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Modeling the Relationship between Cultural Capital and Sense of School Belonging among Middle School Students: The mediating role of Social and Institutional Trust

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cultural capital influencing students' attitudes toward school and the value of schooling, as well as transmitting notions about the nature of the wider society and people around them. In this study, the relation between students' cultural capital and three non-cognitive attitudinal outcomes developing in the process of schooling including social trust, institutional trust (both as long-term outcomes), and sense of school belonging (a short-term outcome) was investigated. The present study was conducted with a descriptive-correlational design. A total of 528 students selected from Urmia secondary schools through stratified sampling responded to the questionnaire. The research data were collected using the standard questionnaires (Cultural capital: A researcher-made questionnaire based on the Bourdieu's theory, Social trust: Based on the Rosenberg's (1956) notion of misanthropy, Institutional trust: A researcher-made questionnaire (Sabbagh et al., 2013) and Students' sense of school belonging: A 5-point Likert scale designed by Goodenow (1993)) and their validity and reliability were confirmed. Structural Equation Modeling (SEM) was used to study and evaluate the relationships between the studied

variables. Path analysis results showed that, there is a positive and significant relationship between cultural capital and (social–institutional) trust, cultural capital and sense of school belonging and, between (social–institutional) trust and sense of school belonging. So, it can be concluded that, there is a positive and significant relationship between cultural capital of students and sense of school belonging by mediating role of trust in high school students.

***Keywords**:* cultural capital, institutional trust, social capital, sense of school belonging

School is central to the daily lives of students, spending a considerable portion of their childhood and adolescence in classrooms nested in schools, and considering schooling as critical to their long-term life chances. Educational researchers have stressed the mediating role of schools on the path between family background and students' outcomes. Economic, social, and cultural capital as the main components of parental resources have been mentioned as sociological explanations regarding the association between children's educational outcomes and family background (De Graaf, De Graaf & Kraaykamp, 2000). Bourdieu and Passeron (1977), and others have explicitly investigated the effect of a student's cultural resources on his or her success in school. According to Bourdieu, schools reward students on the basis of their cultural capital, defined as "instruments for the appropriation of symbolic wealth socially designated as worthy of being sought and possessed" (Bourdieu, 1977). It is argued that teachers communicate more easily with students who participate in elite status cultures, give them more attention and special assistance, and perceive them as more intelligent or gifted than students who lack cultural capital (Dimaggio, 1982: 190) .The research on cultural capital suggested that, the reason for the fact that why some students meet school standards, are accepted at college, and finally achieve educational outcomes, despite of

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other students results from the individuals' different levels of cultural capital (Swidler, 1986; Lareau, 1989). Schools promote particular linguistic structures, authority patterns, and types of curricula. Children from higher SES families are already familiar with these social arrangements when they enter school, and therefore they do not perceive school as an intimidating place. Their ongoing experiences at home help them adapt to school and maintain the pursuit of academic achievement (Lamont & Lareau, 1988). Elements of family life, especially cultural resources, are invested as capital to align students' expectations with school norms and help them solving the problems concerning social acceptance (Lamont & Lareau, 1988; Lareau, 1989). The need for experiences and cultural capital reflecting in the students' school life is often overlooked in education. For this purpose, in the present study the effect of cultural capital on two social outcomes of school including trust, and sense of school belonging is investigated. Several authors have emphasized the importance of considering the psychosocial variables such as trust and sense of belonging as important educational outcomes in students, as well as factors that could predict other outcomes such as educational achievement. Trust relationships between students and teachers are essential for learning. Yet, compared to various studies related to interpersonal relationships, far too little attention has been given to understanding the trust relationships in classrooms and schools (Lee, 2005 : 2007). A trust relationship has been found to act as a motivational resource when students are faced with difficulties in school, because trust relationships help adolescents develop positive psychological and emotional perceptions about themselves. Although relationships with teachers in middle school students may be mainly constructed through the schooling tasks, when adolescents have stress due to their school lives,

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students who trusted teachers have more positive and constructive attitudes and achievement in school (Lee, 2005). The need to belong is fundamental for all human beings, young adolescents in particular have a driving need to feel accepted and belong, with a desire to define themselves according to their groups and social contexts (Newman, Lohman & Newman, 2007; Collins & Steinberg, 2006; Noam, 1999). Considering that adolescents spend more time in school than any other setting (Eccles & Roeser, 2011), sense of school belonging is a critical concept to study. Osterman (2000) has proposed that a sense of belonging to a community, such as a school, is a basic psychological need. Previous studies suggested that children with low sense of belonging feel alienated in schools (Juvonen, 2007). This in turn may lead to other negative consequences such as poor achievement and eventually dropping out of school. On the contrary, a high sense of belonging may lead to higher motivation and achieving good grades (Stickl, 2017).

Since, schools represent a micro-cosmos of the wider society to the students, thus, there is a need for investigating the cultural capital influencing students' attitudes toward school and the value of schooling, as well as transmitting notions about the nature of the wider society and people around them. Against this background, in this study the relation between students' cultural capital and three non-cognitive attitudinal outcomes developing in the process of schooling including social trust, institutional trust (both as long-term outcomes), and sense of school belonging (a short-term outcome) was investigated. Though, they have not been usually declared as a purpose of schooling, but all three are considered important attitudes in themselves, as well as motivational factors influencing academic and civic behavior so that they have drawn wide academic attention in recent decades.

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Cultural capital usually refers to the socialization into highbrow cultural activities, including a variety of tastes and behaviors, such as interest in art and classical music, attendance at theaters and museums, and reading the literature. Researchers in the fields of education and sociology have attempted to define the concept of cultural capital consistent with some of the definitions proposed by the French sociologist Bourdieu as leading proponent of this tradition. Bourdieu (1986) defined cultural capital as a continued process to acquire where educators must have access to express it, equally in person or by proxy. The acquisition of cultural capital requires time and energy on the part of the people implementing it. Moreover, Bourdieu described cultural capital as a process involving social and economic experiences, but most significantly, the knowledge empowering certain groups of people to succeed over others with less valued forms of cultural capital. Bourdieu also established state of cultural capital as the academic qualification and the certificate of cultural competence conferring on an individual in a conventional, continuous, and guaranteed value with respect to his/her culture. More specifically, he contended that children from high socioeconomic backgrounds are more often exposed to highbrow cultural activities at home, and those acquiring cultural capital at home are more likely to do well in school and subsequently to have better chances for achieving high levels of schooling than others (Kalmijn and Kraaykamp, 1996: 23). According to Bourdieu (1986), Cultural capital exists in three forms: in an embodied state, i.e., in the form of long–lasting dispositions of mind and body; in the objectified state, in the form of cultural goods (pictures, books ,dictionaries, instruments, machines, etc.), which are the trace or realization of theories or critiques of these theories, problematics, etc.; and in an

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institutionalized state , a form of objectification which must be apart because, as well seen in the case of educational qualifications, it entirely confers original properties on the cultural capital presumed to be guaranteed (Fasihi, 2010: 79). The embodied capital explains how an individual lives his/her life through norms, traditions, and their understanding of culture. The objectified capital involves what every single individual possesses and the institutionalized capital includes the norms and traditions within establishments such as school (Bourdieu, 1986). Understanding these norms helps educators to recognize and comprehend how cultural capital influences the social and academic outcomes of educators. Cultural capital research allowed for an identification of a positive relationship between parent's SES and student's educational attainment (DiMaggio, 1982). Empirically, on the other hand, the positive effect of cultural capital on trust has been substantiated in a number of studies. At the individual-level, a positive and significant relationship has been found between the cultural capital and trust, so that by increasing the cultural capital of individuals, their trust to the individuals and institutions rises (Panje Band, 2007; Courakis, 2004; Abbaszadeh, 2014). Also, Movahed et al (2012) in their study showed the relationship between cultural capital and institutional trust. Felli and Zolfaghari (2009) investigated the effect of cultural capital on trust in Iranian youth. Their results indicated a significant reverse relationship between the level of cultural capital and their level of trust. Ebrahimi (2007) studied the social trust in the university students; his results showed that there is a direct relationship between parent's education and the degree of social trust. The importance of trust as an essential feature in the development and maintenance of civic society has long been emphasized by political and civic social scientists, and

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numerous studies investigated it both theoretically and empirically (Putnam, 2000; Newton, 2001; Zemerli & Newton, 2008). Trust is considered a central component of social capital—a precondition for, but also an outcome regarding, the creation of dense social networks of individuals and organizations motivating interpersonal cooperation, helping to maintain solidarity and advance the civic engagement, all of which are essential for development of the civic society, social integration and durable democratic stability (Newton, 2001). In other words, trust increases the civic engagement, which is a pillar of an enduring and sustainable democracy (Torney-Purta et al., 2004; Zemerli & Newton, 2008). Moreover, trustfulness by itself is an indicator of personal wellbeing. Social trust concerns the trustworthiness of the abstract, generalized other about whom little information exists (Robinson and Jackson 2001). As such, social trust serves as a heuristic when individuals interact with anonymous others, and therefore is of great importance in the increasingly atomistic modern societies. Trustful individuals tend to have a more positive outlook on the intentions of others, which in turn leads to more pro-social behavior and enables cooperation for the common good with positive consequences for society as a whole (Stolle, 2001). Civic theorists differentiate between social (or interpersonal) trust and institutional (or political) trust (e.g., Sullivan & Transue, 1999; Newton, 2001; Zemerli & Newton, 2008). Social capital theory argues that, the generalized social trust is an important and central element in a complex and virtuous circle of social attitudes, behavior, and institutions acting as the foundation for stable and effective democratic government. Trust is said to sustain a cooperative social climate, facilitating collective behavior, and encouraging a focus towards the public interest. In fact, it implies that people in general or members of a

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group can be trusted, which is an essential motivator of civic engagement (Rosenberg, 1956). Institutional trust is related to the degree of trust given to the state institutions, such as parliament, political parties, the police, the army and the courts, responsible for running and defending the democratic society. The two types of trust may have different sources, develop under different conditions and be related to different outcomes. Trust relationships between students and teachers are essential for learning. Yet, compared to various studies related to interpersonal relationships (Furrer & Skinner, 2003), far too little attention has been given to understanding the trust relationships in classrooms and schools (Applebaum, 1995). A trust relationship has been found to act as a motivational resource when students are faced with difficulties in school, because trust relationships help adolescents developing positive psychological and emotional perceptions about themselves. Although relationships with teachers in middle school students may be mainly constructed through the schooling tasks, when adolescents experience stress due to their school lives, students who trusted teachers have more positive and constructive attitudes and achievement in school (Lee, 2005). Sabbagh and Resh (2013), regarding confirming the relationship between trust and students' sense of school belonging showed that, those positioned in a higher social strata and enjoying the accompanying benefits and richer social capital tend to adjust better to school and thus feel greater attachment and may also be more trustful. Also, Menshadi et al., (2015) and Yra Mohammadian et al., (2013), in their studies conducted on organizational environments showed that, there is a relationship between the level of trust in employees and their membership. Empirically, Willms and Tramonte (2010) argued that, their study results provide compelling evidence that cultural capital has

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strong effects on students' occupational aspirations and sense of school belonging.

Students' sense of belonging in the class and in the school has attracted considerable academic attention in recent decades, both regarding clarifying its definition and measurement (Fredricks et al., 2004; Libby, 2004) and empirically investigating its antecedents and its relationship with a variety of educational outcomes. The sense of school belonging refers to the relatedness individuals feel toward the other members of their school community (e.g., Cemalcilar, 2010; Goodenow, 1993). In addition to "sense of school belonging", terms such as "membership" (Goodenow, 1993), "connectedness" (Bond et al., 2007), and "emotional engagement" (Pietarinen, Soini, & Pyhältö, 2014; Van Ryzin et al., 2009) have been used to describe the core features of the phenomenon. Although this is a feeling/attitude mainly shaped by the teachers, school policy and the school environment, but, personal and family background has a preliminary effect on the development of sense of belonging in school (Guzman Carrete, 2015). In this study, the sense of school belonging is defined as a "psychological sense of membership" consisting of students' experiences with respect to being included and valued by the other members of the school community (Goodenow, 1993). School engagement in general, and sense of belonging in particular, are of critical importance for three central reasons. First, they are important in their own right, as a central developmental experience of the students, as well as an indicator of their wellbeing at school. Second, such feelings influence a variety of attitudinal and cognitive educational outcomes, with long-term repercussions for the student's wellbeing and life chances (e.g., Anderman & Freeman, 2004; Fredricks et al., 2004). A concise summary of the abundant empirical findings

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points out that, students' sense of school belonging is relevant to the several academic and non-academic outcomes; a high level of school belonging is positively related to the young people's life satisfaction, motivation to learn, level of academic achievement, school conduct, and general future orientation (Bond et al., 2007; Gillen-O'Neel & Fuligni, 2013; Crespo, Jose, Kielpikowski & Pryor, 2013; Upadyaya & Salmela-Aro, 2013). Correspondingly, a low sense of belonging has been shown to be associated with an increased risk of dropping out and health problems (Bond et al., 2007; De Witte, Cabus, Thyssen, Groot & Maassen van den Brink, 2013; Korhonen, Linnanmäki & Aunio, 2014; Langille, Rasic, Kisely, Flowerdew & Cobbett, 2012; Lester, Waters & Cross, 2013). The 18-item Psychological Sense of School Membership (PSSM) scale (Goodenow; 1993), is one of the instruments widely used internationally for studying school belonging is measuring students' experiences in terms of their relationships with the students and teachers at their school. The instrument consists of questions such as "I feel proud of belonging to my school", "I am treated with as much respect as other students", and "The teachers here respect me" (Goodenow, 1993). The PSSM scale has been used by several scholars in the US (e.g., Nichols, 2008) and in other national and language contexts, such as Iran (Babakhani, 2014) and China (Liu & Lu, 2011). In this study, the PSSM scale (Goodenow, 1993) was used to study the sense of school belonging.

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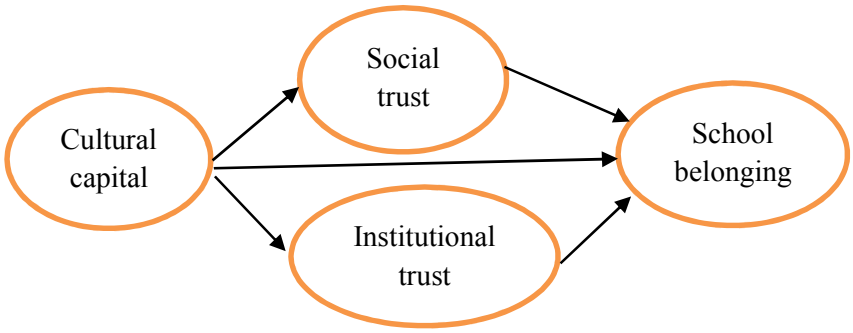


Figure 1. Conceptual Model of Research

Research Hypotheses

1) There is a positive and direct relationship between cultural capital and social trust in students.

2) There is a positive and direct relationship between cultural capital and institutional trust in students.

3) There is a positive and direct relationship between cultural capital and the sense of school belonging in students.

4) There is a positive and direct relationship between institutional trust and the sense of school belonging in students.

5) There is a positive and direct relationship between social trust and the sense of school belonging in students.

6) There is a indirect relationship between cultural capital and the sense of school belonging mediated by trust in students.

Method

The present study was conducted with a descriptive-correlational design. A total of 528 students selected from Urmia secondary schools through stratified sampling responded to the questionnaire. The study sample consisted of 207,135, 101, and 74 students from public, private, gifted and shahed schools, respectively (204 males and 324 females). 4 standard

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questionnaires were completed by all students in the selected classes during the class period in the presence of a teacher and a research assistant. The researcher was always present during the data collection to answer the queries from students and to collect the questionnaires upon completion.

(a)Cultural capital: A researcher-made questionnaire was developed based on the Bourdieu's theory in two categories of cultural goods and cultural behaviors and practices, and was administered (Movahed et al., 2012). In their research, the validity of the questionnaire was evaluated by face validity, and Cronbach's alpha coefficient was used to measure the reliability of the questionnaire. Cronbach's alpha coefficient of .775 was reported for cultural capital

(b) Social trust: Based on the Rosenberg's (1956) notion of misanthropy, generally a questionnaire is designed to measure peoples' social trust, containing 5 questions in the 5-point Likert scale. These questions were rewritten with respect to the student community in accordance with the purpose of this research.

(c)Institutional trust: A researcher-made questionnaire (Sabbagh et al., 2013) was used. This scale comprised 5 items about the degree of trust to the state institutions (government, police, army, courts and educational system).

(d) Students' sense of school belonging: A 5-point Likert scale designed by Goodenow (1993) was used consisting of 18 questions.

In the present study, after the translation, content validity of the questionnaires was reviewed and approved by a number of experts; the initial form of the test was administered on 30 students. After preliminary running the questionnaire and solving possible problems, it was used on the statistical sample of the present study. Structural validity and reliability of the

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questionnaire were verified using the confirmatory factor analysis and Cronbach's alpha was obtained as .67, .66, .83, and .73 for Institutional trust, Social trust, sense of belonging, and Cultural Capital, respectively.

Finally, the data were analyzed using the structural equation modeling. The structural equation method was used to analyze the data and investigate the research hypotheses. All analyses were performed using SPSS 22 and AMOS 22 soft wares.

Results

Descriptive indexes of variables including mean, standard deviation, skewness and kurtosis are presented in Table 1. Klein (2011) suggests that the distribution of variables should be normal in causal modeling. He suggests that the absolute value of skewness and kurtosis of variables should not be greater than 3 and 10, respectively.

Table 1
Descriptive Indicators of the Research Variables

Variables	Mean	S. D.	Skewness	Kurtosis
Cultural Capital	32.42	6.66	-.58	-.31
Social trust	16.55	4.28	-.12	-.37
Institutional trust	16.55	4.26	-.25	-.16
Sense of school belonging	61.76	11.72	-.31	.13

According to Table 1, the absolute value of skewness and kurtosis is less than one for all variables. Table 2 shows the correlation matrix of the research variables.

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Table 2

Correlation between Research Variables

No	Variables	1	2	3	4
1	Cultural Capital	1			
2	Social trust	.14**	1		
3	Institutional trust	.19**	.48**	1	
4	Sense of school belonging	.25**	.57**	.53**	1

**p<.01

** Correlation is significant at the .01 level (2-tailed).

According to Table 2, there is a significant relationship between all variables in the theoretical model. The most relationship belonged to the relationship between the social trust and the sense of school belonging (.57) and the least relationship belonged to the relationship between cultural capital and social trust (.14).

To test the research hypotheses through the method of structural equation modeling, three approaches including total aggregation (using the total score of a variable as a variable indicator), partial aggregation (using the questionnaires' component as an indication of latent variable) and total disaggregation (using the questionnaires' questions as indicators of latent variables) are available to researchers ,in which the partial disaggregation method is the best way to model structural equations (Vieira, 2011). Bagozzi & Heatherton (1994) pointed out that, when structures have no component and the number of questions per structure is more than 5, questions are randomly merged and question packs are created. Then, these packages are used as components of that structure. In the present study, as the cultural capital and the sense of school belonging structures have no component, and their items consist of 11 and 18 questions, respectively, therefore, questions of cultural capital questionnaire

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are randomly divided into two sets with 5 and 6 questions pack. It should be noted that, social and institutional trust questionnaires also have 5 questions, sense of school belonging questions are also randomly divided into 3 sets of 6 questions. Therefore, in the present study, the partial aggregation approach was used to perform structural equation modeling.

The maximum probability method was used for testing the theoretical model of research and its fitting with the collected data. This method requires the normality of multiplicity variables. In this study, multivariate normality was studied using the standardized stretch coefficient of Mardia's normalized multivariate kurtosis value. In this study, the number of 29.83was obtained which is less than 255, as calculated by the formula p (p + 2). In this formula, p is equal to the number of observed variables (Teo & Noyes, 2012), which was obtained as 15 in this study. Herein, the IMOS software version 22 was used for data analysis.

Absolute, comparative and parsimonious indicators are reported separately in Table 3. In this research, goodness of fit index, adjusted goodness of fit index, standardized root mean squared residual as indicators of absolute fit, comparative fit index, normed fit index and non-normed fit index as indicators of adaptive fit, (X^2/df), parsimony fit index and root mean square error of approximation were considered as fit indices.

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Table 3
Goodness of Fit Indices for the Tested Research Model

Absolute fit indices			
Index	GFI	AGFI	SRMR
Obtained Value	.96	.94	.01
Acceptable Range	>.90	>.8	<.05
Comparative fit indices			
Index	CFI	NFI	NNFI
Obtained Value	.97	.94	.97
Acceptable Range	>.90	>.90	>.90
Parsimonious fit indices			
Index	X^2/df	PNFI	RMSEA
Obtained Value	1.89	.74	.04
Acceptable Range	<3	>.60	<.08

Information on fit indices regarding the tested model is reported in Table 3. According to this table, all fit indices are in the optimum level, and it can be concluded that the tested model has a good fit with the collected data. The research model is shown in Figure 2.

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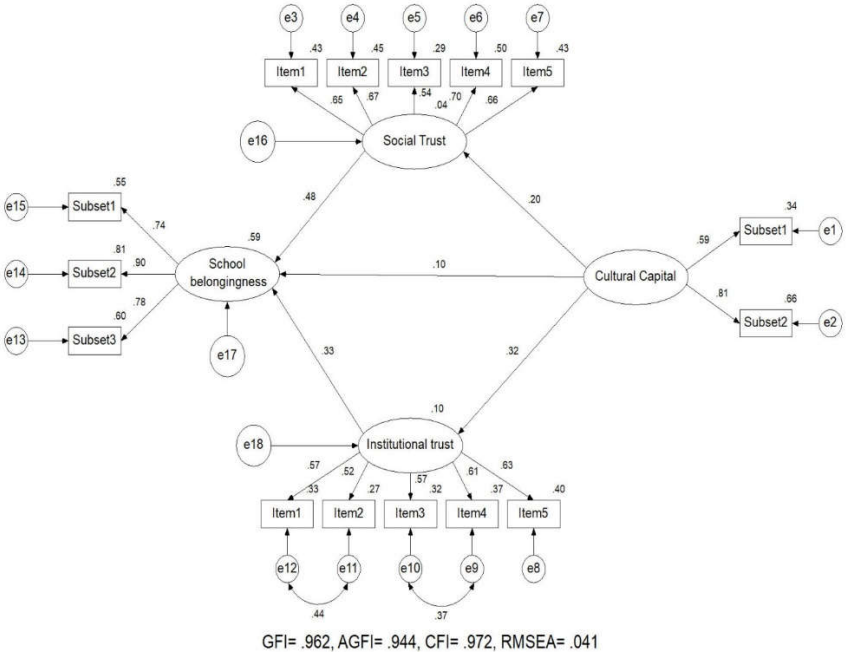


Figure 2. Tested research model

As shown in Figure 2, cultural capital, social trust, and institutional trust explain a total of 59% of the variance in the sense of school belonging. Cultural capital also predicts 4% and 10% of changes in social trust and institutional trust, respectively. Table 4 shows the results of direct effects of variables.

According to Table 4, cultural capital has positive and significant effect on social trust (.2), institutional trust (.32) and sense of school belonging (.10). The direct effects of social trust (.48) and institutional trust (.33) are positive and significant on the sense of school belonging. One of the features of the SEM method is estimating the indirect effects of variables on each other. This feature will allow researchers to investigate the role of mediating variables in the model. Bootstrap method was used to determine the significance of the indirect effects of cultural capital and trust on the sense of school belonging. Bootstrap in

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the AMOS program, explain the estimating parameters sampling distribution, and the associated benchmark error. Such an assessment is useful to determine the robustness of the parameters under the assumptions such as the multivariate normalization or badly-developed model, comparison of the alternative models, and comparison of the estimation methods.

Table 4
The Results of Direct Effects of Variables

Path	Parameter Estimate	Path Coefficient	S.E	t	p
From cultural capital to social trust,	.06	.20	.02	3.30	.001
Institutional trust,	.10	.32	.02	4.59	.001
sense of school belonging	.03	.10	.01	2.22	.03
From social trust to Sense of school belonging	.39	.48	.06	6.47	.001
From institutional trust to Sense of school belonging	.26	.33	.06	4.20	.001

Table 5
Results of the Indirect Effects of Variables

Mediator	**Parameter Estimate**	**Path Coefficient**	**S.E**	**P**	**Lower Bounds**	**Upper Bounds**
Social trust	.03	.14	.04	.004	.08	.21
Institutional trust	.05	.21	.05	.004	.14	.30

According to Table 5, the indirect effect of cultural capital is positive and significant at the level of (.01) on the sense of school belonging mediated by the social trust (.14). Therefore, social trust has a mediating role in the relationship between cultural capital and the sense of school belonging. The indirect effect of

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cultural capital is positive and significant at the level of (.01) on the sense of school belonging mediated by the institutional trust (.21). Therefore, institutional trust has a mediating role in the relationship between cultural capital and the sense of school belonging.

Discussion

Cultural capital is an accumulation of the non-financial standards and qualities representing the social, individual, interpersonal, and employability abilities. It involves standards like great relational abilities, trustworthiness, respectability, connected with, and capable or more all trustworthy. In addition to providing information about factors (cultural capital and institutional-social trust) directly influencing the students' sense of belonging, the current study also builds knowledge about the indirect and mediating relationships between students' cultural capital and sense of belonging. The results of the study revealed that, cultural capital has effects on students' sense of school belonging. Consistent with other research (Willms and Tramonte, 2010; Willms, 2003c) students with high level of cultural capital were found to be highly adapted to school rules and encountering less challenges as they adjust to the school culture, and they also have more social partnerships and more sense of belonging to their school due to academic achievement and behavioral success.

The second hypothesis of study was concerned with the relationship between students̀ cultural capital and the trust. The results showed that, there is a positive relationship between the students' cultural capital and trust. Accordingly, it can be concluded that, if the cultural capital increases then the (institutional- social) trust would also increase in students. This finding is consistent with the results of the studies by Gross et al.,

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(2004), Tamana and Samadi (2016), Afsharee et al, (2014), Movahed et al., (2012), Ebrahimi et al., (2016), and Qureyshi and Sedaghat (2010). Their findings showed that, there is a positive and significant relationship between culture capital and the social capital indicators such as social relation network, social trust, and institutional trust. Theories and previous studies confirmed the strong relationship between the culture and the education, social status and skill set possessed by an individual. Students with high cultural capital possess their opinion about issues and conveniently face with teachers, principals and other students. Their advantages over other students, sometimes, might result in a clear and fair understanding of the behaviors and decisions related to their friends and teachers, ultimately leading to the strengthened trust in them. Then, it could be truly said that trust is part of the students' cultural capital.

Regarding the third and fourth hypotheses, the results indicated a positive correlation between the trust and the sense of school belonging in students. So that students with a high degree of trust to the individuals (social trust) and governmental institutions (institutional trust) will have a high sense of school belonging. It can be argued that trust, as an essential element in creation of human relationships reflects the relationships between students and teachers. Also, as a personal and collective phenomenon, it creates solidarity, sympathy and a sense of security between students and teachers. Seemingly, trust to the teachers, administrators and educational institutions, makes the students finding themselves in a positive and reliable learning environment. These positive attitudes give rise to more interaction and participation in the school, and this solidarity extends the sense of school belonging.

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This finding is consistent with the results of the studies by Menshadi et al., (2015) and Yra Mohammadian et al., (2013), showing a relationship between the level of trust of employees and their membership in the organization mediated by the organizational commitment in organizational environments. With the confirmation of this hypothesis, the mediator role of trust in the relationship between the cultural capital and the sense of school belonging in students is also confirmed to some extent. It can be stated that, the relationship between students' cultural capital and the sense of school belonging is moderated somewhat by the trust. Regarding the mediation role of trust, according to Bourdieu's theory, having higher level of cultural capital means having higher cognitive ability, so it can be said that by increasing the students' cultural capital, their awareness of the culture and the atmosphere of the school increases, thus improving their performance in learning environments. Also, a kind of adherence to the principals, ethical and behavioral norms would form in them, leading to accomplishing more tasks and commitment in individual, consequently such a person respects ethical and behavioral norms in the school environment and classroom environment, and his interaction with his/her teachers and classmates will be based on the mutual trust. Also, the existence of wider social communication network in the school environment boosts the construction of confidence and collective morale in relation with new people and social groups. Therefore, by strengthening the person's identity and better cognition of their surroundings, their sense of belonging also increases.

Based on the findings, it is noteworthy that, the construction and attention to the cultural capital requires dedication on the part of educators to produce positive outcomes in terms of educational achievement of students. Cultural capital is a continuous process

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requiring educators to invest equally on all students. Bourdieu (1986) described cultural capital as the knowledge empowering certain groups of people to succeed over others with less valued forms of cultural capital. For instance, all students possess some types of cultural capital and educators should be able to create equal environments and opportunities for them. Students with low level of cultural capital in particular need help to build the cultural capital necessary for engagement and success in and beyond the mainstream classroom. Cultural capital is achieved by some trustfulness relations, sense of belonging, having active relationships with others, knowing how things work around here (Case, 2007; Gavala and Flett, 2005; Krause, 2005). Education can foster such feelings and offer the learning that is useful beyond the workplace (Barnett and Coate, 2005; McMahon and Portelli, 2004). The focus on students' trust to the teachers will be more useful regarding the study on the relationships between teachers and students and their influences on achievement. Trust relationships, especially the student– teacher trust relationship, seem to be an important facilitator of successful educational climates and outcomes during the middle school years (e.g. Tarter et al., 1989; Tschannen-Moran & Hoy, 1998; Adams & Christensen, 2000). Also, the findings of this study revealed that students' sense of trust plays an important role in their sense of school belonging ,as other research confirmed the link between children's sense of connectedness and belonging to school and their school motivation and achievement (Goodenow, 1993; Wentzel, 1998; Furrer & Skinner, 2003; Ma, 2003). Since the cultural capital was found to have effect on high school students' (social–institutional) trust and sense of school belonging, it is considered to be highly significant for their success and development in school. The trust relationship and sense of school

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belonging were found to act as a motivational resource when students are faced with difficulties in school, because trust relationships and belonging sense help adolescents developing positive psychological and emotional perceptions about themselves. Although relationships with teachers in middle school students may be mainly constructed through the schooling tasks, when adolescents experience stress due to their school lives, students who trusted teachers have more positive and constructive attitudes and achievement in school. To build the cultural capital in students, schools must be adapted to the ways, knowledge and ontologies of other mainstream groups and negotiate on how students engage and will be more likely to belong to the school. Teachers and school authorities rather than merely placing the burden on students to adapt to an unalterable context, should acknowledge students' perceptions of their educational environments and experiences and include such perspectives in developing institutional climates and curricula.

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