



The Influence of Family Cultural Capital on Middle School Students' Academic Performance

Ci Song

Wuhan Wanwu Youchang Culture Technology Co., Ltd, Wuhan, 430000, China

wwyc2020@foxmail.com

Abstract. This article presents the current situation of middle school students' academic development through Bourdieu's cultural capital theory and uses a questionnaire survey to analyze the impact of different family cultural capital factors on middle school students' academic performance. Research has found that family cultural capital is generally beneficial for the improvement of middle school students' academic performance, and the impact of different family cultural capitals on middle school students' academic performance varies. Based on research findings, suggestions are proposed from the perspectives of family, school, and government to promote the accumulation of cultural capital, promote educational equity, and promote the comprehensive development of students.

Keywords: family cultural capital; Cultural Capital Theory; middle school student

1 Introduction

Promoting educational equity is an important measure to promote the development of human society, but students from disadvantaged families have difficulty accessing good education, and intergenerational poverty mobility will have a huge impact on society, causing a series of social problems. Combining Bourdieu's capital theory, family capital is divided into family economic capital, family cultural capital, and family social capital. This article focuses on family cultural capital.

At present, the Chinese government mainly achieves the dual goals of balancing educational equity and promoting student development by increasing investment in education in underdeveloped areas and improving weak schools in compulsory education. Families, on the other hand, attempt to enhance their children's academic achievements and future employment and social status by sending them to high-quality schools and other means. Whether it is the government or families, their focus is on the unique charm of school education in improving students' achievements, and they have failed to recognize the important influence of family factors in it[1]. In fact, with the changes in Chinese family structure, the role of family socioeconomic status and pa-

rental education participation in the comprehensive development of children is becoming increasingly important[2].

Family is one of the most important socialization places for middle school students, and their academic achievements are not only the result of their own efforts, but also closely related to their family background. There have been many beneficial discussions in the academic community regarding the impact of cultural capital on education. The related topics involve the influence of cultural capital on educational equity and student academic achievement [3-5], its impact on cognitive and non cognitive abilities [6], and its impact on social status acquisition [7]. Among them, the academic community unanimously believes that "the influence of family background on educational achievement and other factors should be mediated through cultural capital" [8] [9], which makes cultural capital have strong explanatory and persuasive power in explaining educational inequality and other aspects.

Numerous studies have shown that family cultural capital is beneficial for improving students' academic achievement and has a promoting effect on individual education and opportunities for further education at various stages [10-12]. There are two main ways in which cultural capital affects students' academic achievement: one is the cultural reproduction model, represented by Bourdieu. The basic logic is that in areas with clear class boundaries, the intergenerational transmission of cultural capital in advantageous classes can enable children of the elite class to achieve higher academic success. The reason for this is that these students are influenced by elite culture and are more likely to perform well in teacher-student communication and daily activities, and receive higher teacher evaluations and academic achievements [13]. Another type is the cultural mobility model represented by DiMaggio [14-16]. It reflects that in a highly mobile society, disadvantaged groups actively gain cultural advantages and move upwards, that is, open and expanded social networks and places can enable students from lower backgrounds to acquire cultural capital in the process of receiving education and move upwards to the upper class. This is because students from lower classes have relatively poor socio-economic capital, which makes them pay more attention to the acquisition and accumulation of cultural capital, and thus narrow the gap with students from advantageous classes[17].

2 Survey Data

The author selected a representative middle school and conducted a questionnaire survey on the students. The school is located in the center of the city and has relatively abundant teaching resources. The number of students in this school is considerable, and the types of students are diverse, including local students and migrant students. The author randomly selected 300 valid students from the school for a questionnaire survey, which included three aspects: first, the basic situation of the students; Secondly, the cultural capital of students' families; The third aspect is the academic development of students. The cultural capital of students' families is mainly evaluated based on three forms of family cultural capital, while their academic performance is measured by three

types of indicators: academic performance (good, average, poor), learning attitude (proactive, average, passive), and learning ability (strong, average, weak).

In terms of academic performance, there are 96 students with good grades, accounting for 32%, 129 students with average grades, accounting for 43%, and 75 students with poor grades, accounting for 25%. In terms of learning attitude, 22% of students (66 people) believe that they are very proactive in learning, 40% of students (120 people) believe that their learning initiative is average, and 38% of students (114 people) feel that they are passive in learning to cope with their parents and teachers. In terms of learning ability, 31% of students (93 people) believe that they have strong learning ability, which is basically consistent with students with good grades. 144 students (48%) think that their learning ability is average, while 21% of students (63 people) have weak learning ability and need multiple repeated explanations from teachers to understand the learning content.

According to the survey results, there is a positive correlation between learning ability, learning attitude, and satisfaction with academic performance, with a slightly higher positive correlation between learning ability and satisfaction with academic performance than between learning attitude and satisfaction with academic performance.

Table 1. Survey on Family Cultural Capital and Student Academic Performance

Family culture Capital type		academic record			Learning attitude			learning ability		
		Good	ordinary	Bad	active	ordinary	passive	Good	ordinary	Bad
Parenting style	Autocratic	27	38	20	20	36	35	30	45	12
	Democratic	55	75	15	40	64	19	55	72	18
	Doting	14	16	40	6	20	60	8	27	33
cultural products	Paper version	55	65	30	36	66	54	46	80	30
	Electronic version	41	64	45	30	54	60	47	64	33
Extra-curricular training	Subject tutoring	66	66	26	32	57	45	33	60	37
	Specialized tutoring	28	63	46	34	63	59	60	79	23
	None	2	0	3	0	0	10	0	5	3
Parents' highest education level	High school or below	15	24	46	14	39	56	18	55	37
	Undergraduate and Junior College	33	65	15	25	37	33	30	44	14
	Master degree or above	48	40	14	27	44	25	45	45	12

3 Data Analysis

According to American psychologist Baumlind, parenting styles can be divided into three types: authoritative, tolerant, and authoritarian. Here, we categorize parenting styles into authoritarian, democratic, and indulgent. From Table 1, it can be seen that the parenting style of parents is mainly democratic, followed by authoritarian, while the doting type is the least, and the positive feedback of democratic type on students' academic performance, learning attitude, and learning ability is significantly higher than that of doting type.

Family cultural products are divided into two aspects in this article: paper versions (dictionaries, newspapers, etc.) and electronic versions (MP4, computers, etc.). From Table 1, it can be seen that students have similar preferences for using paper and electronic learning products. In terms of academic performance, the paper version is more helpful than the electronic version, while the learning attitude and ability are comparable.

Participating in extracurricular training is one of the objective cultural capital factors for families. From Table 1, it can be seen that both students with good and weak academic development actively participate in subject tutoring, followed by specialized tutoring. Subject tutoring has a significantly greater impact on students' academic performance than specialty tutoring, but specialty tutoring has a significantly greater impact on learning ability than subject tutoring. The two are comparable in terms of learning attitude.

The educational background of parents also has a significant impact on their children's academic performance. According to Table 1, the higher the educational level of parents, the better their children's academic performance, learning attitude, and learning ability.

4 Conclusion

After theoretically clarifying the impact of cultural capital on students' academic performance, using a survey questionnaire, the following conclusions were drawn: firstly, family cultural capital is generally beneficial for improving students' academic achievement, and the direct effect of parenting style and parents' education is greater, while the impact of family cultural products is relatively small; Secondly, students' academic performance and learning ability are more easily influenced by external family cultural capital, while their learning attitude is limited and may be more related to themselves or other factors. Based on this, this article proposes the following suggestions.

Firstly, in the reality of social class structure differentiation, it is necessary to attach importance to the accumulation of family cultural capital. Regardless of the class, families should pay attention to the way they raise their children, provide a more democratic educational environment, and provide students with a good learning atmosphere. It should be noted that, in the current situation where the selection and elimination criteria for unified exam oriented education in junior high schools have not

changed significantly, families and schools should also focus on improving students' academic performance and play an effective role in parental supervision and guidance. At the same time, there should be a certain assistance mechanism for students who have difficulties in learning, in order to narrow the gap in their academic achievements and improve the quality of their development.

Secondly, parents should actively change their educational concepts, enhance their understanding, communication, and interaction with their children, and integrate cultural education, activity education, and practical education into the family. At the same time, it is also necessary to change the school led home school cooperation situation, allowing parents from all walks of life to actively participate in school education activities, integrating collaborative education into schools, achieving organic integration and mutual complementarity between family education and school education, and creating a more open, inclusive, and balanced home school cooperation pattern.

Finally, the government should continuously improve the mechanism for balanced development of compulsory education. While continuing to promote balanced development of compulsory education in urban and rural areas, especially at the county level, efforts should be made to strengthen school education reform, promote the simultaneous development of "five educations" in schools, pay attention to students, especially low-income students, obtaining capital accumulation from schools, and give full play to the positive role of schools as "equal tools" to help students develop comprehensively and maintain educational equity.

Of course, this article also has certain limitations. Firstly, the selected sample data may not be comprehensive enough, and the sample size may not be large enough, so the conclusion may have certain limitations. Secondly, although family cultural capital and student academic achievement are represented from multiple dimensions, there are inevitably factors that have not been considered, such as sports, aesthetic education, etc. The above issues are also areas that need further in-depth exploration in subsequent research.

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