

The Impact of Family Capital on Digital Literacy among Primary School Students

Wenqi Yang¹, Jun Zhang², Yiyi Chen³

College of Education, Zhejiang Normal University, Jinhua, China

Abstract: Against the backdrop of educational digitalization, family economic, cultural and social capital differences easily create digital divides among primary students. Based on Bourdieu's family capital theory and three-key-factors theory, this study adopts mixed research methods to conduct questionnaire surveys and interviews in urban and rural primary schools of Jinhua. Structural equation modeling is used to analyze the influencing mechanism of three-dimensional family capital on pupils' digital literacy. This paper sorts out practical dilemmas of current family digital parenting, and constructs a family-school-community coordinated optimization path to provide empirical references for balanced basic digital education.

Keywords: Family Capital, Digital Literacy, Primary School Students, Digital Divide, Family-School-Community Collaboration

I. Introduction

1.1. Policy Orientation

The Chinese government has introduced multiple policies to strengthen digital literacy nationwide. The 14th Five-Year Plan (2021-2025) prioritizes improving public digital skills^[1]. In April 2024, nine ministries launched a three-year action plan to cultivate digital talent and boost professionals' digital literacy, supporting the growth of the digital economy^[2].

1.2. Practical Needs

China's education reforms highlight families' critical role in fostering digital literacy. However, structural inequalities persist—disadvantaged families often adopt extreme approaches: unrestricted device access or strict internet bans, leading to either excessive screen time or limited skill development. Privileged families access high-quality educational resources through social networks, while marginalized groups rely on inconsistent content^[3]. Addressing these gaps requires collaborative efforts to ensure fair resource distribution and tailored family support.

1.3. Theoretical deficiencies

Current research on family capital's role in children's digital literacy faces three gaps: ① Mixed findings on how family resources influence outcomes, like unclear links between wealth and skill development. ② Overemphasis on isolated factors, like money, education and connections, instead of their combined effects. ③

Inconsistent definitions of key terms (like “cultural capital”) across studies, leading to conflicting result.

II. Literature Review

2.1. Core Concepts and Theoretical Framework

2.1.1. Definition and Components of Digital Literacy

Digital literacy represents an evolutionary expansion of earlier literacy concepts, including information literacy, scientific literacy, and media literacy. Initially conceptualized as a narrow set of technical competencies, the construct has progressively broadened to encompass multidimensional capabilities.

A seminal contribution was made by Yoram Eshet-Alkalai, who originally conceptualized *digital literacy* as the cognitive capacity to “discover, evaluate, integrate, and exchange information through digital technologies.” His framework delineated five core components: (1) *photo-visual literacy*, (2) *reproduction literacy*, (3) *branching literacy*, (4) *information literacy*, and (5) *socio-emotional literacy*.

Subsequent institutional definitions have further refined the concept. The European Union’s *Digital Competence Framework for Citizens* (DigComp) characterizes digital competence as “the confident, critical, and responsible use of digital technologies for learning, employment, and social participation” (EU, 2016). Similarly, UNESCO operationalizes digital skills as “the ability to identify, access, evaluate, organize, produce, and disseminate information to solve problems.”^[4]

In the Chinese context, the *Action Plan for Improving Digital Literacy and Skills of All People* (Central Cyberspace Affairs Commission, 2021) adopts a comprehensive perspective, defining it as “the aggregate of competencies—including digital acquisition, production, utilization, evaluation, interaction, innovation, security, and ethical awareness—required for citizens to thrive in a digitalized society.”^[5]

In summary, this study defines digital literacy as the integrated ability to access information, communicate and collaborate, engage in innovative practices, and exercise critical reflection through the secure, efficient, and ethical use of digital technologies.

2.1.2. Connotation and Dimensions of Family Capital

The concept of family capital originates from French sociologist Pierre Bourdieu’s theory of social capital, which categorizes capital into three convertible forms: economic, cultural, and social ^[6]. ① Grounded in this framework, this study conceptualizes family capital through three dimensions. Economic capital refers to material resources convertible into monetary assets or property rights, operationalized in digital literacy contexts through parental provision of diverse digital devices ^[7]. ② Cultural capital comprises three subtypes: institutionalized (formally certified credentials like parental education qualifications), objectified (ownership and use of cultural products such as educational software), and embodied (internalized dispositions and habitual practices shaping digital engagement). These are collectively measured through family cultural atmosphere, encompassing educational resources and cultural practices. ③ Social capital, defined as “the aggregate of actual or potential resources linked to institutionalized networks of mutual recognition”, manifests in digital literacy through parental mediation strategies, including both restrictive supervision and skill-enabling guidance over adolescents’ online activities.

2.2. Factors Influencing Pupils’ Digital Literacy

2.2.1. Family capital

According to *The Association between Family Socioeconomic Status and Children’s Digital Literacy: The Explanatory Role of Parental Mediation*, there is a positive correlation between family socioeconomic status (SES) and digital literacy, with children from families with superior digital proficiency having higher

digital literacy.^[8] For example, the study found that family SES was significantly positively correlated with children's digital literacy, with students from families with superior digital proficiency tending to have more technology resources, better internet access, and higher levels of self-efficacy and skill levels in using digital technology.

2.2.2. Demographic variables

A significant positive correlation was observed between grade-level progression and the development of digital literacy. Furthermore, the interaction between gender and grade level exerted a statistically significant influence on students' digital skills. As students advanced through school grades, their awareness of the internet's importance increased, paralleled by measurable improvements in their digital competencies^[9].

2.2.3. School Background

High-quality or key schools and urban schools have more advantages in digital resources, and their students' digital skills are higher than those of ordinary schools and rural schools. In terms of school curriculum and teaching methods, systematic digital literacy courses and innovative teaching methods such as project-based and inquiry-based teaching methods help cultivate students' digital skills and thinking.

2.3. Current Status and Issues of Digital Literacy Among Pupils

Research findings reveal a significant digital divide between urban-rural and interregional areas. Specifically, urban students demonstrate superior overall digital literacy compared to their rural counterparts, while students in eastern coastal regions generally outperform those in central and western regions. This disparity primarily stems from four key factors: infrastructure gaps, uneven distribution of teaching resources, varying levels of family support, and differential policy support.

The education system exhibits notable deficiencies in digital literacy cultivation. As evidenced by Erika Mann and Emily Tock's research in Kenya, schools in some developing countries lack stable internet access and adequate technological equipment, which severely constrains digital literacy education.^[10] Furthermore, teachers' insufficient digital literacy hampers students' ability to enhance their competencies through formal schooling.

Students demonstrate particular weaknesses in practical application and innovative capabilities, showing inadequate performance in digital awareness, digital learning and innovation, and computational thinking. At the national level, the absence of a unified, comprehensive evaluation framework for primary students' digital literacy makes it difficult to accurately assess competency levels or provide effective guidance for teaching practices.

2.4. The Role of Family Capital in Promoting Digital Literacy Development Among Pupils

2.4.1. Family economic capital provide the basic support for developing digital skills.

Digital skills require access to devices like computers, good learning tools, tech help, and stable internet. Families with more money can directly provide these tools, matching Bourdieu's idea that money controls who gets resources^[11]. More and better devices allow kids to explore technology freely and use new tech features.

2.4.2. Family cultural capital (like education and values) are the most important factor in shaping kids' digital skills.

Studies show kids from families with strong education backgrounds are better at reading, math, and science—skills that help them use technology wisely, spot false information, and think critically online^[12]. This supports Bourdieu's claim that cultural capital quietly pass advantages between generations. Research proves cultural capital matter most for building digital skills. Family habits—like discussing ideas, appreciating learning, and sharing values—affect kids' tech use more than parents directly controlling screen time. Today, parents should

focus less on strict rules and more on creating a positive learning environment to help kids use technology responsibly.

2.4.3. Family social connections affect digital skills in mixed ways:

When studied as parents actively guiding tech use, research shows it doesn't strongly improve skills. Teens often prefer figuring out technology themselves and see parents as less skilled—a "generation gap" between tech-savvy kids and adults.

When studied as access to helpful networks, unequal social connections widen digital gaps. Wealthier families use strong networks to get better educational support, while poorer families struggle to find and share information. This makes it harder for disadvantaged groups to grow their networks, deepening digital skill gaps^[13].

2.5. Strategies to Leverage Family Capital for Fostering Primary School Students' Digital Literacy

The digital parental competency model comprises an implicit core, external interaction practices, and environment creation. Parents' educational behaviors originate from their implicit competencies, while outcomes reciprocally influence this core, forming a dynamic hierarchy. Integrating family capital theory, existing literature identifies three strategic areas using family capital to enhance students' digital literacy.

2.5.1. Family economic capital serves as the foundational support for facilitating digital literacy among pupils

① Enhancing Digital Literacy

Parents should enhance their role in the development of children's digital literacy by establishing a good usage habit of digital device since parental use of digital devices likely impacts their children's digital behaviors. To achieve this, they should establish good digital device usage habits at home.

② Developing Critical Digital Thinking

Parents need to objectively recognize both benefits and risks of digital technology to child development. So they can adopt a moderate approach to help their children to use digital technology.^[14] For instance, parents can encourage their children to question the authenticity of online information and analyze the credibility of sources.

③ Strengthening Parental Self-Efficacy

It's better for parents to believe themselves to support children's digital growth, adapt strategies, and enhance educational confidence and satisfaction.^[15] Only when parents believe they possess the capability to guide their children in digital literacy can they potentially exhibit more positive behavioral outcomes.

2.5.2. Family cultural capital constitutes the most critical mediating mechanism

① Establish Digital Usage Guidelines

It is crucial to set clear rules for children's digital technology use, monitor compliance, and provide timely guidance and communication.^[16] For primary school students, parents can create a family media plan that outlines screen time limits and appropriate content. Regular family meetings to review and adjust these guidelines based on the child's age and maturity level can also be beneficial.

② Engage in Joint Digital Activities

Actively participate in parent-child digital interactions and guide children's media use through shared experiences is vital. Parents can engage in activities like playing educational games, watching informative videos and encourage children to share their digital creations, such as drawings or short stories created using digital tools.

③ Strengthen School-Community Collaboration

Parents can also build a supportive network with schools and communities to share resources, exchange strategies, and jointly promote children's digital literacy. Parents can participate in school-organized digital literacy

seminars and workshops to learn about the latest digital teaching methods.

2.5.3.Family social capital exhibits multidimensional effects in facilitating digital literacy among pupils

① Optimize digital device configuration

Ensure access to basic tools such as tablets, smartphones, and stable internet connectivity, along with educational digital resources to support elementary students' digital creation. Additionally, investing in educational digital resources, such as e-books, online courses, and interactive apps, can further enrich their digital experiences.

② Establish a favorable learning environment

Create a dedicated learning space free from distractions, implement necessary boundaries within the digital learning environment, and identify age-appropriate digital resources. Parents can designate a specific area for digital study, equipped with ergonomic furniture, good lighting, and necessary digital devices to enhance child's engagement and motivation.

III. Research Methods

3.1.Research Objects

Stratified random sampling is adopted to select 16 public and private primary schools covering urban, suburban and rural areas of Jinhua City, with samples ranging from Grade 1 to Grade 6. A total of 1,280 questionnaires were distributed to students' parents, and 1,172 valid responses were returned, yielding an effective response rate of 91.6%. Among the valid sample, urban schools accounted for 6 (37.5%), suburban 4 (25.0%), and rural 6 (37.5%). Grade distribution was roughly balanced, with 170 – 210 students per grade. In terms of family background, 34.2% of parents held a bachelor's degree or higher, 42.7% had secondary or high school education, and 23.1% had only primary school or below. Monthly household income below ¥5,000 accounted for 28.6%, ¥5,000 – ¥10,000 for 41.3%, and above ¥10,000 for 30.1%. Questionnaires are distributed to students' parents, and one-on-one semi-structured interviews are carried out with information technology teachers and parents of different income & educational backgrounds. Specifically, 28 IT teachers (16 from urban schools, 12 from rural) and 42 parents (21 high-income/high-education, 21 low-income/low-education) were interviewed. The sample covers diverse regional types, school natures and family groups to ensure the representativeness and universality of survey data

3.2.Research Tools

3.2.1.Questionnaire on Family Capital and Primary School Students' Digital Literacy

The scale adopts five-point Likert scoring standard and consists of two major modules. The first module sets measurement items for economic, cultural and social capital respectively; the second module evaluates students' digital literacy from three dimensions: operational skills, information critical thinking and digital ethics creation. The pre-survey involved 210 participants, and reliability analysis yielded Cronbach's α coefficients of 0.86 for the family capital subscale, 0.89 for the digital literacy subscale, and 0.91 for the overall scale, indicating excellent internal consistency. Confirmatory factor analysis (CFA) showed that all factor loadings exceeded 0.60, and the model fit indices ($\chi^2/df=2.31$, RMSEA=0.049, CFI=0.97, TLI=0.96, SRMR=0.042) confirmed good construct validity. The scale passes pre-investigation reliability and validity tests, with stable and effective measurement indicators.

3.2.2.Dual-version Semi-structured Interview Outlines

Separate interview frameworks for teachers and parents are compiled, focusing on family digital education pain points, children's differentiated digital performances and demands for public digital resources, so as to

supplement qualitative details that cannot be reflected by quantitative questionnaires.

3.3.Data Collection and Analysis Methods

Literature Research: Systematically sort domestic and foreign policy documents, monographs and core journal papers related to family capital and digital literacy, take Bourdieu's capital theory as the basic theoretical framework of the whole paper, and clarify existing research gaps.

Questionnaire Survey: Combine online platform distribution and offline paper questionnaires at parents' meetings. After recycling, invalid samples with incomplete filling are eliminated, and SPSS & AMOS software are used for descriptive statistics, correlation analysis and structural equation modeling to calculate the direct, indirect and interactive effects of three types of family capital.

In-depth Interview: Select 28 frontline information teachers and 42 representative parents for offline one-on-one interviews. All conversation contents are recorded and transcribed into text materials, then thematic coding is carried out to extract common practical problems.

Comparative Case Analysis: Select typical high-resource urban families and low-income rural families for comparative research, intuitively present the formation logic of digital gaps caused by capital stratification.

IV. Research Results and Analysis

4.1.Stratified Status of Primary Students' Digital Literacy in Jinhua

The overall survey data show that most primary students in Jinhua can master basic digital operation skills, while obvious stratification exists in information discrimination and digital creation dimensions along urban-rural and family background lines. Descriptive statistics revealed that the mean score for digital operational skills was 3.78 (SD=0.82) on a 5-point scale, while information critical thinking averaged 2.94 (SD=0.91), and digital creativity/ethics scored 2.65 (SD=0.87), indicating a progressive decline in higher-order digital competencies.

Significant differences were found across subgroups: urban students scored significantly higher than rural peers in overall digital literacy ($M_{\text{urban}}=3.52$, $SD=0.76$; $M_{\text{rural}}=2.89$, $SD=0.85$; $t=8.34$, $p<0.001$). Urban primary schools offer regular programming and digital painting courses, and students have rich experience in educational digital tools; rural pupils mostly use mobile phones to watch short videos and play games, lacking systematic learning-oriented digital practice. In terms of parental education, children of parents with bachelor's degrees or above scored 3.61 (SD=0.71) on information critical thinking, whereas those of guardians with primary education or below scored only 2.43 (SD=0.88), a highly significant difference ($F=27.56$, $p<0.001$). Students of low-educated guardians are easy to blindly believe various online rumors. Economically, pupils from high-income families (monthly income $>¥10,000$) achieved a comprehensive digital literacy score of 3.58 (SD=0.69), significantly higher than the 2.71 (SD=0.82) of low-income families ($<¥5,000$) ($t=11.23$, $p<0.001$).

4.2.Independent and Interactive Mechanisms of Three Types of Family Capital

Structural equation modeling (SEM) was employed to test the mediating and moderating effects. The measurement model demonstrated acceptable fit: $\chi^2/df=2.18$, $RMSEA=0.046$, $CFI=0.97$, $TLI=0.96$, $SRMR=0.039$. The structural model revealed that economic capital had a direct positive effect on digital literacy ($\beta=0.22$, $p<0.01$), but after including cultural capital as a mediator, the indirect effect through cultural capital was $\beta=0.36$ ($p<0.001$), while the direct effect became non-significant ($\beta=0.08$, $p>0.05$), indicating full mediation. Cultural capital exerted the strongest total effect ($\beta=0.58$, $p<0.001$) on digital literacy. Social capital showed a significant moderating role on the relationship between economic capital and digital literacy (interaction $\beta=0.15$, $p<0.05$), and its direct effect was modest but significant ($\beta=0.18$, $p<0.05$). The total variance explained in digital literacy was $R^2=0.53$.

Economic capital can provide basic hardware support for children's digital learning, yet its single promotion effect is limited. Without standardized parent-child co-learning guided by cultural capital, sufficient digital equipment will only increase children's entertainment online time and cannot cultivate their critical thinking and innovative digital abilities. Cultural capital occupies the core mediating position among the three dimensions, and the daily family learning atmosphere and parents' digital education concepts will fundamentally shape children's online behavioral norms. Social capital plays a supplementary regulatory role: complete community digital public resources can offset the hardware disadvantages of low-income families, while families lacking educational social networks will face long-term digital ability gaps that are difficult to narrow through classroom teaching alone. The three types of capital produce obvious synergistic effects in the actual growth process of children's digital literacy, and the lack of any dimension will restrict the comprehensive improvement of students' digital competency.

4.3. Prominent Practical Dilemmas of Current Family Digital Parenting

First, unbalanced economic capital leads to obvious hardware digital divide. Survey data show that 41.2% of rural families lack dedicated learning tablets or computers, and 32.7% have unstable internet connectivity; among urban families, these figures are only 8.5% and 6.3%, respectively. Rural and low-income families cannot afford professional learning tablets and stable high-speed broadband, and paid online education courses set high access thresholds, resulting in single digital learning channels for children.

Second, most families have insufficient cultural capital reserves. Only 34.8% of parents reported regularly discussing online content with their children, and 61.5% admitted lacking effective strategies to guide children's critical evaluation of information. Furthermore, 52.3% of parents adopted either permissive (allowing unlimited screen time) or restrictive (total ban) approaches, with only 27.2% employing balanced, rule-based mediation. A large number of parents lack the ability to judge online information and scientific digital parenting methods, easily falling into the two extreme modes of unlimited indulgence or total prohibition of electronic products, unable to balance the learning and entertainment functions of digital tools.

Third, the distribution of social public digital resources is uneven. In urban communities, 73.2% of parents reported accessible digital literacy activities (e.g., free workshops, public computer labs), while in rural areas, only 18.6% reported such availability. Urban community libraries and youth palaces hold regular free digital science popularization activities, while rural communities have almost no corresponding public service positions, and vulnerable families lack convenient access to professional digital guidance.

Fourth, the home-school collaborative linkage mechanism is not perfect. Only 29.4% of teachers stated that their schools provide individualized digital parenting guidance based on family capital levels; most digital teaching remains confined to classroom instruction, with no systematic follow-up or family engagement plans. Most primary school digital teaching only stays in classroom links, and targeted differentiated parenting guidance plans are not formulated for families with different capital conditions.

V. Coordinated Optimization Paths of Families, Schools and Communities

5.1. Hierarchical Family Empowerment to Consolidate the Internal Foundation of Digital Education

Local education departments and primary schools jointly carry out tiered digital parenting popularization services targeting parents of different educational and economic levels. For parents with low educational attainment, lightweight free online micro-courses are launched to teach simple online information identification skills and scientific daily screen management methods. Meanwhile, schools widely promote all kinds of free public digital learning platforms to reduce families' economic pressure of purchasing expensive learning

equipment. Teachers guide each family to build fixed parent-child digital co-learning scenarios, jointly complete science inquiry and digital creation tasks, and formulate unified family internet use conventions, so as to balance the entertainment and learning attributes of digital tools and make up the resource gaps brought by economic stratification through the improvement of family cultural capital.

5.2.Differentiated School Teaching to Narrow Intra-class Digital Development Gaps

Primary information technology teaching should fully consider the differences of students' family digital conditions. Computer classrooms and all kinds of digital learning terminals are opened to students all day long after school, providing sufficient offline operation practice opportunities for rural and low-income pupils. Schools regularly organize classified special lectures for parents according to urban-rural and economic grouping, and output targeted operable family education schemes matched with different family types. Teachers establish independent digital growth files for each student, continuously record classroom digital operation, information analysis and creative output performances, and feed back targeted improvement suggestions to guardians at fixed intervals. An internal free digital resource library covering all grades is built within the campus to eliminate the ability stratification caused by paid high-quality courses.

5.3.Inclusive Social Public Resource Supply to Expand Digital Learning Channels for Vulnerable Groups

Communities, education bureaus and youth activity centers jointly plan and deploy inclusive digital education resources. Fixed digital science popularization stations are set up in community libraries and new civilization practice stations, equipped with free computers and tablets for children's daily operation. High-quality online digital courses developed by local education institutes are fully open to rural primary schools and low-income families without charge. Barrier-free digital creation and cybersecurity public competitions are held regularly every semester, without any equipment participation threshold. At the same time, local government accelerates the construction of rural communication infrastructure to realize full coverage of stable broadband and public learning terminals in villages, and provides stable off-campus digital practice spaces for children lacking learning equipment at home, so as to make up the social capital shortages of vulnerable families.

5.4.Build a Long-term Closed-loop Guarantee and Supervision Mechanism

Regional education administrative departments establish an annual dynamic monitoring system for primary students' digital literacy, regularly track the development gaps between urban and rural pupils with different family backgrounds, and dynamically adjust the layout of public digital resources according to survey feedback. The guidance of family digital parenting is incorporated into the regular school-based teaching research tasks of all primary schools. An integrated online home-school collaborative service platform is built, which synchronously pushes free public courses, family education operation guides and offline public activity notices, and smooths the resource exchange channels among families, schools and communities, forming a sustainable long-term balanced cultivation model of children's digital literacy.

VI. Research Limitations and Future Research Prospects

6.1.Research Limitations

First, the survey samples of this study are only limited to primary schools in Jinhua City, and the local economic development level and digital public resource allocation have regional particularities, so the research conclusions cannot be fully copied and applied to primary education areas in central and western China with weaker economic conditions. Second, this study only adopts cross-sectional questionnaire and interview data, and does not carry out multi-year longitudinal tracking research to observe the long-term dynamic changes of children's digital literacy under the influence of family capital. Third, the measurement scale designed in this paper is only

adapted to primary school students, lacking universal indicators applicable to middle and high school digital literacy research.

6.2.Directions for Follow-up In-depth Research

First, expand the cross-regional sampling scope, select urban and rural primary schools in eastern, central and western provinces for comparative research, and optimize differentiated digital gap bridging strategies adapted to different economic levels. Second, carry out long-term action tracking research, continuously observe the long-term improvement effects of home-school-community collaborative intervention on the digital literacy of vulnerable students, and summarize more targeted operation schemes. Third, revise and upgrade the measurement scale to form a universal evaluation tool suitable for the whole basic education stage. Fourth, cooperate with local education bureaus to launch school-based digital education pilot projects, continuously iterate and optimize the tripartite collaborative cultivation model through practical feedback.

VII. Conclusion

Under the background of comprehensive digital transformation of basic education, family economic capital, cultural capital and social capital are the core influencing variables determining primary students' digital awareness, operational skills and digital ethical cognition. Among the three dimensions, cultural capital plays the key mediating role, economic capital provides necessary material foundation, and social capital undertakes the function of adjustment and supplement. At present, primary students in Jinhua City show obvious digital divide caused by family capital stratification, and most parents lack systematic scientific digital parenting methods, while the supply of inclusive digital public resources supported by schools and communities is still incomplete. Based on mixed empirical data including questionnaires and in-depth interviews, this paper constructs a four-dimensional coordinated promotion system covering hierarchical family empowerment, differentiated school teaching, inclusive social resource supply and long-term closed-loop supervision mechanism. The research conclusions can provide operable empirical support for grassroots primary schools to carry out home-school digital guidance and local education departments to optimize digital education resource allocation policies, and help realize balanced and high-quality development of primary digital education.

References

- [1.] State Council of the People's Republic of China. (2021). The 14th Five-Year Plan for National Economic and Social Development and Long-Range Objectives Through 2035. http://www.gov.cn/xinwen/2021-03/13/content_5592681.html.
- [2.] Ministry of Human Resources and Social Security, People's Republic of China, et al. (2024). Action Plan on Accelerating Digital Talent Development to Support the Digital Economy (2024 - 2026).https://www.gov.cn/zhengce/zhengceku/202404/content_6945920.html.
- [3.] Yang, T. (2020). Research on the relationship between family capital, educational attainment, and social stratification: Evidence from 15-year CGSS data. *Caizhi*, 5, 175 - 176.
- [4.] UNESCO. (2003). The Prague Declaration : Towards an Information Literate Society. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/PragueDeclaration.pdf>.
- [5.] Cyberspace Administration of China. (2023). Action Outline for Enhancing National Digital Literacy and Skills. https://www.cac.gov.cn/2021-11/05/c_1637708867754305.html.
- [6.] Bourdieu, P. (1986). The Forms of Capital. Greenwood Press, Westport.
- [7.] Zhu, X., Ren, W. (2023). How does family background influence adolescents' digital skills? An explanation based on family capital investment. *Contemporary Youth Research*, 1, 112-124.
- [8.] Shi, X., He, J., Niu, G. (2024). The Association between Family Socioeconomic Status and Children's Digital Literacy: The Explanatory Role of Parental Mediation. *Adolescents*, 4, 386-395.

- [9.] Xu, Z. N. (2025). Values and Skills: The "Dual-dimensional" Development and Cultivation of Adolescent Digital Literacy——Based on a Survey of 2036 Primary and Secondary School Students in Shanghai. *Youth Journal*, 1, 70-79.
- [10.] Mann, E., Tock, E. (2025). Connecting Disconnects: Investigating Digital Literacy in Primary and Secondary Public Schools in the Machakos Region of Kenya. *Journal of Library Administration*, 65, 497-519.
- [11.] Li, T. (2021). The impact of family capital on the digital divide. Master's Thesis, Nanjing Normal University.
- [12.] Xie, C., Ma, Y. (2019). The mediating role of cultural capital in the relationship between socioeconomic status and student achievement in 14 economies. *British Educational Research Journal*, 45, 1-16.
- [13.] Tang, X., Zhang, Y. (2024). Digital divide, family capital, and educational investment. *Journal of Hefei University of Technology (Social Sciences Edition)*, 38, 18-29.
- [14.] FU, W., CHEN, A., HU, Y. (2024). The Influence Mechanism of Digital Learning Resource Investment at Home and School on Students' Digital Literacy. *Journal of Hangzhou Normal University (Humanities and Social Sciences)*, 6, 84.
- [15.] Jones, T. L., Prinz, R. J. (2005). Potential roles of parental self-efficacy in parent and child adjustment: A review. *Clinical Psychology Review*, 25, 342-358.
- [16.] Nikken, P., Schols, M. (2015). How and Why Parents Guide the Media Use of Young Children. *Journal of Child and Family Studies*, 11, 32-34.