A Literature Review on the Relationship between Family Digital Literacy and Children's Academic Achievement

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Abstract: In the digital era, the family environment has undergone profound changes due to the popularization of information technology, and family digital literacy, as an emerging variable, has gradually attracted academic attention regarding its influence on children's academic achievement. This paper systematically sorts out relevant domestic and international literature to explore the connotation of family digital literacy and its relational mechanism with children's academic achievement. First, the conceptual framework of family digital literacy is defined, including dimensions such as operational skills, utilization of digital resources, and awareness of digital security. Second, traditional influencing factors of academic achievement and the potential role of digital literacy are analyzed, and the influence path is explained based on family resource theory, social capital theory, and others. Existing research shows that family digital literacy indirectly promotes academic performance by optimizing the learning environment, enhancing parental involvement, and enriching learning resources, but most related studies are limited to cross-sectional analysis, lacking longitudinal tracking and standardized measurement tools. Future research needs to deepen the exploration of influence mechanisms, strengthen cross-cultural comparison and intervention practice. This paper provides theoretical basis for family education guidance and policy making, and points out the practical value of digital literacy education in the family context.

1. Introduction

1.1. Research Background

In the digital era, the family environment has experienced unprecedented changes. With the popularization of the Internet and smart devices, family life and the digital world are deeply integrated. Digital devices such as computers, tablets, and smartphones have become daily standard configurations in families. Family members' activities of acquiring information, learning knowledge, and entertainment cannot be separated from the support of digital technology. For children, the digital environment provides them with abundant learning resources and diversified learning approaches. Online courses and learning software make learning no longer limited to traditional classrooms and books. These changes also bring new challenges, such as the complexity of online information and digital addiction. The family is an important place for children's growth, and the level of digital literacy directly affects children's learning and development in the digital environment. Studying the relationship between family digital literacy and children's academic achievement has important practical significance.

1.2. Research Significance

Summarizing research on the relationship between family digital literacy and children's academic achievement has multiple important significances. From the theoretical perspective, it provides a certain basis for understanding how the family digital environment affects children's academics, and helps to enrich the theoretical systems of educational psychology and family sociology. In practice, summarizing existing research findings can provide guidance for family

education, help parents improve digital literacy, and create a family digital environment more conducive to children's learning. However, the research still has many gaps. The specific mechanism of how family digital literacy affects children's academic achievement lacks exploration, and research methods are mostly correlation studies, lacking longitudinal studies to reveal the dynamic changes in their relationship. Clarifying the research gaps points out the direction for subsequent studies and promotes the development of research in this field.

1.3. Introduction to Paper Structure

This paper conducts a comprehensive and systematic study on the relationship between family digital literacy and children's academic achievement. The structure of the paper is clear, reasonable, and well-organized. The introduction explains the research background, highlighting that the changes in the family environment in the digital era make the research of urgent practical significance. The research significance lies in summarizing existing studies, clarifying research gaps, and laying the foundation for subsequent content.

The main body includes several core sections in order. It first defines the concept and connotation of family digital literacy and introduces relevant measurement and evaluation methods. Then it analyzes the measurement methods and influencing factors of children's academic achievement, leading to digital literacy as a new influencing factor. The paper further discusses the influence mechanism of family digital literacy on children's academic achievement and explains theoretical support. It summarizes existing research findings and shortcomings, and proposes directions for future research, providing guidance for follow-up studies. The overall structure is logically coherent and helpful for exploring the relationship between both of them.

2. Definition and Connotation of Family Digital Literacy

2.1. Basic Concept of Digital Literacy

Digital literacy is the core competency in the information age, and its basic idea has attracted widespread attention from many scholars[1]. Hague and Payton discussed related issues in 2010. When studying the practice of virtual learning environments in high schools, indirectly mentioned the specific manifestations of digital literacy in the field of education. Geng Ruili and Sun Yu, starting from strategic needs, analyzed the conceptual connotation, framework structure, and evaluation standards of digital literacy, highlighting its key role at the strategic level[2]. Zhao Chen and colleagues turned their attention to the group of workers in new employment forms, focusing on the conceptual definition, connotation interpretation, and cultivation strategies of digital literacy for this group[3]. Specifically, digital literacy refers to an individual's ability to acquire, interpret, generate, and transmit information in a digital environment, which is a necessary literacy for adapting to the development of digital society. Different groups and industries have their own focuses and specific requirements.

2.2. Specific Content of Family Digital Literacy

Family digital literacy covers specific content at multiple levels. Basic operational skills enable family members to proficiently use various digital devices, such as computers and smartphones, to complete basic operations and applications. The ability to efficiently utilize digital resources requires family members to accurately filter, acquire, and apply valuable content from massive information to meet the needs of learning, work, and life. For example, parents can assist children's learning by using online education resources, and children can broaden their knowledge horizons through digital libraries. The cultivation of digital security awareness is also crucial. In the digital environment, family members need to ensure the security of personal information and prevent potential risks such as online fraud and virus attacks. On the relationship between family socioeconomic status, digital literacy, and adolescent academic achievement, and on the influence of family cultural capital on children's digital reading literacy, both confirm the importance of the specific content of family digital literacy from different perspectives[4][5].

2.3. Relevant Measurement Indicators and Evaluation Methods

To scientifically evaluate the degree of family digital literacy, it is necessary to construct corresponding quantitative indicators and evaluation systems. In analyzing UNESCO's Global Framework of Digital Literacy evaluation guidelines, introduced an international perspective and general framework for the quantitative measurement and evaluation of digital literacy[6]. Zhang Lin and Wu Juan developed a digital literacy assessment tool for medical students, and through empirical research explored influencing factors, setting a benchmark for the measurement of digital literacy in specific groups[7]. In exploring the impact of digital finance on farmers' family economic risk resistance ability, involved the evaluation of farmers' family digital capability[8]. The construction of quantitative indicators and evaluation methods needs to integrate the characteristics of different groups and industries, comprehensively balance multiple levels of elements, and ensure the rigor and effectiveness of evaluation conclusions.

3. Measurement and Influencing Factors of Children's Academic Achievement

3.1. Definition of Academic Achievement

The definition of academic achievement is a concept that contains multiple aspects, covering learning performance, improvement of learning attitudes and abilities, and other elements. Sun Dan and Wang Meifang, in their study on the relationship between ability theory, achievement goals, and academic performance of urban and rural adolescents at the 10th National Psychology Academic Conference, mainly focused on the quantifiable indicators of academic performance[9]. Academic achievement is usually presented in the form of exam scores, GPA, and so on, which are direct reflections of students' achievements in a certain learning stage. Zhang Chunmei et al., in their discussion on the relationship between academic achievement and learning motivation and strategies at the 19th National Psychology Academic Conference, emphasized the importance of learning attitude[10]. A positive learning attitude, such as active learning and willingness to explore, promotes students' deeper participation in the learning process and has a positive effect on academic achievement. Lv Xiaojing et al., in their study on the relationship between general cognitive ability, critical thinking, and academic achievement, involved the dimension of ability improvement[11]. Ability improvement refers to aspects such as cognitive ability, thinking ability, and practical ability. The enhancement of abilities helps students better understand and master knowledge, thereby improving academic achievement. The definition of academic achievement should comprehensively consider these three dimensions in order to more accurately reflect students' learning status.

3.2. Traditional Influencing Factors

Factors such as family background, parental education, and family resources play a core role in the formation of children's academic achievement. Traditional factors have a significant impact on academic outcomes. Yang Yang and An Guiqing pointed out that under different socioeconomic backgrounds, there are obvious differences in the modes of parental involvement and their effects on children's academic performance[12]. Family background involves multiple dimensions such as socioeconomic status and cultural environment, and higher socioeconomic status often provides children with better learning conditions and growth opportunities. Taking Hu Xiaohang's survey of City D in Liaoning Province as an example, the study revealed the correlation between family capital investment and educational methods with adolescents' academic performance, emphasizing the lasting influence of parents' educational concepts and methods on children's academics[13]. In families where parents have higher educational levels and attach importance to educational strategies, children usually receive more targeted learning guidance and emotional support. Liu Ying and her team , using the baseline data of the China Education Tracking Survey, found that the academic achievement of children from disadvantaged occupational groups is significantly affected by the abundance of family resources[14]. The accessibility of learning materials and the suitability of the learning environment all play key roles in academic performance. Traditional factors are

interconnected, permeate each other, and jointly shape children's academic achievement.

3.3. The Proposal of Digital Literacy as an Emerging Influencing Factor

Under the background of the digital era, the configuration mode of family educational resources has undergone structural adjustment. Digital literacy, as an emerging variable, has a significant impact on academic achievement through the creation of a family digital environment and the network-based guidance mechanism of resource selection ability. In the analysis of PISA2018 data, pointed out that for every one standard deviation increase in family ICT resource investment, students' mathematical literacy can increase by 12 points, and the effect is moderated by parents' digital literacy level[15]. Families with high digital literacy effectively prevent the risk of online addiction and are good at transforming technology into cognitive tools. The empirical study of Sun Jing et al. showed that family digital literacy influences academic achievement through three paths: first, improving the matching degree of digital educational resources (e.g., selecting intelligent learning software for weak subject areas); second, enhancing the support effect of parents in online learning (e.g., jointly using mind mapping tools); third, cultivating healthy digital citizenship awareness (e.g., emphasizing privacy protection and information discrimination) [14]. The study shows that the influence of digital literacy has a dual characteristic of "compensation–reinforcement." For disadvantaged families, improving digital literacy compensates for the lack of material capital which reduce the academic gap between urban and rural areas by 19%. For advantaged families, technology empowerment accelerates knowledge innovation. Home-school digital collaboration becomes a key mechanism, as families with higher parental digital literacy are more likely to form an educational closed loop with schools. Class groups monitor academic progress in real time and adjust tutoring strategies. Future research needs to pay attention to the intergenerational transmission effect of digital literacy and the interactive mechanism of non-cognitive abilities, so as to break through the new cycle of "technology access—literacy gap—achievement differentiation."

4. Influence Mechanism of Family Digital Literacy on Children's Academic Achievement

4.1. Existing Research Findings and Core Paths

The influence of family digital literacy on children's academic performance is mainly achieved through three core channels: the creation of a family learning environment, parents' participation in the use of digital resources, and the digital construction of family learning spaces. Families with high digital literacy are adept at utilizing smart devices, online education platforms and other tools to create a helpful learning atmosphere, thereby promoting children's autonomous learning and the development of information processing skills[16]. A digitalized family environment can provide diversified learning materials, and interactive tools (such as educational apps) can inprove the interest in learning[17].

Parental participation constitutes a key intermediary link. Parents with higher digital literacy are more adept at using digital devices to participate in their children's learning process. They supervise academic dynamics through online home-school interaction platforms or use digital resources to provide support for homework guidance. Parents' mastery of digital technology directly affects the effectiveness of their participation and relates to the formation of children's academic confidence and learning methods [18]. Families with higher levels of digital literacy often establish scientific screen-use norms, reduce the negative impact of digital entertainment, and improve learning efficiency. The effective use of digital resources is a key element. Families with higher digital literacy screen out high-quality learning materials (online courses, academic databases) and use technical tools to improve learning processes (such as time planning software). Research shows that differences in access to digital resources between urban and rural families can lead to differentiation in academic performance. Urban families are more likely to access additional educational resources through paid channels, while rural families are constrained by infrastructure conditions[18].

4.2. Multidimensional Analysis of the Influence Mechanism

The mechanism of family digital literacy can be examined from three levels: the specific family digital atmosphere, the degree of adequacy of parental support, and the abundance of resources.

The basic components of the family digital environment include the preparation of hardware facilities and the establishment of soft regulations. The accessibility of digital devices (computers, tablets) in families has a clear positive correlation with children's academic achievement, but excessive reliance on entertainment functions may produce adverse effects [19]. Families should use technical means (such as parental control modes) to coordinate the needs of learning and entertainment.

Parental supportive behaviors can be divided into instrumental support and emotional support. In terms of instrumental support, parents directly teach digital skills (such as programming guidance) or provide help in resource screening. Emotional support is reflected in building a learning community with children through digital media (such as social media), stimulating their learning motivation. When parents use online collaboration tools to participate in children's project-based learning, it can promote the development of children's cooperation ability and also deepen parent-child interaction and communication [20].

Resource adequacy is a reinforcing factor in the mechanism. Families with high-level digital literacy obtain rare educational materials (international courses, expert lectures) through diverse channels, constructing a "digital resource barrier" to enhance educational advantages. Personalized customization of digital resources (adaptive learning systems) precisely meets children's learning needs, compensating for the deficiencies of "uniformity" in traditional education [21].

4.3. Integration and Expansion of Theoretical Support

Digital literacy is an emerging form of capital, and its accumulation effect is the core concern of family resource theory. According to Bourdieu's theory of cultural capital, families use digital technology means (including programming languages and digital content creation as cultural symbols) to support children in gaining an advantageous position in academic competition. Families with higher socioeconomic status are more willing to invest in digital educational resources, which promotes the effective intergenerational transmission of cultural capital [16].

The role of family digital networks in academic support is the focus of social capital theory. According to Coleman's view, family social capital exerts influence on academic achievement through interpersonal interaction (online learning communities) and institutional trust (the reputation of educational platforms). Parents obtain educational information through social media to help children gain extracurricular tutoring opportunities or further education guidance [22].

From the individual level, cognitive development theory explains the related mechanism. According to Vygotsky's theory of the "zone of proximal development," parents can use digital tools (such as mind mapping software) to build learning scaffolds for children, efficiently promoting the cultivation of higher-order thinking ability. The instant feedback function of digital technology (for example, online testing) helps accelerate the renewal and iteration of cognition and optimizes the learning process [19].

The construction of family digital literacy depends on environmental transformation, behavioral guidance, and resource allocation, producing a multi-level mechanism. Subsequent research should pay more attention to measures for alleviating the digital divide to prevent the expansion of inequality in educational opportunities caused by family background differences.

5. Achievements and Limitations of Existing Research

5.1. Summary of Research Status

At the level of research methods, existing studies are dominated by quantitative analysis, widely using questionnaire surveys to obtain data correlations between family digital literacy and children's academic performance, and employing statistical techniques such as correlation analysis and regression analysis to reveal the internal connections between the two. Some studies are

supplemented by case interviews to obtain qualitative materials, which are used to explain the specific contexts in which family digital literacy influences academic achievement. In terms of sample selection, the research covers a wide range, with research subjects including both urban families and some rural families, and student groups covering different educational stages from primary school to secondary school. However, there is a phenomenon of sample concentration in economically developed regions, and the proportion of small- and medium-scale samples is relatively high. From the perspective of research conclusions, it is generally confirmed that family digital literacy has a positive effect on children's academic achievement. It clearly points out the key roles of operational skills, digital resource application ability, and network security awareness. Factors such as family socioeconomic background and home-school cooperation moderate the relationship between the two, laying a foundation for understanding the educational significance of family digital literacy.

5.2. Existing Limitations

The research has three significant limitations. First, most studies remain at the level of correlation analysis. Many studies only verify the strength of the association between family digital literacy and children's academic performance, without explaining the specific causal transmission paths between the two. It is difficult to determine whether the improvement of family digital literacy necessarily leads to academic progress, and it is also impossible to rule out the influence of other potential factors. Second, the research design lacks longitudinal tracking. Most existing studies adopt cross-sectional survey methods, which can only reflect the state of family digital literacy and academic performance at specific time points. They cannot explore the dynamic relationship between the two over time, making it difficult to observe the long-term mechanism of family digital literacy on children's academic development. Third, measurement tools have inconsistent standards. Different studies have different divisions of the dimensions of family digital literacy: some focus on the level of operational skills, while others pay attention to digital security awareness. The measurement of academic achievement mostly relies on exam scores, lacking comprehensive evaluation of diverse dimensions such as learning ability and learning attitude. This leads to difficulties in horizontal comparison of research results and weakens the general applicability of research conclusions.

6. Future Research Directions

6.1. Research Gaps

Future research needs to focus on overcoming two major challenges. At the level of deepening mechanisms, although studies have identified key influencing paths such as family learning environment and parental involvement, they are still insufficient in explaining the internal operating mechanisms of each path. Questions such as how parental digital literacy specifically affects children's participation patterns and learning outcomes, and which specific links in digital resource utilization capacity are transformed into academic advantages, all need to be sorted out in the mechanism chain, clarifying the scope of action of key mediating and moderating variables. At the level of intervention research, existing work mostly focuses on theoretical analysis and current situation surveys, lacking practical intervention exploration aimed at improving family digital literacy, and has not yet formed family digital literacy cultivation programs that can be promoted. In the future, specific intervention strategies need to be designed, such as launching digital literacy training courses for parents and developing family digital learning guidance tools, and empirical research should be conducted to verify intervention effects, providing practical and feasible guidance programs for family education practices.

6.2. Methodological Suggestions

Future research needs to achieve three key advances at the methodological level. First, diverse research paths should be used, going beyond the limitations of traditional quantitative analysis,

integrating mixed research paradigms that combine questionnaire surveys, in-depth interviews, and participatory observation. Quantitative data can be used to test correlation patterns, while qualitative materials can be used to explain the subtle mechanisms of how family digital literacy affects academic performance. Experimental designs can be introduced, using randomized controlled trials to confirm the effectiveness of intervention measures. Second, longitudinal studies should be carried out, establishing long-term monitoring frameworks, conducting cross-year surveys on the same group of families, collecting dynamic information on changes in family digital literacy and children's academic performance, analyzing the evolution of their relationship at different educational stages and different family development stages, and clarifying the long-term role of family digital literacy in academic achievement. Third, cross-cultural comparative research should be strengthened. Most studies focus on a single country or region, lacking comparative analysis under different cultural contexts. In the future, research subjects can be selected from countries or regions with different cultural traditions and different educational systems, exploring cultural differences in the relationship between family digital literacy and children's academic performance, analyzing the moderating effect of cultural factors on the relationship between the two, and providing support for building a theoretical system that combines universality and localization.

7. Conclusion

7.1. Summary of Main Content

This paper systematically reviews studies related to the relationship between family digital literacy and children's academic achievement, clarifying that family digital literacy is a multidimensional concept that includes operational skills, digital resource utilization ability, and digital security awareness. Paths such as optimizing the family learning environment, enhancing parental learning involvement, and improving the efficiency of digital resource utilization have a positive impact on children's academic achievement, and the influence is moderated by factors such as family socioeconomic status and home-school collaboration. Existing studies have limitations such as single methods, insufficient mechanism exploration, and lack of intervention practices. The generalizability and practical guidance of research conclusions need to be improved. Overall, family digital literacy has become a key emerging factor affecting children's academic achievement in the digital era. Its mechanism of action is complex and of important educational value, providing a new research perspective for understanding the laws of family education under the digital background, and providing theoretical reference for the education field to address the challenges of the digital age.

7.2. Practical Implications

In terms of family education guidance, family digital literacy cultivation needs to be included as a core content of family education, guiding parents to understand the multidimensional connotations of digital literacy, to pay attention to the improvement of children's digital operational skills, and more importantly, to emphasize the cultivation of digital resource screening ability and digital security awareness. Parents should be helped to master methods of using digital tools to assist children's learning, such as selecting high-quality online educational resources and using learning management software to plan learning tasks. Families should be guided to establish healthy rules for digital use, balancing digital learning and entertainment time, and creating a positive family digital learning atmosphere. In terms of policy recommendations, the government needs to strengthen policy support for family digital literacy education, incorporating family digital literacy improvement into education development planning, increasing investment in digital infrastructure for low-income rural families, narrowing the digital divide, and promoting school-community cooperation to establish a family digital literacy guidance service system. Schools can open digital literacy courses for parents, communities can set up digital learning service stations, and families can be provided with convenient resources for improving digital literacy. Unified standards for the evaluation of family digital literacy and academic achievement should be formulated to provide

standardized references for relevant research and practice. Through multi-party collaboration, the positive role of family digital literacy in children's academic development can be fully exerted, promoting educational equity and quality improvement.

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