

The Relationship between Family Cultural Capital and Learning Motivation of Students in Preschool Education Major at Laibin Technical School

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Abstract: The objectives of this study are to 1) To study the current situation of family cultural capital of students majoring in preschool education in Laibin Technical School. 2) To study the current situation of learning motivation of students majoring in preschool education in Laibin technical School. 3) To study the relationship between family cultural capital and learning motivation of students majoring in preschool education in Laibin Technical School. The subjects of this study are 256 students from the first to the third grade majoring in preschool education at Laibin Technical School in the first semester of 2024, along with their corresponding 256 parents, according to the table of krejcie & morgan (1970), 159 students and 159 parents were simply and randomly selected from 256 students majoring in preschool education in the Laibin Technical School. The main research tool used for data collection was the questionnaire. Data analysis covers various statistical measures such as percentages, frequencies, means, standard deviations, and correlation coefficient. The research results found that: 1. The family cultural capital of students majoring in preschool education at Laibin Technical School is at a high level. 2. The learning motivation of students majoring in preschool education at Laibin Technical School is at a high level. 3. There is a significant positive correlation between the family cultural capital and learning motivation of students majoring in preschool education at Laibin Technical School.

Keywords: Technical School, preschool education, family cultural capital, learning motivation.

1. Introduction

In the 21st century, the era of knowledge economy has arrived, and education is regarded as the cornerstone of national development. In China, where, with the upgrading of industrial structure and the deepening of economic transformation, there is a growing demand for talents with professional skills and professional literacy. Secondary vocational education plays an increasingly prominent role as an important way to train such talents (Zhou, 2019).

However, there are significant differences in students' learning motivation among secondary vocational schools, some students show a strong desire and initiative to learn, actively participate in class activities, and are willing to devote a lot of time to self-improvement after class, while others show a lack of motivation and interest in learning, often showing a passive attitude, and even skipping class, tired of learning and other behaviors (Liu, 2021). The differences in learning motivation come from many aspects, such as family background and education mode, school environment and educational resources, individual factors and psychological states, in particular, family cultural capital, as the cultural resources owned by the family, includes the educational level of the parents, the cultural atmosphere of the family, and the cultural investment in the children, according to the cultural capital theory proposed by Bourdieu, these resources have a significant impact on students' learning motivation (Zhang, 2009).

As a basic part of the education system, preschool education has a profound impact on children's physical and mental development, according to cognitive development theory, a child's cognitive development is continuously constructed and developed in interactions with the environment, therefore, it is particularly important to cultivate high-quality preschool education professionals (Ren, Deng, 2021). As an important environment for the growth of students, family cultural capital plays an important role in the formation of learning motivation and professional quality of preschool education students, specifically, students majoring in early childhood education with rich family cultural capital often have more learning resources and broader knowledge horizons, which can stimulate their learning interest and internal motivation (Yang, Bingli, 2021).

To sum up, in the face of the current educational background and needs, our research has the following three goals: taking the pre-school education of Laibin technical school as an example, The current situation of students' family cultural capital, the current situation of students' learning motivation, and the relationship between them are studied. Through these studies, students can have a deeper understanding of the source of their

learning motivation, so as to adjust their learning strategies and improve their learning efficiency and self-confidence. Teachers can grasp the needs of students more accurately, implement personalized teaching, improve teaching effect, and promote home-school cooperation. Parents can gain a deeper understanding of how to effectively support their children's learning, thereby optimizing the family education environment and enhancing parent-child relationships, and schools can optimize the overall education strategy, improve the quality of education, and form a more inclusive and diverse school culture.

2. Literature Review

2.1 Family cultural capital

Family cultural capital is a comprehensive concept, involving the long-term accumulation of cultural resources within the family and its far-reaching influence on members in various aspects. It not only covers material and cultural capital such as books and works of art, but also extensively includes family members' educational background, knowledge level, cultural habits and the overall cultural atmosphere of the family (Zhang, 2009). These resources are transmitted and accumulated in various ways, such as the interaction and communication among family members and the edification of the family environment, which jointly shape the unique cultural ecology of the family (Xu, Sun, Dong, 2021). At present, with the deepening of education research, the importance of family cultural capital has become increasingly prominent. High family cultural capital is often closely associated with positive educational outcomes (Chen, 2019). Research shows that the higher the educational level of parents, the more they can provide rich and high-quality cultural resources for their children, thus promoting their children's all-round development in academic, social, emotional and other dimensions (Zhang, 2009). In addition, family cultural capital also has a profound impact on children's learning motivation and attitude, further affecting their academic achievement and future development direction (Zhang, Mao, Cao, Zhao, 2022). To be specific, the elements of family cultural capital can be summarized into five aspects: First, family cultural background, as the starting point of cultural capital accumulation, determines the whole cultural atmosphere and educational concept of the family; The second is the level of family guidance, which reflects parents' educational methods and guidance strategies for their children and directly affects their children's growth trajectory; Third, family cultural items, such as books, works of art, etc., are not only material wealth, but also spiritual food, nourishing the hearts of family members; Fourth, family cultural activities, such as reading, art appreciation, etc., which enhance parent-child relationship and enrich the spiritual life of family members; Fifth, family reading habit, as one of the core elements of family cultural capital, plays an irreplaceable role in cultivating children's interest in reading and shaping their way of thinking and attitude towards life (Liu, Liao, 2023).

2.2 Learning motivation

Learning motivation is the inner force that pushes students to continue learning activities. It comes from the interaction between students' internal needs and external environment. Learning motivation is not only related to students' learning effectiveness, but also a key factor affecting their personal growth and future development (Hu, Jiang, Zhu, 2020). Learning motivation covers three main dimensions: learning goal, learning interest and learning demand. These dimensions interact with each other to promote students' progress on the road of knowledge exploration. Learning goal points out the direction of learning for students, and clear goals can stimulate students' learning enthusiasm and encourage them to rationally plan learning time and resources, thus improving learning effect. Learning interest is the source of learning motivation. When students have a strong interest in what they learn, they will be more active in learning, enjoy the fun of exploring knowledge, and gain a sense of accomplishment and satisfaction in the process (Antosch-Bardohn, Chen, 2019). In addition, learning needs are also an important part of learning motivation, which reflects the knowledge or skill gaps that students face at the current learning stage, and the urgent desire to fill these gaps through learning (Xu, 2019).

There is a close relationship between family cultural capital and learning motivation. High family cultural capital can often provide students with more abundant and high-quality learning resources, thus stimulating their learning motivation and exploration spirit (Chen, 2019). Elements of family cultural capital, such as family cultural background, family guidance level, family cultural items, family cultural activities and family reading habits, influence students' learning attitudes and values in a subtle way, thus promoting the formation and development of their learning motivation (Peng, 2023).

3. Methodology

3.1 The population and Sample Group The Population

The population includes 259 students from the first to the third grade majoring in preschool education at laibin technical school in the first semester of 2024, along with their corresponding 259 parents, with a student-

to-parent ratio of 1:1. (based on the latest student registration information provided by laibin technical school in 2024).

The Sample Group

According to the table of Krejcie & Morgan (1970), 159 students and 159 parents were simply and randomly selected from 256 students majoring in preschool education in the laibin technical school.

3.2 Research Instruments

Questionnaire

The family cultural capital questionnaire is divided into two parts:

Part 1 is a questionnaire about the general situation of the respondents. The survey items in this part of the questionnaire are gender, age, family identity and family location.

Part 2 based on the questionnaire on the family cultural capital of preschool education students in laibin technical school, the form of a 5-level scale was adopted. The quality of adaptation was determined by the sum of various indicators, with 1-5 points representing strongly disagree, disagree, don't know, agree and strongly agree, respectively. Respondents were asked to select only one level, according to the previous literature description of family cultural capital by scholars in related fields, the questionnaire divided the influencing factors into five dimensions: Family cultural background, family guidance level, family cultural items, family cultural activities, and family reading habits.

The learning motivation questionnaire is divided into two parts

Part 1: is a questionnaire about the general situation of the respondents. The survey items in this part of the questionnaire are age, grade, and family location.(There are only female students in this major, and no gender survey).

Part 2 based on the questionnaire on the learning motivation of preschool education students in laibin technical school, the form of a 5-level scale was adopted. The quality of adaptation was determined by the sum of various indicators, with 1-5 points representing strongly disagree, disagree, don't know, agree and strongly agree, respectively. Respondents were asked to select only one level, according to the previous literature description of learning motivation by scholars in related fields, the questionnaire divided the influencing factors into three dimensions: Learning goal, learning interest, and learning need.

3.3 Data Collection

In order to obtain data of great value for this study, the researchers performed the following operations

1. The family cultural capital questionnaire was distributed to parents of students of pre-school education in Laibin Technical School to clarify the purpose of the investigation.
2. Distribute the learning motivation questionnaire to the students majoring in preschool education in Laibin Technical School, and clarify the purpose of the survey.
3. Collect questionnaires from students and parents who participated in the survey.
4. Carefully screen the recovered data and eliminate those invalid questionnaires that are incomplete or have obvious logical errors. Finally, 146 parent questionnaires and 146 student questionnaires were obtained, with a questionnaire recovery rate of 92%.

3.4 Data Analysis

The researcher checked the accuracy and completeness of the questionnaire instrument and selected valid questionnaires for data analysis. By analyzing the frequency, percentage, mean, standard deviation and correlation coefficient in the data, it can further understand the status quo of the five dimensions of family cultural capital and the three dimensions of learning motivation, as well as the relationship between family cultural capital and learning motivation, sum up the advantages and disadvantages of existing problems, and put forward suggestions to improve the family cultural capital and learning motivation of pre-school education students in laibin technical school.

4. Results of Analysis

4.1 Analysis of the basic personal information of respondents related to family cultural capital

The overall data analysis results of the interviewed parents include gender, age, family role, and family location. In this study, the researchers conducted data analysis using frequency distribution and percentages, as shown in Table 4.1.

Table 4.1 Number and percentage of general information about the parents interviewed.

(n=146)

Options	Frequency 姆	Percent (%)姆
Parent's gender		
male	45	30.82
female	101	69.18
total	146	100
Parent's age		
30-40 years old	34	23.29
41-50 years old	88	60.27
Age 51 and older	24	16.44
total	146	100
Parent's identity		
parent	121	82.88
grandparent	21	14.38
other	4	2.74
total	146	100
Family Location		
urban	97	66.44
rural area	49	33.56
total	146	100

Table 4.1 presents the analysis results of the general information data of the student parents. Specifically, there are 101 females, accounting for 69.18%, and 45 males, accounting for 30.82%. In terms of age, the group aged 41-50 years old constitutes the largest proportion, with 88 individuals, accounting for 60.27%. Regarding parental identity, parents make up the highest proportion, with 121 individuals, accounting for 82.88%. As for family location, 97 individuals reside in urban areas, accounting for 66.44%, while 49 individuals live in rural areas, accounting for 33.56%.

4.2 Analysis on the Current Situation of Family Cultural Capital of Preschool Education Students in Laibin Technical School

The student parents who participated in the survey were analyzed from five aspects: family cultural background, family guidance level, family cultural projects, family cultural activities, and family reading habits. The researchers used the mean and standard deviation for the analysis, and the detailed analysis results are shown in Table 4.2.

Table 4.2 Statistical table analyzing the current situation of family cultural capital of preschool education students in laibin technical school

(n=146)

Elements	Min	Max	均值 姆	S.D	Rank姆
Family cultural background	1.00	5.00	3.64	1.26	4
Family guidance level	1.33	5.00	3.67	1.20	5
Family cultural items	1.50	4.83	3.76	1.06	2
Family cultural activities	1.20	5.00	3.79	1.09	1
Family reading habits	1.33	5.00	3.74	1.19	3
total			3.72	1.12	

According to Table 4.2, the five dimensions of family cultural capital among students majoring in preschool education at Laibin Technical School are all at a high level (均值=3.72, S.D=1.12). Among them, family cultural activities (均值=3.79, S.D=1.09) are the highest, followed by family cultural items (均值=3.76, S.D=1.06), family reading habits (均值=3.74, S.D=1.19), and family guidance level (均值=3.67, S.D=1.20). In descending order of their means, the smallest part is family cultural background (均值=3.64, S.D=1.26).

Table 4.3 Correlation analysis of family cultural capital and of general information of preschool education students in laibin technical school.

(n=146)

		Parent's gender	Parent's age	Parent's identity	Family Location
Family cultural background	r	-0.04	-0.11	-0.20*	-0.91**
	p	0.58	0.16	0.01	0.00
Family guidance level	r	-0.03	-0.10	-0.23**	-0.92**
	p	0.72	0.20	0.00	0.00
Family cultural items	r	-0.00	-0.08	-0.20*	-0.91**
	p	0.99	0.31	0.01	0.00
Family cultural activities	r	0.02	-0.05	-0.20*	-0.93**
	p	0.76	0.49	0.01	0.00
Family reading habits	r	-0.05	-0.11	-0.19*	-0.91**
	p	0.51	0.18	0.01	0.00
* p<0.05 ** p<0.01					

From the table 4.3 parent's gender and family cultural background, family guidance level, family cultural items, family cultural activities, none of the five items in family reading habits showed any significance, and the correlation values were -0.04, -0.03, -0.00, 0.02, and -0.05, respectively, all of which were close to 0, and all of the p-values were greater than 0.05. That means parent's gender and family cultural background, family guidance level, family cultural items, there was no correlation between family cultural activities and family reading habits. Parent's age with family cultural background, family guidance level, family cultural items, family cultural activities, none of the five items in family reading habits showed any significance, and the correlation values were -0.11, -0.10, -0.08, -0.05, and -0.11, respectively, all of which were close to 0, and the p-values were all greater than 0.05. That means parent's age and family cultural background, family guidance level, family cultural items, family cultural activities, there was no correlation among 5 items in family reading habits. Parent's identity and family cultural background, family guidance level, family cultural items, family cultural activities, all of the five items in family reading habits showed significance, and the correlation values were -0.20, -0.23, -0.20, -0.20, and -0.19, respectively, and the correlation values were all less than 0. That means parent's identity with family cultural background, family guidance level, family cultural items, family cultural activities and family reading habits are negatively correlated with each other. Family location and family cultural background, family guidance level, family cultural items, family cultural activities, all of the five items in family reading habits are significant, and the correlation values are -0.91, -0.92, -0.91, -0.93, and -0.91, respectively, and the correlation values are all less than 0. That means family location and family cultural background, family guidance level, family cultural items, family cultural activities and family reading habits are negatively correlated with each other.

4.3 Analysis of the basic personal information of respondents related to learning motivation

The overall data analysis results of the interviewed Student include, age, grade, and family location. In this study, the researchers conducted data analysis using frequency distribution and percentages, as shown in Table 4.4.

Table 4.4 Number and percentage of general information about the student interviewed.

(n=146)

Elements	frequency 姆	Percent (%) 姆
Student's age		
14-15 years old	46	31.51
16-17 years old	50	34.25
Age 18 and older	50	34.25
total	146	100
Student's grade		
first grade	50	34.25
second grade	48	32.88
third grade	48	32.88
total	146	100
Family Location		
urban	97	66.44

rural area	49	33.56
total	146	100

Table 4.4 presents the analysis results of the general information data of the students. Specifically, in terms of age, there are 50 individuals aged 16-17 years, accounting for 34.25%, and 50 individuals aged 18 years and above, also accounting for 34.25%. Regarding grade level, first-year students constitute the largest proportion, with 50 individuals, accounting for 34.25%. As for family location, 97 individuals reside in urban areas, accounting for 66.44%, while 49 individuals live in rural areas, accounting for 33.56%.

4.4 Analysis on the current situation of learning motivation of preschool education students in laibin technical school

The student who participated in the survey were analyzed from three aspects: learning goal, learning interest, and learning need. The researchers used the mean and standard deviation for the analysis, and the detailed analysis results are shown in Table 4.5.

Table 4.5 Statistical table analyzing the current situation of learning motivation of preschool education students in laibin technical school.

Elements	Min	Max	平均分	S.D	Rank
Learning goal	1.16	5.00	3.78	1.23	2
Learning interest	1.33	5.00	3.80	1.15	1
Learning need	1.33	5.00	3.71	1.19	3
total			3.76	1.17	

According to table 4.5, the three dimensions of learning motivation among students majoring in preschool education at laibin technical school are all at a high level (平均分=3.76, S.D=1.17). Among them, learning interest (平均分=3.80, S.D=1.15) is the highest, followed by learning goals (平均分=3.78, S.D=1.23). In descending order of their means, the smallest part is learning needs (平均分=3.71, S.D=1.19).

Table 4.6 Correlation analysis of learning motivation and of general information of preschool education students in laibin technical school

		Student's age	Student's grade	Family Location
Learning goal	r	0.00	-0.05	-0.94**
	p	0.94	0.51	0.00
Learning interest	r	-0.00	-0.05	-0.93**
	p	0.95	0.53	0.00
Learning need	r	0.02	-0.02	-0.94**
	p	0.80	0.73	0.00

From the table 4.6 correlation analysis of learning motivation and of general information of preschool education students in laibin technical school there is no significant relationship between student's age and learning goal, learning interest and learning need. The correlation values are 0.00, -0.00 and 0.02 respectively, all of which are close to 0. In addition, all p-values are greater than 0.05, which means that there is no correlation between student's age and learning goal, learning interest and learning need. Student's grade and learning goal, learning interest and learning need are not significant, and the correlation values are -0.05, -0.05 and -0.02, all of which are close to 0. In addition, all p-values are greater than 0.05, which means that there is no correlation between student's grade and learning goal, learning interest and learning need. The relationship between family location and learning goal, learning interest and learning need are all significant, and the correlation values are -0.94, -0.93, -0.94, respectively. And the relative relation values are all less than 0, which means that there is a negative correlation between family location and learning goal, learning interest and learning need.

Table 4.7 Correlation analysis of the Current Situation of family cultural capital and learning motivation of Current Situation of preschool education students in Laibin Technical School

(n=146)

		Family cultural background	Family guidance level	Family cultural items	Family cultural activities	Family reading habits
Learning goal	r	0.93**	0.93**	0.92**	0.90**	0.95**
	p	0.00	0.00	0.00	0.00	0.00
Learning interest	r	0.93**	0.94**	0.92**	0.91**	0.95**
	p	0.00	0.00	0.00	0.00	0.00
Learning need	r	0.94**	0.94**	0.92**	0.91**	0.96**
	p	0.00	0.00	0.00	0.00	0.00
* p<0.05						
** p<0.01						

From the table 4.7 statistical table analyzing the the highest correlation values are family reading habits, learning goals, learning interests and learning needs, with correlation values of 0.95, 0.95 and 0.96, respectively, showing significant differences. The relative correlation values are all greater than 0, indicating that there is a positive correlation between family reading habits, learning goals, learning interests and learning needs. The lowest correlation values are family cultural activities and learning goals, learning interests and learning needs, with correlation values of 0.90, 0.91 and 0.91, respectively, showing significant differences. In addition, the relative correlation values are all greater than 0, indicating that family cultural activities are positively correlated with learning goals, learning interests and learning needs. The relationship between family cultural background and learning goal, learning interest and learning need are all significant, and the correlation values are 0.93, 0.93, 0.94, respectively. And the relative relation values are all greater than 0, which means that there is a positive correlation between family cultural background and learning goal, learning interest and learning need. Family guidance level is significant to learning goal, learning interest and learning need, and the correlation values are 0.93, 0.94, 0.94, respectively. And the relative relation values are all greater than 0, which means that there is a positive correlation between family guidance level and learning goal, learning interest and learning need. Family cultural items, learning goal, learning interest and learning need are all significant, and the correlation values are 0.92, 0.92, 0.92, respectively. And the relative relation values are all greater than 0, which means that there is a positive correlation between family cultural items and learning goal, learning interest and learning need.

Table 4.8 Correlation analysis of family cultural capital and learning motivation of preschool education students in Laibin Technical School

(n=146)

		Family culture capital
Learning motivation	r	0.98**
	p	0.00
* p<0.05 ** p<0.01		

From the above table, correlation analysis is used to study the correlation between family cultural capital and learning motivation, and Pearsonr is used to indicate the strength of the correlation. The specific analysis shows that the correlation value between family cultural capital and learning motivation is 0.98, and the P-value is 0.00, indicating that there is a significant positive correlation between family cultural capital and learning motivation.

5. Conclusion

Research on the relationship between family cultural capital and learning motivation of students majoring in preschool education in laibin technical school. The researcher summarized the conclusions into three parts, with details as follows:

Research objective 1: To study the current situation of family cultural capital of students majoring in preschool education in laibin technical school.

The results revealed that the family cultural capital of students majoring in preschool education is at a high level, considering the scope of the results in this study, the levels range from the highest to the lowest as follows: The highest levels are family cultural activities and family cultural items, followed by family reading habits and family cultural background, while the lowest level is family guidance level. Besides family cultural capital and its dimensions differ in terms of family identity and family location, but not in terms of gender and age.

Research objective 2: To study the current situation of learning motivation of students majoring in preschool education in laibin technical school.

The results were found that motivation of students majoring in preschool education is at a high level, considering the scope of the results in this study, the levels range from the highest to the lowest as follows, the highest level is learning interest, followed by learning goal, while the lowest level is learning need. besides learning motivation and its dimensions differ in family location, but not in age or grade level.

Research objective 3: To study the relationship between family cultural capital and learning motivation of students majoring in preschool education in laibin technical school.

The results were found that there is a significant positive correlation between family cultural capital and learning motivation among students majoring in preschool education. There is a significant positive correlation between the dimension of family cultural capital and the dimension of learning motivation. among them, the three sets of dimensions with the strongest correlations are ranked in order as follows, family reading habits and learning need, family reading habits and learning interest, family reading habits and learning goal. The three sets of dimensions with the weakest correlations are ranked in order as follows, family cultural activities and learning goal, family cultural activities and learning interest, family cultural activities and learning need.

Recommendations

Based on the research findings regarding the relationship between family cultural capital and learning motivation of students in preschool education major at laibin technical school, suggestions are made from five perspectives: Students, teachers, parents, schools, and government departments. The details are as follows:

Students should make full use of school resources, actively participate in learning activities, and maintain communication with their parents to jointly focus on their growth and engage in family education activities.

Teachers should gain a deep understanding of students' family backgrounds, develop personalized teaching plans, and strengthen communication and collaboration with parents to provide comprehensive educational support for students.

Parents should actively participate in school education and training, enhance their educational philosophy, maintain close communication with the school, and work together to nurture their children's growth by creating a positive home environment.

Schools should study students' family backgrounds, provide diverse learning resources, strengthen home-school cooperation, establish communication mechanisms to ensure educational consistency and inclusivity, and promote the holistic development of students.

Government should increase support for preschool education, allocate resources reasonably to ensure educational equity, emphasize the importance of family education by providing guidance and training for parents, develop strategies for balanced cultural capital to reduce educational disparities, promote home-school collaboration, and establish monitoring and evaluation systems to facilitate the comprehensive development of students.

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