

Abstract

The thesis *The potential of books as a source of cognitive cultural capital: the impact on educational attainment and socioeconomic status* deals with the socio-cultural phenomenon of reading that is understood as a cognitive skill whether is closely linked to the child's basic needs and habits of operating and learning. The aim of this study is to explore the mechanism of cultural activities (such as a specific type of cultural capital) that is shaped by family and school and forms the individual abilities of human beings. From this perspective it is a determinate prerequisite for success in life. The theoretical part describes the life stages of reading with a clearly defined reading's habits and built up the relationship between child and book. Afterwards this part of thesis outlines the concept of cognitive cultural capital and summarizes the importance of external determinants for emergence and development of interest in reading. The empirical part of study uses data from sociological research Distinction and Values 2008 (SOÚ AV ČR, v.v.i.) that presents the structure of reading climate (the availability of books and imitation of parents' reading habits, interaction with parents and fading in childhood). Secondly, children's cultural socialization that creates their cultural participation is analyzed by the impact of reading climate on individual level of educational attainment, performance at the elementary school, tracking in educational system (secondary school and tertiary education) and educational mobility. Third, the family of origin cultural capital (including pro-reading climate) and early reading is involved together with reading at adulthood models of socioeconomic attainment and social class.

Keywords

Cultural capital, cultural reproduction, intergenerational mobility, reading climate, social class, socioeconomic status, schooling