

*A Study at the Constitution of Students' Family Backgrounds of an Elite University  
in the Perspective of Cultural Capital*

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**Abstract**

According to P. Bourdieu, educational outcomes are not mainly determined by mental abilities but habitus that develops within the social space in which parents convert their economic capital into cultural capital. Therefore, middle/upper class students situate a privileged position and working class students are in an unprivileged status and such a difference, in turn, constitutes educational inequity. This relation suggests that the enrollment percentage of middle/upper class students at top universities should be much higher than that of their working class counterpart. In order to examine this possible linkage, a questionnaire, which focused on the interplay between family socioeconomic status, cultural capital and educational achievement, was distributed to 114 students of an elite university, who were randomly sampled. The findings confirmed the theory of cultural capital.

Keywords: cultural reproduction; key college students; family social background

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## Introduction

The realization of fairness and justice in society is one of the measures of social civilization progress. Pursuing social fairness and justice is also a relentless wish of people. Education can convey systemic cultural knowledge, basic life skills and shape a healthy personality. One of the main aspects of justice. Education is also considered to be closely related to social stratification and social mobility, mainly because: through the high degree of linkage between the education system and the professional system and the comparability of the education diploma, higher education can enhance the social status and income of the educated, thereby Divided into different levels, so educational institutions are regarded as "screening machines", which is an important mechanism to achieve social stratification<sup>[1]</sup>. Many studies have shown that education can effectively promote social mobility and achieve intergenerational transfer of capital (such as occupation and class).<sup>[2][3]</sup> Generally speaking, the influence of education on social stratification is mainly reflected in the following: first, the influence of family social background and other pre-existing factors on children's educational achievements, and the other is the achievement of children's educational achievements. The impact of social status in the future.<sup>[4][5]</sup>

In recent years, with the expansion of higher education, more and more children from rural poor families have obtained higher education qualifications. The enrollment expansion policy for higher education is seen as an important measure to achieve social equity and provide upward mobility opportunities and channels for the underlying groups of society. Although many researchers such as Tang Weimin<sup>[6]</sup>, Wang Yashuang<sup>[7]</sup>, and Huang Silin<sup>[8]</sup> believe that the educational opportunities for children in the upper middle class are in an advantageous position. However, what is more interesting is whether the expansion of higher education is narrowing or expanding the difference in access opportunities due to family background. If such differences are widened, it will inevitably inhibit the speed and extent of the bottom-level group's movement to the upper echelons of society, so that the superiority of the upper-middle class will be reproduced, intergenerational transmission will be realized and the class will be solidified. As a result, the re-production of the elite of the society will replace the flow of elites, resulting in The intensification of class differentiation has threatened the peace and stability of society.

Both the Plowden Report and the Coleman Report in the United Kingdom believe that the influence of family on students' academic performance far exceeds the school factor. The family background is better than the school to better explain the differences in students' academic performance and make people aware of the family. The socio-economic background affects students' academic performance, not the quality of the school. Since then, there have been a lot of research results in the Western countries on family background and children's school performance and academic achievement. P.Bourdieu believes that only the economic action, investment and other economic perspectives of educational actions, without incorporating social

practices such as family tradition, class differences, social structure, etc., will inevitably miss the most hidden and most socially decisive investment in education is family culture capital<sup>[9]</sup>. Mc Pherson and Schapiro used American college freshmen admission data to investigate student enrollment changes and found that family backgrounds have a significant impact on children's enrollment. Children from low-income groups are concentrated in community colleges, while children from middle- and high-income groups are concentrated in universities<sup>[10]</sup>. James compared Australia's 1991-1997 Higher Education Student Survey data with the 1991 census data and found that although higher education enrollment opportunities have increased, the proportion of disadvantaged groups such as rural students has declined, and these vulnerable groups have mainly entered new low-end categories. Secondary university<sup>[11]</sup>. Siebert (1993) used the example of Anglo-American to study the influence of father's occupation on the education level of children: the better the father's occupation, the higher the education level of the children<sup>[12]</sup>. Most of these research results prove that the role of education in promoting the realization of social equality is limited, and the family social background has an important impact on the acquisition of children's academic achievements<sup>[13][14]</sup>.

Li Chunling (2003) believes that the unfairness of higher education opportunities in China is expanding day by day, and the benefits to the upper middle class are far greater than the lower income<sup>[15]</sup>. Ding Xiaohao (2000) believes that the accessibility of higher education institutions in China's family society is not deteriorating<sup>[16]</sup>, and even the gap between higher education and urban areas is narrowing<sup>[17]</sup>. The opposite of the data and results of the two studies may be based on differences in time and sampling methods. Family background is also often regarded as ClassOrigin in the study of inequality. Exploring the relationship between family background and children's educational achievement has become an important issue in the study of educational inequality. In recent years, the research on family background in the field of domestic education inequality has gradually emerged. Experts and scholars have gradually shifted their attention from institutional changes and individual factors to family background<sup>[18]</sup>, which has led to the development of domestic empirical research, such as Zhou Xueguang<sup>[19][20][21]</sup>, Sun Zhongxin<sup>[22]</sup>, Wen Dongmao<sup>[23]</sup>, Jiang Guohe<sup>[24]</sup>, Guo Congbin<sup>[25]</sup>, Liu Zhimin<sup>[26]</sup>, Guo Jun<sup>[27]</sup>, Yue Changjun<sup>[28]</sup>, etc., in the education stage, taking the father's occupational status and education level as an important indicator to measure the family background, analyzing the family social background and the achievement of the children's academic achievement, and discovering the higher education enrollment opportunities and entrances of the upper middle class children in the society. The proportion of key schools is higher than that of low social classes. Li Wen used the data of college students' economic survey in 2004 to find that the proportion of students from higher income groups in key schools has a clear advantage<sup>[29]</sup>; Li Chunling pointed out that the factors leading to unequal educational opportunities are mainly family background and institutional factors, after 1978. The degree of inequality in the distribution of educational opportunities has gradually increased, and the influence of family background and institutional factors

on education has been increasing<sup>[30]</sup>; there are cultural reproduction, resource transformation and policy intervention in the influence of family background on family education. In three modes, after the social differentiation intensified in 1992, the background effect of family society was revealed, and the educational inequality mechanism became a dual mode of resource inequality and cultural reproduction<sup>[31]</sup>. Most of these findings indicate that family backgrounds have a significant impact on children's academic achievement.

The research on the background of family society, education fairness and student achievement in China is mainly based on Li Zhonglu's investigation on the growth of capital students<sup>[32]</sup>, Xiao Rikui<sup>[33]</sup> and Wang Yuqin<sup>[34]</sup> Investigations, Shen Yan<sup>[35]</sup>, Yue Changjun<sup>[36]</sup>, Du Guiying<sup>[37]</sup> and other surveys of college students across the country, Li Wei's analysis of the 2003 national comprehensive social survey data<sup>[38]</sup>, Tan Min vs. Fujian Six Questionnaire survey of freshmen in colleges and universities<sup>[39]</sup>, Liu Jingming's data analysis of China University Students' Learning and Development Tracking Study (CCSS)<sup>[40]</sup>, Yang Qian's data analysis of 2007 freshmen in higher education research database<sup>[41]</sup> and Hou Longlong used the survey data of 2002 graduates' employment intentions and employment behaviors<sup>[42]</sup> and other large-scale survey data. Although big data can reasonably explain the development of the current situation, it is difficult to explain the specific special circumstances. Therefore, this study selects a key university in Henan Province to conduct a sample survey of the family background, trying to explain the "double-class" What kind of family background children have entered the 'double-class university' question.

## Second, research methods and research hypotheses

The investigation of the influencing factors of higher education enrollment opportunities can be divided into income status, education status and occupational status<sup>[43]</sup>. In the study of localization in combination with China's actual situation, the social structure formed by the social system incorporates the administrative region, the urban-rural dual structure and the nationality into the influencing factors. For example, Li Chunling studies the household registration system and the unit system, and takes the parental occupation status as the indicator social capital and cultural level as the cultural capital and family income as the economic capital and family component as the political capital<sup>[44]</sup>. In the study, Liu Jingming examined the influence of gender, political appearance, family affiliation, education level and professional class on the entrance opportunities of higher education<sup>[45]</sup>. When Wen Dongmao studied the opportunities affecting higher education, he mainly chose family background, father's education level, gender, ethnicity and family address<sup>[46]</sup>. Jiang Tianhui believes that when focusing on the intermediary mechanism of the family field, the family and parents play the main agencies and agents of the children's internal thinking system and habits respectively, the father's values, educational achievement expectations, parenting styles and learning environment

placement and learning process participation. Both will affect the acquisition of children's academic achievements<sup>[47]</sup>.

This study adopts father education values, educational achievement expectations, parenting styles, placement of children's learning environment and measurement indicators for children's learning process. In the traditional concept, the father as the family pillar, its social status is an important indicator to measure the total amount of family cultural capital, which is greater than the mother's influence. In addition, combined with the domestic mainstream research paradigm, the father's education level and occupational status are taken as important reference materials.

(1) The value of father's education, different job attributes will affect the educational values held by the social class, so parents of different classes have different views on the importance of education. In general, the upper middle class of society shows a long-term perspective on educational values, while the working class focuses on short-term categories. This part begins with the father's different values of education to draw the attention of different family fathers to children's learning.

(2) Expectations of educational achievement, fathers of different social classes have different educational values, and differences in educational values further influence the expectations of fathers for their educational achievements. Generally speaking, the parents of the working class do not have a complete and clear grasp of the future, so they do not have too high expectations for their children's educational achievement expectations, and the upper middle class can clearly realize that the educational achievements have a vision for the future, and this vision is Real-world benefits are not immediately available and thus hold high expectations for educational achievement.

(3) Fathers' parenting styles. Different levels of fathers have different educational values and educational achievement expectations for their children. Therefore, there are differences in the strategies of action adopted in the education of children. The upper-middle-class parents adopt a democratic management model for their children. To create two-way communication and a more equal dialogue, so children have the dominant power to raise and discuss problems, and it is more likely to produce an elaborated code; while the labor class adopts an authoritative management mode, which is more prone to unidirectionality. Parent-child contact and conversation are more likely to produce a restricted code. Therefore, B. Bernstein's code theory suggests that different families' parenting styles affect their children's language. Use and understand skills.

(4) Learning environment resettlement, the father of the working class is not fully aware of how to assist the children to plan long-term learning because of the lack of awareness of the importance of education. On the contrary, the upper middle class recognizes the importance of learning, this kind of cognition Make it easier for them

to create a positive learning atmosphere for their children. (Cohen, 1971: 98) "The middle class people use the middle class's way of life to trap their children's socialization. They are more inclined to carefully design children's physical environment, social situation and practice management. The toys surrounded by children are them. Fathers screened out by their educational values." The upper-middle parents in the society have built a positive environment for their children's learning. For example, the number of books in the family is rich, and children can help to control the abstract words and meanings with the help of books.

(5) Participation in the learning process, families of different classes have different opinions on educational values and parenting styles, and the family social background has a high impact on children's learning achievements. However, some experts and scholars believe that the existence of social mobility does not have an absolute relationship between the two. The important point when people who hold this view discuss the reasons is how children learn and inherit the values of the upper middle class, mainly focusing on the father. In the next generation of growth, attention is paid to children to transfer human capital.

On the basis of summarizing the above research, this paper takes the parental occupation and education level as the investigation object, and establishes five dimensions of values, educational achievement expectation, parenting style, learning environment placement and learning process, trying to explore the parental occupation and education level. Relationship with the above five. The sample data of this paper is from a questionnaire survey of students' family education resources in a key university in Henan. The survey is conducted by full-time students. Random sampling is used to select 144 students from different majors in the first to fourth year.

Research hypothesis:

(1) The father's occupation and education level will affect the values of the children.

(2) The father's occupation and education level will affect the children's educational achievement expectations.

(3) The father's occupation and education level will affect the parenting style of the child.

(4) The father's occupation and education level will affect the placement of children's learning environment

(5) The father's occupation and education level will affect the participation of the children in the learning process.

## **Conclusion**

Because the cultural capital operation index is highly correlated, the exploratory factor analysis method is used to obtain the factor analysis result (see Table 1). The

Bartley sphere test results are significant (sig=0.000), and the KMO value is 0.848, which exceeds 0.8, indicating Factor analysis works well.

Measurement index				
	Factor 1	Factor 2	Factor 3	Factor 4 or 5
29. My father is particularly concerned about my growth in learning.	.757			
23. My father is particularly concerned about the impact of the environment on my study.			.755	
15. My father will often talks to me about life and learning	.742			
31. My father will often discusses with me on some issues.	.739			
30. My father has been actively involved in my learning process.	.728			
21. My father will works hard to create a positive learning environment for me.			.709	
4. My father will uses all the resources around him to meet my educational needs.	n.704			
14. My father often asks my opinions and suggestions during my daily life.				.665
17. My father will often discusses with me about future development.				.659
3. My Father believes that education can be used to obtain better opportunities.				.653
16. My father often accompanied me during my free time.				.651
12. My father has high expectations for my future educational achievements.		-.419		
7. My father is particularly supportive of my studies.				.649
2. My father has a long-term and clear plan for my future education.				.625
26. My father often urges me to study.				.624
32. My father don't care at all about my studies.				.621
11. My father is particularly focused on my academic performance.		-.483		
5. My father pays attention to my academic achievements.		-.463		
27. My father will helps me to improve my grades with my teacher.	.599			
22. My father will often takes me to party.			.589	
20. My father will often subscribes books or newspapers for me.			.436	
25. My father always helps me solve problems in my homework.	.551			
6. My father believes that education has little effect on personal future development.	.467			
24. When I was a child, my father often bought toys to develop my intelligence.		.588		
28. My father does not pay attention to my feelings in life.			.601	
8. During my study, my father supported me to participate in shadow education.			-.565	

18When I am at fault, my father often encourages me.	.449
34. I feel that the educational achievements and the efforts of working hard are more important than the influence of family's background.	-.040

Table 1. Factor Analysis Component Matrix (N=144)

The data results are roughly as shown in Table 1. After eliminating the invalid data, according to whether the factor value is greater than 0.4 as the demarcation point, the data is roughly divided into five dimensions, and the factor 1 problem 29.15.31.30.4.27.25.6 is more than 0.4, mainly It is related to the interaction between father and child, participating in the study of children, paying attention to the growth of children in learning, meeting the educational needs of children, contacting teachers to help children learn, and tutoring my homework. It can be regarded as the dimension of father's participation in the children's learning process. The factor 2 question is 12.11.5.24. The impact factor is above 0.4. It is mainly related to the father's educational achievements. It has high expectations for children's future educational achievements, pays attention to their children's academic performance, attaches importance to their children's academic achievement, and often purchases toys with increased skills. It can be regarded as the dimension of educational achievement expectation. The factor 3 is 28.8.18.34, the impact factor is above 0.4, mainly with the father in his life to impose his own will on the child, the father takes the initiative to report the child to the counseling class, the father is often encouraged Persuasion rather than corporal punishment of children, the achievement of educational achievements is greater than the predisposition It can be regarded as the dimension of parenting style. The factor 4 is 23.21.22.20 The impact factor is above 0.4. It mainly affects the influence of the father on the children's learning in the surrounding environment, strives to create a positive learning environment for the children, often takes the children to the party, and often gives the children Subscribing to books or newspapers can be regarded as the environmental placement dimension of education. Factor 5 is 14.17.3.16.7.2.26.32 The impact factor is above 0.4. It is mainly related to the father's opinions and suggestions in the daily life study, often on the future. Development and children's discussion, frequent accompanying children in their free time, very supportive children's learning, long-term clear planning for their children's future education, regular supervision of their children's learning, fathers do not care about their children's learning, can be regarded as the dimension of educational values.

Correlate the dimensions of the re-divided dimensions after the above factors are analyzed. The five points are calculated in turn, and the total score is compared with the father's education level and the father's occupation. The final analysis is to compare the father's education level and father's occupation with the five dimensions. In the univariate analysis, the last column shows the relationship between the independent variable and the entire dependent variable dimension, and determines whether there is a significant difference based on the relationship between the sig value and 0.01 and 0.05.



(1) The father's occupation will affect the children's educational values, but the father's educational level will not affect the children's educational values.

The father's occupation will affect the educational values of the children. With the social status of the father's occupation, the children's contact and possession of learning resources will be relatively more, the opportunities for enrollment will also increase, and the father's future learning plan for the children will be clearer, verifying the society. The middle and upper classes have a clear understanding of the development of education, and can have a long-term planning and vision in education. Father's occupation, as a kind of cultural capital, accumulates in the family and can influence the cultural capital of the next generation through the transmission of cultural capital within the family capital. As an initial influence on the next generation, the father's career will affect his father's educational values.

However, the educational level of the father does not affect the interpretation of the children's educational values. It is presumed that the current society attaches more importance to education, so that both the upper-middle parents and the working-class parents in society value the role of education. As an important subsystem of social development, education plays an important role that cannot be ignored. In the social function of meritorious education, we can see the important social functions of education. The function of education change enables people to improve their self-quality and develop their potential through continuous education. Education promotes the development of individual labor and promotes individuals. Politicization and communication culture play an important role; secondly, the flow function of education. The flow function of education refers to the individual adjustment and change of social individuals through various social, social and industrial positions. Talent, to achieve your own life goals. In the father's educational values, the father's concern for the vertical flow of education is greater than the concern for the horizontal flow of education. Because the vertical flow of education mainly refers to the fact that members of society can communicate under different social levels (generally expecting the rise of the class) under the training and screening of education, that is, education makes the class transition into reality.

(2) The father's occupation will affect the children's educational achievement expectations, but the education level does not affect the children's educational achievement expectations.

In the domestic research on education acquisition, although there is a relationship between family background and education acquisition, it has not been elaborated from the perspective of educational expectations, mainly focusing on education diversion, cultural capital, and social capital. In general, the impact on educational achievements, the working class does not fully recognize the long-term characteristics of education itself, pay attention to current interests, and make them ignore the long-

term nature of educational achievements, so they do not hold too much in their educational achievements. High expectations. On the contrary, the upper-middle class parents clearly understand the importance of educational achievements. They understand that educational achievements have a future vision. This vision points to the long-term process of learning outcomes, and it is not possible to obtain benefits immediately. Shows influence. It can also be understood that in the intergenerational flow, the superior social status of the fathers needs to be better maintained through the education that is transformed into children. Therefore, in the process of children's education, parents with higher socioeconomic backgrounds have stronger expectations for their children to go to college. Especially parents who have had higher education experience can provide their children with university life learning information and encourage their children to have school expectation. At the same time, the social status of the father's occupation can also create more support conditions for the children. This result is consistent with Wang Haoqin's results<sup>[48]</sup>.

In the current survey, many scholars believe that there is a correlation between father's occupation and father's academic qualifications and educational achievement expectations. However, this survey found that father's occupation has significant significance for educational achievement, but father's educational level and educational achievement have not been achieved. Too high correlation. Parents with higher academic qualifications hope to further extend their own class advantages through educational achievements, while those with lower academic qualifications want to achieve higher levels through academic achievement; or because the respondents are in the same school, so the students grow up in the family environment. Similarly, the father's emphasis on education will not change due to his father's education. In the father's occupation, it can be seen that there is a significant significance between the two. The more the father's occupation is in the professional ranking, the more attention is paid to the achievement of the children's educational achievement expectation, and vice versa.

(3) The father's occupation and education level will affect the parenting style of the child.

The father's occupation or academic qualifications have an important influence on the father's parenting style. The survey data shows that the higher the father's education and the more democratic the family atmosphere, the reason why this is because the democratic family is more than the authoritarian family. It is easy for students to develop good study habits and quality, such as hard work, diligence and study, and these good behaviors are more likely to make children's academic success. At the same time, children with a democratic family atmosphere are more courageous and courageous in their style of acting. In a certain sense, the family atmosphere is somewhat unique compared to other survey factors because it is more controllable than other factors. On the other hand, in Bernstein's language coding theory, it is believed that the father's language structure has an important influence on the child's

language expression and logical structure. In Bernstein's language coding theory, the upper classes in society tend to be mental labor, and they are accustomed to using sophisticated language coding. The labor class prefers manual labor in their work and is accustomed to using limited language coding. In school education, the knowledge transmitted by the school is a precise language code, which is more in line with the habits of children in the upper classes of the society. Therefore, it is more advantageous than the children of the working class in school learning, and it is easier to achieve academic achievement. Students have extensive experience before they arrive at school, so this is not the difference in academic achievement caused by congenital deficiency. However, Bernstein pointed out that the code theory is not an analysis of students' differences in language and ability. He mainly explained that the difference in family background and the difference in the environment of children's growth led to different language coding theories. The deeper level is due to the code. The hidden rights and controls behind it create unequal education. Different family culture capital will make a difference in children's future development, and family culture capital plays an important role in the early stage of children's growth. Parents of high-cultural capital families will first pay attention to the acquisition and accumulation of children's cultural capital in the attitude of parenting. Secondly, parents will make full use of their advantages in cultural capital to prepare for the mastery of children's knowledge in advance.

(4) The father's occupation and education level will affect the placement of the child's learning environment

The father's values will influence the action strategy, and whether the father's long-term education value directly affects the role of the father in the children's learning process. More deeply, the father will show different action strategies for the child's learning situation. In the survey, it was found that parents who read in key universities often gave their children a good learning environment. Whether the father will subscribe books or magazines for children, or the number of family collections is one of the important indicators for measuring family cultural capital. Children can get in touch with their own reading materials in a timely manner, which not only enriches knowledge, grows talents, enhances conservation, but more importantly, It can improve children's grasp of language logic and understanding of abstract concepts. Chen Haijun quoted in Western studies in 1999: the number of family books in the upper class is often higher than that in the labor class, and the carrier of books and periodicals can significantly improve children's grasp of abstract graphics and words, so academic achievement is significantly higher than Children of the working class. Moreover, the upper middle class of society is in an open social network system, which will recognize more middle-class people in society and expand their contacts and influences, exchange information, experiences and ideas, obtain more useful information, and further Expand horizons. On the contrary, the working class is in the opposite situation, and the objects they are exposed to are limited to relatives and friends, and these people are largely homogenous, especially in the middle and lower

classes in the professional class, so they cannot bring Information, experience, and ideas for expanding your business. This contrast reality, the open form allows the upper middle class of society to obtain more and more timely information, and this information will help them obtain more valuable information. On the contrary, the closed form represents the labor class. There are ways to create an auxiliary effect. Intergenerational cultural capital transfer has largely led to unfair educational achievements. Li Lulu found in the survey that most of the children who dropped out of school came from the cultural level of the working class, while the children of the family with relatively high education level rarely lost school and achieved good academic achievement<sup>[49]</sup>. Moreover, the survey further shows that the dropout of children is not closely related to the family's economic situation, but directly linked to the father's cultural level and education level. In addition, Linnan's research found that children's educational resources are more acquired through family-owned social capital, largely not through their own efforts and talents, but with social development, resource accumulation, social resources gradually It shows a greater role, and after a certain period of time it will be carried forward to the next generation of non-self-factors<sup>[50]</sup>.

(5) Father's occupation and education level will affect the participation of children in the learning process

The above analysis indicates that educational achievement expectations can influence parents' formal or informal learning situations for the next generation. Different learning situations are derived from the different values that parents hold about education, and values influence their action strategies. Although the family social background has an important impact on children's educational achievements, some experts and scholars believe that there is no absolute relationship between the two. The reason is that no matter what kind of social class, social mobility is carried out, so how the next generation learns The values of the upper and lower classes of society are particularly important. Coleman believes that the transfer of such values is realized in the interaction between people, and the long-term time is enough for this value to be transmitted, so the family background is not the only guarantee for the success of education, but the time for parents to pay attention to the children, that is, to participate in child learning. time.

The relationship between the father's occupation and academic qualifications and the participation of the children's learning process is strong, that is, the higher the father's education, the more time he spends on the child, and the amount of time parents spend on the next generation of learning will also show a significant impact on the child's academic performance. The influence of the child's long-term concern will have a positive effect on the child's learning. On the contrary, if the child does not pay much attention or even pay attention, it will have a negative effect on the child's learning. This different behavioral orientation often stems from different parental values, and the values and social class backgrounds have a certain intertwining effect.

Specifically, the upper-middle-level parents and the working-class parents present long-termism and short-termism in education, so the difference in social class will affect the time investment of the above-mentioned parents in the children's learning process. Intergenerational cultural capital transfer affects the quality of education and educational achievements acquired by future generations. Generally speaking, families with strong cultural capital and fathers with relatively high education level have stricter management and requirements for future generations. The educational achievements of future generations, actively participating in the study of future generations, will cost a lot of money and effort in manpower, material resources and financial resources, and the more educational resources that future generations can use. Family background has a great influence on children's academic achievement and is consistent with the research conclusion. The influence of family background on children's academic achievement is mainly through family's use of their social and economic resources to compete and purchase quality educational resources (key schools within the system). And educational services on the market, which in turn affects children's academic achievement<sup>[51]</sup>. Parents influence their children's academic achievement through their educational participation and behavioral support for their children's learning interests and learning habits.

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