

**ROLE OF SOCIAL CAPITAL IN THE EDUCATIONAL
ASPIRATION OF THE SECONDARY
SCHOOL STUDENTS**

SUMMARY

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SUMMARY OF THE RESEARCH

Background of The Study

A growing body of research that seeks to understand why some schools and their students perform better than others point towards Social Capital as a part of the explanation. It should be clearly understood that schools are not learning factories where inputs are used to generate outputs. They are miniature societies with a social environment where individuals share a social relationship. Educational Aspiration is an important psychological aspect of students' inclination towards higher academic achievement. Gottfredson (2002) argued that multiple interpersonal and societal factors influence this aspect. Social Capital is one of the most significant contributors to Educational Aspiration. It works as a channel to transfer norms, values and knowledge and mediates the effects of socio-economic background

The present study explores the concept of Social Capital and derives from both of these Social Capital approaches of Pierre Bourdieu and James Coleman. It is focused on the role of Social Capital in the Educational Aspiration of students. It also attempts to gauge the role of various forms of Social Capital in enhancing students' Educational Aspirations, identifying the need for higher Social Capital, and addressing the need accordingly to maximize education success

Conceptual Framework

Social capital has been researched within the framework of different theoretical approaches. The present study is focused on Pierre Bourdieu and James Coleman's concept of social capital.

Early references of Social Capital.

Social capital is a term from economics that has been developed and has won wide attention. Its first appearance can be traced back to the works of Karl Marx (1867), Henry Sidekick (1883) and Alfred Marshall (1890). Sidekick (1883) had called it as capital from the social point of view. In economic terms, capital means an asset that can be invested to gain a profitable return, social capital in the nineteenth century was also viewed in the same way as roads and bridges, which have now been thought of as physical capital. It was in the 1960s when the idea of capital was to cover people and their capacities to work. Theodore Schultz and Becker developed the idea of human capital and its use as a tool to measure the value of workers and their skills. According to Plagens (2011), the seedbed of modern social capital theory is agued to be laid by John Dewey. He used the terms in nineteen hundred while explaining the importance of reading, writing and arithmetic in the daily life of students. As stated in the works of Plagens (2011), the first reference to social capital can be found in the last nine monographs, describing the application of psychology in the field of education. L.J. Hanifan, a school superintendent in Virginia, described the concept in detail. He denoted social capital as a fundamental substance in people's daily lives—such as goodwill, empathy, and social interactions with individuals. A significant role in the evolution of the concept of social capital was profoundly made by the influential writing of Pierre Bourdieu and James Coleman. Both are founding theorists of social capital who introduced the concept systematically.

Pierre Bourdieu's concept of Social Capital

Pierre Bourdieu's concept of social capital was embedded in his theory of praxis. According to him, there are three basic types of capital in society economic, cultural and social capital. These capitals can be changed into another using transformation or exchange of goods. Some goods and services can be gained directly with economic capital, while others can be gained with the capital of social relations. There is constant competition for capital that is available in limited quantity. The chances of acquiring rare goods by the groups depend upon their economic, cultural and social capital. As stated by Bourdieu (1986), social capital is “the aggregate of the actual or potential, resources which are linked to the possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition or in other words, to membership in a group which supports each of its members with a backing of the collectively- owned capital, a credential which entitles then to credit, in the various senses of the words.” Thus, according to Bourdieu, social capital exists or operates within the relationship that provides valuable support wherever needed. The volume of social capital available to an individual depends upon the size of his network and the capital available to other members in a group. Social capital exercises a multiplier effect compared with other forms of capital. It keeps on multiplying with individual engagement in network marking available to him more than what he possesses.

James Coleman's Concept of Social Capital

According to Coleman (1990), social capital is a made of structure that facilitates an individual activity in a structured context. Coleman was critical of social theory in the sphere of individual decision-making. He argued that social capital is more evenly distributed than any other type of capital and has a profound influence on individual education. According to Coleman (1988), changes are made in material tools to create physical capital in the same way. Human capital is created by bringing about changes in the skills and knowledge gained by individuals, making them efficient in new ways. Social capital is evolved through bringing about changes in relationships among individuals that eases social action. Just as physical and human capital eases productive activity, social capital also does the same. For example, a group with high trustworthiness and trust achieves greater heights as compared to a group lacking the above qualities.

As defined by Coleman (1988), "Social capital is defined by its function. It is not a single entity but a variety of different entities having two characteristics in common. They all consist of some aspect of social structure, and they facilitate certain actions of individuals who are within the structure". Social capital has a character of public good which means not only actors who invest in it gain from it but also those who are part of the social structure benefit from it. In explaining how social capital leads to the creation of human capital in next-generation, he emphasized the role of family and community.

Statement of the Problem

Family and schools provide students necessary resources for their development. Social relationships constitute a kind of resource that facilitates the transfer of knowledge and the growth of individual performances. Various researches have suggested that different forms of capital influence the educational success of children. The network of social relationships possessed by the families and communities works as a driving force for children's cognitive, social and educational development. It has been observed that people with few connections are less capable of testing the accuracy of their views and opinion and are less tolerant, more cynical and impulsive. Keeping this in mind, the present study made an effort to study the level of Educational Aspiration, Social Capital and the role of family and school Social Capital in the Educational Aspirations of secondary school students.

The problem to be studied is as follows:

“Role of Social Capital in the Educational Aspiration of the Secondary School Students”

Terms Defined

- **Social Capital:** Social Capital in the study means resources gained by an individual linked with his possession of relationships with family, friends, and community through processes such as obligation, trust, networks and information channels.
- **Family Social Capital:** Family Social Capital in the present study means resources derived from the family members. Interconnectedness among family members, parents and child relationships, parents’

involvement in school activities, parental guidance and resources provided by them

- **School Social Capital:** School Social Capital in the present study means resources derived from school. Students' bonding with the school, student-teacher relationship, teacher-parent relationship, school-parent relationship and resources available in school.
- **Educational Aspiration:** In the present study, Educational Aspiration means the level of education an individual desires to attain and the importance of education to him.
- **Secondary School Students:** In the present study, secondary school students will be students of class IX.

Significance of the Study

The significance of Social Capital in education cannot be ignored. Thus, the present study draws attention to the Educational Aspiration of secondary school students in the Indian context. With the help of this study, we will know the level of Educational Aspiration of the students. It will also help us define the role played by school and family Social Capital in students' Educational Aspirations. Further, it has been observed that often schools are held accountable for the poor performance of students, and despite appropriate measures, the issue remains unresolved because Social Capital is the area that is often neglected in schools; this study will highlight ways through which schools and families can create better Social Capital and support students.

Objectives of the Study

1. To find out the level of Educational Aspiration of the secondary School Students.
 - 1.1. To compare the level of Educational Aspiration of Male and Female secondary school students
 - 1.2. To compare the level of Educational Aspiration of Nuclear and Joint Family secondary school students.
2. To find out the level of Family Social Capital among the secondary school students.
 - 2.1. To compare the level of Family Social Capital of Male and Female secondary school students.
 - 2.2. To compare the level of Family Social Capital of Nuclear and Joint family secondary school students.
3. To study the relationship between Family Social Capital and Educational Aspiration of the secondary school students.
4. To find out the level of School Social Capital among secondary school students.
 - 4.1. To compare the level of School Social Capital of Male and Female Secondary school students.
 - 4.2. To compare the level of School Social Capital of Nuclear and Joint family secondary school students.
5. To study the relationship between School Social Capital and Educational Aspiration of the secondary school students.
6. To compare the relationship of Family Social Capital and School Social Capital with the Educational Aspiration of the secondary school students.

Hypotheses

H₀₁: There is no significant difference between the level of Educational Aspiration of Male and Female secondary school students.

H₀₂: There is no significant difference between the level of Educational Aspiration of Nuclear and Joint Family secondary school students

H₀₃: There is no significant difference between the level of Family Social Capital of Male and Female secondary school students.

H₀₄: There is no significant difference between the level of Family Social Capital of Joint and Nuclear family secondary school students.

H₀₅: There is no relationship between Family Social Capital and Educational Aspiration of the Secondary School students.

H₀₆: There is no significant difference between the level of School Social Capital of Male and Female secondary school students.

H₀₇: There is no significant difference between the level of School Social Capital of Joint and Nuclear family secondary school students

H₀₈: There is no relationship between School Social Capital and Educational Aspiration of the Secondary School students.

H₀₉: There is no significant difference between the relationship of Family Social Capital with Educational Aspiration and School Social Capital with Educational Aspiration of the Secondary School students.

Research Questions

This research aims to find answers to the following research questions:

1. What is the level of Educational Aspiration of the secondary school students?
2. What is the level of Family Social Capital among the secondary school students?
3. What is the relationship of Family Social Capital in the Educational Aspiration of secondary school students?
4. What is the level of School Social Capital among secondary school students?
5. What is the relationship between School Social Capital and the Educational Aspiration of secondary school students?
6. Family Social Capital or School Social Capital, which has a more decisive role in the Educational Aspiration of the secondary school students?

Research Methodology

The nature of the present study demanded the application of the Descriptive survey method as it was suitable to describe and analyze the Educational Aspirations and Social Capital of the secondary school students selected for the study.

Population of the Study

The population of the present study is secondary school students of class IX in Lucknow city of Uttar Pradesh. It included students from all the boards, i.e. CISE, CBSE and BHSIEUP boards and public and private schools. There are

1228 secondary schools in the city of Lucknow as per the list of DIOS office Lucknow.

Sampling Techniques

In the present study, a simple random sampling technique was used to select a representative and unbiased sample. This technique provides each individual with an equal chance of selection.

Procedure for the selection of the sample

First of all, the researcher obtained the list of all the secondary schools in the city of Lucknow. The list was obtained from the District Inspector office of schools (DIOS), Shiksha Bhawan Chowk Lucknow. From the list, 13 schools were selected randomly using the simple lottery method. However, due to Covid-19, collecting data from the school was tedious since many schools refused to permit data collection. Therefore, data were collected in two phases: In the first phase, data was collected from the Google forms circulated among the class IX students in the selected schools. In the second phase, after the re-opening of the schools, permission was taken to collect the data from the schools personally. Responses were collected randomly from class IX students of the was selected schools. This study is conducted on a sample of 618 students of class IX.

Detailed Structure of the Sample

Table 1

S.No	Name of The School	No of Students
1	Alfiya Public Inter College	29
2	Alhuda Model School	74
3	Amiruddaula Islamia Inter College	50
4	Awadh Public School	31
5	Brightland Inter College	40
6	CDSN Inter College	30
7	Exon Montessori Inter College (CICSE Board Branch)	64
8	Exon Montessori Inter College (BHSIEUP Board Branch)	33
9	Modern Indian School	56
10	Lucknow Convent Higher Secondary School	40
11	St. Anthony Inter College	105
12	Techno Academic Senior Secondary School	31
13	Vardaan International Academy	35
	Total	618

Detailed Structure of the Sample

Table 2

S.No	Name of The School	Male	Female	Total
1	Alfiya Public Inter College	17	12	29
2	Alhuda Model School	38	36	74
3	Amiruddaula Islamia Inter College	25	25	50
4	Awadh Public School	9	22	31
5	Brightland Inter College	24	16	40
6	CDSN Inter College	14	16	30
7	Exon Montessori Inter College (CICSE Board Branch)	23	41	64
8	Exon Montessori Inter College (BHSIEUP Board Branch)	13	20	33
9	Modern Indian School	22	34	56
10	Lucknow Convent Higher Secondary School	17	23	40
11	St. Anthony Inter College	40	65	105
12	Techno Academic Senior Secondary School	12	19	31
13	Vardaan International Academy	22	13	35
	Total	276	342	618

Variables of the study

- **Dependent variable**
Educational Aspiration
- **Independent variables**
Family Social Capital
School Social Capital

Tools Used

The selection of an appropriate tool for research is a crucial and technical task undertaken by the researcher. Appropriate tools pave the way for the attainment of research objectives and the collection of data. Choice of good and suitable tools lead to successful research. Various tools are available with diverse designs, operations and complexity of features. Sometimes, we may select a tool from the list of available tools. At times we may find that the existing tool does not serve the purpose of our study therefore we may either modify or construct our own tool. While selecting a tool or developing a tool researcher should consider certain aspects such as the objective of the study, time limit, availability of the tool, competence of the researcher, expert suggestions, techniques of scoring and interpretation.

To collect the relevant data for the present study, the following standardized tools were used:

Tools used for Data Collection

S.No.	Variables to be measured	Tools Used	Author
1.	Educational Aspiration	Educational Aspiration Inventory	Developed by Dr. T.Pradeep Kumar
2.	Social Capital a) Family Social Capital b) School Social Capital	Social Capital Scale	Developed by Dhriti Tiwari and Prof Harishankar Singh

Statistical Techniques Used

The statistical techniques are the collection of methods used to analyze the data and organize the material to attain the objectives of the research and discover inherent facts, which further help determine sound conclusions and valid generalizations. In the present study, the data was analyzed and interpreted by using percentage analysis, mean, standard deviation, linear regression and multiple regression.

- **Mean:** Mean is a simplest measure of central tendency and it is commonly understood as the arithmetic average. The mean of a set of observations or scores is obtained by dividing the sum of all the values by the total number of values.

$$M = A \cdot M \cdot + \frac{\sum fx}{N} xi$$

- **Standard Deviation:** It is measure of dispersion of a series. It is defined as square root of the average of squares of deviation. It is very useful for comparing characteristics that may be quite different or that may be expressed in different units of measurement.it serves as a means of describing status or position of an individual in a group. Standard Deviation calculated by:

$$(\sigma) = \sqrt{\frac{\sum(x_i - \bar{X})^2}{n}}$$

- **Chi square:** this test is used with discrete data in form of frequencies. It is a test of independence and is used to estimate the likelihood that some factor other than chance accounts for the observed relationship. It

is calculated by: $\chi^2 = \sum \left[\frac{O-E}{E} \right]^2$

Chi-square is derived from observations; it is a statistic and not a parameter. The chi-square is therefore a non-parametric test. It is one the greatest merit of this test is that it involves no assumption about the form of original distribution from which the observation come (Gupta,2021).

- **Regression:** It is a statistical procedure to determine relationship between two or more variables. It explains the value of dependent variable based on the values of one or more independent variable. The objective of regression analysis is to study the nature of relationship between the variables so that we may be able to predict the value of one on the basis of another.

Simple Linear Regression: In simple regression we have one dependent and one independent variable. it is calculated by the formula:

$$\hat{y} = a + bx$$

Multiple linear regression: in which there is one dependent variable and two or more independent variable. it is calculated by the formula:

$$\hat{Y} = a + b_1X_1 +$$

Data Analysis

Both quantitative and quantitative approach was used to analyze the data.

Findings and Educational Implications

The present study focused on the role of Social capital in the Educational Aspiration of the secondary school students. Social capital is a kind of resource embedded in the social relationships which facilitates child's educational development. Through her study researcher tried to find out the level of Educational Aspiration, Family social capital and School social capital and the role played by these variables in Educational Aspiration of the secondary school students. the researcher came up with the following findings:

- It was found that the level of Educational Aspiration of secondary school students was not affected by demographic factors such as gender and family type. The distribution of Educational Aspirations was the same across gender and family type.
- It was found that the level of Family social capital of secondary school students was also not affected by demographic factors such as gender and family type. The distribution of Family social capital was the same across gender and family type

- It was revealed that Family social capital had a positive relationship with Educational Aspiration. An increase in Family social capital affected Educational Aspiration of the secondary school students.
- It was found that the level of School social capital of secondary school students was also not affected by demographic factors such as gender and family type. The distribution of School social capital was the same across gender and family type
- It was revealed that School social capital positively related to Educational Aspiration. An increase in the School social capital led to an increase in the Educational Aspiration of the secondary school students.
- While comparing the relationship of Family social capital and School social capital with the Educational Aspiration of the secondary school students, it was found that School social capital had a more decisive relationship with Educational Aspiration in comparison to Family social capital to play.

Educational Implications

This study highlighted the role played by Social Capital in the Educational Aspiration of the students. The findings of this study have some important educational implications for the stakeholders in the field of education. This study had drawn attention towards the fact that Social Capital, like all other forms of capital, is an essential resource that develops out of social relationships. A network of social relationships can act as a resource and prove beneficial in enhancing the students' Educational Aspirations which is a crucial psychological factor that influences an individual's inclination towards attainment of a higher educational level, which significantly impacts his future.

Further, it has been observed that often schools are held accountable for the poor performance of students, and despite appropriate measures, the issue remains unresolved because Social Capital is the area that is often neglected in schools; The findings of this study highlighted the ways through which schools and families can create better Social Capital and support students.

- The findings of this study revealed that the level of Educational Aspiration and School Social Capital was average among students. School Administration should device ways to enhance level of Educational Aspiration and School Social Capital.
- It was found that School Social Capital played a positive role in the Educational Aspiration of the students. School administration should try to create high level of Social Capital.
- The teachers should be encouraged to develop mutual relationships with their colleagues within and outside school so that they can generate resources beneficial for students and enhance the level of School Social Capital thereby increasing effectiveness of the school in the long run.
- Teacher – Parent relationship and relationship between school and parents can act as essential resources available to schools. It can enhance school Social Capital by allowing schools to use their human and social resources. Thus, schools should try to strengthen this relationship by providing more opportunities for interaction between stakeholders.
- A good social network is one of the dimensions of School Social Capital. An environment of trust and collaboration should be created within the schools. A relationship of mutual trust should be encouraged between teachers and students so that social networks between them

create Social Capital for the school and enhance cognitive and academic achievement. Getting social support from teachers also enhances the Educational Aspiration of the students.

- A healthy relationship with parents acts as an essential resource available schools which generate School Social Capital. Thus, schools should ensure active participation of the parents in school activities. At regular intervals, constructive suggestions and feedback should be sought from parents, which can improve the school's functioning and strengthen the relationship between parents and school administration.
- Teacher-student and Teacher-Parent relationship is also crucial for School Social Capital. Therefore, teachers should try to develop a good relationship of mutual trust with students and parents.

Thus, the findings of this study can contribute in the field of education in general and school education in particular.

5.4 Suggestions for Further Research

- No research is complete research. There is always a scope to further explore the areas left unexplored. The more answer obtained; the more questions are raised. Social Capital is a vast topic this study aimed at finding out its role in the Educational Aspirations only there are areas which are left unexplored. Thus, the suggestions for further study are:
- The study is delimited to Lucknow city only. However, studies can be carried out in other cities as well.
- The sample of this study was class IX students only. studies can be done with other samples

- The study was conducted on the sample size of 618 students only further research can be carried out with more sample size.
- The study was conducted with Educational Aspiration as the dependent variable other variables can be taken for further research.
- The Descriptive research methodology was used for this study further research can be carried out with different methodologies of research
- The study is focused on two forms of Social Capital, Family Social Capital and School Social Capital, as independent variables. Further studies can be carried out with other forms of capital.
- This study was conducted on four dimension of Family Social Capital and six dimensions of School Social Capital. Research can be conducted to identify other dimensions.