Exploring the Influence of Family Factors on Junior High School Students' English Proficiency in the Context of the Double Reduction Policy

Simin Cai[1, †], Nanxuan Li[2, †], and Xinzhu Xiong[3, *, †]

[1]College of humanities and Social Science, University of Exeter, Exeter, England

[2]School of Foreign Languages, Guizhou Normal University, Guizhou, China

[3]College of humanities and Social Science, Xi'an Jiaotong-Liverpool University, Suzhou, China

*Corresponding author: Xinzhu.Xiong21@student.xjtlu.edu.cn

[†]These authors contributed equally

Abstract. In the year 2021, the General Office of the CPC Central Committee announced a policy: Opinions on further reducing the burden of homework and off-campus training for students in compulsory education. Facing this newly announced policy, different parents and students have various actions towards it. Some parents lower their requirements on students' academic performance. However, other parents still keep a high standard for their studies. And English, as one of the compulsory courses, has been given great attention. This paper tries to find out appropriate guidance on what to do under this new policy. Through analyzing data collected by CEPS (China Education Panel Survey), a nationwide data collection, the following points have been found: students' academic performance in English study is closely and positively related to parents' economic resources, social relation resources, and family education. It is better for parents to react actively to this policy.

Keywords: English proficiency; quantitative analysis; the double reduction policy.

1. Introduction

On 24 July 2021, the "Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in Compulsory Education" was issued, and the whole country is actively promoting the "double reduction". In extra-curricular activities, schools will reduce the amount and length of homework to a certain level, giving parents and students more freedom of choice. Under the new regulations, students' study load has been reduced and some parents have relaxed their demands on their children, but some parents think it is still important to keep a high standard of studying so they will spend more time, energy and money on their kids' studies. There is a significant increase in parental involvement and parents are playing an increasingly prominent role in the education of their children. As one of the important environmental factors influencing human development, family education plays an integral role in schooling and in the lifelong education of people [1]. In addition, the "double reduction" policy has led to varying degrees of anxiety among parents about their children's future, and good learning support systems can not only enhance students' self-efficacy, but also play a role in changing students' motivation, enhancing and improving their academic performance [1]. The influence of the family is particularly prominent in this regard. In the context of changing times and social development, learners' family factors are prominent in their second language acquisition process [2]. Differences in students' performance at school include, in addition to intellectual factors, non-intellectual factors such as motivation, personality traits, family background and socio-cultural environment. Among them, family background is an important factor influencing students' learning behaviour as it is directly related to their learning environment, learning philosophy and thinking patterns [3]. In addition, with the globalisation of the economy and the development of China's economy, English has become increasingly prominent as an international language [4]. English language education also plays an important role in China's education system in terms of curriculum regulations and the weighting of secondary and higher education examinations,

making it a very important subject [5]. Therefore, in a child-centred family context, it makes sense to integrate family influences into English teaching. In China, there are many empirical analyses of family influences on junior high school students' English language learning performance. They concluded that parents' educational level, family relationships, and students' academic performance are positively correlated. Moreover, parents' English learning level and supervision have a positive effect on students' English achievement [2-5]. However, the above empirical analyses were conducted with individual classes in the region, and the sample covered a small area and scale and was small in number, which was not sufficiently representative. After collation, it can also be learnt that some studies, although using the same research methods and subjects, have led to differences in results due to differences in the subjects and regions studied. In addition, there are many domestic studies in China on the correlation between junior high school students' English learning achievement and family education, but the main variable examined in these studies is the cultural capital of the family [6].

This paper analyses the relationship between family influences and the academic performance of junior secondary school students based on data from the China Family Panel Studies (CFPS), and empirically tests the issues involved. This paper provides a detailed analysis of the general family influences and academic performance. At the same time, this paper also collects a large amount of relevant information, provides an in-depth analysis of current family influences, and gives corresponding countermeasures in response to the realistic findings. This is conducive to both improving students' learning ability and fostering their positive learning and human attitudes, as well as their physical and mental development.

2. Theoretical Framework

2.1. Cultural Reproduction Theory

"Cultural reproduction' refers to the use of culture as a medium to achieve social reproduction. According to Bourdieu, capital consists of three forms: economic capital (including all types of property directly represented by money), cultural capital (people's main ways of life, such as skills and knowledge), and social capital (the prestige of one's profession and one's network of relationships). Bourdieu's 'cultural reproduction theory' suggests that the financial status of one's family has a significant impact on one's learning of English, and he believes that if one's family has cultural assets, then one's children's investment in learning will also change. The phenomenon that parents' educational status impacts their children's academic status is one of the more consistent phenomena not often seen in the social sciences. This social phenomenon has therefore attracted the interest of researchers from many different disciplines worldwide, and empirical studies on the phenomenon are numerous [7]. Some studies have concluded that there is a strong relationship between the level of education of parents and the children's learning status and all other issues related to them [8].

2.2. Social Stratification Theory

Social stratification is a kind of 'social stratification' derived from Marx's idea of 'surplus', which essentially means that different people are different because of the inequality of social resources. In general, the "higher income groups" tend to occupy a larger share of social resources, while the economic status of the "family" reflects the role of "social capital", which reflects "social stratification. "This reflects the fact that 'social stratification' refers to the 'consumption' of 'social wealth'. Education as an act of consumption is reflected in the education of children, as the advantaged have access to better educational resources, which can help their academic progress [8]. It also appears that parental occupation has an impact on students. Some studies have shown that the effect of the father's income is significant for students in older age groups, where the father's income is at the bottom of the distribution. In younger cohorts, students with the highest father's income spent significantly longer in education than those with a lower father's income [9].

2.3. Human Capital Theory

Investment is crucial in the formation of human capital. Through various types of investment, workers can acquire a variety of knowledge and skills, and investment in education is an important form of human capital investment because education is the main way in which workers acquire knowledge and skills. The level of parental investment in their children's English language learning can be directly related to their academic performance, and in their education, their children's time and effort in school can be affected. Swell & Hauser (1972) state that the effect of the family's socio-economic conditions in terms of academic performance is largely reflected in parental, peer, and input in school [10].

3. Method

3.1. Source of Data

The data used in this study are from the China Education Panel Survey (CEPS). This data was designed and implemented by the China Survey and Data Centre of Renmin University of China. CEPS uses the 2013-2014 school year as the baseline and two contemporaneous cohorts of junior high school grade 1 (grade 7) and junior high school grade 3 (grade 9) as the starting point. CEPS uses the average level of education of the population and the proportion of the migrant population as stratification variables and randomly selects 28 county-level units from across the country as survey sites. The survey was implemented on a school basis, with 112 schools and 438 classes randomly selected for the survey at the selected district level, with all students in the sampled classes enrolled, for a total of approximately 20,000 students surveyed in the baseline survey. CEPS uses questionnaires as the main instrument to survey all students and their parents or guardians, classroom teachers, main subject teachers and school officials. The questionnaires include many aspects about students, teachers and schools in daily life.

3.2. Variable Settings

This study focuses on the influence of family factors on junior high school students' English language proficiency. The dependent variable selected for this study was students' English midterm grades which served as an indicator of students' English language proficiency. The students' mid-term examination results in the autumn term of 2013 were provided directly by the surveyed schools and were not self-administered by the students. Seven independent variables were selected for this study:1) father's educational qualification, 2) mother's educational qualifications, 3) father's occupation, 4) mother's occupation, 5) frequency of parents checking homework in a week, 6) frequency of parents tutoring in a week, and 7) family economic status, as several aspects of family factors affecting students' English proficiency, after deleting missing values.

3.3. Research Methods

In this study, literature analysis and multiple linear regression models were used and data from CEPS were processed using Stata 15.0 statistical software.

3.4. Research Hypotheses

H1. The level of parental education has a significant impact on students' performance in English.

H2. Differences in the parental occupation have a significant impact on students' English language performance.

H3. The number of hours a week parents invest in their children's learning has a significant impact on students' performance in English.

H4. The financial status of the family has a significant impact on the student's performance in English.

4. Results

4.1. Descriptive analysis

The specific descriptive statistics are shown in Tables 1, 2, 3, 4, 5, 6, 7 and 8.

Table 1. Descriptive Statistics of Students' Mid-Term Examination Scores

Variable	Mean	Std. Dev.	Max
Students' Mid-Term Examination Scores	79.28689	30.33696	152

Table 2. Descriptive Statistics of Mothers' Education

Mother's Educational Qualification	Freq.	Percent	Cum.
Below Primary School Qualification	679	3.67	3.67
Primary School Qualification and above	17,811	96.33	100.00
Total	18,490	100.00	
Mother's Educational Qualifications	Freq.	Percent	Cum.
Below Secondary School qualification	4,594	24.85	24.85
Secondary school qualification and above	13,896	75.15	100.00
Total	18,490	100.00	
Mother's Educational Qualifications	Freq.	Percent	Cum.
Below University Degree	16,128	87.23	87.23
University Degree and above	2,362	12.77	100.00
Total	18,490	100.00	
Mother's Educational Qualification	Freq.	Percent	Cum.
Below Primary School Qualification	679	3.67	3.67
Primary School Qualification and above	17,811	96.33	100.00
Total	18,490	100.00	

Table 3. Descriptive Statistics of Father's Education

Father's Educational Qualification	Freq.	Percent	Cum.
Below Primary School Qualification	114	0.62	0.62
Primary School Qualification and above	18,376	99.38	100.00
Total	18,490	100.00	
Father's Educational Qualifications	Freq.	Percent	Cum.
Below Secondary School qualification	2,831	15.31	15.31
Secondary school qualification and above	15,659	84.69	100.00
Total	18,490	100.00	
Father's Educational Qualifications	Freq.	Percent	Cum.
Below University Degree	15,664	84.72	84.72
University Degree and above	2,826	15.28	100.00
Total	18,490	100.00	
Father's Educational Qualification	Freq.	Percent	Cum.
Below Primary School Qualification	114	0.62	0.62
Primary School Qualification and above	18,376	99.38	100.00
Total	18,490	100.00	

Table 4. Descriptive Statistics of Mothers' Occupations

Mothers' Occupation	Freq.	Percent	Cum.
Leaders and staff of State Agencies and Institutions	628	3.43	3.43
Middle or Senior Management of a Business or Company	852	4.66	8.09
Teacher, Engineer, Doctor and Lawyer	1.040	5.69	13.78
Skilled Worker (Including Drivers)	726	3.97	17.75
Production and Manufacturing General Workers	2,013	11.01	28.76
General Worker in Commerce and Services	2,550	13.94	42.70
The Self-employed	3,168	17.32	60.03
Farmer	4,621	25.27	85.30
The unemployed, unemployed, laid off	1,687	9.23	94.52
Others	1,002	5.48	100.00
Total	18,287	100.00	

Table 5. Descriptive Statistics of Father's Occupation

Fathers' Occupation	Freq.	Percent	Cum.
Leaders and staff of State Agencies and Institutions	956	5.23	5.23
Middle or Senior Management of a Business or Company	1,322	7.23	12.46
Teacher, Engineer, Doctor and Lawyer	1,143	6.25	18.71
Skilled Worker (Including Drivers)	3,163	17.30	36.00
Production and Manufacturing General Workers	1,574	8.61	44.61
General Worker in Commerce and Services	1,344	7.35	51.96
The Self-employed	3,314	18.12	70.08
Farmer	4,066	22.23	92.32
The unemployed, unemployed, laid off	485	2.65	94.97
Others	920	5.03	100.00
Total	18,287	100.00	

Table 6. Descriptive Statistics of Household Economic Status

Household Economic Status	Freq.	Percent	Cum.
Below Intermediate Level	2,328	12.46	12.46
Intermediate and above	16,363	87.54	100.00
Total	18,691	100.00	

Table 7. Descriptive Statistics on the Frequency of Parents Checking Homework during the Week

Frequency of Parents Checking Homework in a Week	Freq.	Percent	Cum.
Never	5,667	29.40	29.4
One or Two Days	5,680	29.47	58.87
Three or Four Days	2,535	13.15	72.02
Almost Every Day	5,393	27.98	100.00
Total	19,275	100.00	

Table 8. Descriptive Statistics on Frequency of Parents Tutoring in a Week

Frequency of Parents Helping to Do Homework in a Week	Freq.	Percent	Cum.
Never	8,390	43.95	43.95
One or Two Days	5,169	27.08	71.03
Three or Four Days	2,283	11.96	82.99
Almost Every Day	3,247	17.01	100.00
Total	19,089	100.00	

4.2. Correlation Analysis

After deleting the missing values for parental education and students' midterm English scores, the model estimation results are shown in Table 9, where there is no significant effect of mother's primary education and above on students' midterm English scores. While there is a highly significant positive effect of mother's secondary school education and above on students' midterm English scores, with the mean midterm English score being 10.09242 points higher than that of those with less than secondary school education, there is a highly significant positive effect of mother's university degree or above on students' mid-term English scores, with the mean mid-term English score being 15.84105 points higher than that of students with less than university degree. Fathers with primary education and above, secondary education and above, and university education and above all have a highly significant positive effect on students' mid-term English scores, with mid-term English scores 7.990967, 8.841728 and 17.19765 higher respectively.

Table 9. Estimated Results of the Multiple Linear Regression Model for Parental Education

	Students' Mid-Term Examination Scores		
	Mother's Educational Qualification	Father's Educational Qualification	
Primary School Qualification and above	0.9649107	7.990967**	Primary School Qualification and above
	(1.217457)	(2.801296)	
Secondary school qualification and above	10.09242**	8.841728**	Secondary school qualification and above
	(0.5416905)	(0.6187891)	
University Degree and above	15.84105**	17.19765**	University Degree and above
	(0.6614117)	(0.608861)	
cons	68.91274**	61.39254**	cons
	(1.123885)	(2.744315)	
Adjusted R2	0.0630	0.0621	Adjusted R2
Obs	18,490	18,490	Obs

Note: *p<0.05; **p<0.01

Table 10. Estimated Results of the Multiple Linear regression Model for Parental Occupation

	Students' Mid-Term Examination Scores		
	Mothers' Occupation Fathers' Occupation		
Leaders and staff of State Agencies and Institutions	13.375**	15.61883**	Leaders and staff of State Agencies and Institutions
	(1.496841)	(1.359934)	
Middle or Senior Management of a Business or Company	14.15963**	16.03462**	Middle or Senior Management of a Business or Company
	(1.370556)	(1.264249)	
Teacher, Engineer, Doctor and Lawyer	18.22963**	16.17682**	Teacher, Engineer, Doctor and Lawyer
	(1.301886)	(1.304238)	
Skilled Worker (Including Drivers)	2.203675	5.395633**	Skilled Worker (Including Drivers)
	(1.433393)	(1.102987)	
Production and Manufacturing General Workers	1.334828	2.703022*	Production and Manufacturing General Workers
	(1.13706)	(1.222014)	
General Worker in Commerce and Services	5.903107**	7.073936**	General Worker in Commerce and Services
	(1.096549)	(1.259995)	
The Self-employed	3.955627**	7.107645**	The Self-employed
	(1.065951)	(1.097311)	
Farmer	-6.252477**	-4.110765**	Farmer
	(1.024891)	(1.075036)	
The unemployed	3.034606*	1.137279	The unemployed
	1.173004	1.652333	
cons	77.11003**	74.63179**	cons
	(0.9290986)	(0.9708014)	
Adjusted R2	0.0504	0.0481	Adjusted R2
Obs	18,287	18,287	Obs

Note: *p<0.05; **p<0.01

After removing the missing values for parental occupation and students' mid-term English scores, the model estimates are shown in Table 10. There are significant differences in the effects of whether the parents were leaders and workers in state institutions, senior and middle managers in businesses/companies versus senior and middle managers in non-businesses/companies, and teachers, engineers, doctors, and lawyers on students' mid-term English scores, with a highly significant positive effect. The mean mid-term English scores are all more than 10 points higher. There is no significant effect of the mother being a skilled worker (including driver) versus an unskilled worker on students' mid-term English scores; There is a significant difference and a highly significant positive effect of the father being a skilled worker (including driver) versus an unskilled worker on students' mid-term English scores, with the mean mid-term English score being 5.395633 points higher, while there is no significant effect of the mother being a general production and manufacturing worker versus a non-general production and manufacturing worker on students' English scores; There is a significant difference and a significant positive effect of the father being a general production and manufacturing worker versus a non-general production and manufacturing worker on students' mid-term English scores, with a 2.703002 higher mean English mid-term score, while there is a significant

difference and a highly significant positive effect between whether or not the parents are self-employed and whether or not the parents ware general workers in the commercial and service sectors on the students' mid-term English scores. What is more, there is a significant difference and a highly significant negative effect of whether the parents were farmers on the students' mid-term English scores, with the mean mid-term English scores being 6.252477 and 4.110765 points lower respectively, while there is a significant difference and a significant positive effect of whether the mother is unemployed, unemployed, or laid off on the students' mid-term English scores, with the mean mid-term English score being 3.034606 points higher. In addition, there is no significant difference in the effect of the father being unemployed, unemployed, or laid off on students' mid-term English scores.

Table 11. Estimation Results of the Multiple Linear Regression Model for Household Economic Status

	Students' Mid-Term Examination Scores		Students' Mid-Term Examination Scores
	Household Economic Status		Household Economic Status
Intermediate and above	11.65207**	Intermediate and above	11.65207**
	(0.6752967)		(0.6752967)
cons	69.40472**	cons	69.40472**
	(0.6321477)		(0.6321477)
Adjusted R2	0.0160	Adjusted R2	0.0160
Obs	18,220	Obs	18,220

Note: *p<0.05; **p<0.01

After deleting the missing values for family economic status and students' mid-term English scores, the model estimates are shown in Table 11. There is a significant difference between the effect of family economic moderate and above and family economic moderate or below on students' mid-term English scores, and a highly significant positive effect on students' mid-term English scores, with a mean mid-term English score 11.65207 points higher.

Table 12. Estimated Results of a Multiple Linear Regression Model of Parents' Weekly Investment in Their Children's Learning Time

	Students' Mid-Term Examination Scores		
	Frequency of Parents Checking Homework in a Week	Frequency of Parents Tutoring in a Week	
One day and above	-0.9119424	1.578912**	One day and above
	(0.5761732)	(0.5411889)	
Three Days and above	3.89705**	1.634511*	Three Days and above
	(0.7328087)	(0.7687399)	
Almost Every day	2.79225**	0.7842816	Almost Every day
	(0.7375697)	(0.8347845)	
cons	77.75681**	78.01241**	cons
	(0.4070052)	(0.3341825)	
Adjusted R2	0.0083	0.0025	Adjusted R2
Obs	18,587	18,587	Obs

Note: *p<0.05; **p<0.01

After deleting the missing values for the frequency of parents checking homework and tutoring in a week and the students' midterm scores in English, the model estimation results are shown in Table 11. While there is no significant difference between the effect of parents checking homework one to two days a week and above and one to less than two days a week on the students' midterm scores in English, with no significant effect, there is a significant difference in the effect of parents checking homework three to four days a week or more versus three to four days or less on students' midterm English scores, with a highly significant positive effect, and students' mean midterm English scores were 3.89705 points higher. There is a significant difference in the effect of parents checking homework daily versus non-daily in a week on students' English midterm grades, with a highly significant positive effect and a 2.79225 higher mean English midterm score, while there is a significant difference between the frequency of parental guidance one or two days a week and less than one or two days a week, with a highly significant positive effect on students' mid-term English scores, which were 1.578912 points higher. While there is a significant difference between the frequency of parental guidance three to four days a week or more and the frequency of parental guidance three to four days or less on students' mid-term English scores, with a significant positive effect, and students' mid-term English scores were 1.634511 points higher, there is no significant difference in the effect of frequency of parental guidance on homework daily versus non-daily on students' English midterm scores, with no significant effect.

5. Discussion

Through the analysis of the study, it is found that having a secondary school degree or higher or having a university degree or higher had a highly significant positive effect on the child's English performance. However, when the researchers compared primary school qualifications, the mother's primary school qualifications had no significant effect on the child's English performance, while the father's having primary school qualifications (compared to no qualifications) had a highly significant positive effect on the child's English performance. Overall, the experimental results are consistent with all the initial hypotheses. This means that the higher the literacy level of the parents, the better the academic performance of the students.

The results for family financial situation showed that having a medium or higher family income had a highly significant positive effect on students' mid-term English performance. This suggests that the financial situation of the family can affect the students' academic performance in a number of ways. For example, students with higher family income are able to participate in more English activities, purchase some electronic learning materials and attend classes and parents prefer to send their kids to study abroad. This is consistent with the study's hypothesis that the family's financial situation can indirectly influence students' English learning performance. Estimation results from a multiple linear regression model of parental occupation. If the parents' jobs are leaders and staff of state institutions, middle and senior managers of enterprises or companies, teachers, engineers, doctors and lawyers, which are relatively high social prestige occupations, have a highly significant positive effect on children's English performance. These parents understand how important English is as a tool for their kids to broaden their horizons through reading English writing.

Analysis of the results of parents' time commitment to their child's learning in a week showed that regular parental communication with the child is helpful in improving the child's performance in English, and that this serves as an incentive for the child to focus on his/her studies. However, parents who tutor their children too often during the week do not help their children's performance in English.

In summary, not all of the family factors covered in this study are correlated with students' English language achievement, for example, parental occupation. However, in general, family factors are still strongly correlated with students' English language achievement, and all aspects of family factors play a relatively significant and important role in influencing students' academic achievement.

6. Conclusion

To sum up, this study uses nationally representative CEPS data and with reference to cultural reproduction theory, social stratification theory, and human capital theory, focuses on four dimensions: parental education, parental occupation, family economic status and the amount of time parents devote to their children's learning in a week, to explore the influence of family factors on junior high school students' English proficiency.

Data from the study showed that parents' economic capital, cultural capital, social capital, and the process variable 'supervised discipline' all had a significant effect on the English language proficiency of junior high school students. This means that, in the context of the double reduction policy, it is clearly not desirable for parents to relax and let their students do nothing if they are to perform well in English. Instead, parents should strengthen the links between home and school, and also start to build up their own economic, cultural and social capital for the next generation's academic progress, as well as providing more companionship and guidance to their students. This survey helps parents to spend more time with their children, to communicate more with them, to understand their children's voices, to enable them to give timely guidance to their children when they first come into contact with them, and to enhance their relationship with them at the same time. Over time, students' interests, academic performance, etc. will get better and better. However, care should also be taken not to worry too much about your child's schoolwork; moderate tutoring is the best.

This study also has some other shortcomings. This paper focuses on the role of family on junior high school students' English performance and points out the influence of family on English performance and the role of family on academic performance. In fact, many factors play a role in students' English learning, such as school and society. However, according to the findings of this paper, the role of parents can be somewhat more relevant and, therefore, more practical when it comes to the role of family factors. However, due to the constraints of the individual level, it is not possible to conduct a comprehensive examination of all aspects that affect junior high school students' academic performance in English, and this paper only analyses and explains them from the perspective of the research subjects. Secondly, the family factors selected for this paper only cover four aspects of family factors. It remains to be seen whether other family factors, such as parents' educational expectations, impact junior high school students' English language proficiency. Secondly, the statistics of the family economic situation in the questionnaire are only judged according to five levels, and the measurement indicators are rather coarse. In future research, other family factors need to be taken into account, and additional rating indicators need to be evaluated.

References

[1] Zhou, T. Senior Students Family Support, English Learning English Influence on English Learning Motivation and Its Intervention Study. Master's thesis, Yunnan Normal University, 2022.

[2] Yang, L. The Influence of Family Factors on English Learning in Junior High School Students Study. master's thesis, Shaanxi Normal University, 2017.

[3] Guo, X.L. Cultural Factors of English Learning in Junior High School Students and Family Correlation Studies. master's thesis, Gannan Normal University, 2016.

[4] Chen, Y.D. Family Background Research on The Influence of The Primary School Students English Oral Communication Ability. master's thesis, Qufu Normal University, 2020.

[5] Xin, Q.P. Family Cultural Capital and The Junior Middle School Students English Study of The Relationship.Master's Thesis, Jiangxi Normal University, 2020.

[6] Pan, C.L. The Influence of Parents to Participate in The Junior Middle School Students English Preliminary Explore. master's thesis, Nanjing Normal University, 2020.

[7] Li,F.L & Hou,L.L & Wen, D.M. The Influence of Parents' Educational Background on Their Children's Learning and Social Activities in Colleges and Universities. (eds.) 2005 China Annual Conference on Education Economics (pp. 294-306), 2005.

[8] Liu, Y.X. The Influence of Family Factors on The Junior Middle School Students English Study. master's thesis, Chongqing Normal University, 2019.

[9] Arnaud Chevalier & Gauthier Lanot. The Relative Effect of Family Characteristics and Financial Situation on Educational Achievement, Education Economics, (2).

[10] William H. Sewell & Robert M. Hauser. Causes and Consequences of Higher Education: Models of the Status Attainment Process. American Journal of Agricultural Economics (5), 1972.