Innovative Issues and Approaches in Social Sciences

IIASS is a double blind peer review academic journal published 3 times yearly (January, May, September) covering different social sciences: political science, sociology, economy, public administration, law, management, communication science, psychology and education.

IIASS has started as a SIdip – Slovenian Association for Innovative Political Science journal and is now being published in the name of CEOs d.o.o. by Zalozba Vega (publishing house).

Typeset
This journal was typeset in 11 pt. Arial, Italic, Bold, and Bold Italic; the headlines were typeset in 14 pt. Arial, Bold

Abstracting and Indexing services

Publication Data:
CEOs d.o.o.

Innovative issues and approaches in social sciences, 2017, vol. 10, no. 1

ISSN 1855-0541

Additional information: www.iiass.com
CULTURAL CAPITAL AND SCHOOL SUCCESS: A STUDY ON STUDENTS OF CLASS-XI IN SYLHET CITY CORPORATION, BANGLADESH

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Abstract
This research aims to investigate how the aspects of cultural capital cause educational success of college students coming from different socioeconomic backgrounds in Sylhet City, Bangladesh. It employs sample survey of 210 Higher Secondary level students from three educational institutions of Sylhet City to collect data. Findings report that cultural capital has no significant relation with students’ educational success. Family economic condition and parental education put greater influence on students’ educational improvement. It is therefore essential to note that family income is more important than cultural capital to achieve a good result. The findings of this research contrast with Bourdieu’s study in France as cultural capital marginally influences educational success of the students. A number of students receive proper caring from schools and families that advance them at achieving more rewards which tend to perpetuate social inequality in Bangladesh. Higher family income and parental education of higher class further contribute to creating uneven success among the students.

Keywords: Cultural capital, Bangladesh, education, Bourdieu, school-success

DOI: http://dx.doi.org/10.12959/issn.1855-0541.IIASS-2017-no1-art4

1. Introduction
Access to education is a universal basic human right which encompasses the very basis of decent living. In modern unequal society, life chances of individuals mostly depend on divergence in earnings, assets, schooling and authority (Simkus and Andrka, 1982). In a less developed country such as Bangladesh, social position depends on individual’s education and income opportunities that eventually bring desirable jobs and standard of living (Kabir, 2014; Alam, 1997). In recent
time, educational outcome of the students in both public and private institutions varies from socio-economic and educational background of their parents (Ali et al., 1999; Khandker and Samad, 1995). Individual’s quality, attitudes, values, behavior and social goal might have influence on school success. Educational success is related to students’ grade, academic learning and continuing enrolments (Portes, 1998). This study will seek to examine the cultural factors that contribute to student’s achievements in the schools of Bangladesh and thus legitimating educational inequality.

Research about family background and schools effect as achievements comes into spotlight after the seminal work of Coleman in 1966 that highlights family environment than school factors for children’s success in USA (Coleman, Campbell, & Hobson, 1966). For Hyneman (1976), family factors play less significant role for educational success of the students in the developing countries. Later, Baker et al. (1999) show that family factors such as parental education, family income and wealth are more important in explaining educational success instead of school factors (Buchmann & Hannum, 2001). For Bourdieu (1977) and Jenkins (1992), parents prepare children with keenness, efficiency, education and opportunities that might pose a potential to perform better at schools and to achieve a higher status in society (cited in Smith, 2001). Cultural capital can create the necessary condition to obtain diverse academic success and economic benefits. Furthermore, cultural capital theories inform that students must possess the ability to understand the dominant culture to attain more from educational institutions. A better learning of the key aspects of a culture like art and presentation at home gives students the chances to improve performance at school. Also, transmitted cultural capitals from bourgeois families are highly cherished in schools (Bourdieu, 1996). Schools foster the mainstream culture and recognize students endowed with cultural capital as gifted ones than those who lack educational assistance at home (DiMaggio, 1982; Lynch and Lodge, 2002a). Generally, the social position of a family shapes the possibility of success in schools (Bourdieu, 1996; Bourdieu, 1977). It is therefore important to change the notion that schools may not assure academic success and higher social expectations unless students are fluent to work out the aspects of culture (Bourdieu, 1996).

Moreover, education in Bangladesh has three major stages- primary, secondary and higher. The primary education is a five-year cycle. The entry age in primary education is five and this is free and compulsory for all (MOE, 2014). Secondary level is also for five years and then higher secondary level is for two years. After higher secondary certificate examination, students get entrance for the university education.
Simultaneously, Madrasa education (religious) and British curriculum based English medium education are recognized by the government as well (MOE, 2014). Although there is a universal and mandatory primary education, secondary to university education is not free of charge (WB, 2013). Children with higher grades in their Secondary School Certificate (SSC) get admitted to well-recognized both government and private colleges for their Higher Secondary education. Variations in SSC grades negatively influence the chance of getting admission in good institutions (WB, 2013).

Upon this analysis, this research intends to investigate how the aspects of cultural capital cause educational success of college students coming from different socioeconomic backgrounds in Sylhet City, Bangladesh. Additionally, the study will try to explain whether the education system reproduces social inequality in terms of occupational and economic opportunities in Bangladesh.

2. Literature Review
2.1 The theoretical relationship between cultural capital and school success
Cultural Capital has gained widespread popularity since Pierre Bourdieu articulated it in his influential work *Cultural Reproduction and Social Reproduction* (1973). Subsequently, he elaborates the theory in other pioneering publications *Outline of a theory of Practice* (1977), *The State Nobility* (1996) and *Distinctions* (1984). Bourdieu attempts to explain differences in educational outcomes in France during the 1960s. According to Bourdieu (1977), children gifted with cultural capital in terms of parental tutoring, schooling, economic condition and other benefits are likely to enhance academic success and social status. He also considers cultural capital as the vehicle through which background inequalities are transformed into differential academic rewards which in turn lead to unequal social and economic advancement. It is argued that family transmits cultural capital to future generations so that they acquire academic excellence. Similarly, class position of the family greatly influences educational achievements which, in turn, perpetuate and legitimate domination of the upper class students over occupation and resources (Bourdieu, 1996:5). For Katsillis and Rubinson (1990), family background directly affects cultural capital. It means that higher socioeconomic status of a family directly results in greater amount of cultural capital that improves the possibility of children’s school success. Put simply, economic capital can be reducible to cultural capital such as the ability to understand and conduct practices (Bourdieu, 1977). However, family setting indirectly underpins inequality by providing the students with congenial ambience for achieving academic rewards from
parental cultural capital (Lynch and Lodge, 2002a and Reay, 2010). In many cases, parents play the key role to children’s cultural participation through paying for lessons, providing transportation to and from the class or as Bourdieu (1984) argued by demonstrating an interest in culture to the children at home (Dumais, 2002). Parental resources and family support are important factors to influence students’ success (Kabir, 2014 and Lynch and Lodge, 2002b). For instance, the students of marginal families perform worse in schools due to lack of cultural capital and social support (Darmody, Byrne and McGinnity, 2012; Devine, 2009). Additionally, schooling can transfer the effect of father’s status on son’s status as well as the effect of educational attainment on occupational status and income. But academic ability strongly affects educational achievement and occupational status through fostering aspiration regardless of socioeconomic condition (Hallinan, 1988 and DiMaggio, 1982).

2.2 Empirical outcomes of cultural capital and school success
For Jenkins (1992), cultural capital refers to individuals’ educational qualification and ability to carry out different tasks. DiMaggio quantifies cultural capital by an index with self-reported involvement of the pupils in art, music and literature (DiMaggio, 1982). For measuring attitudes of the students, he rates their interest in specific artistic activities and occupations. Afterwards, John and Richard (1990) apply DiMaggio’s definition to measure cultural capital with a set of variables including high culture and other activities as to whether cultural capital variables show consistent results together. High culture activities include attendance at the theatre and lectures and visits to museums and galleries. These items have been considered the basic indicators of cultural capital in France and the United States and appear to hold in Greece as well (John and Richard, 1990).

Furthermore, the ability to use information technology, after Emmison & Frow (1998), can be recognized a form of cultural capital. The authors state that “a familiarity with, and a positive disposition towards the use of bourgeoisie technologies of the information age can be seen as an additional form of cultural capital bestowing advantage on those families that possess them” (Emmison & Frow, 1998, 41-43). For Acevedo and Gladys Lopez (2002), family cultural capital consists in parental educational qualification, number of books in the family, number of newspaper read, languages used in family and the like. De Graff et al (2000) identify beaux arts participation and reading habits as the sources of parental cultural capital. In addition, cultural capital of students, according to Dunculs (2002), depends on the number of academic activities they participate in.
2.3 Contextualizing cultural capital and school success in Bangladesh

Cultural capital of the families in developing countries, however, may not be the same as industrialized countries. Following Bourdieu (1996), it might be argued that family cultural capital mainly results from the educational qualification of parents in Bangladesh. In other words, socioeconomic condition of the family significantly affects educational attainment of children (Alam, 1994; Mahmudul and Salimullah, 1993). Studies about educational attainment show that extra lessons from house tutors beside the school allow students to gain better education (Ali et al, 1999; Alam, 1997; and Alam, 1994). Parents who have economic solvency can give assistance to their children in achieving skills from the house tutors ((Bashar, 2001; Alam, 1997).

Though theatre going and lecture attendance is almost absent in Bangladesh society, students in recognized schools regularly take part in debate competition, drama, reading extra-curricular books at home and many other cultural activities. Unlike French society, students’ ability to play musical instrument is present here. But it is not an influential indicator of educational success in Bangladesh. Importantly, Kabeer and Mahmud (2005) report that social exclusion such as poverty and underprivileged family background hinders many students to attain schooling in Bangladesh. They also inform that repressive school systems that label students ‘good’ and ‘bad’ and parents' tendency to engage them in activity other than study hamper their educational attainment. Additionally, both parents and schools are unaware about parental involvement in student’s success in Bangladesh (Kabir, 2014). The study shows that parents are more concerned about their children’s success in urban areas than those who live in rural areas. It can be argued that students’ cultural capital varies according to parents’ years of schooling and family’s socioeconomic placement. The positive impact of family socio economic status on GPA ultimately reinforces status inequality.

Above studies suggest that western notion of cultural capital may not be directly applicable to Bangladesh because of distinctive cultural and educational systems. This research as a result focuses on the determinants of cultural capital and then tries to explore how these components cause educational attainment of college students in Sylhet, Bangladesh. While some studies rely on students’ participation in cultural activities to measure cultural capital, others emphasize parental features of cultural capital. This study therefore exerts to combine both parental learning and children’s activities to measure cultural capital. It aims to assess cultural capital in terms of parental educational
qualification (in years), number of books in the family (e.g. novel, poetry, literature), computer usability of the respondents, activities student take part in (e.g. debate competition, quizzes, drama, writing competitions) and daily educational practices. This research assigns scores to each indicator and then aggregates all scores to calculate the amount of cultural capital. Other concepts such as: academic achievement would be measured by the students’ grade point average (GPA) in Secondary School Certificate (SSC) examination, the parental education by years of schooling and family income of the respondent by their parents’ monthly income.

2.4 Working model

3. Research Method and Hypothesis
This paper adopts analytical design to explain the relation between cultural capital and school success. It employs sample survey to learn about students’ educational practices at home and schools that enable them to accumulate educational success. A sample of 210 HSC (Higher Secondary Certificate) students including 128 boys and 82 girls out of total 2108 students are randomly drawn from MC College, Sylhet Govt. Women’s college and Madan Mohan College in Sylhet City to collect data using stratified sampling method. These colleges offer Higher Secondary Certificate course under national curriculum and the first two of them are public and the other is private. The institutions are heterogeneous due to socio-economic variety and gender of the students. However, the generalization of the findings of this study is limited by small sample and measuring students’ success ignoring schools’ structures and teachers’ quality.

The study draw three hypotheses, these are:
(i) There is a positive relation between parental years of schooling and student’s school success,
(ii) Individual family socio-economic status is related with student’s performance and
(iii) The total amount of cultural capital is positively related to students GPA

4. Results:
Parental Education and GPA
Parental education is a core variable for measuring cultural capital. A parental year of schooling is an average of students’ fathers’ and mothers’ years of schooling.

Table 1: Parental Years of schooling and GPA of the students

<table>
<thead>
<tr>
<th>RANGE OF GPA</th>
<th>3-3.5</th>
<th>3.5-4</th>
<th>4-4.5</th>
<th>4.5-5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-8 Years of Schooling</td>
<td>Count</td>
<td>% within Parents Years of Schooling</td>
<td>Count</td>
<td>% within Parents Years of Schooling</td>
<td>Count</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>3</td>
<td>2</td>
<td>23</td>
<td>4.3%</td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td>10</td>
<td>21</td>
<td>64</td>
<td>6.3%</td>
</tr>
<tr>
<td>1</td>
<td>55</td>
<td>14</td>
<td>43</td>
<td>113</td>
<td>.9%</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>10.0%</td>
</tr>
<tr>
<td>7</td>
<td>103</td>
<td>30</td>
<td>70</td>
<td>210</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

The data reveals that 48.7% of the students achieve GPA 3.5-4 and 38.1% attain GPA 4.5-5 in SSC (secondary school certificate) exam while parents have 12-16 years of schooling. Among the students with
16+ years of parental schooling, 30% obtain GPA of 4-4.5 and 40% achieve GPA 4.5-5.

Furthermore, a Pearson correlation coefficient 0.388 explains a positive association between parental years of schooling and students GPA.

Family Income and GPA

Table- 2 Monthly Family Income (MFI) of the Respondent and GPA Cross tabulation

<table>
<thead>
<tr>
<th>Monthly Family Income of the Respondent</th>
<th>RANGE OF GPA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-3.5</td>
<td>3.5-4</td>
</tr>
<tr>
<td>Bellow 5000</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>5000-10000</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>10000-15000</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>15000-20000</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>20000-25000</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>25000-30000</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>30000-35000</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>35000 and above</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>% within MFI</td>
</tr>
</tbody>
</table>

Data suggests that 8.3% students score GPA 3-3.5, 75% make GPA 3.5-4, 8.3% attain GPA 4-4.5 and 8.3% obtain GPA 4.5-5 from families with monthly income below 5000 taka. For families with 22500 taka monthly average income, 40.9% of their children secure GPA 4.5-5.

1 Taka is the name of Bangladeshi Currency.
From families with 27500 taka average monthly income, 70% students ensure GPA 4.5-5. All the students from families with 32500 and above average monthly income gain GPA 4.5-5.

Moreover, the correlation coefficient $r=0.348$ moderately supports the positive relationship between monthly family income and students GPA.

### Table-3 Gender of the Respondent * RANGE OF GPA Cross tabulation

<table>
<thead>
<tr>
<th>Gender of the Respondent</th>
<th>RANGE OF GPA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-3.5</td>
<td>3.5-4</td>
</tr>
<tr>
<td>male</td>
<td>2</td>
<td>61</td>
</tr>
<tr>
<td>female</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender of the Respondent</th>
<th>Count % within Gender of the Respondent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>1.6%</td>
<td>47.7%</td>
</tr>
<tr>
<td>female</td>
<td>6.1%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Total</td>
<td>3.3%</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

Among the male students, 47.7% achieve GPA 3.5-4, 14.1% obtain GPA4-4.5 and 36.7% acquire GPA 4.5-5. On the contrary, 51.2% female students secure GPA3.5-4, 14.6% make GPA4-4.5 and 28.2% ensure GPA4.5-5. The data shows that educational achievement in terms of gender is more or less consistent.

Cultural Capital and GPA
The Pearson’s correlation coefficient $r=0.115$ indicates there is almost negligible relation between cultural capital and students GPA. So it can
be said that cultural capital is not a significant factor to influence the educational achievement of the student. The result provokes more analyses to find out influential factors responsible for students success.

4.1 Indexing Cultural Capital
This study constructs a composite six-point index to compute cultural capital based on the following activities:

- Borrowing book from library
- Taking musical or art courses outside class
- Visiting museum
- Attending concert
- Participating in schools annual program and
- Computer usability of the respondents.

The reliability coefficient of the scale alpha (α) = 0.72. The total value of the index ranges from 0 to 6 in which higher values suggest higher cultural capital and zero for little or no cultural capital. For six indicators\(^1\) of the index, each question sets yes=1 and no=0; thus the total cultural capital is computed by adding all the scores achieved by an individual student. The average amount of cultural capital is 2.76, which is very low whereas only 3.7 percent students have highest amount of cultural capital. More than 64 percent students’ cultural capital score is 3 or less than that score. This reports that the high culture indicators are not consistent with the students’ cultural capital in the context of Sylhet city.

4.2 Analysis of the Multiple Regressions: This model uses the following independent variables as predictors of the dependent variable the Grade point average (GPA) of the students.

Monthly family income of the respondents (\(X_1\))
Parents years of schooling(\(X_2\))
Cultural capital(\(X_3\)).

\(^1\)Six questions for measuring cultural capital:

a. Do you borrow books from the public library?
b. Do you take part in musical or art courses outside classes?
c. Do you visit museums?
d. Do you attend concerts?
e. Do you participate in school’s annual programs? and
f. Can you use computer?
Summary of the Regression Model

Table-5: Regression Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>t</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2.684</td>
<td>.118</td>
<td>22.66</td>
</tr>
<tr>
<td></td>
<td>Monthly Family Income of the Respondents</td>
<td>.057</td>
<td>.019</td>
<td>.156</td>
</tr>
<tr>
<td></td>
<td>Parents Years of Schooling</td>
<td>.393</td>
<td>.034</td>
<td>.619</td>
</tr>
<tr>
<td></td>
<td>Amount of Cultural Capital</td>
<td>.013</td>
<td>.016</td>
<td>.042</td>
</tr>
</tbody>
</table>

Dependent Variable: Grade Point Average range In SSC

Here the regression equation is \( Y = 2.684 + .057X_1 + .034X_2 + .013X_3 \)

The Y-intercept indicates that the average GPA of the students is 2.684 when there is no impact of monthly family income of the respondents, parents’ years of schooling and cultural capital on it. The coefficient .057 represents the mean change in the GPA for one unit of change in the monthly family income of the respondents withholding other independent variables in the model constant. Similarly, the additional one unit change in the parents’ years of schooling shows average change .034 in the GPA of the students. But there is almost no association between cultural capital and GPA.

While the p values (.003 and .000 are less than .05) suggest that the changes in monthly family income of the respondents and parents years of schooling are associated with changes in the GPA of the students, the p-value .422 is greater than .05 means changes in the cultural capital is not related with GPA of the students.

Additionally, adjusted R square .437 reports that all three predictors—monthly family income of the respondents, parents years of schooling and cultural capital can jointly explain an average of 43.7% variation in the GPA of the students.
4.3 Hypothesis Testing

Hypothesis-1:
Null hypothesis: There is no relation between parents’ year of schooling and students’ GPA. Alternative hypothesis: Parents’ year of schooling and students’ GPA are related.

Summary table of the F test

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>21.505</td>
<td>3</td>
<td>7.168</td>
<td>50.440</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>29.275</td>
<td>206</td>
<td>.142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50.780</td>
<td>209</td>
<td>.142</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table p value .000≤.05 indicates that null hypothesis rejected and alternative hypothesis as a result accepted at 5% level of significance. So there is a relationship between parents’ year of schooling and students’ GPA.

Hypothesis-2:
Null hypothesis: No association exists between monthly family income of the respondents and students’ GPA.
Alternative hypothesis: monthly family income and students’ GPA are associated.

Summary table of F test

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>12.873</td>
<td>11</td>
<td>1.170</td>
<td>6.112</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>37.908</td>
<td>198</td>
<td>.191</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50.780</td>
<td>209</td>
<td>.191</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P value .000≤.05 suggests that family monthly income is related with GPA of the students in SSC exam.

Hypothesis-3:
Null hypothesis: There is no relation between cultural capital and students’ GPA.
Alternative hypothesis: cultural capital and students’ GPA are related.
Summary table of F test

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3.691</td>
<td>6</td>
<td>.615</td>
<td>2.652</td>
<td>.067</td>
</tr>
<tr>
<td>Within Groups</td>
<td>47.089</td>
<td>203</td>
<td>.232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50.780</td>
<td>209</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P value .067 ≤ .05 infers no relation between cultural capital and students’ GPA in SSC examination.

Discussion
In measuring social capital, both parental income and education play a pivotal role in the context of Bangladesh society. But in the developed society highbrow culture such as painting, visiting museum and attending exhibition forms individual cultural capital that makes a difference in the performance at school. Such cultural practices are not evident among the mass in Bangladesh. Cultural capital as a result should be measured based on the mainstream cultural practices that represent Bangladesh society. Family income makes opportunities for students to supplement school teaching with the help from private tutors, books as well as without the tension of poverty. Furthermore, trend in the data point to the importance of education in the attainment of students GPA. Nevertheless, family income and education determine school success in Bangladesh. For example, $r=0.348$ between family income and GPA and $r=0.388$ between parents years of schooling and GPA show positive correlation. The GPA of the students (educational achievement) varies in terms family income and parental education. But the correlations are not impressive as many parents have lower family income and/or education which mean people have differential access to income and education. In the end, this disparity affects school performance of the students. Some perform well but others fail. Also, academic attainment, according to gender, indicates that both male and female students perform more or less equally at school.

However, cultural capital demonstrates insignificant change in the school success ($r=0.115$). Again, regression model shows insignificant relationship between cultural capital and GPA. In other words, changes in the components of cultural capital suggest no changes in the school success. A demarcation line between developed and developing countries might be derived from the regression model and index of the cultural capital that the components of cultural capital in a society may not fit in another society. Cultural capital, therefore, needs to be defined by the societal socioeconomic situations. In Bangladesh, in many of the
families students lack of libraries, reading habit, computer facility and attendance in extra-curricular activities. In many other families, musical practices, visiting and understanding paintings are almost absent or restricted. Consequently, the components of western high culture fail to explain school success in the context of Bangladesh. They can even deteriorate the performance of the students because of a gross mismatch with the national curriculum. The socioeconomic condition and cultural practices largely determine the educational attainment of students in a society.

The success of students at school is closely related to parental cultural capital. For instance, parents visiting museum, learning history, solving math problems and desire for life gradually transfer to children. Parental practices make an environment in the families to enrich children with motivation, primary learning and readymade opportunities. The students can succeed at school from the families in which a culture of learning exists. Regular learning facilitates students to be familiar with many things that sharpen their memory and understanding. From the very beginning of the life, family learning atmosphere gradually enables students to look at the different aspects of every day practices from multiple perspectives. A learning ambience therefore creates an opportunity for students to learn and organize their lives, compared to those who miss out the same environment. Lack of education, family income and social organization restrict many parents to achieve skills, knowledge and aspirations that eventually hinder future generations to advance further. Socioeconomic volatility and systemic disruption in terms of insecurity of income and occupation, disorganized school system and curriculum restrain millions of poor families to ensure a minimum standard of life. They are out of cultural and socioeconomic milieu, trapped into a cycle of poverty. A number of lucky families foster learning atmosphere through which some students can translate this favourable settings into success at school.

**Conclusion**

This research examines the variation in academic attainment of college students in terms of their cultural capital. Findings report that cultural capital has no significant relation with students’ educational success. Although parental education and family income significantly impact students’ school success, cultural capital is not a very important factor to improve students’ academic achievement in Bangladesh. Comparatively, family economic condition and parental education put greater influence on students’ educational improvement. It is therefore important to note that family income is more important than cultural capital to achieve a good result. The results of this research contrast with Bourdieu’s study in
France as cultural capital marginally influences educational success of the students.

The failure of cultural capital to enhance school success can be attributable to improper schooling and parental guiding. Both schools and families as a result struggle to create a congenial ambience for students for fostering learning and skills to perform better at school and/or occupation. A number of students receive proper caring from schools and families that advance them at achieving more rewards which tend to perpetuate social inequality in Bangladesh. Higher family income and parental education of higher class further contribute to creating uneven success among the students. But most of the parents’ lack of education that makes students depends on private tutors to improve GPA. Parents’ higher income allows students to receive private tutoring for higher achievements. This paper thus recommends that cultural capital must be defined from a society’s own cultural contexts. In addition to school factors, community environment, awareness and the importance of education should be taken into account in the future attempts to evaluate the role of cultural capital in students’ achievement.

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