

# *Family Culture Capital and Education Reproduction—Discussion on the Differences of Academic Achievements of Junior Middle School Students in Northwest China*

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**Abstract:** Family culture capital is a symbolic symbol of the family class background and an important factor affecting students' academic achievement. In order to explore the influence of family culture capital on students' academic achievements, this study adopts the empirical research paradigm and selects 742 junior high school students from four middle schools in X province of Northwest China as the research object, adopts stratified random sampling to select samples, and adopts "family culture". The questionnaires on the academic performance of capital and junior high school students collected data, and finally constructed a multi-factor multi-level regression model to analyze the factors affecting students' academic performance differences and the influence of various factors. It was found that family cultural capital had a significant impact on students' academic performance effect.

## 1. Research Problem

Today's social class differentiation and class boundaries are becoming more and more obvious, and the academic community is paying more and more attention to the role of education in promoting social equity. The family background is an important factor in determining academic success. The importance of family and class in the performance of children's schooling is self-evident. The middle class's appeal to education is more to avoid the downward movement of social status, and the labor class is more likely to face the difficulties of academic failure due to the lack of cultural capital. Whether there are differences in the academic performance of students from different social classes has become an important issue in the elimination of educational inequality. Among them, the difference in family cultural capital may affect the performance of students' school education. Bourdieu believes that the different social roles, cultural backgrounds, knowledge and skills of family members lead to different accumulation of family cultural capital, and directly affect the school's adaptability to children, and ultimately affect the students' academic performance. Judging the family culture capital has a significant impact on academic performance, it has become the inevitable appeal of achieving education fairness.

## 2. Literature Review

Through the analysis of the baseline data of the China Education Tracking Survey (CEPS), Wu Yuxiao (2017) found that the family with superior social economic status, the cultural capital will show a more optimized effect, and its impact on students' academic achievement has Significant positive effects, cultural heterogeneity brought about by class differences are also reflected in the students' institutions of study. Qiu Liping (2011) analyzed the data of Shanghai's social structure survey and found that family culture capital has a certain impact on the years of education of students. Fang Changchun et al. (2008) believe that the transfer of family cultural capital between generations has a sustained and stable effect. Bourdieu's (1977) cultural capital theory has been confirmed by relevant research in explaining the effects of educational inequality. Therefore, through the development of this research, it is possible to test not only how family cultural capital acts on individual educational achievements, but also how each cultural capital has interrelationships.

## 3. Research Tools, Data Sources, and Variable Descriptions

### 3.1 Research Instruments

This study draws on the topic of China Education Tracking Survey (CEPS2016) as the basic content and survey indicators. Based on the actual situation of the research site, the questionnaire “Questionnaire on Family Cultural Capital and Junior High School Students' Academic Achievements” was formed.

### 3.2 Data Sources

The survey conducted in the S-School Junior High School conducted a stratified random sampling method, and the samples taken were highly representative. In theory, the research conducted in the S-School Junior High School in this study is generally for all junior high school students in the S city administration. In the course of the actual operation, taking into account the comprehensive factors such as the progression of the school, the limited investigation and the cost of the investigation, which will occur in the graduation grade (third grade), the survey is generally limited to the first-year and second-year students of the junior high school. . In the preliminary preparation stage, the author visited the list of schools provided by the S city education department to understand the number of students in each grade of each school, and to calculate the sample size by statistical data. The actual sample size was 742.

### 3.3 Variable Descriptions

Refer to the China Education Panel Study (CEPS) for the calculation of the main courses for the seventh and eighth grade students. The test score is the total score of the three-term mid-term test scores for each student's language, mathematics and English.

As the core concept of this study, family culture capital is divided into three dimensions: institutionalized family culture capital, objectized family culture capital and physicalized family culture capital.

## 4. Empirical Analysis

In order to further investigate the quantitative relationship between the respective variables and

the dependent variables, this study will use a multi-factor stepwise regression model for analysis. The partition group adds new measurement indicators to the model, and observes the change of the coefficient R2. If R2 rises and the independent variable significantly related to academic performance, the newly added block has a significant impact on academic performance; then the set of independent variables is removed from the model, and the value of R2change can be used to explain the explanatory power of the independent variable.

#### 4.1 The Influence of Family Institutionalized Cultural Capital on Students' Academic Achievements

According to Bourdieu's division of cultural capital, the measured indicators of institutionalized family cultural capital include the education level of parents, parental occupation, parental political appearance and family economic status.

Table 1 Multiple linear stepwise regression model

Influence variable	Model1		Model2		Model3		Model4	
	B	S.E.	B	S.E.	B	S.E.	B	S.E.
(constant)	.003	.036	.003	.035	.003	.035	.003	.035
Parental education level	.306***	.036	.306***	.035	.306***	.035	.306***	.035
Annual household income			.185***	.035	.185***	.035	.185***	.035
Political outlook of parents.					.129***	.035	.129***	.035
Parental occupation							.112**	.035
F test value	72.848		51.555		39.545		32.644	
After adjustment R <sup>2</sup>	.092		.125		.140		.151	
R <sup>2</sup> change	.093		.034		.017		.012	
F change	72.848		27.536		13.677		10.370	
D.F	1		2		3		4	
N	742		742		742		742	

Note: \*\* means P<0.01, \*\*\* means P<0.001

Dependent variable: standardized total score

From the results of the above table, parents' education level, parental occupation, parental political appearance and family annual income have significant influence on students' academic performance, but the influence of each factor is different. Among them, model 1 is put into parents. The educational level variable was found to have a significant impact on student academic performance (P < 0.001) and an explanatory power of 9.2% for academic achievement.

Model 2 added the family annual income variable based on the model 1 (P<0.001), and found that the explanatory power of the model was improved accordingly (R2change=0.034). After introducing the annual household income variable, the explanatory power of the model was increased to 12.5%. This means that the annual income of the family has a very significant positive impact on the student's academic performance, and the influence of parental education on the student's academic performance is not affected.

Model 3, on the basis of Control Model 1 and Model 2, examines the influence of parental political appearance (whether a party member) on academic performance, and finds that the political appearance of parents has a positive and significant impact on students' academic performance (P<0.001). Parental political features were introduced, the remaining variables were unaffected, and the model explanatory power was increased to 14%.

It can be seen from Model 4 that the parental occupations in the various dimensions of family

institutionalized cultural capital show a significant correlation in the correlation of academic performance ( $P < 0.01$ ), the Beta value is 0.112, and the explanatory power of the whole model is 15.1%. The whole model is in Academic performance has a certain explanatory power.

#### 4.2 The Influence of Family Objectized Cultural Capital on the Academic Performance of Junior High School Students

Bourdieu believes that compared with social capital and economic capital, cultural capital is more likely to penetrate different classes to achieve cognitive upgrading and class transition.

Table 2 Multiple linear stepwise regression model

Influence variable	Model1		Model2		Model3	
	B	S.E.	B	S.E.	B	S.E.
Constant	-1.158	.139	-1.377	.175	-1.298	.179
Collection of books	.166***	.019	.152***	.021	.155***	.021
Cultural facility variables			.119*	.057	.137*	.058
Academic Counseling					-.024*	.012
F test value	73.766		39.196		27.604	
Adjusted after R <sup>2</sup>	.093		.098		.102	
R <sup>2</sup> change	.095		.005		.005	
F change	73.766		4.282		4.079	
D.F	1		2		3	
N	742		742		742	

Note: \* indicates  $P < 0.05$ , \*\* indicates  $P < 0.01$ , \*\*\* indicates  $P < 0.001$

Dependent variable: standardized total score

In Model 1, family collection variables had a significant effect on student academic performance ( $P < 0.001$ ,  $r = 0.166$ ). The explanatory power of the model is 9.3%. The amount of family collection can objectively reflect the reading and reading habits of family members, and can positively infer whether the family has a good family culture atmosphere. In terms of the overall survey, the family collection variables are in response to the students. There is a certain explanatory power in the difference in academic performance.

Model 2 introduces cultural facility variables based on the control of family collection variables. It is found that family cultural facility variables have a certain correlation with academic achievement ( $P < 0.05$ ), model explanatory power is 9.8%, and family cultural resources are studied as students. The accompanying items are conducive to the improvement of academic performance, but the influence of material and cultural environment is not the most significant, and its impact on academic performance is minimal.

Model 3, after removing many variables with no significant levels, concluded that in the family objectiveized cultural capital, the amount of family collections showed a significant correlation in academic performance, with a Beta value of 0.155. The participation in academic counseling was negatively correlated with the academic performance of students. The regression coefficient of the regression coefficient was -0.024. The correlation between the dimensions of participating in the tutoring class and the academic performance of the students did not reach a significant level.

In general, the adjusted R<sup>2</sup> of the objective family culture capital contribution to the student's academic achievement is 10.2%. The R<sup>2</sup> change for Model 2 and Model 3 is small, indicating that cultural facility variables and academic coaching variables have less impact on academic performance.

### 4.3 The Effect of Family Physical Culture Capital on the Academic Performance of Junior High School Students

According to Bourdieu's regulations on cultural capital, the body's cultural capital mainly includes three parts: parental participation, family atmosphere, and family culture and education activities.

Table 3 Multiple linear stepwise regression model

Influence variable	Model1		Model2	
	B	S.E.	B	S.E.
(constant)	.016	.034	-1.419	.225
Parents expect	.461***	.034	.518***	.040
Family involvement				
Family Academic Management			-.022***	.006
Family atmosphere			.229***	.044
Family communication			.030***	.006
Family cultural and educational activities			-.017	.012
F test value	182.419		60.952	
After adjustment R <sup>2</sup>	.212		.308	
R <sup>2</sup> change	.213		.100	
F change	182.419		24.276	
D.F	1		5	
N	742		742	

Note: \* indicates  $P < 0.05$ , \*\* indicates  $P < 0.01$ , \*\*\* indicates  $P < 0.001$

Dependent variable: standardized total score

In this regression analysis, according to Model 1, the following conclusions are drawn: In the family's physical cultural capital, parents expect extremely significant correlations in academic performance, with a Beta value of 0.461, and parents expect an explanation of student achievement to reach 21.2%. Explain that parents expect an extremely significant impact on student achievement. It can be seen that the expectation of parental education affects the enthusiasm of children's learning, and it also affects students' academic achievements invisibly.

Family participation was added to Model 2, and the model explained 30.8% of student achievement and R2 change increased by 10%. It shows that family participation also has a significant impact on academic performance, but the impact is not as strong as the influence of parents' expectations on student achievement. Family academic management showed a negative correlation. The regression coefficient Beta value was -0.022, which confirmed the conclusion reached by Li Zhifeng (2013). The influence of family academic management on students' academic performance can not be ignored. Parents' academic management of their children The stricter the education environment created, the more stressful it is, and it is not suitable for children's learning.

### 5. Conclusion

Through the analysis of this study, the main conclusions are as follows: First, parental education, occupation, annual family income, and parental political appearance have a significant impact on academic performance. One of the conclusions of the Coleman report is that "the most important

factor affecting students' academic success is the student's intelligence and family background.” This argument was partially confirmed in this study.

Second, the object family variables in the objectified family culture capital have a significant impact on academic performance. The auxiliary learning tools have no effect on academic performance. In addition, the academic tutoring variables have a negative impact on academic performance. This shows that in today's academic stress burden, whether parents support children to participate in academic counseling can positively improve academic performance remains to be discussed, and the role of students' individual subjective initiative in academic achievement cannot be ignored.

Third, the parental expectation variable in the body-based family culture capital can positively predict the student's academic performance, and its influence is greater than the index variable of all parental participation.

According to the results of the research, in terms of the equality of the compulsory education process, the researchers believe that the principle of establishing equality in the compulsory education process has its practical necessity. The uneven distribution of urban and rural educational resources in the survey area and the lack of guarantees for education funds lead to the quality of teaching. Low-level issues should attract the government's attention. First, efforts should be made to eliminate the imbalance of urban and rural educational resources, improve the current situation of lack of advanced teaching equipment in remote areas, strengthen the construction and investment of teachers, and pay attention to rationality in the allocation of school funds. We will provide more material subsidies to students from poor families. In terms of educating public resources, we will strive for balanced development of education and vigorously develop education support in remote areas in the northwest in order to narrow the educational gap between the east and the west.

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