

# The Reviewing of Social Reproduction Theories: Social Capital on Students' Academic Success

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**Abstract.** Inequality in human society exists in our lives and influences educational sources. Educational equity is a manifestation of social equity. It is a state of educational development in which a certain society not only gives all members of society freedom and equal choice, but also shares public educational resources at the time and all levels. In fact, education equity should include at least two essential aspects: equality of educational rights and equality of educational opportunities. This article investigates the reasons and phenomena of social reproductions by reviewing some relevant theories of social capital. The main arguments of our research are: 1) education is a way of gathering different groups into an average position and helps students benefit from each other. Therefore, the theoretical concepts of social capital influence individual educational success [1], [2] & [3]; 2) Educational competition and social reproduction are caused by unequal educational resources; 3) The academic gap are extended due to various family classes. By reviewing previous research, this article, to some extent, illustrates the cause of social reproductions, which might inspire future researchers.

**Keywords:** Education inequity, social capital, social reproduction, academic achievements.

## 1. Introduction

In China, the public education system is one of the equal ways of educational management, because most children receive compulsory education from an early age. The selection of talents in society is also paying more attention to factors such as individual talent and overall quality. However, there is a widening gap between the wealthy and the poor in economic transformation and the unfair distribution of educational resources. It does not seem very easy for excellent children from low-income families to gain more opportunities for their future careers or better lives. Nowadays, this phenomenon has begun to arouse people's attention in Chinese education circles. The relevant research holds different angles, methods, and forms, focusing on the current unfairness of education. The disparity among different classes is not unique in China. It can be seen that the study of this issue is not only urgent in particular countries but also a global priority. Cultural capital is a major component of the concept of capital in Bourdieu's cultural reproduction theory. In his theory, students with superior backgrounds have been cultivated in the school by the influence of language, taste, and culture recognized by society from an early age. The field is legalized, thereby obtaining symbolic rights, which allows them to stay one step ahead of the schools' learning development. Therefore, different cultural capitals from individuals and the recognition of different cultural capitals by society and schools led to unfairness.

## 2. Social Capital Theory

Social capital is one of the most popular and influential theories in scientific areas over the last twenty years [5]. Researchers are trying to emphasize the importance of social relations and develop definitions representing the real-world complexity and relevance [6]. Pierre Bourdieu is the first theorist who extensively elaborated social capital, where social capital provides social relations with anticipated benefits, including human and cultural capital. He asserted that the development of social

capital explained unequal academic achievements [7]. Individual resources result in a gap between different social classes, affecting students' success and behavioral development. The power or status decided whether the process of gaining knowledge could be easier. The notion of social capital explains the impact of social resources on human capital, mainly through education levels. In other words, social capital seem exist by its functions. there are various definition to definition, but there are two fundamental elements have in common, which are different aspects of social structures, and people who actions are influencing those social structures [1]. Bourdieu indicates social capital is a potential resource related to a permanent network that an individual uses relationships to achieve the goal with others. Also, he points out social capital on educational achievements should involve his broader theory of capitals, such as cultural capital and economic capital. The uneven distribution of the accessing to capitals in society, as a cause of possessing social capital. Therefore, children's studies' concepts of social capital will account for a horizontal perception of individual educational achievements. Children who are from high education family has low or no rate of dropping out of school. However, children with less-educated parents are hard to achieve on their academic journey. According to Baron, Field, and Schuller's research, the methodologies and results showed different issues, consistency, and uniqueness of general notions, social and political influences, etc [6]. Some of the issues appear to research the social capital with the individual educational achievements, such as the dropout rate, the grade averages of each school, university enrollment. These different forms of capital give the resources that can benefit the goals, mainly educational purposes.

### 3. Social Capital In Education

James Coleman is the primary developer theorist of social capital theory, which argued that social capital could be explained by a broader range of social issues inclusive of education. Coleman analyzes social capital from two different perspectives: the family is the initial social capital provider, and the environment takes the second status [1]. These two significant providers play an essential role in human capital in the younger generations. To demonstrate how social capital functions in the society, Coleman takes his famous example of six children and a mother who move from one place to another place for children's education. In contrast, suburban has less available in social capital compared to metropolitan cities. Coleman indicates that social capital have the positive effect at the community level [1]. What's more, other examples of social capital could be e-mail exchanges among the members of an education application; a person having a recommendation letter to gain a job with the higher position; a person informing neighbors about the power off tomorrow. Coleman's analysis was limited to some specific group. The communities, rather than the whole societies, illustrated the benefits of social capital from the family and the larger community outsides that create complex relational networks [1]. For instance, the objective factors lead to the lower rate of dropping out of school because of few siblings, higher parental educational level, and high expectations, demonstrating social capital. Differences in students from different social capital levels and academic success produce the complex networks between school assists and families. Dika and Singh found the family structure, parental supervise and expectation, family environment and discussion, and parents' communications with children, school, and peers, which positively influence their academic achievements and behaviors, thereby supporting Coleman's argument. Aslandogan and Cetin illustrate that children need more modeling instructions rather than the explicit direction [8,9]. Therefore, they prefer to argue with parents and teachers who are armed with normal ethical values. These children are generous, respectful of the law and human rights [9]. The influence of parents and teachers has common positive results [10]. She mentioned that social capital is the family-school relationships that promote success in the education area. The contributions from family involvement formed students' academic performance. The school system that expects to gather different groups at a specific time provides an average underpinning for the community [11]. Therefore, families and schools are closely shaped children's development in different ways.

Coleman indicates that social capital provides various resources to each class [1]. The first form of his argument is obligations and expectations. Most working-class parents are graduated from high schools with dropout experiences or have problems in schooling [10]. They are confident about teachers' teaching abilities since they are less confident about their own abilities [12]. The conclusion shows that working-class parents have mostly no connection with the parents from the same school as their children. Thus, they gain less or no information about children's classrooms. However, upper-middle-class parents who strongly show parental socialization will obtain more information about children and their school life. It is easy to perceive the richer families get more school benefits because of the strongly family-school relationships than working-class families. Parents' involvement in children's education effectively supervises homework, communicating with teachers, and caring for their mental and behavioral changes. Family builds an environment where full of the educational spirit is valued and expected, which affords a nurturing place that influences children's school performance and learning awareness with positive guidance.

The sociology of education research is based on Coleman's conceptual framework [8]. Sil believes that family and school partnerships on social capital are more important than family structure, such as parental education, family size, incomes, and status [10]. She discusses how parental and school participation strongly reduces students' rates of dropping out of school and promoting going to college [1]. The research indicates that 8.1% of high school students' dropout rates from the two children family with high parental expectations, increasing to 30.6% dropout rates for the children with large family members with very few education expectations [13]. Besides, Coleman proposes that individual social status have differences in education. Baron, Field, and Schuller support his idea and point out that parents who have higher education and higher economic capital will promote better educational achievements [6]. In conclusion, researchers admitted that social capital's power plays a critical role in individuals' academic achievements. The richer or higher social capital might result in better educational achievements [14, 15].

#### **4. Ethics Of Care In Social Capital**

Multiple models can show the ethics of care in education. Noddings indicates and theorizes about the ethics of care in the first place of education and states, "the first job of schools is to care" [16]. She points out that schools should pay more attention to the process of cultivating, encouraging, and caring rather than making academic achievements. Noddings' approach discusses social capital focusing on ethical care in education, which depicts "relational ethics" because of the initial concern for relationships [16]. Moreover, Starratt indicates that care ethics should be discussed the relations from a standpoint [3]. He emphasizes that educators should be sensitive to each students' cultural identity and uniqueness in schooling. Therefore, they can become a participant in the cultural tone of schools. The process of participating should not be bureaucratic. For example, using the humor language communicate with students, considering from younger generations, adopting visual pattern for transforming knowledge. Each activity and procedure can reflect on caring by a stander symbol [3]. However, the purpose of the ethic of care is to promote productivity, such as proving the test scores, gaining more college enrollments, and increasing productive studying. Starratt points out that getting larger care in school does work in high social capital, namely when people are undertaking the ethics of care in schools, which is higher social capital [3]. What's more, there are still some issues in ethnic of care teaching. Teachers and administrators may sacrifice the unique personality of students for promoting high social capital. In the educational process, balancing the social capital and uniqueness of students, students' capabilities and potential. Teachers should instruct the diverse classroom and then trying to gain the benefits of social capital in school. Coleman's theory is criticized as he does not explain the individual with different backgrounds gain various benefits of social capital [13, 17, 18]. However, it effectively demonstrates the differences in individuals of similar social backgrounds. Also, parents' cultural and economic capital significantly influences enrollments of students into private and public schools than social capital. However, when researchers

are investigating students' academic achievements who are learning in a particular program, such as providing free teacher education. Their educational achievements are more likely to depend on social capital, such as accessing information. Also, Coleman analyzes relationships with family and outside of the family, particularly communities and organizations. Therefore, the notion of social capital further simplified the conceptualizations and implementations of research based on it. Furthermore, researchers confirm the activity of Coleman's theories. Ho points out self-respect plays a significant role in academic success, and results show social capital is related to children's self-respect and educational achievements [13]. In doing so, the social background becomes a presupposition for promoting educational achievements, thereby developing their social reproduction. In Ho's research, social capital displays strong relation between academic achievements and self-respect, increasing the parent children's relationship either [13].

Research shows particular capital influences social inequalities, which reflects that Coleman's research concepts are quite logical. Social Capital is an important theoretical concept and approach that are often used and are valid in current studies [17, 19]. Grossman pointed out Coleman was not differentiating social levels and ethnic groups [19]. Meanwhile, different concepts of the operation of social capital have led to a similar result. Based on Coleman's concept of social capital, Bourdieu demonstrates the concept related to social mobility as evidence for social capital research. However, there are limitations of their theories under the current social developments. It is important to utilize the network to research social capital [17]—the view of these theoretical concepts and the illustration of social capital's influence on individual academic achievements.

## **5. Social Capital Theory Between Bourdieu And Coleman**

The word “Social Capital” originated since the 1920s, French sociologist Pierre Bourdieu and American James Coleman are the initial theoretical developer of this concept. Bourdieu points out three elements of capital: economic, cultural, and social. Coleman focuses on the creation of human capital of social capital. Namely, both Bourdieu and Coleman developed the social capital theory they armed with different explanations of educational achievement and attainment. Bourdieu's theories demonstrate the cultural and social reproduction of unequal academic achievement [5]. However, Coleman researches the parents and the environment more influence social capital. They present two conceptualizations of social capital that related to two different types of educational literature exportation. There are two major differences between the definitions of social capital from Bourdieu and Coleman. First, the differences in obtaining the social structure resources are clear in Bourdieu [5], but Coleman's explanation is not explicit that does not definite it. Second, Bourdieu believes that social capital is a tool of social reproduction in the dominant class. However, Coleman thinks social capital is a positive direction of social control, such as an information medium and community identity. Thus, Coleman's ideas are more supported by the family responsibility in a certain situation to achieve children's life chances. Still, Bourdieu emphasizes the limitation of social structure and unequal resources based on race, class, and gender issues [6]. Coleman indicates the importance of social networks as same as Bourdieu did. He points out parents know their children's friends become a social structure that boosts effective norms. Also, His later work still focusing on the development of social capital of parents involvement. He uses a certain community to support that characterized by traditional values, strict discipline, and control. Coleman's work deeply influences the educational research of “Equality of Educational Opportunity” in 1996. the Colemanesque approach employs the main-stream of conceptualization of social capital. This research highly accepts Coleman's ideas. Most current research is connecting the social capital and educational achievements based on the U.S. data, National Educational Longitudinal Study of 1988 (NEL:88).

## 6. The Current Situation Of Reproduction In Chinese Educational Society

In China, people generally thought the public education system become an equal way of educational management because most children receive compulsory education from an early age. The selection of talents in society is also paying more attention to factors such as individual talent and overall quality. However, there is a widening gap between the wealthy and the poor in economic transformation and the unfair distributions to educational resources. It does not seem very easy for excellent children from low-income families to gain more opportunities for their future careers or better lives. Nowadays, this phenomenon has begun to arouse attention in Chinese education circles. The relevant research holds different angles, methods, and forms, with a focus on the current unfairness of education. The disparity among different classes is not unique in China.

Cultural capital is a major component of the concept of capital in Bourdieu's cultural reproduction theory. In his opinion, students with superior backgrounds have been cultivated in the school by the influence of language, taste, and culture recognized by society from an early age. The field is legalized, thereby obtaining symbolic rights, which allows them to stay one step ahead of the schools' learning development. Therefore, different cultural capitals from individuals and the recognition of different cultural capitals by society and schools led to unfairness. Although the overall participation rate in higher education has increased and the gender gap has been significantly reduced, there has been no significant improvement in the structure of the participation rate from the perspective of different social classes. The higher education participation rate of children receiving free lunch subsidies in the UK is 17%-18% lower than that of children who do not need to live. The higher education participation rate of children from the bottom quarter of household income is lower than that of students from the top quarter of household income—37%. In Australia, girls with a higher education participation rate whose fathers are college-educated are 3.7 times that of girls with non-university-educated backgrounds. Children from lower family backgrounds are more willing to choose local schools, and being closer to home can reduce family expenses. Also in the UK, children from the bottom are more willing to go to the newly established school in the East End of London. Middle-class parents know which universities are worth going to and which schools would not appropriate for their children. In elite schools, such as Oxford Cambridge in the United Kingdom, Harvard Yale in the United States, or G08 school in Australia, this phenomenon is even more obvious. Only 9.6% of students who can enter g08 schools are from lower-level families. In the UK, free lunches that can enter Oxford and Cambridge come from the public. The ratio of students in schools is 2000:1, and the ratio of students from private schools is 20:1. Many studies start from Bourdieu's theory to explore why people of different classes show structural differences in higher education.

The University of Tokyo investigated the relationship between enrollment rate and household income in 2006 and found that the correlation was very high. The enrollment rate for students from families with an annual income of less than 4 million yen to enter a four-year university is 31.4%, while for families with an annual income of more than 10 million yen, the proportion is 62.4%. In 1984, among the families of students enrolled at the University of Tokyo, there were more families with an annual income of less than 7.5 million yen. The proportion of these middle and lower classes was about 50%, but in 1995 it dropped to 19.9%. By 2003, the proportion of students from wealthy families with an annual income of 9.5 million yen or more accounted for about 50%, and the proportion of families with an annual income of less than 4.5 million yen was only 13.9%. Currently, the average annual income of families enrolled in the University of Tokyo is 9.35 million yen (the average annual income of Japanese working class in 2005 was 4.36 million yen, which means that two-thirds of the families of Tokyo University enrollees belong to the upper class. , And families belonging to the lower class account for only one-seventh of the total). Therefore, the actual industrialization of education determines that if you have money, you can buy high-quality educational resources, lay a good foundation since childhood, have an advantage in every round of entrance examinations, enter a better university, cultivate a better social network, and find Better work, higher income, more money to invest in the cultivation of the next generation, become a virtuous circle.

## 7. Uneven Educational Resources

In China, the government investments in education differ between different regions, especially that the education gap between urban and rural areas is large. The problems of unreasonable resource allocation, imperfect policies and systems, the education for the children of the floating population (migrant workers) have not been solved. Also, as the people's demand for education grows day by day, the gap in family education expenditure aggravates the imbalance of educational resources. Big cities have numbers of teachers, the government can give more investment in education, and parents pay more attention to education and are more willing to invest in education. In remote cities with limited teaching resources, the government is unable to support education. Parents often go to cities to work. Children become left-behind children, which can only have fewer chances to be cared for by their parents than other children who have parents accompanying around. How do they can receive educational support has become a question [20]. For instance, school (primary school, junior high school) affiliated to municipal authorities, the annual investment and the proportion of teachers' team are far beyond the ordinary public schools, and the proportion to be enrolled into a higher school is much higher than the ordinary public schools as well. Also, most parents are enthusiastic about all-round training on children. Therefore, the municipal school's orchestra scale and the overall quality are far beyond ordinary public schools. Still, it's difficult for public schools in a relatively backward area to establish even a fundamental of the orchestra, which resulted in the extended educational gap due to family background next subsections provide instructions on how to insert figures, tables, and equations in your document. If China wants to solve the problem of uneven distribution of educational resources, the most important thing is to develop the economy, especially to reduce the gap between the rich and the poor between regions. Montesquieu once discussed three kinds of education: "family education, school education and social education." I personally believe that the subjectivity of the educated cannot be ignored, and the role of the environment should be emphasized only. There is also a kind of personal education or self-education. I think self-reflection and self-study are also a very important part of life education.

With the development of modern network technology, education methods have also changed, and online courses have gradually emerged. I have learned a little about Tutor ABC and tried the courses. I feel very effective and characteristic of this kind of online face-to-face communication with foreign teachers. In the past, people may only get education from books and offline classrooms. Now, people can obtain knowledge from the Internet through many and wide channels. Offline teaching certainly has advantages, but online teaching can make the classroom wider. I also learn things on the MOOCAPP and NetEase Open Courses APP of Chinese University every day. I think the rise of online courses and the development of online teaching are inevitable trends in the development of education in the future. Namely, the development of online courses will inevitably be accompanied by the emergence and emergence of more problems and phenomena.

## 8. Conclusions

To conclude, this paper reviews the fundamental theories of social reproduction, which results in the social capital on students' academic success. Firstly, we review the social capital theory mainly from Pierre Bourdieu. Then we review social capital in the educational contexts, which is primary developed by James Coleman. More specifically, from the perspectives of ethics of care, multiple models can show the importance of family education. Lastly, taking Chinese education society as an example of a specific context, this paper reviews the current situation to see how social capital and social reproduction work, resulting in larger educational gaps and uneven education resources. This review gives future researchers inspiration to understand the main theories of social capital, thereby reflecting on the current situations and doing future research on this area.

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