

# **Parents' Cultural Capital And Its Relationship To Students' Academic Excellence (A Field Study On A Sample Of Students Enrolled In Secondary Schools In Messaad)**

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## **Abstract:**

The current study aimed to investigate the relationship between parents' cultural capital and students' academic excellence among secondary school students in Messaad. To achieve the study's objectives, we developed a questionnaire addressing the study's variables and distributed it both in paper and electronic formats to a purposive sample of 66 high-achieving secondary school students with an average grade of 14 or higher. The study's findings revealed that the parents' cultural level was moderate. Additionally, a moderate positive correlation was found between parents' cultural capital and students' academic excellence. This relationship did not vary according to gender.

**Keywords:** Cultural, Capital, Academic, Excellence, Parents, Students.

## 1. Introduction

In essence, education is a very important social, political and cultural institution. Its function is not limited to the transfer of knowledge, skills and behavior modification, but extends to the reproduction of social structure, the creation of cultural identities at the individual and collective levels, and the division of resources and opportunities in society (Bourdieu, 1977). In the same context, the concept of academic excellence emerges as a pivotal criterion for evaluating the quality of education and its basic outputs, and a critical indicator of success in its general concept for individuals and groups. It is considered the most important measure of the ability of the educational system to achieve justice and equality. However, sociological studies, especially in the field of sociocultural sociology, have revealed the complex nature of the relationship between social and cultural factors that affect the educational paths of pupils, and stressed the crucial role played by cultural capital in shaping these paths (Carroll, 1993).

The concept of cultural capital, developed by the French sociologist Pierre Bourdieu, refers to the set of intangible resources possessed by the family, which includes the dominant knowledge, skills, language, education, arts, taste, and other cultural practices that influence the formation and development of individuals and groups. These resources are unevenly distributed in society, creating social disparities that significantly affect educational opportunities available to individuals, especially in adolescence, of which secondary education is the largest part (Dabbab, 2021).

Secondary education is a crucial stage in the pupil's educational process, as it is the gateway to higher education and the labor market, and requires a significant amount of effort, perseverance and the ability to self-learn (2015, UNESCO). At this stage, the influence of the cultural capital of the family increases significantly, as the role of the family in creating a functional and stimulating learning environment for the pupil, providing him with the necessary support, and promoting values and behaviors that support academic excellence is clearly shown. Students from families with high cultural capital are often the most prepared for academic success, because they have language skills that others do not have, significant knowledge, and the ability to deal with abstract concepts, in addition to the diverse cultural experiences in their families.

Conversely, pupils from families with low and limited cultural capital face significant and profound challenges in achieving academic excellence, given the lack of the same opportunities, support, care and reinforcement available to others. They often suffer from poor language skills, general knowledge, and a pronounced lack of academic support, leading to low achievement, and limiting their opportunities (Bourdieu, P., & Passeron, J. 1977. C.).

Hence, the importance of studying the relationship between the cultural capital of the family and the academic excellence of students, with the aim of a deeper understanding of the factors affecting this excellence, and identifying effective ways and methods of intervention that contribute to reducing the educational gap between different social groups. Therefore, through all that was mentioned in the conceptual presentation of the variables of the study, it is possible to put forward.

## **2. Study Questions**

-Is the level of cultural capital of parents high from the point of view of their pupils?

-Is there a statistically significant correlation between the cultural capital of parents and the academic excellence of secondary students?

-Does the relationship between the cultural capital of parents and the academic excellence of secondary students differ according to gender?

## **3. Hypotheses of the study:**

- The level of cultural capital of parents is high from the point of view of their pupils.

- There is a statistically significant correlation between the cultural capital of parents and the academic excellence of secondary students

- The relationship between the cultural capital of parents and the academic excellence of secondary students varies according to gender.

## **4. the concepts of the study:**

### **4.1. Cultural capital**

**4.1.1. Definition of Pierre Bourdieu:** the original founder of the concept: Bourdieu defines cultural capital as “the accumulation of knowledge, skills, taste and education, which give the individual privilege in society.” He points out that this accumulation is not just the possession of knowledge, but also includes the ability to effectively use this cultural knowledge and symbols in social interactions. (Bourdieu, 1986)

**4.1.2. Definition of Annette Lareau:** Lareau focuses on how families use cultural capital in their interactions with educational institutions.

According to LaRue, cultural capital includes “knowledge and skills that enable children to succeed in educational institutions, including the ability to communicate with teachers, actively participate in school activities, and understand academic rules and concepts.” (Lareau, 2011, p. 18)

**4.1.3. Definition of Richard Teese:** focuses on the relationship between cultural capital and educational attainment. According to Teck, cultural capital includes “cultural resources that families have that affect children 's ability to succeed in school, such as books and educational materials at home, the number of visits to museums and galleries, interest in education, and the level of education of parents.” (Teese, 2014, p. 45).

Bourdieu, Lareau, and Tek's definitions of cultural capital agree that it is a set of intangible resources that privilege the individual and enable him to succeed, especially in the educational field. However, they differ in their focus; while Bourdieu offers a comprehensive definition that focuses on the general accumulation of knowledge, skills and taste, LaRue defines cultural capital more specifically in the context of interactions with educational institutions. As for Teck, he focuses specifically on the cultural resources available at home and their impact on children's academic achievement. Thus, LaRue and Tic's definition can be seen as an extension and practical application of Bourdieu's original concept, as they focus on specific aspects of cultural capital and its impact in particular social and educational contexts.

**4.1.4. Operational Definition of the cultural capital of parents:**

It is the mental and physical skills, all practices, cultural and educational behaviors, all forms of knowledge, knowledge, qualifications, attitudes, and interests of family history, traditions, social and cultural status that they try to transfer to children in addition to the value given to science and education by parents.

**4.2. Definition of Academic Excellence**

**4.2.1.Marhan Al-Ajmi 's definition of superior:** He is the one who has reached a higher level of performance than ordinary people in a field that expresses the functional mental level of the individual, provided that that field is appreciated by the group (Al-Ajmi et al., 2003, p. 34)

-The level of achievement reached by a group of students is higher than expected, as measured by general readiness or by the level of academic performance. (Al-Ghamdi, 2009, pp.140-141)

**4.2.2. Definition of Dweck, C. S:** According to this definition, academic excellence depends not only on mental abilities, but also on the student's internal motivation, such as desire to learn, curiosity, perseverance, and self-discipline. These factors are assumed to play an important role in achieving outstanding academic performance. (Dweck, 2006).

Ajami and Dweik's definitions of superiority are similar in that they go beyond mere intelligence or mental abilities, but they vary in their focus. While Ajami's definition focuses on outstanding performance that is socially valued, Jude's emphasizes the achievement level that exceeds expectations based on tests of aptitude or academic performance. Dweck's definition adds an important dimension by emphasizing the role of intrinsic motivation, such as the desire to learn and perseverance, as key factors in achieving excellence. Thus, the Dweck definition can be considered complementary to the Ajami definition of existence, as it clarifies the mechanism by which outstanding performance can be achieved or exceed expectations, while the Ajami definition sets a social standard for outstanding performance.

**4.2.3. Operational Definition Academic Excellence:** In order to define the concept of procedural academic excellence, the mark has been adopted as a basic indicator. Accordingly, students who score 14 out of 20 or higher are considered academically superior. Students who score below 12 are considered non-achievers. However, it is important to note that classifying a student as an underachiever does not necessarily indicate failure.

**4.3. Definition of secondary education:** It is the stage after basic education and is a crucial point in determining the academic path of students, where their future directions in higher education or work are determined. During which academic skills and disciplines that contribute to identifying future opportunities are developed (2015, UNESCO)

Secondary education is an integral part of the entire educational system, and it serves as the main link in the articulation of the education, training and work system, as it occupies its position between intermediate education, which receives a large number of students, and vocational training on the one hand, and higher education, which is the only source for students coming to university and the world of work from afar. Secondary education lasts three

years and coincides with a critical period, which is adolescence and the accompanying changes in psychological and physical structure (Belhadj Farouja. 2011.p. 105)

**4.3.1.The concept of secondary education in Algeria:** The various educational systems pay special attention to secondary education as it mediates the educational ladder in most of these systems, and it is considered an important turning point in the student's life towards changing the course of his future life, and about the concept of secondary school (school Secondary) The dictionary of educational and psychological terms states the following: "A secondary school that includes students between the ages of 12- 18 years approximately, and in which subjects are studied more expansively than in primary school" ( Ageli sarkez,1997.p.p 184-185)

**4.3.2. Operational definition of secondary school students:** They are a group of young people between the ages of 15 and 18, who are officially enrolled in recognized educational institutions (secondary), which follow the secondary education system in the country or region in which they study.

## **5.Previous Studies**

**5.1. The study of James Coleman et al. (1966):** "Equality of Educational Opportunity" Although this study does not focus directly on the concept of cultural capital, it revealed the importance of family and social factors in determining school performance. The study found that students' socioeconomic background, which implicitly includes cultural capital, has a greater impact on academic achievement than the quality of the school itself.

This study highlights the role of socioeconomic context in shaping educational opportunities. Although the study did not directly use the term "cultural capital," it emphasized the importance of family factors, a large part of which is cultural capital, in determining student outcomes.

**5.2. Pierre Bourdieu and Jean-Claude Passeron's (1977) study:** "Reproduction in Education and Society" This book is a cornerstone in understanding the relationship between cultural capital and school success. Bourdieu and Baceron argue that the educational system reproduces existing social inequalities, with children from rich cultural backgrounds (high cultural capital) making better use of education. Cultural capital here includes knowledge, skills, artistic taste, and speech patterns that are considered "legitimate" by the educational institution.

**5.3. Annette LaRue's (2003) study,** “Unequal Childhoods: Class, Race, and Family Life,” examines how social class influences parenting styles and how this, in turn, affects academic achievement. LaRue describes the concept of “intensive care” practiced by middle- and upper-class families, where children are encouraged to participate in structured activities and express their views, which contributes to the development of their cultural capital. In contrast, working-class children tend to follow a “normal growth” approach, where activities are less structured.

This study shows how social class affects not only the economic resources available to families, but also the patterns of parenting and activities in which children participate, leading to disparities in cultural capital and thus in school achievement.

**5.4. Mutasim Akour et al. (2015) study: Tagged with:** 'Exploring the gender gap in Jordan in a large-scale evaluation' This study addressed the results of Jordanian mathematics in the 2012 Programme for International Student Assessment (Pisa) regarding gender differences. A total of 7,038 Jordanian students (51.4% male and 48.6% female) took the 2012 Pisa Mathematics Test, where mathematics was the main area of assessment. Unlike most Pisa countries, female students in Jordan significantly outperformed males in the overall Math Knowledge Scale and in almost all sub-scales of the contents and processes of Math Knowledge. The biggest differences were in sub-measures of uncertainty, data, change and relationships, and in sub-measures of employment and interpretations. However, no significant gender differences were found between Jordanian students at level 3 and above of the six proficiency levels on the combined math scale, nor in the higher percentages, percentages 90 and 95. The reasons for gender differential performance have been speculated upon, and future research directions have been suggested.

**5.5. Study of Intisar Saud Al-Hathlan and Hafaf Mohsen (2020):** The study aimed to know the role of cultural capital in the formation of linguistic and literary cognitive skills for Saudi female writers and to reveal what this capital achieves from the benefits of upgrading their work and the importance of this study revolves around revealing the sociocultural environment that embraces female writers. The study relied on an intentional sample of 11 female writers and concluded that the moral support and encouragement of female writers

in their field through the family is one of the most important resources of the cultural capital of the

\* This study highlights the interactive relationship between social and cultural capital in influencing academic achievement and demonstrates that the social and cultural support available to a student plays a critical role in their academic success.

**5.6. The study of Fatiha Taheri (2010):** Tagged with: "Social and school disparities in secondary education in Algeria "Although the study does not focus specifically on cultural capital, it reveals significant social disparities that affect the school performance of students in Algeria, where students from more privileged socio-economic backgrounds are more likely to succeed in secondary education. These differences imply a disparity in cultural capital.

**5.7. The study of Abdullah Al-Rasheed (2011):** Tagged with "Cultural capital and its relationship to academic achievement among secondary school students in the Kingdom of Saudi Arabia" This study aimed to examine the relationship between the dimensions of cultural capital (cultural information, cultural practices, and cultural symbols) and academic achievement among secondary school students in Saudi Arabia. The study found a positive and strong relationship between cultural capital and academic achievement.

**5.8. Study of Iman Zakaria (2018):** entitled: "The Role of Cultural Capital in Achieving Academic Excellence among Undergraduates in Egypt". This study examined the impact of cultural capital on the academic excellence of undergraduates in Egypt. The results indicated that students with high cultural capital (through reading, participation in cultural activities, and general knowledge) achieve higher levels of academic excellence.

**5.9. The study of Ghazal Halima (2019):** A field study on a sample of parents in a school in the Wilayat of Ouargla. This study aimed to find out the reflection of the educational level of parents, the cultural benefits and cultural practices of parents on the academic excellence of children. In the study, a stratified sample of 100 parents was used. The study found that the cultural capital of parents is reflected on the academic excellence of children through the educational level of parents, in addition to communication with the teacher and continuous follow-up of parents , and that the parents' education and control of language was one of the most important practices that parents used towards their children and the cultural benefits of the family, which



includes both the ownership of a home library and a computer and television and all practices of cultural activities such as writing and reading.

## 6. Procedures of the field study:

**6.1. Study Methodology:** In this study, we relied on the descriptive relational approach, so Al-Assaf defines the descriptive relational approach, saying that: "The type of research methods by which it is possible to know whether there is a relationship between two or more variables, and then to know the degree of that relationship" (Al-Assaf, 1995, p. 261).

### 6.2. Limits of the study

**Time Limits:** This study was conducted in December 2024

**Spatial boundaries:** This study was conducted at the level of the secondary schools of the city of Massad.

**6.3. Study sample:** We selected a purposive sample, as Abu Al-Nasr (2017) indicates in this regard that when the researcher wishes to obtain a sample with specific specifications and characteristics, he resorts to choosing a sample called the purposive sample, that is, he means special individuals from the study population (p. 163). We obtained a sample of 66 students who excelled in secondary schools in the city of Massad.

### 6.4. Characteristics of the study sample:

The sample was characterized by some personal data as shown in the table below.

**Table (01) represents the characteristics of the study sample by gender and age**

| Gender       | Age      |          |          |          |          |          |          |          |              | Total |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|--------------|-------|
|              | 14 years | 15 years | 16 years | 17 years | 18 years | 19 years | 20 years | 22 years | 24 years old |       |
| Male         | 1        | 2        | 04       | 10       | 8        | 2        | 2        | 1        | 1            | 31    |
| Female       | 5        | 7        | 12       | 7        | 4        | 0        | 0        | 0        | 0            | 35    |
| <b>Total</b> | 06       | 9        | 16       | 17       | 12       | 2        | 2        | 1        | 1            | 66    |

**Source:** from spss output

Table (01) shows the distribution of the study sample of secondary school students according to gender and age variables. It is clear from the table that the sample consists of 66 pupils, of whom 31 are male and 35 are female, indicating a convergence in the number of participants of both sexes in this sample of secondary school pupils. In terms of age distribution, the sample is found to include pupils between the ages of 14 and 24 years, which is the age group that is usually found in secondary school, with a greater concentration in the age groups from 16 to 18 years, which is the age group that most often corresponds to middle and upper secondary school grades. When analyzing the gender and age distribution, it is clear that female pupils are most represented in the younger age groups (14-16 years), while the number of male pupils increases in the older age groups (17-19 years). In the age group 14 years, there are 1 male and 5 female students, in the age group 15 years, there are 2 male and 7 female students, and in the age group 16 years, there are 4 male and 12 female students. In contrast, in the age group 17 years, there are 10 male students and 7 female students, and in the age group 18 years, there are 8 male students and 4 female students, and in the older age groups (19-24 years), the number of female students decreases significantly. These results also generally indicate that the study sample of secondary school pupils includes a similar number of males and females, and that female pupils represent the majority of the sample in the younger age groups, while male pupils represent the majority of the sample in the older age groups, which may reflect some changes in interests or educational paths with age at this stage.

**Table (02) Description of the study sample according to the educational level of the father and the presence of a library at home**

| Home Library Presence | Father's Educational Level |         |              |           |            | Total |
|-----------------------|----------------------------|---------|--------------|-----------|------------|-------|
|                       | Below Primary              | Primary | Intermediate | Secondary | University |       |
| No                    | 11                         | 4       | 9            | 18        | 12         | 54    |
| Yes                   | 3                          | 0       | 0            | 0         | 9          | 12    |
| <b>Total</b>          | 14                         | 4       | 9            | 18        | 21         | 66    |

**Source:** from spss output

Table 2 presents the sample distribution (N = 66) based on two variables: presence of a home library and father's educational level. The majority of participants (n = 54) reported not having a library at home, while a smaller subset (n = 12) did. Fathers' educational attainment varied: no formal education (n = 14), primary (n = 4),

intermediate (n = 9), secondary (n = 18), and university (n = 21). Cross-tabulation revealed that most participants without a home library had fathers with diverse educational backgrounds, although a considerable number had fathers with secondary (n = 18) or university-level (n = 12) education, or no formal education (n=11). Conversely, most participants with a home library (9 of 12) had fathers with a university education. These findings suggest a positive association between a home library and a father's higher educational attainment. However, the overall sample was characterized by a lack of home libraries and a distribution of fathers across various educational levels.

**6.5. Study Tools:** After reviewing several studies related to the research topic, we built a questionnaire that includes:

**6.5.1. Personal and demographic data:** age, gender, academic level and specialization

**6.5.2. Parental cultural capital variable:** This variable is made up of 31 statements

**6.5.3. Pupils' academic excellence variable:** This variable consists of 30 statements

**6.5.4. Psychometric characteristics of the study tool:**

Internal consistency validity, which examines the homogeneity of a test's items, was assessed by analyzing item content, response processes, and inter-item correlations (Abu Allam, 2006, p. 459). Pearson correlation coefficients were calculated for each scale. The "cultural capital" scale exhibited acceptable inter-item correlations ranging from .33 to .64, all statistically significant at  $p < .005$ , with the exception of item 21 (non-significant) and item 28, which displayed a weak correlation ( $r < .30$ ). The "academic excellence" scale demonstrated acceptable inter-item correlations ranging from .30 to .71, with all items significant at  $p < .001$ , except for item 10 ( $p < .05$ ).

- **Reliability of the questionnaire:** The stability of the tool is that the results obtained are stable When reapplying to the same sample and in the same conditions and in an appropriate period of time, we get the same results, and this means the stability of the tool (Bishta and Bouamousha, 2020,p.126)

We calculated the reliability of the questionnaire in this study by extracting the Cronbach's alpha coefficient while deleting the non-fixed statements.

**Table (03) shows the constant values of the Cronbach's alpha coefficient**

| Dimensions Transactions                  | Parents' Cultural Capital Hub | Axis of Academic Excellence | Overall Score Questionnaire |
|--|-------------------------------|-----------------------------|-----------------------------|
| $\alpha$ -coefficient (Cronbach's alpha) | 0.86                          | 0.91                        | 0.93                        |
| Number of Items                          | 25                            | 30                          | 57                          |

**Source:** from spss output

Table 3 displays Cronbach's alpha coefficients, indicating acceptable to excellent internal reliability for the "parental cultural capital" axis ( $\alpha = .86$ ), the "academic excellence" axis ( $\alpha = .91$ ), and the overall questionnaire ( $\alpha = .93$ ). These values exceed the commonly accepted threshold of .70 (Mohammed, 2020, p. 193), suggesting robust consistency and reliability of the measurement instrument.

### **7. Testing and discussing the hypotheses of the study:**

#### **7.1. Testing and discussing the first hypothesis, which states that:**

The level of parental cultural capital, as perceived by their children, was evaluated using respondent means on a five-point Likert scale (ranging from 1 to 5). Following data coding and entry, cell lengths were calculated to categorize the responses. The range of the scale, from one to three, was divided by the total number of cells (two) to derive the cell length ( $.66 = 3/2$ ). This value was then added to the scale's lowest point (1) to define the upper limit of each cell, resulting in the cell ranges presented in Table bellow.

**Table No (04) represents the test adopted in the study**

| Cell Length    | Cell Length *Number of Items | Mean  | Level  |
|----------------|------------------------------|-------|--------|
| From 01--1.66  | 25----- 41.5                 | 45.53 | Low    |
| From 1.67—2.33 | 41.75-----58.25              |       | Medium |
| From 2.34—3.00 | 58.5-----75                  |       | High   |

**Source:** (Pimentel & Jonald, 2010, p 111)

Aligned with the study's hypothesis, results indicated that secondary students rated their parents' cultural capital as intermediate, based on the questionnaire's scoring criteria (Table 6: low = 1.00-1.66;

intermediate = 1.67-2.33; high = 2.34-3.00). This finding supports prior research by Lareau (2003) and Ghazal Halima (2019), which demonstrated a link between parental cultural capital and student achievement. The current study extends this understanding by suggesting that an average or above-average parental cultural level enables parents to effectively navigate evolving curricula and provide crucial educational support. These supports can manifest as tutoring, sibling assistance, or resource utilization. Ultimately, these findings reinforce the argument that parental cultural capital is a key determinant of student success at the secondary level.

**7.2. Testing and discussing the second intention hypothesis, which states that:** There is a statistically significant correlation between the cultural capital of parents and the academic excellence of secondary students to test this hypothesis, the Pearson correlation coefficient was applied between the two variables Statistical processing has yielded the following results:

**Table (05) Pearson correlation coefficient**

| Statistical Variables              | Sample | (T) Calculated | Level of Significance |
|------------------------------------|--------|----------------|-----------------------|
| Cultural Capital of Parents        | 66     | 0.57           | 0.00* *               |
| Academic excellence among students |        |                |                       |

**Source:** from spss output

**7.3. Testing and discussing the results of the third hypothesis:** Table 5 and Figure 4 present evidence of a statistically significant, positive, and moderate correlation ( $r = .57$ ,  $p < .05$ ,  $p < .01$ ) between parental cultural capital and student academic excellence. The scatterplot (Figure 4), with "cultural capital" on the x-axis and "academic excellence" on the y-axis, illustrates this upward trend, supported by the linear regression equation ( $y = 25.57 + 0.87x$ ). This equation suggests that for every unit increase in cultural capital, academic excellence increases by 0.87 units, with a baseline score of 25.57. The coefficient of determination ( $R^2 = 0.326$ ) indicates that 32.6% of the variance in academic excellence can be explained by parental cultural capital, highlighting its contribution alongside other influential factors. These findings align with research by Bourdieu and

Passeron (1977), Coleman et al. (1966), Zakaria (2018), Taheri (2010), and Al-Rashid (2011), which emphasizes the advantage conferred by high cultural capital on students within educational institutions. These studies underscore the influence of family and social factors, rather than solely individual effort, in determining academic success. They highlight that students with greater cultural capital (e.g., knowledge, skills, cultural participation) attain higher academic levels. The study reinforces the importance of investing in family culture and general knowledge to foster student academic achievement, indicating that disparities in cultural capital, shaped by familial socialization, impact students' secondary education outcomes, particularly in the Algerian context. The demonstrated relationship between parental cultural capital and student academic excellence supports the second hypothesis.

**7.4. Testing and discussing the third hypothesis, which states that:** It differs between the cultural capital of parents and the academic excellence of secondary students according to gender

**Table (06) shows the differences between the correlation coefficients**

| <b>Statistical Methods</b> |           |                   |                 |                |                              |
|----------------------------|-----------|-------------------|-----------------|----------------|------------------------------|
| <b>Gender</b>              | <b>N</b>  | <b>R .pearson</b> | <b>Z</b>        | <b>p.value</b> | <b>Level of Significance</b> |
| <b>Male</b>                | <b>31</b> | <b>R1 =0.592</b>  | <b>Z1=0.680</b> | <b>74</b>      | <b>Not significant</b>       |
| <b>Female</b>              | <b>35</b> | <b>R2 =0.533</b>  | <b>Z2=0.594</b> |                |                              |

**Source:** output spss and xl

Table No (06) presents the results of the test of the differences between the correlation coefficients (r) between the "cultural capital of parents" and "academic excellence" among secondary school students, according to gender. These results aim to test the third hypothesis, which states that there is a difference in the relationship between these two variables according to gender. The table shows that the correlation coefficient (r1) between "parents' cultural capital" and "academic excellence" in males is 0.592, while the correlation coefficient (r2) between the same two variables in females is 0.533. This indicates a

moderate positive relationship between the two variables in both genders To analyze whether this difference between correlation coefficients was statistically significant, a Z-Fisher test was performed, in which the values of the correlation coefficients were converted to their corresponding Z-values The results showed that the value of  $z_1$  is 0.680, and the value of  $z_2$  is 0.594 We then calculated the probability value (p-value) of 0.74, which is much larger than the customary significance level (0.05) This suggests that the difference between male and female correlation coefficients is not statistically significant, and therefore there is no evidence that the relationship between 'parental cultural capital' and 'academic excellence' significantly differs by gender It is clear to us that the hypothesis was not realized as there is no difference in the cultural capital of parents and the academic excellence of secondary students for both males and females

This result is consistent with the study of Intisar Saud Al-Hathlan and Hafaf Mohsen (2020), which aimed to reveal the role of cultural capital in the formation of the cognitive and linguistic skills of Saudi female writers, in addition to the role of social capital in achieving benefits for our female writers in their literary work The study relied on the qualitative approach through in-depth interviews with eleven Saudi female writers specializing in literary work, and reached several important results The most prominent of these results is that the majority of female writers have benefited from their cultural capital, whether embodied in family upbringing and the development of a sense of knowledge and appreciation of books and the library, or through the objective cultural capital represented by the presence of books and references The study also stressed the importance of the writer's passion for reading and learning everything that is new, and considered it one of the largest sources of their cultural capital, which was agreed upon by all participating writers In addition, the study showed that obtaining information related to the literary aspect is considered one of the resources of social and cultural capital While the majority of writers stated that social capital did not benefit them in their literary appearance and spread, some of them pointed out that it has a role through sponsorship or relations with the media This is also in line with the findings of our study, which confirmed the existence of a relationship between academic excellence and the family's encouragement and reward of children, and between parents' treatment of children in a democratic manner, and the use of Parents for the method of persuasion and away from the method of cruelty,

and between not tolerating them in the event of failure to perform their school duties or their negligence on low scores in examinations, and between the multiplicity of methods of parental treatment of children, as required by the situation of punishment and away from the use of one method in dealing with children regardless of the sex of children, and this confirmed the third hypothesis and its support and differed with the study of Al-Akkar et al (2015)), which went on to have a statistical significance in the overall performance among males and females regarding academic excellence, attributing this to psychological and genetic factors and Factors related to the performance of professors, along with the criteria for female motivation to learn This study and other similar studies focused on differences in academic performance, academic inclinations, and the impact of social and cultural factors on both sexes Some studies indicate that the impact of cultural capital may be greater on females, as girls may be more benefited from the supportive cultural environment at home, and may be more responsive to the expectations of parents and professors In contrast, there are other studies that suggest that the impact of cultural capital may be greater on males in some fields of study such as mathematics and science, and this may be the result of different societal expectations for both genders

The lack of statistically significant differences between males and females in the relationship between the “cultural capital of parents” and the “academic excellence” of the members of the current study sample can be attributed to several possible factors, which may interact together to form this result Among them we see:

**Equal access to education:** There may be relative equal access to education for males and females at the time the study was conducted If both genders receive the same quality of education, the same educational resources, and the same support from school, the influence of parents' cultural capital may be similar for both genders

**Impact of the school environment:** The school environment may have a significant role in reducing or eliminating potential gender differences in the impact of cultural capital If the school works to promote gender equality and provide equal opportunities for all, this may reduce the impact of gender-related social and cultural factors

**Individual motivation:** Pupils' individual motivation may have a greater role than gender in determining the extent to which cultural capital affects academic excellence If pupils (male and female) have the same level of ambition and desire to succeed, they may benefit equally from cultural capital



**Nature of cultural capital:** The type of cultural capital measured in the study does not make much difference between the sexes, or that it has an equal impact on both sexes. Because cultural capital focuses on specific aspects (such as reading, interest in education and speaking standard Arabic at home) in which both males and females participate, it may not show much difference in its impact.

**Complex Interactions:** The relationship between cultural capital and academic excellence may be complex, and may be influenced by many other factors, such as socioeconomic status, the role of the family, the cultural environment, and the personal circumstances of each individual, which may make it difficult to determine the impact of gender independently.

**Changing social roles:** This may reflect changes in the social roles of both genders, as societies move towards greater gender equality in educational and professional opportunities. Overall, these potential factors suggest that the relationship between cultural capital and academic excellence may be more complex than mere gender differences, and that there are many other variables to consider when examining this relationship. Thus, this finding does not necessarily imply that there is no effect of sex, but rather suggests that this effect may be limited in the context of this study, or that it interacts with other factors in a complex way.

## **8. Conclusion**

The importance of family cultural capital emerges, as the current study has shown, as a critical variable in determining opportunities for academic excellence for children. Cultural capital can be understood as a set of inherited cultural knowledge, skills, tendencies and preferences, whose value varies according to the social positions of families. Families with a high level of education, with abundant cultural capital, are better able to provide their children with the tools and skills needed to succeed in the educational system, thereby reproducing existing social hierarchies.

The importance of the educational level of parents goes beyond just following up and supervising the study, as it extends to providing a stimulating environment for learning, and instilling cultural values and tendencies that suit the requirements of the educational system. Educated parents, by virtue of their possession of the prevailing language of education, have the ability to help their children understand the curriculum, develop their language and thinking skills, and are keen to provide educational and cultural resources that

enhance their excellence Here, cultural capital intersects with economic and social capital The social status and economic conditions of the family play a role in determining access to educational and cultural resources, which enhances inequality in educational opportunities

In conclusion, it can be said that the cultural capital acquired in the family environment represents an important symbolic balance, commensurate with the requirements of the educational path, and contributes to the reproduction of social hierarchy Positive interactions within the family, and the material and moral resources they provide, create a social and cultural environment that increases the chances of success and excellence, but also reflects existing social inequalities Thus, understanding the dynamics of cultural capital, and its impact on reproducing social disparities, is essential for the development of educational and social policies aimed at achieving equality and equity in educational opportunities

Arguably, this study has shed light on the complex relationship between the cultural capital of the family and the superiority of pupils in secondary education The results showed that the cultural capital of the family is a factor that significantly influences the educational path of pupils, as pupils from families with high cultural capital tend to achieve greater academic excellence However, the relationship between the two variables is not as simple as it might seem, as other factors such as gender and economic, social and cultural conditions overlap”

This study hopes that it has contributed, albeit modestly, to enriching scientific knowledge about the relationship between the cultural capital of the family and the superiority of students, and that it has provided some ideas and recommendations that can contribute to improving the reality of education and achieving social justice The journey towards equal educational opportunity is long and arduous, but it is worth the effort and sacrifice.

## 9.References

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