

Impact of Economic inequalities on the performance of Egyptian students, with the moderation effect of cultural factors

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Abstract

Research on children's family backgrounds and academic success has recently started to take a multigenerational perspective. Bol and Kalmijin (2016) claim that grandparents' cultural capital influences the likelihood that their grandchildren will choose to pursue higher education. The study aimed at determining the influence of family cultural and economic capital on academic performance of students. This research study is quantitative, and the statistical tools used to determine the influence of economic and cultural capital of parents on the educational achievement of children are multiple linear regressions. The questionnaire was completed by a total of 80 pupils from four secondary schools—two from the Ogo Oluwa local government area and two from the Ogbomosho South local government area of Oyo State, South West Nigeria. Analysis from the above table shows that cultural capital is contributing significantly and positively to academic achievement while economic capital is contributing significantly negatively to academic achievement. The empirical representation of parental cultural capital is crude due to data limitations, and future research should pinpoint the precise elements of parental cultural capital (cultural knowledge, behaviour, expectations, etc.) that influence the cultural climate in large families and the success of children's education. Future studies should examine how social economic capital and culture, which might vary from person to person in more extensive contexts (aunts, uncles, and nephews), affect scholastic success in large families.

Keywords: Cultural Capital, Economic Capital, Academic Performance, Family, Students.

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1. Introduction

Research on children's family backgrounds and academic success has recently started to take a multigenerational perspective. Bol and Kalmijin (2016) claim that grandparents' cultural capital influences the likelihood that their grandchildren will choose to pursue higher education. Some research contests the two-generation approach (Becker, Kominers, Murphy, and Spenkuch, 2018), which is commonly used in social stratum studies and contends that other family members do not directly influence children as much as parents do (Solon, 2014).

A family's economic capital, which symbolises the financial assets they hold and can be institutionalised in the form of property rights, can be instantly and directly transformed into money (Adeyeye, 2023). Children from economically privileged homes can receive better educational resources and financial security. In American society for instance, concern is growing about the issue of inequality which is evidently having an impact on almost every aspect particularly in the field of education (Adeyeye, 2023). Black kids typically have lower graduation rates than white pupils in the less affluent areas where a disproportionate number of black youths reside (Chu and Ready, 2018).

Growing evidence suggests that family cultural capital affects students' academic success (Adeyeye, 2017). Cultural capital, according to Byun, Schofer, and Kim (2012), fosters academic success through a variety of mechanisms. Bourdieu is credited with first introducing cultural capital as a sort of capital. It was

intended primarily as a power resource, a way for organisations to maintain supremacy and gain respect (Jin and Jiao 2022). A limited resource that has a significant impact on pupils' academic success is cultural capital (Breinholt and Jaeger, 2020). According to Bourdieu (Adeyeye 2017), "cultural capital" has the capacity for self-reproduction and coercion in addition to being stable. Cultural capital can be found in three states including the objectified, institutionalised and embodied state. Cultural products are referred to as the objectified state of cultural capital (drawings, pictures, books, dictionaries, musical instruments, tools, etc.). Bourdieu believed that cultural products might be both tangible and symbolic. The educational credential represents the institutionalised state of cultural capital, giving the holder cultural worth that is acknowledged, unchanging, and legally guaranteed. Cultural capital has an enduring propensity that is both physical and mental (Edgerton and Roberts, 2014).

According to Adeyeye (2017), Bourdieu thought that embodied cultural capital was the most significant and that it could provide the individual with protection in the form of material and symbolic advantages. However, giving, trading, or swapping cannot transfer embodied cultural capital. It may be transmitted through family education and accumulates over time. Bourdieu's theory is sufficient to demonstrate how cultural capital affects children's academic success. One of the most subtle methods of perpetuating inequality is through family cultural capital (Edgerton and Roberts, 2014E). In education, variations in students' academic performance are frequently regarded as variations in personal effort and educational quality. Yet, there has not been much thought given to how students' differing social positions contribute to variations in their academic achievement. Many families have come to the realisation that raising the family's standard of living will enhance the education of their children. Nevertheless, they disregard the development of family cultural capital. Family cultural capital has an important, long-lasting, and covert effect on students' development (Edgerton and Roberts, 2014).

Research question

How do family cultural and economic capital influence the academic achievement of high school students?

2. Literature Review

2.1 Cultural inequalities and academic achievements

Hanushek, Peterson, Talpey, & Woessmann (2019) examines how to improve student performance and reduce academic inequality. The academic performance of students can vary depending on their race, grade level, and socioeconomic condition. As a result, teachers must be aware of the circumstances of pupils of different races and have a solid understanding of what culture is, how it has shaped history, and how it influences learning. Teachers need to read or learn about other cultures in order to perform in various learning situations since kids at a school may come from diverse cultural backgrounds.

According to Yeh (2015), "among the series of variables that pertain to the achievement of students of different races, cultural capital is particularly essential. (regardless of their own race)." The researcher can use this to determine the obstacles to success. Nonetheless, according to Banks (2015), "children from races with a low cultural background suffer the same obstacles at school such as linguistic barriers and poor-quality curricula among others." Also, these kids must overcome social and financial challenges. Many minority students perceive school as a representation of an alien culture, which disadvantages them. (Harry & Klingner, 2022). Students commonly look for representation of their own identities in the educational system, (Lynch and Rata, 2018). Students may stop paying attention in class or even quit if they do not feel like they belong. Students' reactions to various areas of education frequently reflect their own worldviews, which are shaped by a variety of factors including their socioeconomic status, country of birth, culture, gender, family dynamics and religious beliefs. As a result, "a multitude of elements will form individual students' cultural capital, but no institution can impact such factors (Boon and Lewthwaite, 2016)." Schools frequently find that students' cultural capital, or the values, ideas, and experiences they bring from home, are either at odds with or complimentary to the school's culture. Students without any particular cultural capital can nonetheless be educated in accordance with the school's culture. (Smith, 2017).

According to Bourdieu's cultural capital theory, students from affluent socioeconomic origins are likely to have strong cultural backgrounds (i.e., cultural capital), which motivates them to work hard to succeed in school and earn degrees (Smith, 2017). The Bourdieusian hypothesis, which holds that students from wealthier socioeconomic backgrounds do better academically because, among other reasons, they have enough money to support their studies throughout their academic careers, is being tested in this study as a first step. However, "some pupils from a disadvantaged socioeconomic background can readily acclimatise socially and perform excellently at school" (Bank, 2015). Bank (2015) adds that although immigrants to the United States experienced intimidation and humiliation, their perception of white people was positively impacted by their hopeful expectations. Yet, their kids were able to socially adapt and do incredibly well in school. Also, non-mandatory nonage demonstrates an ethic that makes them superior to Americans, and this ethic leads them to feel that no matter what, if they can pursue an education and work hard, they will quickly overcome their financial issues. According to data dating back to 1965, countless children have been reared in immigrant homes; today, 20% of all children under the age of 18 are immigrants (Lee 2013). It is crucial to notice that schools tend to ignore this group of kids. Students have also been observed to be performing poorly in their academics; therefore, cultural patterns, economic status, social capital, ethnic status, community organisations, and ethnic status are elements that have contributed to this students' low performance. (Lee, 2013). State that, there are differences in reading and maths scores among particular immigrant groups, such as Asian American kids and African American and Hispanic pupils. Moreover, factors like family histories, language proficiency, institutional discrimination, and racial segregation may help or hinder academic success.

According to Lee (2013), Asian American kids frequently outperform African American and Hispanic pupils academically. In this regard, results from the National Assessment of Educational Progress (NAEP) in the United States show that, white kids and students of "Asian/Pacific Island origin do better in reading and mathematics than 4th and 8th grade students from other ethnic groups" (Brown-Jeffy and Cooper, 2011). Asian Americans are a minority group that might be classified as entertainers. A research by Fang, Clarke, and Wei (2016) revealed that Asian Americans are thought to be the most academically gifted group since they outperformed other groups in school subject to the No Child Left Behind Act. Students of Asian American or Pacific Islander extraction regularly earn superior grades on all organised tests. Asian American students also perform among the best on the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) assessment, particularly in mathematics, at America's most prestigious higher education institutions. Asian Americans are disproportionately represented among National Merit scholarship recipients in the United States (Wang, 2013).

In Asian societies, children are expected to reward their parents for assisting them in achieving their educational aspirations by paying them back because it is thought that education will help them achieve this goal, even if Asian immigrants in the United States encounter obstacles like racial, cultural, and social hurdles, education is highly valued in their culture (Wang, 2013). Therefore, it is believed that education is the only way to get past these obstacles. As Lewis and Diamond (2015) argues, Asian children "obey their parents' wishes, and because their parents push for their children to acquire an education, they give it everything they've got and do well in school. (Harry & Klingner, 2022). Despite being in the same class and working with the same teachers, Lewis & Diamond (2015) report that "adolescent Asians at typical city schools did better than Black and Hispanic children." The strongest explanation for why Asian communities outperformed other minority groups is racism. Asian Americans suffered racism, but they did not view themselves as inferior to white people or as distinct from African Americans, Hispanic Americans, or Native Americans (Lewis and Diamond, 2015). "The higher cultivation of a society's commanding socio-economic levels performs a significant influence regarding the legalisation of socio-economic distinctions" (Rutherford and Buss, 2019). High cultivation comprises diligent attempts to bring about societal distinctions and spread happiness through their education and intellectual potential (Gao, 2012). Schools want their kids to be able to build their cultural capital. Sadly, neither K-12 nor tertiary institutions achieve the desired performance (Rutherford and Buss, 2019). The majority of students that exhibit this skill did so through socialisation in the home. Due to their histories or racial foundations, students like this succeed in their academic careers. Bourdieu continues by saying that a child has good culture when they are culturally oriented and engage in the culture, and that good culture creates cultural capital. It must be noted that in a capitalist society, cultural wealth, like other types of capital, is not allocated fairly (Gough 2017). The amount of cultural capital that students have absorbed from their upbringing determines how much socioeconomic capital they have accumulated (Rutherford and Buss, 2019). As a result of children continuing to inherit their parents' money, socioeconomic capital continues to circulate among the same groups of individuals (Rutherford and Buss, 2019). The academic value of developing cultural capital is difficult to determine (that is, a superior cultural

arrangement for school). Its educational effects depend on the value of each person. Cultural capital reinforces the notion that competition in education is merit-based (Rutherford and Buss, 2019).

According to Bourdieu's research on cultural capital, socioeconomic standards and cultural capital have an impact on education at the level of higher institutions (Rutherford and Buss 2019). Further, Bourdieu's study indicates that institutions of secondary and higher education are unable to compensate for the low levels of cultural capital that students from underprivileged backgrounds possess (Smith, 2017). Yet, if kids from this underprivileged background continue their study past the secondary level, they would probably start their university studies with a cultural disadvantage. If the instructional methods are not discriminatory, the disadvantage would be very substantial. Whilst the idea of 'cultural capital' underscores Bourdieu's point that cultural capital (that is, high culture) can give a child the foundation that may likely influence his competency in the future (for example, natural science (biology, chemistry, physics, astronomy, and earth science), such capital has a direct connection to the liberal arts disciplines. It is significant to emphasise that students in academic levels above undergraduate are expected to reach a high quality of achievement. Developing such skills will be challenging for those lacking in cultural capital (Rutherford and Buss 2019).

In Bourdieu's cultural capital research, a selected number of humanities students from different tertiary education institutions were observed in relation to their socio-economic levels (n=113) to decide how Bourdieu's cultural research accounts for disparity in tertiary level academic success (Rutherford and Buss 2019). To provide the hypothetical context of such research, this research conducted an analysis of literature, the development of hypotheses and research methodology as well as an analysis of survey data and presentation of its outcomes (Dimaggio 2019). There are some associated theoretical ideas regarding physical and symbolic violence, which emanate from Bourdieu's theoretical perspective (Gough, 2012). The author contends that class, position, and people with sufficient financial resources, such as the upper class, are the causes of effective cultural practise that results in cultural capital (Gough, 2012). According to Bourdieu, excellent culture is not inherently superior; rather, it is established as being superior by ranking among other disciplines through allusive power. The authorization of excellent culture in academic organisations, according to Luna and Martinez (2013), "works to impose entrench a class-based mentality that primarily prioritises class reproduction."

Authorization of this kind is likely to replace overt cruelty as the primary tool used to impose labour hierarchy limits in western civilization (Luna and Martinez, 2013). According to Bourdieu, using the legal system to weaken the working class results in both public brutality and violence in the various hierarchies. Bourdieu further argues that cultural capital is not simply created through a strong culture, but pupils inherit cultural capital, which includes things like sound judgement and effective writing skills (Gao, 2012). Bourdieusian academics study cultural capital and academic success and emphasise how good culture is distributed unevenly (Gao 2012). With respect to cultural capital that is rooted in excellent culture, this is Bourdieu's most fruitful area of study (Lamont, 2010). There have been numerous studies on cultural capital in relation to various academic revenues. According to Henry, Betancur Cortes, and Votruba-Drzal (2020), academic revenue is a result of cultural capital. Small, Luis, Harding, and Lamont (2010) noted that cultural capital research "should not diverge from its purpose with reference to the educational value of good culture." According to Andersen and Hansen (2012), the concept of cultural capital does not encompass the entirety of intellectual support. The authors emphasise that there are clearly ambiguity issues when the phrases "culture" and "cultural capital" are used. Therefore, a more inclusive definition of cultural capital would classify people who are less civilised alongside the comparatively impoverished, with access to resources like libraries and wi-fi being equally relevant (Capurro, 2017).

A number of academics have attempted to expand on the Bourdieusian capital thesis. With the use of questionnaire responses that assess parents' and students' involvement in various forms of good culture, this research has operationalized cultural capital. The research attempted to bolster Bourdieu's claim that a student's cultural capital affects both their socioeconomic standing and academic success.

Moreover, research has attempted to support Bourdieu's theory that children's academic success is predicted by their parents' cultural capital, which has an effect on them. The majority of cultural capital studies are founded on this antiquated idea (i.e., how students' cultural capital and their socioeconomic status are reflected in the classroom). This research shows that having a good socioeconomic position and participating in extracurricular activities have a positive impact on academic success (Gao, 2012). In addition, future-focused research has found a significant but somewhat weak relationship between American students'

cultural capital and academic success and their parents' participation in positive cultural activities (Kisida, Greene, and Bowen, 2014). Although this has not been tested, earlier studies on cultural capital and academic achievement (such as Kalmijn and Kraaykamp, 1996) frequently mentioned the relevance of Bourdieu's cultural capital study in relation to educational success. This may be because public surveys that include estimates of socio-economic status and cultural capital are insufficient (Maguire, 2014).

Cultural conflict will always arise in the classroom. This may be lessened if teachers practised self-reflection, sought to understand their own cultural limitations, attempted to be more competent in their culture, and made their lessons more culturally adaptive (Lewis, Sayman, Carrero, Gibbon, Zolkoski and Lusk, 2017). Teachers will feel confident and capable of addressing the cultural imbalance of learners when there are opportunities for long-lasting cultural improvement and unanimity in teacher educational planning (Saifer et al., 2011). This will help to ensure that students are achieving educational attainment (Saifer et al., 2011). To promote learning among kids from different ethnic groups, teachers from all other cultural and racial groups should work to improve their skills. (Lewis, Sayman, Carrero, Gibbon, Zolkoski and Lusk, 2017). The syllabus and any associated teaching activities should be used in a way that respects each student's culture and learning requirements, and teachers should always have high expectations for all of their students. Also, instructors should see the potential of every pupil (Gay, 2010).

2.2 Economic inequalities and academic performance

Wei and Feeny (2019) found that family income has an impact on the educational opportunities and chances of success for young people. The researchers maintain that "owing to residential stratification and separation, pupils from low income households attend schools with no or little funding compared to their counterparts from high-income families, young people from low-income households perform comparatively badly (Wei and Feeny, 2019). Further, Wei and Feeny (2019) demonstrate that a child's socioeconomic position determines the type of school they attend and their likelihood of academic success. According to Chester and Daly (2017), "children from low-income homes may have inferior capacity with regard to memory retention, and this might generate difficulties in the classroom in terms of behaviour and other ways." For instance, "children of farmers cannot continue attending school due to financial constraints, but their counterparts with parents in salaried positions can continue in school" (King, 2013). Chester and Daly (2017) also agreed that parents' academic standards have a progressive and significant impact on their children's academic success in countries such as Peru. Furthermore, they assert that a child's educational chances may be influenced by their parents' education levels, and parents' successes can occasionally affect how well their kids perform. According to the current research evaluation, academic achievement and social-economic standing are related. It is also argued that whether we examine socioeconomic status in its entirety or with a particular focus, parents' socioeconomic status affects their children's academic achievement (Chester and Daly 2017). "Students from affluent social circumstances outperformed their friends from low socioeconomic backgrounds more brilliantly" (Maurizi, Ceballo, Epstein-Ngo, and Cortina 2013).

According to Devlin's (2013) research of 1,510 students from five federal universities in Taiwan, a bigger percentage of students at elite universities came from middle- and high-SES households than at non-elite universities. Wu (2011), also discovers that students from diverse socioeconomic backgrounds have quite varied college experiences and that kids from less affluent households frequently work in white-collar professions while they are in college. Wu comes to the conclusion that the gap in academic achievement between students from different socioeconomic levels is the primary cause of the inequality in higher education (Devlin 2013). One's social and economic standing is based on a mix of their academic status, work category, and earning rate (Patric, Wightman, Schoeni, and Schulenberg, 2012). In light of the studies on students' educational success, it is surprising that social and economic status should be a significant driver of academic performance. The cultural capital theory, according to Heizmann and Bohnke, (2016), "highlights the prospect for greater success in a student whose family is related to the academic culture." It is hypothesised that poor social and economic standing prevents academic success because it prevents students from accessing essential resources. The socioeconomic background is one of the significant causes of educational imbalance (Altschul, 2012). Altschul (2016) adds that a child's academic success is significantly influenced by the socioeconomic status of his or her parents. Chester and Daly (2017) proposed that good social, economic, and educational standards among parents lead to high rates of success for their offspring. Parents of such kids also provide psychological support for their kids by creating an environment that fosters the growth of the abilities required for success in school.

Adeyeye (2017) found that students from higher socioeconomic and educational levels perform comparatively poorly compared to their counterparts from disadvantaged and educational backgrounds at a Brazilian university. The term "educational resilience" refers to this kind of experience. Considering that different countries have varying standards for measuring socioeconomic class, this experience might actually be a reality. According to Renton and McCrindle (2019), parents with high socioeconomic and educational status can send their kids to best secondary schools, where they can then transfer to best colleges, whereas parents who work as employees or farmers find it challenging to enrol their kids in best secondary schools and colleges. Also, Renton and McCrindle (2019) noted that children from poor socioeconomic classes are unable to take advantage of the educational resources provided to their peers with high level hierarchy parents. According to Renton and McCrindle (2019), "children with parents who have a socioeconomic status below the median do worse than students with parents who have a high socioeconomic position." Based on their investigation of the significance of the classroom foundation for students at Norwegian universities, Roska and Robinson (2017) came to the same conclusion. Higher grades come from courses with cultural capital, according to a research. Socio-economic status, according to Gore, Holmes, Smith, Southgate and Albright (2015), has three components. These include income, occupation and education. Therefore, researchers should look at each of these aspects of social economic status while coming up with the right educational idea. Gore et. Al (2015) emphasise that income and education are interrelated and should be viewed as such in the context of education. According to Chester and Daly's (2017) hypotheses, "socio-economic variables may have distinct impacts on academic achievements,". As a result, the researcher needs to carefully review every section of the social economic level's writing in light of academic advancement.

Adeyeye (2017) examined the theories behind academic performance in her research. She looked at the relationship between parents' academic performance and their kids' success in school and discovered that "the more the parents excelled academically, the better the kids performed." This finding is corroborated by Ali, Haider, Munir, Khan and Ahmed (2013), who noted that parents of illiterate or incompletely educated children from urban and rural areas did not prioritise their kids' schoolwork because the parents themselves had not attended school or may have had a limited education. This imbalance in home education activities may reflect on students' academic performance.

2.3 Parental values and academic performance of learners

According to McGrew (2019), "when African American parents pushed to remove racial segregation at schools, their main goal was not to win their own children's friendship with white children, but rather, they were looking for educational possibilities." They held the opinion that "their children had a right to the same possibilities as other people, for example, access to schools with decent facilities." Banks (2015) notes that poor academic achievements are caused by less privileged pupils attending subpar schools, but it has also been found that these students have less cultural capital than the typical white student when they first start school. Riddle and Sinclair (2020) opine that "the children of low-income African-American, Latino, and American Indian households take longer to acclimatise to school than average white children". In the case of African-American students, they begin school roughly a year later than their white counterparts, and researchers have shown that their English language ability at age six is on par with that of white children at age five (Riddle and Sinclair, 2020). According to Riddle and Sinclair, (2020), "if educators viewed school entry's criteria 'latina/o, went through coursework that is restorative and trivial, the black-white school achievement disparity would be abolished" (Yoon 2015). Students "from all socio-economic levels stated their intention to improve academically" (Banks, 2015). Nonetheless, when compared to white pupils at every level, African-American kids still do worse in every class.

Knight (2017) notes that "in some US states, a disproportionate number of native American and Hispanic pupils had learning difficulties, and that African-American students' academic performance was reduced by twice that of their white peers." In special education programmes, there should be more Mexican-American children than African-American students, according to Knight (2017). Their main challenges come from school rules and regulations as well as the traditions and conventions of school culture rather than the difficulties faced by children or their race or ethnicity. Adeyeye (2017) is of the opinion that a lot of parents of less advantaged children rely on teachers and school officials to educate their kids and, as a result, to choose their children's educational paths. When it comes to assisting their kids in selecting the subjects that will best prepare them for their future occupations, parents frequently find it difficult to define their own roles in their education.

Shannon and Smith (2015) recommend educators need to communicate with parents throughout the academic year and should use cultural notifiers, such as secretariat and record-keeping officers, parents' representatives, and experts from various aspects of the school that can boost students' cultural intelligence. According to Salvado, Garcia, Garcia-Casado, and Novo (2021), one of the challenges faced by many educational institutions is the great divide between schools and the home culture or community of the pupils. They add that there is seldom any communication between the community and the schools. There is no impact on the neighbourhood from the school's teaching and learning activities. Shannon and Smith (2015) further recommend that "the school and community should discover ways to engage with one another. As a result, the educational achievement of students would be improved by this relationship. Less advantaged children's academic progress has been hampered by school separation because they are aware of the perceived favouritism or inequality (Banks 2015), and this perception makes it difficult for them to succeed.

According to Araque, Wietstock, Cova, and Zepeda (2017), there is a different culture at school than the one that is prevalent among less fortunate students. This makes them feel detached and separated, as well as creating challenges for their academic progress and causing an achievement gap between them and the privileged students (Banks 2015). Also, language has an effect on the academic success of underprivileged students. Since many students in the US do not speak English as their first language, schools must manage the various ways that students and teachers communicate, which might impede educational activity (Adeyeye (2017). Every school was required by the "no child left behind" (NCLB) legislation to accomplish its yearly goals, and by the end of the 2013–2014 school year, every student must have made significant progress (Blank 2011). Without regard to race, ethnicity, or socioeconomic status, educators must now assist all students, and all students must make progress.

3. Method

This research study is quantitative, and the statistical tools used to determine the influence of economic and cultural capital of parents on the educational achievement of children are multiple linear regressions to determine the influence of cultural and economic inequalities on the academic performance of learners. The questionnaire was completed by a total of 80 pupils from four secondary schools—two from the Ogo Oluwa local government area and two from the Ogbomosho South local government area of Oyo State, South West Nigeria.

4. Results and Discussion

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.755	.748	7.94919

a. Predictors: (Constant), Economic Capital, Cultural Capital

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14958.790	2	7479.395	118.364	.000 ^b
Residual	4865.598	77	63.190		
Total	19824.388	79			

a. Dependent Variable: Student's academic achievement

b. Predictors: (Constant), Economic Capital, Cultural Capital

Analysis of the data collected shows that multiple relationship between the independent variable (cultural capital, economic capital) and the dependent variable, academic achievement as indicated by R, multiple correlation coefficient was 0.869 and adjusted R square also was 0.755. This implies that significant positive relationship exists between cultural capital, economic capital and academic performance. Similarly, the variance observed in the student academic achievement can be explained by dependent variables to the extent of 75.5 %, while other factors accounted for the remaining variance.

Regression F ratio $F(2, 77) = 118.364, P < 0.05$. This shows that, cultural capital and economic capital have significant composite influence on students' academic achievement.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.881	9.933		2.706	.008
	Cultural Capital	.838	.110	1.024	7.607	.000
	Economic Capital	-.563	.435	-.174	1.294	.200

a. Dependent Variable: Student's academic achievement

Analysis from the above table shows that cultural capital is contributing significantly and positively to academic achievement while economic capital is contributing significantly negatively to academic

achievement. According to Kisida, Greene and Bowen (2014), cultural capital of parents is a powerful determinant with regard to motivating their children's education. In this research work, it is observable that the cultural and economic status of parents has an impact on the educational attainment of students. Erkan (2011) state that, economic capital of parent can contribute significantly to the academic achievement of children, and it might in turn negatively affects educational success if parents give time for adequate supervision of their children's activities.

5. Limitations and Suggestions

The empirical representation of parental cultural capital is crude due to data limitations, and future research should pinpoint the precise elements of parental cultural capital (cultural knowledge, behaviour, expectations, etc.) that influence the cultural climate in large families and the success of children's education. Future studies should examine how social economic capital and culture, which might vary from person to person in more extensive contexts (aunts, uncles, and nephews), affect scholastic success in large families.

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