race, Cultural Capital, and Schooling: An Analysis of Trends in the United States. *American Sociological Association*, 69, pp.22-34.

9) De Graaf, P. M(1988), Parents’ financial and cultural resources, grades, and transition to secondary school in the Federal Republic of Germany. *European Sociological Review*, 4, pp.209-221.

10) Schwartz, Shalom H(1997). *Values and culture*, Routledge.

class utilize art works and artistic styles in order to express their statuses, and they support opera and impressionism art works in order to become the members of high-profile social gatherings.<sup>12)</sup> Furthermore, the preference and taste in music was shown to be different for each occupational group; and the preference for classical music, which is considered to be high-class culture, was shown to have high correlation.<sup>13)</sup>

Bourdieu(1986)<sup>14)</sup> discussed that cultural capital has close relationship with educational accomplishment, and there have been previous studies supporting this. The studies conducted in U.S. have consistently shown that cultural capitals, such as visiting museums and operas, have positive effects on educational outcomes(DiMaggio, Paul; 1982, Dumais, Susan A.; 2002, Kalmijn, Matthijs, and Gerbert Kraaykamp; 1996).<sup>15)</sup>

There have been studies analyzing the effect of cultural capital on the factors other than educational accomplishment. In the studies by Dimaggio, the researcher revealed that cultural capital has positive effects not only on educational accomplishment, but also on the college admission and graduation as well as in the selection for spouses. The researcher also examined the accumulation level of social capital and cultural capital among the college students; and the study also verified whether there are differences in academic achievement and school life among the university students, according to their graduated high schools. As the result, the students with ample accumulation of cultural capital were shown to have great interest in the accumulation of social capital, after they entered universities. Furthermore, the differences in university experiences and lifestyles were analyzed between the students with high socioeconomic background and the students with low socioeconomic background. As the result, the students with high socioeconomic background had consistent interest in cultural capital accumulation, and they were enthusiastic about the club activities.<sup>16)</sup> We can predict that the

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11) DiMaggio & Useem(1978), Social class and arts consumption: The origins and consequences of class differences in exposure to the art in America. *Theory and Society*, 5, pp.141-161.

Judith R. Blau(1986). The Elite Arts, More or Less de rigueur: A Comparative Analysis of Metropolitan Culture. *Social Forces*, 64(4), pp.875-905.

12) John Berger(1972), *Way of Seeing*. Penguin UK.

Pessen, E(1973). *Riches, Class and Power Before the Civil War*. Lexington. Mass: DC Heath.

13) Peterson, Richard A., & Albert Simkus(1992), How Musical Tastes Mark Occupational Status Groups. *Cultivating differences: Symbolic boundaries and the making of inequality*, pp.152.

14) Bourdieu, P(1986), The forms of capital. In J. G. Richardson (ed.). *Handbook of theory and Research of the Sociology of Education*. CT: Greenwood Press, pp.241-254.

15) DiMaggio, Paul(1982), Cultural capital and school success: The impact of status culture participation on the grades of US high school students. *American sociological review*. pp189-201.

Dumais, Susan A(2002). Cultural capital, gender, and school success: The role of habitus. *Sociology of education*, pp.44-68.

Kalmijn, Matthijs, and Gerbert Kraaykamp(1996). Race, cultural capital, and schooling: An analysis of trends in the United States. *Sociology of education*, pp.22-34.

Zweigenhaft, Richard. L(1993). Prep school and public school graduates of Harvard: A longitudinal study of the accumulation of social and cultural capital. *The Journal of Higher Education*, 64(2), pp.211-225.

16) Cen, Shanwei, Calton Pu, & Jonathan Walpole(1997). Flow and congestion control for internet streaming

occupational aspiration, which represents the students' future social statuses, can be formed differently depending on their degree of cultural capital; and the cultural capital can be attributed to social classes.

## 2. Occupational Aspiration

Occupational aspiration is a desired occupation that an individual believes to be best for one's particular point in life. It reflects the person's interest and ability as well as the motivation for achievement. The socioeconomic background was discussed as one of the major factors that influences on the process of gradual limitation and negotiation in the occupational aspiration.<sup>17)</sup> It is noteworthy that individual's aspiration has influence on one's future state, while being restricted by the perception of one's present state.

Such occupational aspiration can serve as a standard for planning career path and reinforcing motivation for acquiring human capital, in order to obtain the desired occupation.<sup>18)</sup> The degree of occupational aspiration was revealed to have impact on one's actual occupational status acquisition.<sup>19)</sup> Alexander (1976)<sup>20)</sup> reported that for those entering the labor market after graduating from high school, the most significant determinant factor of job achievement is "occupational aspiration," which is highly correlated with social and economic status. Barclay (1972)<sup>21)</sup> stated that the socioeconomic status of a family has close relationship with occupational aspiration. In many studies, home environment was suggested to be a fundamental factor for career development with the context of social, environmental factors. In reality, the parenting or rearing environment at home was shown to have more influence on the career development than peer interactions and school life. This suggests that the people with higher level of occupational aspiration tend to obtain higher level of occupation,

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applications. *Proceedings Multimedia Computing and Networking*.

17) Ibid. pp.545-597.

18) O'Brien, K. M., Gray, M. P., Tourajdi, P. P., & Eigenbrode, S. P.(1996), The operationalization of women's career choices: The Career Aspiration Scale. In Solberg VS, O'rien KM (Chairs). Promoting women's career development into the millennium and beyond. Symposium conducted at the 1996 meeting of the American Psychological Association.

Wang, Jianjun & John R. Staver(2001), Examining relationships between factors of science education and student career aspiration. *The Journal of Educational Research*, 94(5), pp.312-319.

19) Ashby, Julie S., & Ingrid Schoon(2010), Career success: The role of teenage career aspirations, ambition value and gender in predicting adult social status and earnings. *Journal of Vocational Behavior*, 77(3), pp.350-360.

Schoon, Ingrid & Samantha Parsons(2002). Teenage aspirations for future careers and occupational outcomes. *Journal of Vocational Behavior*, 60(2), pp.262-288.

Sewell, William H., Archibald O. Haller, and George W. Ohlendorf(1970). The educational and early occupational status attainment process: Replication and revision. *American Sociological Review*, pp.1014-1027.

20) Alexander, Karl L., & Edward L. McDill(1976), Selection and allocation within schools: Some causes and consequences of curriculum placement. *American Sociological Review*, pp.963-980.

21) Barclay, James R., William E. Stilwell, & Lisa K. Barclay. (1972). The influence of paternal occupation on social interaction measures in elementary school children. *Journal of Vocational Behavior*, 2(4), pp.433-446.

even when they have the same level of educational achievement.<sup>22)</sup> Therefore, the occupational aspiration seems to have a function of measuring the future occupational achievement.

### 3. Cultural Capital and Occupational Aspiration

We can expect that the occupational aspiration, which represents one's future social status, can form differently depending on how much cultural capital one holds; and the cultural capital is attributed to one's social class. When we reviewed the studies conducted in other countries, there have been studies suggesting that the quantity of cultural capital effects on the maturity in career.<sup>23)</sup> This can be explained by the fact that the abundant possession of cultural capital can broaden one's interest through the wide range of exploration and multi-dimensional visualization of the career paths, and it allows one to establish concrete plans for accomplishing one's desired career.

Among the studies conducted in Korea, the studies that examined occupational aspiration and cultural capital have shown results that are similar to those in other countries. Sim and Seol (2010)<sup>24)</sup> stated that occupational aspiration is greatly influenced by human capital such as university level, major, and amount of time studying the major. Furthermore, the researchers revealed that the social capital and cultural capital have significant influence on the occupational aspiration.

Particularly, the cultural capital was shown to have significant effect on the occupational aspiration and the occupational level of the spouses. This suggests that reproduction of social classes may play a role through the characteristics of cultural capital. Those who possess a great amount of cultural capital can be seen to have high expectation regarding their occupational aspiration and their spouses' occupational statuses, in order to maintain cultural taste of the social classes they belong.

On the other hand, the cultural capital at home influences on the students' cultural capital, and the students' cultural capital influences on their occupational aspiration; however, the cultural capital at home was shown to have relatively very little impact on the occupational aspiration. As the students' cultural capital at home was strong, their occupational aspiration was shown to be strong. However, the individual cultural capital of the students had influence that was more direct. Furthermore, the cultural capital forms differently based on the economic power of the household, and the influence on the occupational aspiration can be different based on the income level.<sup>25)</sup> This is consistent with the

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22) Schulenberg, J. E., Vondracek, F. W., & Grouter, A. C.(1984), The influence of the family on vocational development. *Journal of Marriage and the Family*, 46(1), pp.129-143.

23) Super, Donald E., & Phoebe L. Overstreet(1960), *The vocational maturity of ninth grade boys*. Oxford, England: Columbia Univer. Teachers College.

24) Kyoung-Sub Shim & Dong-Hoon Seol(2010), Occupational Aspirations of College Students in Korea : The Effect of Social Capital and Cultural Capital. *Korea Journal of Population Studies*, 33(2), pp.33-59.

25) Kyoung-Mi Lee & Gi-Hong Yi(2014). An Exploratory Study on Cultural Capital and Occupational Aspiration for Airline Service Major College Students: With an Emphasis on Family's and Students Cultural Capital. *Korea Tourism Research Association*, 28(6), pp.201-214.

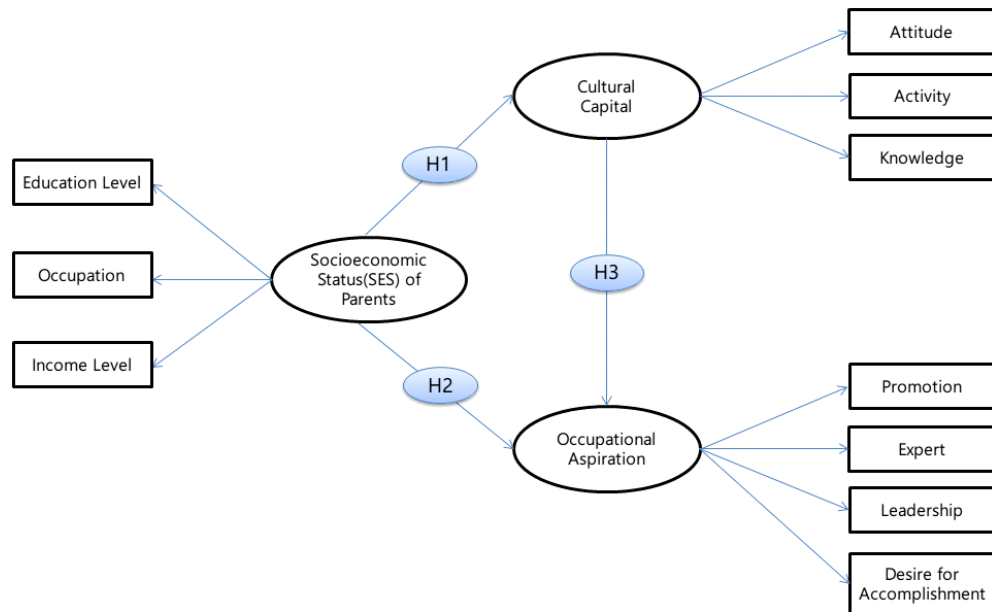
earlier studies related to the concept of cultural capital reporting that economic power and cultural capital are strongly correlated.

According to the study by Hwang (2014),<sup>26)</sup> the occupational aspiration may differ by majors, and its average was higher in the fields of engineering, arts, and sports that generally receive relatively higher expectation and financial support from the parents. It was mentioned that the two-year colleges also have the functions of reproducing social classes, and academic achievement is determined by the differences in the holdings of cultural capital from the stage of college life.

As the result of analyzing the previous studies related to cultural capital and occupational aspiration, the cultural capital generally has positive effect on the occupational aspiration. In this study, we aimed to examine the quantity of cultural capital that is accumulated by the university dance students, in the process of resocialization at the public educational institute within the Korean society. Furthermore, we investigated to find quantitative differences in cultural capital and to find what kind of effects are made within this artistic major.

### III. Research Method

#### 1. Research Model



26) Jung-Hun Hwang(2014). Structural Relationship between the Cultural Capital, the Academic Achievement, Educational Aspiration and Vocational Aspiration of Late Adolescence in College. *Korean Association for Learner-centered Curriculum and Instruction*, 14(3), pp.375-394.



## 2. Measures

The subjects of this study were students majoring in dance at universities in the Seoul metropolitan area, and 300 samples were collected by utilizing Stratified Cluster Random Sampling. A total of 273 valid samples were used for this study, and the samples with insufficient responses or missing information were excluded. Among the completed questionnaires that were collected, those that were judged to lack reliability or have missing data were excluded from the analysis. The data was computed according to the purpose of this study, by using SPSSWIN 22.0 and AMOS 22.0.

In the questionnaire used in this study, there are total of 73 questions regarding the cultural capital of students. The cultural capital of students was divided into cultural attitude, activity, and knowledge. For the cultural capital, the questions were constructed based on the previous studies by DiMaggio(1982)<sup>27)</sup> and Choi and Lee(2013).<sup>28)</sup> The students' cultural capital is related to the sub-factors of cultural attitudes (literacy), cultural activities, and cultural knowledge, and it includes the following: "personal cultural literacy," "preference for culture-related occupations," "preference for culture-related activities," and "degree of participation in the culture-related activities." In terms of information, there was a question asking about "knowledge in musical works, art works, and literary works." The parents' cultural capital was constructed with the sub-factor of parents' cultural attitudes (literacy); and for the cultural activity, there were "cultural literacy of parents" and "degree of participation in cultural activities."

<Table 1> Measures of Research Variables

Variable	Measurement Content		Number of Questions	Item Number	Reliability	Source
Occupational Aspiration	Promotion		3	1, 4, 6	.77	O'Brien(1992) Hwang(2012)
	Expert		2	3, 7		
	Leadership		2	2, 9		
	Desire for Accomplishment		3	5, 8, 10		
Cultural Capital	Attitude	Cultural Literacy	14	1-10	.72	DiMaggio (1982), Choi-Lee (2013)
		Cultural Career Interest	4	11-16		
		Cultural Activity Interest	6	17-22		

27) Ibid, pp.189-201.

28) Set-Byol Choi & Myoung-Jin Lee(2012). Conceptualization of an Index of Cultural Capital and its Measurement with a Focus on DiMaggio's Framework. *Korean Journal of Sociology*. 9(2), pp. 31-60.

Variable	Measurement Content		Number of Questions	Item Number	Reliability	Source
	Activity	Cultural Activity	6	1-6		
	Knowledge	Cultural Knowledge (Music)	15	1-15		
		Cultural Knowledge (Art)	15	1-15		
		Cultural Knowledge (Literature)	15	1-15		
Socioeconomic Status of Parents	Education Level		1	1	.	.
	Occupation		1	1		
	Income Level		1	1		
Gender	Gender		1	1	.	.
Major	Major		1	1	.	.
Grade Level	Grade Level		1	1	.	.
Graduated High School	Graduated High School		1	1	.	.

## IV. Result

### 1. Differences in Cultural Capital and Occupational Aspirations According to Socioeconomic Status

The first research question of this study is as follows: “Are there differences in cultural capital and occupational aspirations according to the socioeconomic status of the university dance students’ parents?” Through this question, this study aims to help understand the dance-majoring students’ cultural capital and occupational aspiration depending on their parents’ socioeconomic status, which did not receive attention in the previous studies related to dance students’ courses and career paths.

In order to analyze if there are differences in the cultural capital and occupational aspiration among the university dance students depending on their parents’ socioeconomic status, we conducted t-test and ANOVA analysis. As the result, significant differences were found according to the following: father’s education level, mother’s education level, father’s occupation, mother’s occupation, household monthly average income, and socioeconomic status.

First, as the result of analyzing the cultural capital “attitude” among the university dance students according to their parents’ socioeconomic status, the differences in cultural capital attitude was shown to be significant with  $p < .05$  for the following: father’s education level, mother’s education level, father’s occupation, mother’s occupation, and household income level. As the parents’ level of education and occupational status were high and as the monthly income was high, the cultural capital attitude was shown to be high. This can indicate that the students’ cultural attitude (literacy) is high, if their parents’ education level, occupation status, and household income are high.

More specifically, as the parents’ socioeconomic status was high, the participants showed high level of attitude as the following: “I have a good understanding of fine cultural trends”; “I think it is important to have good manners”; “I think culture is more important than money”; “I enjoy beautiful things”; “I have high aesthetic standards”; “I enjoy cultural things”; “I am culturally proficient”; “I try to have a good taste”; “I have a classy taste”; and “people think that I have a good taste.”

Second, as the result of analyzing difference in cultural capital “knowledge” among the university dance students according to their parents’ socioeconomic status, the difference was shown to be significant with  $p < .05$  for the following: father’s education level, mother’s education level, father’s occupation, mother’s occupation, and household income level. As the parents’ education level and occupational status was high and as the household monthly income was high, the cultural capital “knowledge” was shown to be high. This indicates that the students with parents of high education level, occupational status, and high household monthly income level have greater cultural information (knowledge).

More specifically, as the parents’ socioeconomic status was high, the students were shown to have greater level of information (knowledge) as follows: Music (“The Four Seasons,” “Humoresque,” “Nocturne,” “Aria on the G String,” “The Magic Flute,” “Für Elise,” “The Nutcracker,” “The Well-tempered Clavier,” “Concerto for the Left Hand,” “Rhapsody in Blue,” “The Blue Danube,” “The Fantasie-Impromptu,” “Deux arabesques,” and “Symphony Number 5”); Art (“Sunflower,” “The Birth of Venus,” “The Angelus,” “The Creation,” “Mona Lisa,” “The Scream,” “Les Demoiselles d’Avignon,” “The Kiss,” “The Fifer,” “Snowing Village,” “Carnival,” “El Colossus,” “The Night Caf,” “Houses at l’Estaque,” and “La Terrasse”); Literature (“Land,” “Open Space,” “Shower,” “The Tae Baek Mountains,” “A Midsummer Night’s Dream,” “Faust,” “Crime and Punishment,” “The Metamorphosis,” “Madame Bovary,” “The Tin Drum,” “The Interpretation of Dreams,” and “Capital: Critique of Political Economy”).

Third, as the result of analyzing differences in cultural capital “activity” among the university dance students according to their parents’ socioeconomic status, the difference was shown to be significant with  $p < .05$  for the following: father’s education level, mother’s education level, father’s occupation, mother’s occupation, and household income level. As the parents’ education level and occupational

status was high and as the household monthly income was high, the cultural capital activity was shown to be high. This indicates that the students with parents of high education level, occupational status, and high household monthly income level have greater cultural activities.

In particular, as the parents' socioeconomic status was high, the level of the following activities was shown to be high: attending art exhibitions, classical concerts, and opera; reading literary works; watching theater performances, musicals, and dance (ballet, modern dance, Korean dance).

Finally, As a result of analyzing the difference of job aspirations according to socioeconomic status of parents, there were differences according to father's educational background, mother's education, father's occupation, mother's occupation, monthly average income. The most significant difference was that the average difference in career aspirations according to father's education level was above  $p < .05$  level. In other words, the higher the father's education level, the higher the Occupational Aspirations.

## 2. Differences in Cultural Capital and Occupational Aspirations of University Dance Students According to their Major

The second research question of this study is as follows: "Are there differences on cultural capital and occupational aspiration according to the major (Korean dance, modern dance, ballet) of university dance students?" As the results of ANOVA analysis in order to find the difference in cultural capital and occupational aspiration among the university dance students based on their majors, there was a significant difference between the groups of different majors (Korean dance, modern dance, and ballet). More specifically, differences between the groups were found by using scheffe.

As shown in <Table 2>, the results indicate significant difference between the groups in the cultural capital knowledge, activity, and the overall. In the knowledge, the modern dance was shown to be

<Table 2> Differences in Cultural Capital and Occupational Aspirations by Majors

Variable	Sub-variable	Korean Dance (a)		Modern Dance (b)		Ballet (c)		F	Scheffé
		M	SD	M	SD	M	SD		
Cultural Capital	Attitude	3.65	.49	3.72	.56	3.63	.45	.692	
	Knowledge	6.92	3.51	7.96	4.37	6.85	2.72	2.584	a,c<b
	Activity	2.98	0.73	3.18	0.68	3.12	0.66	.841	a,c<b
	Overall	13.5	4.06	14.8	4.72	13.6	3.20	2.764	a,c<b
Occupational Aspiration	Promotion	3.80	0.64	3.74	0.58	3.88	0.67	1.12	a,b<c

Desire for Accomplishment	3.62	.52	3.66	.50	3.73	.53	.95	a,b<c
Overall	15.30	2.13	15.30	1.97	15.40	1.91	.14	

higher than Korean dance and ballet. Similarly, in the activity, the modern dance was shown to be higher than ballet and Korean dance. In the entire cultural capital, the students majoring in modern dance had the highest level of cultural capital, followed by ballet and Korean dance; this showed significant difference between the majors.

In the occupational aspiration, there was significant difference between the groups of promotion and desire for accomplishment. However, in the overall occupational aspiration, there was no significant difference between the groups. In the promotion, it was shown to be high in the following order: ballet, Korean dance, and modern dance. In the desire for accomplishment, it was shown to be in the following order: ballet, modern dance, and Korean dance. There was no significant difference in the overall occupational aspiration.

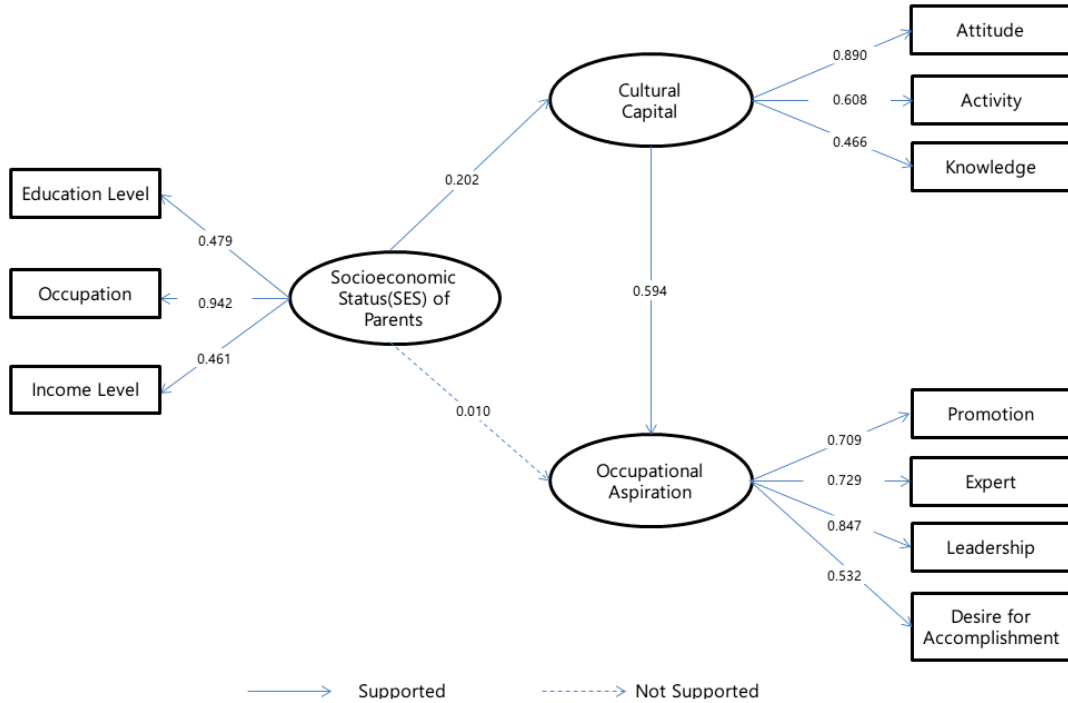
### 3. Causal Relationship between Determinants of Occupational Aspirations of University Students Majoring in Dance

The third research question in this study is as follows: “What is the causal relationship between cultural capital and parents’ socioeconomic status, which effects on the occupational aspirations of university dance students?” This question aims at understanding the pathway through which the parents’ socioeconomic status and cultural capital effect on the occupational aspiration. In order to identify specific pathway through which the university dance students’ cultural capital effects on occupational aspiration, which has not been dealt in the previous studies, we conducted the structural equation model analysis. We examined the latent variable and the goodness of fit for measurement model consisting of each measurement variable for the socioeconomic status (father’s education level, mother’s education level, father’s occupation, mother’s occupation, and household monthly average income), cultural capital (attitude, knowledge, and activity), and occupational aspiration (promotion, expert, leadership, and desire for accomplishment); and we found the squared multiple correlation (SMC). Then, the structural equation analysis was performed through measurement model, as shown in <Figure 2>; and the overall, direct, and indirect effects were found for the mediating effects.

First, when we examined the pathway of socioeconomic status variables, the parents’ socioeconomic status can be explained in the order of occupational status, education level, and income level. Among the cultural capital variables, the cultural capital can be explained in the order of attitude, activity, and knowledge. Furthermore, among the occupational aspiration variables, the

occupational aspiration can be explained in the order of leadership, expert, promotion, and desire for accomplishment.

Second, the parents' socioeconomic status was shown to have a positive effect (.202) on the university dance students' cultural capital. This indicates that as the parents' socioeconomic status is high, the university dance students possess greater level of cultural capital. Secondly, the parents'



<Picture 2> Estimates of the Model.

socioeconomic status was not shown to have an effect (.001) on the occupational aspiration. Thirdly, the parents' socioeconomic status was shown to have a positive effect on the cultural capital, and the cultural capital was shown to have a positive effect (0.594) on the occupational aspiration.

<Table 3> Squared Multiple Correlation (SMC) of the Measurement Variable

Latent Variable	Measurement Variable	Squared Multiple Correlation
Socioeconomic Status		.000
Cultural Capital	Attitude	.623
	Knowledge	.438
	Activity	.583
Occupational Aspiration	Promotion	.538

The squared multiple correlation of the measurement model can be shown as in <Table 3>. Specifically, in the squared multiple correlation of the cultural capital, the attitude was shown to be the highest with .623, and the knowledge was the lowest with .438. Among the measurement variables of cultural capital, the attitude and activity had measurement variables of above .50, and the knowledge also had a value close to .50. Therefore, all measurement variable can be seen to have reliability secured. For the occupational aspiration, all measurement variables, with the exception of desire for accomplishment, showed values of above .50. The desire for accomplishment had squared multiple correlation value that was close to .50. Therefore, all measurement variables can be seen to have reliability secured. On the other hand, among the sub-factors of cultural capital, the cultural capital attitude was .623. This indicates that among the variance of latent variable of cultural capital, 62.3% can be explained by the variance for measurement variable of attitude. The other 37.3% cannot be explained by this model, but it can be explained through the measurement error of cultural capital. Therefore, the measured variables, which are used to measure the sub-variables of the research model, have sufficient convergent validity. It can be seen that there is sufficient discriminability among the concept variables, and the possibility of estimating the structural model is confirmed.

<Table 4> Structure Factor for Measured Model

Research Path			Unstandardized Coefficient	Standardized Coefficient	S.E.	C.R.	p-value
Socioeconomic Status	→	Cultural Capital	0.09	0.202	0.04	2.48	0.013**
Socioeconomic Status	→	Occupational Aspiration	0.01	0.010	0.03	0.16	0.874
Cultural Capital	→	Occupational Aspiration	0.60	0.594	0.10	6.00	0.000***
Socioeconomic Status	←	Education Level	0.28	0.479	0.08	3.29	0.000***
	←	Occupational Aspiration	0.93	0.942	0.20	4.57	0.000***
	←	Income Level	0.42	0.461	0.11	3.72	0.000***
Cultural Capital	←	Attitude	1.00	0.890			
	←	Activity	0.95	0.608	0.13	7.07	0.000***
	←	Knowledge	2.15	0.466	0.56	3.83	0.000***
Occupational Aspiration	←	Promotion	1.00	0.709			
	←	Expert	1.13	0.729	0.11	10.58	0.000***
	←	Leadership	1.25	0.847	0.11	11.50	0.000***
	←	Desire for Accomplishment	0.62	0.532	0.08	7.90	0.000***

Chi-squared value ( $\chi^2$ )=97.698, p value=0.000,  $\chi^2$ /degree of freedom(df)=3.053, RMR=0.044, GFI=0.940, AGFI=0.907, NFI=0.912, CFI=0.901

The result of finding structural coefficient of the research model is shown in <Table 4>. When we observed the structural coefficients between the latent variables constructed in the model, the socioeconomic status → cultural capital (standardized coefficient .202) and cultural capital → occupational aspiration (standardized coefficient .594) were shown to be significant with p<.001. Therefore, two of the path coefficients were shown to be significant. However, the path coefficient for the socioeconomic status → occupational aspiration was not shown to be statistically significant.

Examining the structural coefficient, first, the parents' socioeconomic status was shown to have a positive effect (.202) on the university dance students' cultural capital. This indicates that as the parents' socioeconomic status is high, the university dance students possess greater level of cultural capital. Second, the parents' socioeconomic status did not affect (.001) the occupational aspiration. Third, the parents' socioeconomic status has a positive effect on the cultural capital, and the cultural capital has a positive effect (0.594) on the occupational aspiration.

This does not support the impact of parents' socioeconomic status on the occupational aspiration. However, it indicates that parents' socioeconomic status has an effect on cultural capital, and the cultural capital has a positive effect on the occupational aspiration. In other words, as the parents'



socioeconomic status is high, the capital culture is high, which indicates that occupational aspiration is also high.

The path coefficient between the latent variable and the measurement variable is as follows, based on the standardized estimates. First, when we examine the path of the socioeconomic status variables, the parents' socioeconomic status is explained in the order of occupational status, education level, and income level; and the significance is shown at the level of  $p < .001$ . Among the cultural capital variables, the cultural capital is explained in the order of attitude, activity, and knowledge, with the significance level at  $p < .001$ . Among the occupational aspiration variables, the occupational aspiration is explained in the order of leadership, expert, promotion, and desire for accomplishment, with the significance level at  $p < .001$ .

#### 4. Mediating Effect of Cultural Capital among University Students Majoring in Dance

The fourth research question in this study is as follows: "Does cultural capital have a mediating effect in the impact on university dance students' occupational aspiration? The traditional previous studies reported that as the parents' socioeconomic status is high, the dance students' occupational aspiration is high. We aimed to enhance the explanatory power of cultural capital regarding occupational aspiration, by analyzing the difference between the direct effect of parents' socioeconomic status, occupational aspirations, and cultural capital, and the overall effect of cultural capital as a mediator.

As the result of this study, the university dance students' cultural capital was shown to have direct effect and indirect effect on the occupational aspiration, as shown in <Table 5>. Furthermore, cultural capital was found to have a mediating effect on the relationship between socioeconomic status and occupational aspiration. In the path to occupational aspiration through socioeconomic status, no direct effect was observed; but it was found to have effect on occupational aspiration through cultural capital.

<Table 5> Direct, Indirect, and Overall Effects of Measured Models

Path	Overall Effect	Direct Effect	Indirect Effect
Step 1 Socioeconomic Status → Occupational Aspiration	.01	.01	-
Step 2 Socioeconomic Status → Cultural Capital	.20	.17	.03
Step 3 Cultural Capital → Occupational Aspiration	.59	.53	.06

In order to have a deeper understanding about the impact of parents' socioeconomic status and

cultural capital of the university dance students on their occupational aspiration, the relationship between each variable was examined by dissecting into direct effect and indirect effect. When we examined the effects of parents' socioeconomic status on the other variables, the socioeconomic status had 0.1 of direct effect on the occupational aspiration; it had .17 of direct effect on cultural capital and .03 of indirect effect. Finally, the cultural capital was shown to have .53 of direct effect and .06 of indirect effect on the occupational aspiration.

## V. Conclusion and Proposal

This study aims to examine the effects of cultural capital on occupational aspiration based on the university dance students' characteristics, and to reveal the causal relationship of parents' socioeconomic status with students' occupational aspiration through the cultural capital as a mediator. Furthermore, by analyzing the cultural capital, which is one of the factors determining occupational aspiration among university dance students, we identified the relative position of the cultural capital as a variable, among many others, effecting on the university dance students' occupational aspiration.

There are not many previous studies conducted on common university students regarding the relationships between these three variables, so the result of this study cannot be generalized to all university dance students. Therefore, in the future studies, such incomplete parts can be reinforced through theoretically qualitative methods or in the methodically quantitative aspects.

### 1. Conclusion

The parents' socioeconomic status, cultural capital, and occupational aspiration are important variables for all students preparing for employment, in their decision related to the course and career. Among many other variables forming occupational aspiration, we focused on cultural capital, which is statistically significant as an independent variable. We examined the effects of cultural capital variables and demographic variables of parents' education level, occupational status, and income level through path analysis. In the most expanded model, the modern dance had the most significant result ( $p < .05$ ).

Summarizing the conclusion, first, the students' cultural capital and occupational aspiration were shown differently according to the parents' socioeconomic status.

Second, as the result of finding the difference between university dance students' cultural capital and occupational aspiration, only the cultural capital had significant result among the differences between the majors. This may indicate that there are differences in the acquisition of cultural capital, according to different majors.

Third, the parents' socioeconomic status was not shown to have a direct effect on the students' occupational aspiration. However, the parents' socioeconomic status was shown to have an effect on the cultural capital, and the cultural capital was shown to have an effect on the occupational aspiration. In the previous studies, the parents' socioeconomic status was reported to have a direct effect on the occupational aspiration, but it was not the case for university dance students. However, the parents' socioeconomic status influences on the university dance students' cultural capital, and through the cultural capital, the occupational aspiration is affected.

## 2. Proposal

The following are limitations of this study and suggestions for future research.

First, the subjects of this study are university students majoring in dance. This is interpreted to be consistent with the majority of domestic studies reporting that cultural capital influences on occupational aspirations. Therefore, we suggest that there should be future studies more in depth about the cultural capital, which is arising as an important variable in the occupational aspiration. Our result states that the possession of cultural capital is different based on students' majors. This can be used to conduct future study, in order to find out what kind of paths students use to acquire cultural capital based on the characteristics of their majors.

Second, the survey questions that were tested in the previous studies were utilized for the variable measurement in this study. We obtained validity and reliability by performing the confirmatory factor analysis for university dance students' cultural capital and occupational aspiration. However, the evaluation method for cultural capital cannot be generalized to entire university students majoring in dance. Therefore, it is necessary to develop more abundant and fascinating measurement tools for each variable, considering the accumulation of cultural capital in the professional field related to dance as well as in other artistic fields.

Third, our study can be a fundamental resource that quantitatively confirms the impact of parents' socioeconomic status on the university dance students. In this result, we qualitatively understood the paths of the variables regarding the occupational aspirations of university dance students. Future studies should be conducted more specifically in depth, in terms of the qualitative aspect, regarding the effects of parents' socioeconomic status on cultural capital and occupational aspiration of university dance students.

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## 부모의 사회경제적 지위와 무용전공대학생의 문화자본이 직업포부에 미치는 영향

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본 연구는 부모의 사회경제적지위와 무용전공대학생의 문화자본이 직업포부에 미치는 영향을 검증하고, 부모의 사회경제적 지위가 학생의 문화자본을 매개로 학생의 직업포부에 이르는 인과관계를 밝히는데 그 목적이 있다.

연구결과 첫째, 무용전공대학생의 부모 사회경제적지위에 따른 문화자본, 직업포부에 차이가 있는지를 분석한 결과 통계적으로 집단 간 유의미한 차이가 있는 것으로 나타났다. 둘째, 무용전공 대학생의 전공(한국무용, 현대무용, 발레)에 따라 문화자본의 유의미한 차이가 있는 것을 발견하였다. 이는 전공별로 문화자본의 습득에 차이가 있음을 의미 한다. 셋째, 부모의 사회경제적 지위는 직업포부에 영향을 주지 않는 것으로 나타났지만, 학생의 문화자본에는 유의미한 영향을 주는 것으로 나타났다. 또한 학생의 문화자본은 직업포부에 정적인 영향을 주는 것으로 확인되었다. 넷째, 문화자본이 직업포부에 영향을 미칠 때 직접적인 영향을 주는 매개변수로 확인 되었다.

키워드: 무용(Dance), 무용전공대학생(Dance major university students), 문화자본(Cultural capital), 직업포부(Occupational aspiration), 사회경제적지위(Socioeconomic status)