

## Production and reproduction of cultural capital incorporated women in the CA- USFX-Bolivia

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### Abstract

The present research tries to determinate which are the principal variables that intervene in the production a reproduction of the cultural capital incorporating the women professors of the San Francisco Xavier de Chuquisaca. For such effect it was based in the theory of Pierre Bourdieu about capitals and fields, taking a mix methodology in the use of surveys and interviews to the professors of USFX, it also used the bibliographical methodological, finally were contrasted the facts with the support of the contingency charts, correlation and regression to determinate the results and be able to identify the variables that have more influence in the intellectual field of the women, been, the role of the women (as mother and wife), the cultural capital inherited or the androcentric reflected in the University.

**Intellectual Field, incorporated capital, androcentric capital, genre, roles.**

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## Introduction

Gender inequality is a topic that remains latent, as yet reflected in all areas where the academic is not exempt.

For example if we talk, classic and contemporary sociologists, such as Marx, Durkheim, Weber, Bourdieu, Castell, etc. most are males still very few women who excel in this field. This phenomenon is apparent in the Dictionary of Sociology Salvador Giner in your 1st Edition 2001 mentions 300 authors both philosophers, psychologists and sociologists, of which only two of the authors are women the rest are men.

Article trying to determine what the main variables involved in the production and reproduction of cultural capital incorporated women, understanding the concept of "cultural capital" within the framework of the theory of practice of Pierre Bourdieu, the skill set valued and acquired knowledge that social actors mobilized in social practice in the fields where their possession and accumulation is a factor at play that confers jurisdiction, status and / or position of power (Giner, 2001). Cultural capital can exist in three forms:

The objectified capital, in the form of cultural objects, paintings, books, dictionaries, tools, machinery, which are the footprint or making theories or critiques of these theories, and issues, etc.

Institutionalized Capital, which is simply the objectification of cultural capital in certificated form, which is caused by the conversion of economic capital into cultural capital, thus establishing the relative value of the cultural capital of the bearer of a given title, set the value to money with which it can be changed in the job market.

Capital built, which according to Pierre Bourdieu, "is one that is linked to the body and involves the incorporation that, insofar as it involves a labor of inculcation and assimilation, time consuming, time must be invested personally by the investor "(Bourdieu, the three types of cultural capital 1979)

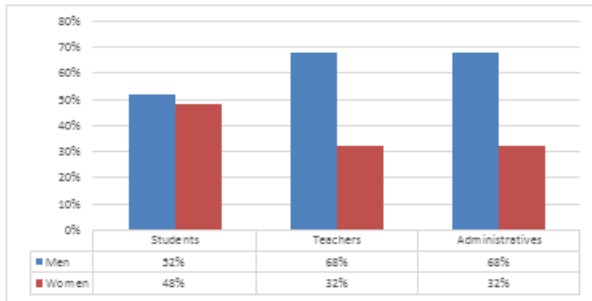
Built reproduction and production of cultural capital is the creation of new knowledge based on acquired knowledge ie the publication of an article, creating a book, academic attainment, making investigations, etc.

The object of study and the article were the teachers of the Faculties of: Law Political and Social Sciences, Humanities and Technology; Universidad Mayor Real and Pontiff San Francisco Xavier de Chuquisaca (UMRPSFX). An investigation was conducted with mixed approach of explanatory scope and traversal order. 80 surveys were executed men and women teachers. And 5 interviews was conducted to teachers college women who excel in academics.

The article is divided into four parts in the first section we will present the current situation of women in the university system in figures, the following three parts is the divided by its variables, ie we will emphasize the distribution of roles, is analyze the inherited cultural capital, the fourth section was taken to the university system as Adobe inequalities and finally the necessary conclusions were made.

## Current status of women within the University system.

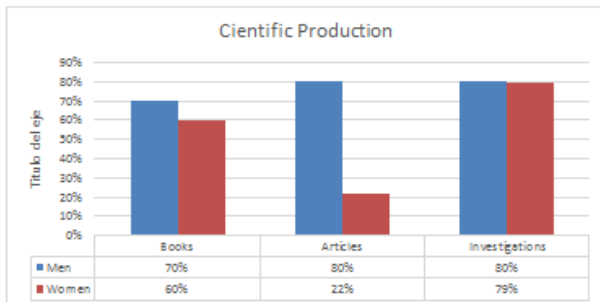
In 2013 the figure managing enrollment, teachers and administrative students was:



Graphic 1

As can be seen in terms of student gender difference is only 4% but in terms of teaching and administrative establishment the difference is greater, these figures still show signs of sexism within the university system.

As for the production and reproduction of cultural capital built teachers survey conducted in the following data were obtained:



Graphic 2

As can be seen in the issue of production and reproduction of cultural capital, reflected in the preparation of articles, books and research gender difference is the same as at the various levels (student, faculty and administration).

**Gender equity and the distribution of roles at home**

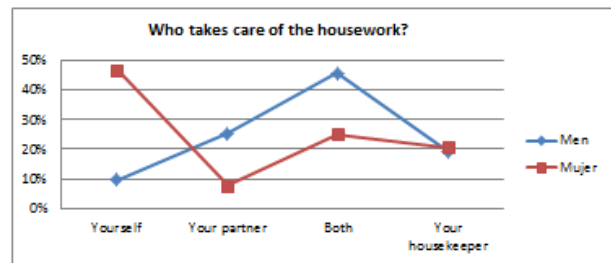
With this chapter is to determine whether there is a gender equity within the home, or even the social construction that sees women as an object own private sphere as claimed by Simone de Beauvoir is maintained.

In this sense this section divided it into three parts:

**Distribution of roles within the household**

The survey of the teachers of USFX and were linked with the interviews was used to analyze this point. First distribution of housework and secondly the childcare was analyzed.

As shown in the graph below women are dealing largely (47%) housework in some cases by 7% percent partner and 25% both the situation is reversed in the case of male teachers because 10% of them are in charge of household activities, 25% partner and 45% both.



Graphic 3

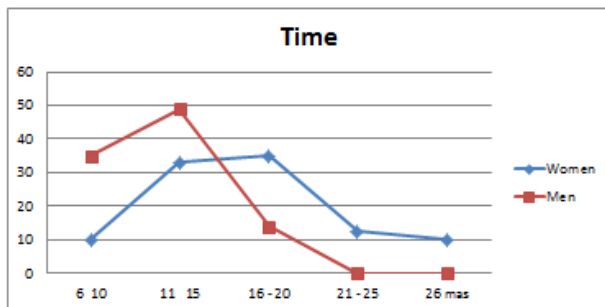
As for the childcare situation remains as women teachers 25% care for their children alone while the 0% of men do.

But one thing emerges is that there is a predominance in both cases both childcare and housework to do things together that is both as teachers rely on their partners to deliver obligations that case repeated in the marriage relationship.

Dr. Palma former director of the DICYT and current director of the PCYT who states that the distribution of roles within your home are performed both she and her husband and children all are organized to do things the house. And as for the care of children both her husband and she have responsibilities.

## Time

This situation is very important to analyze as it becomes a variable that involves time distribution for example in the survey of the teachers of the University San Francisco Xavier de Chuquisaca in questions of distribution of time invested in making housework, caring for children and working hours responses by women and men depicted in the chart below.



Graphic 4

As you can see some of her day, women teachers have more than 24 hours since caring for their children, do the housework and work average hours where does all that is between 16 and 20 hours day, while males that average changes from 11 to 15 hours a day. With the time difference and women teachers to produce new items are expected, books, etc. Since this involves a time thing, that women do not have.

It's like says Dr. Kathia Zamora when responding to a question whether he thought the double role of women to be both teacher and mother was an obstacle when navigating the academic field, he replied: "Of course, if automatically by the time devoted to to address the roles of mother roles house that are very heavy and more when we live in places with patriarchal formations our husbands of our fellow delegate to us these responsibilities is very hard and unlikely that women can excel in academically easily if you have a huge backlog of time absorbed within their homes that man has so a man can take the time to develop your self".

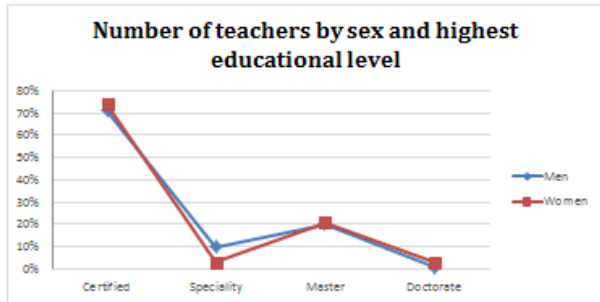
If the woman does not have time to eat as it may be the time to produce their cultural capital and thus develop his "I"?

## Collaboration partner

As was seen in previous sections both housework, care of children and even the sharing of difficult situations and good are better borne with the support of the couple and the teachers have more support from your partner are the teachers best one example developed in the professional academia is the relationship of Dr. Palma with her husband, both are professionals, both work but also both take care of their children and household responsibilities achieving harmony between work and home that is worthy of emulation.

However, this situation is not repeated in all cases, since as shown in the chart above the collaboration of the couple towards women teachers while it is significant because 65% of teachers receive support from their 15% couples are not hindering their academic performance.

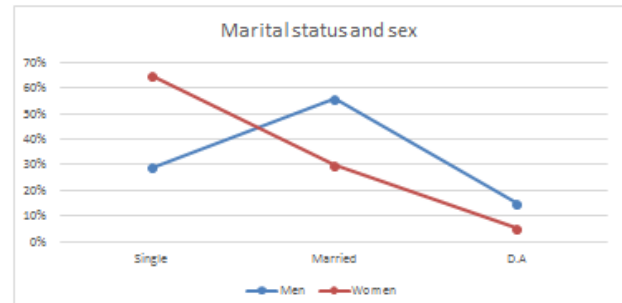
The situation of women in management teaching 2013 is reflected in the chart below which discloses not only the number of existing holder's teachers in college if not the level or degree that each (they) have achieved, contrasting with the theme of sex.



Graphic 5

Of the 1063 teachers spread over 15 faculties UMRPSXCH 31% are women. Of which only 13 women have specialized studies, 96 did masters and 9 doctorates. While it is clear that in all areas of the graduate starting and ending at the Masters there is a difference between men and women; in the case of the doctorate is the more striking because it is the only area excluding the diploma, where women are the majority but a few.

But why this occurs? In an interview with Dr. Fatima Late stated: "Constance, woman once you decide which path to take is more constant than men and reach the end" to begin research looked at the woman who at one stage was you see in a bifurcated path where should I choose between academia or family, is based on this situation in the contingency table between gender and marital status where: 65% of women are single while only 30% men are single. This case can also be cross with interviews, since the five teachers interviewed one is married one has a relationship and the remaining three are not committed.



Graphic 6

All these data give the impression that real woman looks in a forked road where or is mother and wife or professional, however as Tardio doctor in his interview stated "The dual role of women is in some part a disadvantage because if we continue with the social construct that it is she who has to take care of everything and she is the one who remains in the private sphere, yet if a balance is achieved and conscientious decision that women have a voice itself, not the side as wife or girlfriend and this poor girl alone there. If the woman becomes the subject and the couple recognizes this; that while one is doing a postgraduate course it is he who has to take care of the disadvantaged children would not be so obvious gap and gender inequality "as the case of Dr. Maria Elena Palma is reduced. Who with the help of her husband, in terms of Pierre Bourdieu could violate their habitus and field still remains androcentric society in general and in particular college, getting into a successful teaching career in the academic field without to decide whether or not a mother.

**The Family Playing the Cultural Capital**

The French sociologist Pierre Bourdieu, in his book "Playback" says the officers who enter the university system are conditioned by family inherited cultural capital they hold; in this regard states:

"The education system logic is the logic of perpetuating the privilege ... For the son of a laborer college is something distant, mysterious ... You .com an impossible place. However, for the son of a clerk is difficult but possible. For the son of a professional is natural. "(Bourdieu & Passeron, 1995).

Following this theory, professional level that can be reached in this case a teaching professional woman is conditioned not only by their gender situation, but also the birthplace and educational level of their parents.

To validate the theory chapter will feature three parts:

**Birthplace and academic level**

To develop these point questions 3, 6, 7 and 19 of the questionnaire given to teachers at the University Of San Francisco Xavier De Chuquisaca were used.

First analyze the percentage of teachers who come from rural or urban area in this direction using Question 3 of the questionnaire on the place of origin, shown in the box sectors that most teachers surveyed are from the urban area, while in a smaller, but a considerable percentage



**Graphic 7**

In order to better represent the graph above sectors a contingency table where specifically noted the academic level reached by education professionals and the birthplace taking another plus to the theory of Pierre Bourdieu, since it was realized that the 7 teachers with Ph.D. 6 come from urban areas and only one rural area is teaching up what Bourdieu claimed as a miracle system with reference to their particular situation.

		Academic Level			Total	
		Certified	Mastery	Doctorate		
Place of birth	Rural area	Recount	10	7	1	10
	Urban area	Recount	23	9	6	28
Total	Recount	33	15	7	38	

**Table 1** Contingency

**Degree of influence on the academic level of parents with academic level of teachers USFX.**

Pierre Bourdieu in his book reproduction states that the habitus acquired by a person is conditioned by the social environment that surrounds it, in this sense if a child is born into a family of drug addicts and thieves the child will grow up believing that drugs and steal it is normal and even good. Same with a child born in a family whose uncles and even grandparents parents are professionals to not only common vera child professional being but be until an obligation to be assumed and enter a higher school will be as natural as breathing.

To explain this point Pierre Bourdieu makes an analogy by saying: "... the child who is used to all this media will feel like a fish in water" but that child whose parents or grandparents were enrolled in primary and stepped or school will be difficult to enter to a world that was indifferent to that day.

But there is something that Pierre Bourdieu call a miracle system with reference to their particular situation, since the French sociologist came from a poor family his father was a postman and his mother was of the country side, acceded to the education system by conviction.

There is a theory of social reproduction we have left do is determine whether or not to apply to our context, in this regard was taken first statistical analysis Pearson correlation is the box below in which you can determine that the degree of influence effectively a level 1 is of 0.811 exists a positive influence above 0.5 which is the standard to approve or reject a hypothesis.

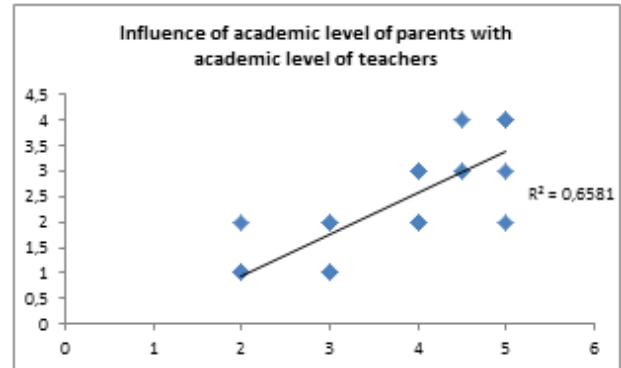
		nap	nah
Nap	Pearson Correlation	1	,811 <sup>**</sup>
	Sig. (bilateral)		,000
	N	40	40
Nah	Pearson Correlation	,811 <sup>**</sup>	1
	Sig. (bilateral)	,000	
	N	40	40
	N	40	40

Table 2 Correlations

A linear regression was also used to determine the percentage of influence of the Academic Level of parents on the academic level of teachers in this sense the result is the gift table below has an R squared of 0.65 this is the multiplied by 100 to determine the percentage of influence obtaining a total of 65%.

Model	R	R Square	R adjusted square	Standar error
1	,811 <sup>**</sup>	,658	,649	,56514

Table 3 Model Summary



Graphic 8

In summary it can be concluded that there is indeed a 53% influence on the academic level of parents on the academic level of the teachers and that statistic would be contrasted with the interviews because of the 5 interviews with teachers to influence the academia and could see that 4 of them come from families whose educational level of their parents is higher education.

An example is the interview with Dr. Fatima Late who told us that his father was a renowned lawyer postgraduate even though were not known at the time of their parents achieving occupy important posts and be recognized by society and in the case of her mother besides being a teacher she managed to consolidate his own company and is now a successful businesswoman.

Bourdieu's theory generally speaking parents and relatives taking a family circle that provide the advantages of access to education, however it is necessary to determine who is more influential when literally pull students to continue their education. Will the teacher mother or father who has more influence on teachers reach a certain academic level?

To determine the degree of influence two separate contingency tables which can be seen more visibly influence of the father and mother of teaching on academic level in this sense you have performed:

If parents do not seem to influence very precisely the degree of this since we have two teachers whose parents came to get only one full school was not an impediment for them to access the doctorate.

However in the case of mothers the picture is somewhat different because of the 9 teachers with doctorates 7 are from families whose mothers are licensed.

			NA			Total
			Certified	Mastery	Doctorate	
Level of study of the father	Primary	Recount	2	2	0	2
	Primary complete	Recount	1	1	0	1
	Secondary	Recount	0	3	0	3
	Secondary complete	Recount	0	2	2	2
	technical means	Recount	0	3	0	3
	technician	Recount	4	10	3	13
	Bachelor Degree	Recount	5	10	4	12
	Post-graduate	Recount	0	2	0	2
Total		Recount	12	33	9	38

**Table 4** NA fathers

			na*			Total
			Certified	Mastery	Doctorate	
Level of study of the Mother	Primary	Recount	3	3	0	3
	Primary complete	Recount	0	2	2	2
	Secondary	Recount	2	8	0	10
	Secondary complete	Recount	2	0	0	2
	technical means	Recount	5	13	7	14
	technician	Recount	0	3	0	3
Total			29	29	9	34

**Table 5** NA Mothers

This means that the academic level of mothers is the greatest influence upon boost to a higher academic level of their children in this case of women teachers USFX.

For example if Dr. Kathia Zamora "My parents have not exactly been people who have achieved postgraduate or doctoral anything but I think my mother is an extremely wise person so far that I think is the smartest and wisest of family "

**Current Situation Woman Within the University System (Case Universidad San Francisco Xavier De Chuquisaca)**

**Women in the higher education system**

Women over recent years has been making its way into the university system, this phenomenon began to develop from the national revolution of 1952 and the national vote, both farmers and women could now vote, '70 university reforms and changes in the internal structure of the university in '90, this phenomenon, finally, was a really rapid growth in the democratization of college tuition so we can say that on average women male ratio is 54% male and 46% women (compared to 70% and 30% respectively present in 1990). So in the last 15 years has been a process of feminization of college tuition and currently there is practically equal status between men and women, keeping the latter at a slightly lower level. (Sanchez, Murillo, & Nuñez, 2004).

But this quantitative growth has not only resulted in enrollment but are reflected in the educational establishment, not on the size and rapid growth of the student body but gradually the female teacher is making inroads within the university system and not just in careers considered feminine as human or nursing but also in male careers as engineering until a few years ago was considered impossible the presence of female teachers in this "male" territory.



### **The University San Francisco Xavier de Chuquisaca and teaching women:**

Universidad Mayor Real y Pontificia de San Francisco Xavier de Chuquisaca, was founded on March 27, 1624, by the Jesuit priest Juan Frias Herran. Its first rector was Father Luis Santillan and so far 390 years of creation all its elected rectors were male.

However, participation of women in college was:

52% of teachers surveyed said that the performance of women is good though that majority is minimal since the difference is a mere 8%, but given these contradictions, in the survey of a teacher's career language qualify as negative participation of women within the university and was justified by the fact that most women leave their activities for family reasons moving into second place at the institution she claims that "most of my colleagues leave for family reasons or academic activities are not prepared. "However, this negative view of women is plagued by a range of opinions of teachers who believe that the status of women within the university is changing for them so says Lic. Fernando Abastoflor former Coordinator of the race of Sociology in the survey of his person responded that "women within the university are earning their space despite the macho system and the responsibilities that a woman will attract them are improving day that passes."

But is it just an external blame causes to college, or by internal social construct and selection filters university system itself?

The difficulty of access to university by female teachers from her womanhood is 44% of the teachers surveyed found it difficult to enter college this is due not only to the issue of gender but by the bureaucracy and the "threads internal and says a teaching career of Pedagogy" to me turned me a little difficult to get into college and open up the field in it but that's not my womanhood but by the threads and especially political regionalism ".

However there is a different opinion from the interviewees eg Late Dr. Fatima says: "To me turned me very difficult to enter college every year since hired me and year-end me goodbye again having to resubmit all my documents, however this does not pass them three of my male colleagues who entered the same year that I them extended their contracts and me just made me go back with all my papers"

In the interview question about the existence of sexism within the university 5 teachers said yes as says Dr. Fatima Late. "If there is sexism within the university and this happens through social networks that men have built as the lodge's parties, friends all this going isolating women"

There is sexism in college but at different levels, as stated Pierre Bourdieu, does not disappear discrimination between public and private with the arrival of women into the labor market, this only meant to shift the border, constituting the inside the world of work protected sectors, for example on campus, where the role of knowledge production and management (reflected in positions of power as the rector or directions of travel) are established as a male domain and the roles of knowledge transmission and playing it are aimed at a more feminine vision.

In the interview with Dr. Kathia Zamora this by saying "I have the impression that most women who are holding leadership positions I am not referring to the address of the races I am referring to the direction of reflected DICYT , planning to legal direction ie areas where no political and executive decisions of the university are made and where is paradoxically the responsibility of women because it seems more responsible work and closer and more careful in the hands of women that striking is that the decision to address races dean vice rector and rector not have us the necessary presence of women because they are areas that release political power all areas of the university mind projections of political power are necessary are being occupied and demanded male for example right now we have presented a memorial to the university council asking for gender parity for the next election and have tried just to say you did not agree to a sector or other sectors because both are hurt, a subject that no I want to treat a college itself. The struggle of the high authorities are fighting man vying for women and the problem with this issue is that it seems that the university is the field of knowledge where we should be much more flexible is much harsher reality of participation selective women in charge of the university in the national political power by the national political power has done interesting revolutions if you checked openings under the laws and we are very backward gives the impression that the academy is harder than national political power have written an interesting article where I say it is easier to be president of the republic to be given the university rector "

In this sense, we can say that the woman faces an institution that is registered for millennia in the objectivity of social structures (fields) and the subjectivity of mental structures (Habitus).

It is objective in the social world and opinion on the built-in habitus state, becoming "natural" or "normal" to the point of becoming unavoidable, taking the social world and its arbitrary divisions as natural, obvious, necessary, beginning with the division socially built between the sexes.

Therefore the release of victims of symbolic violence cannot be achieved by decree, since the weight of habitus cannot be alleviated by a simple effort of will, the result of liberating awareness.

You know it is difficult to transform the habitus that is imposed from birth, however, is not an impossible task because the agent tries to become the top will be betrayed by your body, which recognizes prohibitions and called the inhibitors order, but there, another habit, due to different conditions, were inclined to perceive stimulating incitements, achieving the gradual transformation of this, so as Pierre Bourdieu states.

"Women cannot achieve emancipation except by a more or less active role in the effectiveness of these mechanisms. Only collective action seeking to organize a symbolic struggle able to question virtually every tacit assumptions of falonarcisista worldview can determine almost immediately breaking the pact between the built structures and objectified structures, not only among members but dominated sex also among the members of the dominant sex, which can not contribute to the liberation rather than fighting the trap of privilege. "(Bourdieu, p. 31). That is, in this transformation not only is involved women as primary agent of change, if not, also men.

At present, this transformation by women has grown, and passing year it becomes more and more significant as far as stated Alain Touraine, private invade public and women are interested in the ethical transformation, moral, how to live, being the sustaining of a new cultural model; since little by little they are getting rid of their objectivity and subjectivity are assuming as they can now say "I" defined by what they say and not what they support.

An example of this emancipation of women is the number of women who rule around the world, which in their totality are 23 female rulers. Touraine had the opportunity to speak with the president of Chile, interview he helped to affirm that "the promotion of women to important positions such as the presidency is not accidental. Precisely because it is so important to women, who Bachelet allowed Chile to leave their helplessness, their silence, their bad conscience, ever said that there is inequality, violence is not defined as a victim is defined as someone who has projects and I want to show is that women bear the transformation of culture "(Touraine," Sexuality has become superior to woman, 2008)

In this sense the awakening of women in his inner universe (habitus) will be like a beacon of light in the outside society (field) where the man would not stay more than follow this new model of cultural change that women are encouraging; there is no excuse, that a mother is unable to work or produce knowledge as well as men, it's more that's what they conquered, do both, remove the boundary between public and private, in where one of the main characteristics of women is their willingness to do everything.

So as stated just above the change of habitus is difficult but not impossible and a clear example of this are the women who took part in the Arab uprisings called "Arab Spring" where after decades of living in dictatorships secured his release however as ensures Fatemah Khafagy expert Egyptian analyst on issues relating to women's rights "we rely on the process of the riots, it is believe that without our help this movement would not have achieved what I get but I think the Muslim Brotherhood women are scared because somehow afraid to vote more than men and that we will take power. And thus, they are eliminated quotas and laws are changing, using religion to tell women that our place is at home, not in the public sphere. But it is not working, many obstacles put, I do not think they can nullify women politically. The revolution has launched a very strong movement, and women are very active in the opposition and unaccountable ".

Under the rule of Hosni Mubarak, the regime silenced dissidents and Islamist groups. With democracy, these women activists feel that the political majority wants them mute them with the excuse of religion, should be confined to the private sphere, not exhibited from the public. But for them, the struggle for freedom started five years ago with the beginning of the "Arab Spring" and is far from finished so I say "Let's slow because we go far". The change is evolutionary, not revolutionary as it is not changing the external structure but a change is sought in the habitus, seeks a change internally to be a qualitative and meaningful change and not superfluous and passenger. Therefore "we slow because we go far".

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