

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

THESIS

Submitted for the Award of the Degree of

Doctor of Philosophy

in

EDUCATION

Submitted By

DHRITI TIWARI

Under the Supervision of

PROF. HARISHANKAR SINGH

**BABASAHEB
BHIMRAO
AMBEDKAR
UNIVERSITY**



प्रज्ञा शील करुणा
ESTABLISHED 1996

DEPARTMENT OF EDUCATION

(School of Education)

BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY

(A Central University)

Lucknow-226025 (U.P.)

Enrolment No. 1272/18

Year - 2022

DECLARATION

I, hereby declare that the entire thesis entitled “**ROLE OF SOCIAL CAPITAL IN THE EDUCATIONAL ASPIRATION OF THE SECONDARY SCHOOL STUDENTS**” submitted to the Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow for the award of Degree of Doctor of Philosophy (Ph.D.) in Education. It is my original work and it has not previously been produced for the award of any degree, diploma, and fellowship or similar other titles anywhere, this research study is carried out under the supervision of **Prof. Harishankar Singh**, Department of Education and School of Education (SOE), Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, Uttar Pradesh, India. I also declare that the thesis submitted by me is essentially free from all kinds of plagiarism.

Date: 7.09.2022

Place: LUCKNOW

Researcher



Dhriti Tiwari

Date: 7.09.2022.....

CERTIFICATE

This is to certify that the thesis titled “**ROLE OF SOCIAL CAPITAL IN THE EDUCATIONAL ASPIRATION OF THE SECONDARY SCHOOL STUDENTS**” submitted by **Dhriti Tiwari** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The thesis submitted to Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow satisfies all the requirement as stipulated in the Doctor of Philosophy (Ph.D.) regulations-1999 as amended in 2008/2010/2013 and it is fit for submission and evaluation for the award of the degree of Doctor of Philosophy of the University.


Date: 7.09.2022

Place: Lucknow

Supervisor



(Prof. Harishankar Singh)


Prof. Harishankar Singh
Professor
Deptt of Education
Babasaheb Bhimrao Ambedkar University
(A Central University)
Lucknow

Head of Department

HEAD

विभागाध्यक्ष

Department of Education

शिक्षाशास्त्र विभाग

Babasaheb Bhimrao Ambedkar University

(A Central University) Lucknow

बाबासाहेब भीमराव अम्बेडकर विश्वविद्यालय

(केन्द्रीय विश्वविद्यालय) लखनऊ

Acknowledgement

First and foremost, all my praises and thanks are to the Almighty, without whom nothing of this would have been possible.

I must express my sincerest gratitude to my constant source of inspiration my supervisor. Professor Harishankar Singh, Head and Dean Department of Education, School of Education, Babasaheb Bhimrao Ambedkar University, Lucknow. I stand indebted for the support he rendered with fruitful suggestions and unstinted guidance. His constructive criticism, comprising healthy discussion during the Ph.D. work is heartily appreciated. Without his continual inspiration, it would have not been possible to complete this study.

I express my deep sense of gratitude towards Prof. Arbind Kumar Jha, Head Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow for all the advises he gave me regarding my study. His broad horizon of knowledge, profound thoughts and inspiring character always encouraged me to work harder each day. I am truly grateful for his motivation.

Moreover, I feel delighted to express my gratitude to the teachers of this department. Dr. Raj Sharan Shahi, Dr. Buddhi Sagar Gupta, Dr. Victoria Susan Ijjina, Dr. Sangeeta Chauhan, Dr. Rajesh Ekka, Dr. Lalima, Dr. Subhash Mishra and Dr. Shikha Tiwari for their continuous guidance, precious help and moral support throughout my research work. I also wish to thank my departmental research committee members.

I am also thankful to all the Office Staffs Mr. Rajiv Ranjan Pandey, MS. Priyanka Gupta, Mr. Amit, and Ms. Poornima for their support and cooperation in dealing with official procedures. I also express my gratitude towards Dr. Sunil Gorla and Dr. O.P. Saini and Staff of Central Library B.B.A.U the for providing me necessary library facilities without which the task would have not been completed.

I acknowledge a profound sense of gratitude and indebtedness towards my parents Late Mr. Bajrangi Tiwari and Late Mrs. Neeta Tiwari, who nurtured me in such a way that I faced the world with confidence. Whatever I am today is because of them.

I express my extraordinary gratefulness to my friends Divya Verma, Sangeeta Suman, Anshuman Sharma and Kuldeep Chauhan and all my colleges who were always ready to help me out throughout my study.

Last but not the last, I would like to extend my thanks to U.G.C New Delhi for its financial support during my entire research period.

Date: 7.09.2022

Place: LUCKNOW


(Dhriti Tiwari)

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CHAPTER I

INTRODUCTION

Background of The Study

A growing body of research that seeks to understand why some schools and their students perform better than others point toward 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. Various researches have suggested that different forms of capital influence the educational success of children. According to Roth (2012), the role of human and cultural capital in educational development has been frequently analyzed compared to Social Capital. As a relatively new concept, Social Capital has attracted the attention of scholars from various fields. This term has been used in the field of economics to describe assets that can be invested to generate profit. But the use of this term as an intangible resource can be traced back to the work of John Dewey, 'The Elementary school record' published in 1900. As Coleman (1987) discussed, the main difference between Social Capital and other forms of capital is that Social Capital lies within the social relationship. In simple terms, Yamaguchi (2013) refers to Social Capital as attributes and qualities of the family and social community networks that facilitate cooperation between individuals and communities.

Educational Aspiration is an important psychological aspect of students' inclination toward 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, as stated by Buchman and Dalton (2002). Coleman (1988) had clearly suggested that Social Capital was an influential factor in children's educational development. He strongly argued that a strong, healthy family and positive school environment were essential for the educational development of children. The extent of the relationship that is present between a parent and a child constitutes the Social Capital available to a child. The potential competence of parents, their educational qualifications and financial status are forms of human and economic capital, while the actual intrafamilial relationship that exists between parents and a child is the Social Capital that is vital for adequate support and development of a child.

As argued by Putnam (2000), a child's development is shaped by a number of factors, family being a prime factor. Elements within the family such as trust, networks, norms, and values strongly influence a child's opportunities, educational choices and educational success. World Bank (2015) also added that the family's acceptance and promotion of educational importance positively impacts a child's Educational Aspiration and academic performance. This study analyses the role of Social Capital in the Educational Aspiration of the students; for instance, White and Kaufman (1997) revealed that networks between parents and children contribute to the success of a

child's education. Coleman (1988) defined Social Capital in terms of the relationship that exists between parents and children. Also, the World Bank (2015), in its study, cited the example of Coleman's work and stated that there were lesser dropout rates in religiously based private and public schools as compared to their counterparts which can be accredited to the enforcement of values in family and at schools. Putnam (2000) argued that Social Capital strongly shapes the development of the child. Networks of children at school, family and peer groups positively affect students' behaviour. Monitoring, school participation, parent-teen connection, and parents' communication form Social Capital and clearly affects students' Educational Aspiration. Social Capital is researched within different theoretical frameworks. Researches link Social Capital with education, mainly in the works of Pierre Bourdieu and James Coleman.

The present study explores the concept of Social Capital and derives from Social Capital approaches of James Coleman and Pierre Bourdieu. It also tries to find out the role played by Social Capital in the Educational Aspiration of students. This study attempts to gauge the role of Family Social Capital and School Social Capital in enhancing students' Educational Aspirations, identifying the need for 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 to 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 and Alfred Marshall (1890). Henry 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 agreed 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 them 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 multiplying with individual engagement in the network, making available to him more than what he possesses.

Relationships that are the basis of the network are maintained in two ways: a) material or symbolic exchange; b) they are socially instituted, such as

family, a class, a tribe, a school, a party or an organization. These relationships are not natural but the result of invested time and energy over a period of time.

James Coleman's Concept of Social Capital

According to Coleman (1988), 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 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 the next generation, he emphasized the role of family and community. He highlighted how the

family background affects various factors on achievement in school. Family background was separated into three parts financial capital, human capital and social capital. Financial capital means the wealth or income of parents that facilitates in providing physical resources. A parent's human capital is measured by parental education.

On the other hand, Social Capital differs from the two types of capital mentioned. It is the relationship that exists between parents and children, including members of the family. If the Human capital of parents is not supported with the Social Capital, it becomes insignificant in the educational growth of the children. Social Capital within the family depends upon the presence of parents physically in the family and the time spent with their children. If there is no strong relationship between parents and children, mere physical presence also is not sufficient for Social Capital.

Coleman had extensively worked on the Social Capital and academic achievement of adolescents. Coleman (1987), from his study on high school students in Chicago, reported how peer groups influenced students' choices. He also surveyed educational achievement and opportunity among various ethnic groups. This study confirmed that apart from family and community, the school also influenced the educational achievement of students. However, its influence was outweighed by the family, community, and peer group influence. He led a series of empirical studies of achievement in private and public schools and came up with the conclusion that students tend to perform better in schools with religious affiliations.

Coleman (1988) stated, "the set of resources that inhere in family relations and in community social organization and that are useful for the cognitive or social development of a child or young person. These resources differ for different persons and can constitute an important advantage for children and adolescents in the development of their human capital." He had also defined Social Capital in terms of a child's development. Coleman (1988) stated, "the norms, the social network, and the relationship between adults and children that are of value for the child's growing up. Social Capital exists within a family but also outside the family, in the community". In his famous work on 'Social Capital and creation of Human capital' (1988), he explained that the creation of Social Capital is facilitated by 'closure' between various networks of an individual by common shared ideology and stability.

Dimensions of Social Capital

Network emerging from associational life was the basis of Social Capital for Bourdieu (Plagens,2011). While Coleman's view of Social Capital was not so simple, he believed social relations could also emerge from the norms and relationships which are essential in accomplishing goals (Coleman,1988). Thus, the main three dimensions of Social Capital are networks, norms and relationships.

- a) **Network:** These are connections within and across groups. Scholars have widely accepted its importance (Bourdieu, 1986; Lin, 2001). Granovetter (1973) describes networks as the connections made by individuals within homogeneous groups as strong ties and across heterogeneous groups as weak ties. Putnam (2000) described them as bridging and bonding. Networks within homogeneous groups such as ethnic families and religious groups have strong

ties or bonding. At the same time, networks across heterogeneous groups have weak ties or bridging. Another remarkable feature of the network is density. Dense networks are highly populated, and individuals associated with dense networks gain more than their peers not in a similar position. According to Lin (2001), networks are essential because a) they facilitate the flow of different forms of information, and b) social ties across networks influence actors in making strategic choices. c) individuals who enter a network with additional connections help in expanding the invaluable network ways. Therefore, participation in a dense network furnishes tremendous potential for the flow of information, influence, and enlarged access to others. Bourdieu (1986) argued that dense networks can be extended beyond space and time. Individuals who are part of dense social networks have more resources at their disposal and are able to achieve desired outcomes. Once their connections are established, they can be maintained and transmitted across time, further providing an advantage to the individuals in those groups.

- b) **Norms:** The second dimension of Social Capital, as argued by Coleman, is norms, which emerge from ongoing association among individuals. As defined by Coleman (1988), norms are “expectations about action—one’s own action, that of others, or both—which express what action is right or what action is wrong.” Those Individuals who respect the norm are allowed to remain in the group and take advantage of the arrangement. Strong norms and dense networks of reciprocal arrangement are imperative to maintain group continuation and information. Norms can explain why individuals are solidaristic or privatistic in their opinions. In the case of the individual with a privatistic outlook, there are chances that norms passed across generations

urge them to consider outcomes centered around self or maybe early life experience led to a changed view of the action. Inside school communities, individuals who accept norms give importance to themselves above all others. They may accept decisions or try to influence decisions that will direct resources toward programs primarily benefitting their children, be it a particular athletic, artistic, or curricular interest. It has been seen that interactions produce norms that support a productive learning environment, like norms supporting high performance, adherence to rules, and respecting others.

- c) **Relationships:** Relationships as a dimension of Social Capital are essential because they, as part of the Social Capital construct, help explain the variation in Social Capital levels that emerge out of networks and the extent to which norms influence them. Coleman (1988) included relationships in his definition of Social Capital. While writing about families and schools, he later focused on networks and norms. Ostrom (2000) supported the significance of relationships in transaction activities that build capital. However, the outcomes of these transactions may vary. In some instances, individuals may separate without producing any lasting connection or without forming any kind of relationship. In other cases, however, transactions may lead to forming and developing relationships that facilitate Social Capital.

Family Social Capital

Family plays a very significant role in the development of a child; Social Capital elements like trust, network, and norms of reciprocity have a substantial effect on the family. These elements immensely influence a child's choices, educational success, opportunities, and behavioural development.

Dika and Singh (2002) affirm that studies investigating Social Capital in families highlighted the role of parental aspiration, family structure, parent-school connectivity, and parental involvement in students' academic activities and Educational Aspirations. In addition, a study by Kaufman (1997) showed that parents' regular help in a child's school homework mediates the effect of low socio-economic status.

Coleman (1988), in his study, identified three mechanisms through which a family transfers capital a) through invested time and efforts of parents, b) through effective ties between parents and children, and c) through norms established within the families regarding accepted and unacceptable behaviour. The intensity of the relationship existing between parents and children boosts the child's intellectual and social development. Coleman (1988) has identified various dimensions of Family Social Capital, like the presence of parents; an adult's absence in the family is described as a structural deficiency of the family. If it is a single-parent family or if adults of the family are generally absent, or if both parents are working outside, then it is a structurally deficient family, then the children lack Social Capital that comes from the presence of the parents or grandparents. Additional siblings, parents' relationship with the child and other members of the family and the embeddedness in the relationship are extremely important for Family Social Capital. For Coleman (1988) greater amount of Family Social Capital means the presence of two parents at home lower number of siblings, higher parental educational expectations and intergenerational closure. Dika and Singh (2002) positively correlated Family Social Capital and school attainment. Aslendogan and Cetin (2007) emphasized the role of tripartite educator-parent-sponsorship

in improving Family Social Capital. It can be seen that different levels of Social Capital influence students. Academic success. The disciplinary and academic climate at home, a form of Family Social Capital, promotes students' educational success. Social networks within families, peer groups, and schools positively influence educational achievement and lead to low dropout rates, as Israel et al. (2000) studied. Yan (1999) identifies it as a factor in high college enrollment. While for Sun (1998,1999), it leads to greater participation in school and community organizations.

Thus the family structure, monitoring by parents, parental educational expectations and obligations, parental communication with their children and other members of the society, and parental communications with their children's school friends are various dimensions of Family Social Capital that clearly influence the educational development of children; for instance, Kaufman and white (1997) in this study found that parents who regularly help their children with their school's work mediate the effect of socio-economic status. According to World Bank (2015), even acceptance and promotion of education by a family positively impacts a child's performance in school. Israel et al. (2001) stated that children born to well-educated parents performed better in schools than their counterparts. Such a family creates an environment where high Educational Aspirations and educational attainment are valued and expected. Further, when children are provided with nurturing environment with guidance on behaviour, there is a powerful impact on educational success.

Dimensions of Family Social Capital

1. Parents' presence in the household (whether single or both parents). If both parents are present strong relationship remains.
2. The number of siblings (more siblings, smaller Social Capital).
3. Parent and children ratio. (Two parents with a single child will have more Social Capital, for a single parent with more children, there will be less Social Capital).
4. Talking about personal matters (Frequent discussions about personal matter shows a strong relationship and a higher level of Social Capital).
5. A working mother (If the mother is working outside before the child is required to attend school, the intensity of the relationship between mother and child decreases).
6. Mother's expectation for child's education. (Mother's expectation for higher education increases child's interest in educational achievement).
7. Parent's interest in child's college attendance. (Interested parents are more involved in their child's future).

Thus, according to the study by Coleman (1966), parental role and family background are essential for children's performance.

School Social Capital

With his early focus on Family Social Capital, Coleman, in later years, noted that Social Capital is an essential factor in school settings as well. In a series of studies conducted by Coleman and his Colleagues (Coleman 1987, Coleman, Hoffer & Kilgore, 1982). He found that students in catholic schools performed better and had lesser dropout rates than students in public schools.

The reason was the cohesiveness in the social system. Catholic schools, placed in functional communities and cohesive supporting social systems, demonstrated closeness in the relationship among students, families, schools and communities. In addition, the Social Capital enjoyed by the students enriched their resources of information and also, there was the availability of supervision.

According to Coleman (1990), Social Capital in family relations and community social organizations increases children and youths' cognitive and social ability. Social Capital facilitates the creation of Human capital. Coleman (1990) mentioned six types of interrelationships that are crucial in the school setting for the development of Social Capital.

1. Relationship among students
2. Relationship among teachers
3. Relationship between teachers and students
4. Relationship among parents
5. Relationship between parents and teachers
6. Relationship between students and their parents.

All these relationships are bidirectional in nature, which means that in order to understand them and assess Social Capital thoroughly, one needs to interact with parents, students and teachers. As contended by researchers, an increase in Social Capital by strengthening social relationships among various stakeholders of the school would positively affect the students' academic achievement. According to Tsang (2009), Social Capital at school can be referred to as the trustworthiness of the social environment, social obligation, information channels, and effective sanctions and norms. Lin (2001) defines

Social Capital as social resources deeply rooted in the social network that can enhance the effects of actions. School Social Capital is embedded in the social networks used by the school for their survival and development (Tsang, 2009). Thus, the social network is a crucial factor in School Social Capital.

These social networks can be internal and external. Internal school social networks are hierarchical in nature. According to Tsang (2009), they can be classified into individual, department or group, and school or organization levels. Relationship at each level is equivalent. These levels can interlink with each other, like student-teacher, teacher principals, and teacher-teacher relationships. Each of these levels can develop its own Social Capital. A lower level or individual level, like a student-student or teacher-teacher, can influence a higher level or departmental level of Social Capital. In the Internal School Social Capital, such as trust, collaboration, and social ties among teachers, students and principals, will enhance teaching effectiveness (Cavanagh & Dellar, 2003; Cheng, 2005; Hargreaves, 2000; Tsang, 2009). According to Halpern (2005), “Teachers actively and routinely collaborate collectively to innovate and share knowledge. Social Capital becomes a lubricant of knowledge transfer and development and pays considerable educational dividends”. Pianta, Steinberg and Rollins (1995) mentioned that a positive relationship between students and teachers would bring about a wide range of cognitive and academic achievements for students since students will have greater access to the resources and support of teachers. Higher expectations, considerations, social support, and attachment also facilitate students' performance and progress (Pianta, 1994).

Tsang (2009) distinguishes three kinds of networks in the external form of School Social Capital. The first is a vertical network, such as school and state. The second is horizontal networks like school–school relationship and relationships with other institutions like family and community. The third is a social network established by connections between school members and members outside school like parents and other stakeholders. Schools can access and use the resources embedded in social networks for the advantage and effectiveness of school functioning. When a school possesses external School Social Capital, it encourages the academic performance of the students (Coleman et al., 1988, Haghigat, 2005; Lopez, 1996; Morgan & Sorensen, 1999).

Strong ties between teachers and parents or school family networks are important means of external network. External School Social Capital facilitates students' performance and contributes to schools in the long run. School Social Capital can be transformed into Cultural, Intellectual, Financial and Human capital (Lin, 2001). Like teachers can learn various teaching skills from other teachers, the school can receive financial help; NGOs can provide services to teachers, students and schools; good teachers can be recruited through staff's social network; schools may get updated information more quickly. Resources outside schools prove helpful for improving school and teachers' professional development.

Educational Aspiration

Researches consider Educational Aspiration as a crucial psychological factor that influences students' tendency to attain a high level of education vital for their future life (Gottfredson, 2002). All Individuals have aspirations,

and at all stages of life, they try for self-enhancement. The aspirations of students influence their behaviour. The aspiration level of an individual represents the current position as well as the position he would like to be in the future. It is a measure of his intentional characteristic and a vital element of his long-range behaviour. By knowing a person's level of aspiration, we can gain an understanding of him.

Education Aspiration is said to be a strong desire for high achievement. Therefore, various disciplines have studied it intensively to explain educational disparities, including psychological, social-psychological, sociological and economic perspectives (Domina et al., 2011; Rojewski, 2005). However, despite its frequent use, there is no single and universally accepted definition of the term (Lent et al. 1994; Quaglia and Cobb 1996; Rojewski 2005).

Definitions of Educational Aspiration

- Frank (1935) defines “level of aspiration as the level of future performance in a familiar task. An individual knows his past performance level in that task explicitly undertaken to reach. By level of past performance is meant the goodness of the individual past performance as he knows it.”
- Lewin et al. (1944) state that “An individual’s aspiration at any particular time depends upon the positive Valence strength or importance of success, the negative valence strength or importance of failure and his estimate of chances for success or failure. An unrealistic level of aspiration leads to a feeling of inadequacy and makes him submissive in his attitude towards others.”

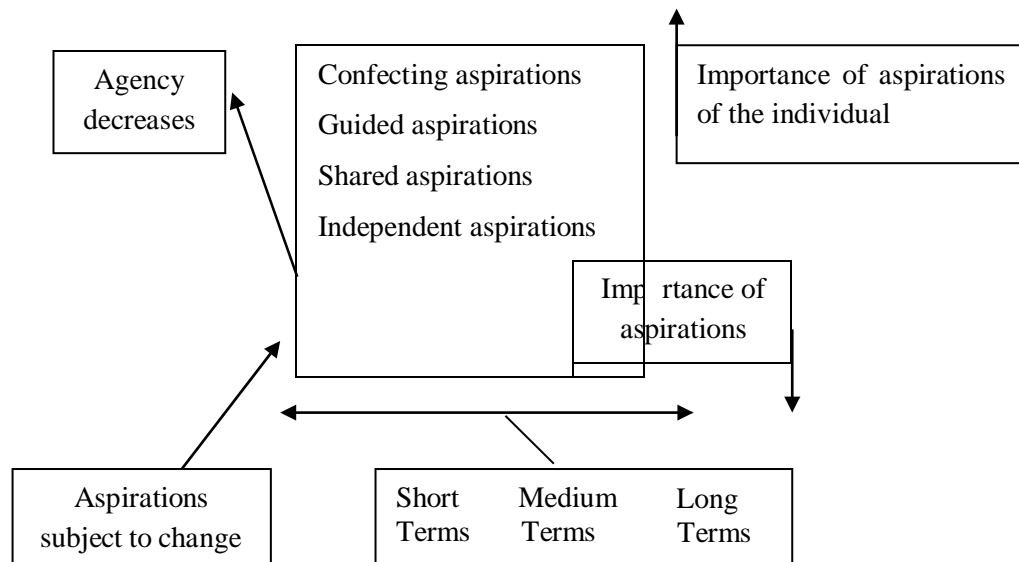
- Hope (1970) explained, “Aspirations are conscious desire and expectation of an individual coupled with the deliberate striving for the achievement of a goal. With reference to the degree of difficulty of the goal towards which a person strives. It carries a personal connotation which refers to a person’s ambition about his own performance”.
- Hurlock (1973) contended that “Aspiration means a longing for what one has achieved with advancement on it’s as its end”.
- According to Bisrell (1977), “Educational Aspirations or expectations as an individual’s desire to continue his formal schooling beyond high school”.
- According to Walberg (1989), “Educational Aspirations are strong desires to reach something great. Young peoples’ aspirations guide what students learn in school, how they prepare for adult life and what they eventually do.”
- Sirin, Diemer, Jackson and Howell (2004) stated, “Educational Aspirations have been defined as students' educational and vocational dreams for the future.”
- Dr.V.P.Sharma and Dr. Anuradha Gupta (2015) considered Educational Aspiration as a “concept referring orientation towards educational goal, spaced in a continuum of difficulty and social prestige and arranged in the educational hierarchy.”
- According to Markus and Nurius (1986), “Educational Aspiration reflects individual’s ideas of their “possible selves”. What they would like to become, what they might become, and what they do not wish to become”.

Thus, considering the above definitions, it can be concluded that an Educational Aspiration is an object of desire, ambition, and eagerness to learn. It is the degree to which an individual sets his goals realistically concerning his physical and mental attributes and as per his environment. In every society, Educational Aspiration and success are affected by social factors. To realize aspirations requires the investment of time, energy, and resources both from young people and others (Sherwood. 1989). The length to which communities mobilize such support depends on the quality of life-both among students and others. Precisely conditions in the community interact with students' imaginations as they realize their aspirations.”

Gottfredson (2002), in his research, posits that multiple interpersonal and systemic factors influence students' Educational Aspirations. Therefore, Social Capital is an essential contributor to improving Educational Aspiration and mediating the effects of students' socio-economic backgrounds. Five out of nine studies focusing on the relationship between Social Capital and psychosocial factors related to education, reviewed by Dika and Singh (2002), showed positive relationships between Educational Aspirations and Social Capital. In addition, parental expectations, parent-teen discussion about school, parent-school involvement, study resources at home, intergenerational closure, relationships within the family and activities outside the family, like involvement in organizations and peer group values, are essential factors positively related to Educational Aspirations (Muller & Ellison; Pribesh & Downey, 1999; Muller & Ellison, 2001; Smith-Maddox, 1999; Qian & Blair, 1999).

Educational Aspirations and their importance

Aspiration is an important psychological aspect that directs an individual's tendency towards higher attainment of a goal. It has been termed as a vocational and educational dream that students have for their future. They guide students in the selection of subjects and streams in a school (Rojewski, 2005). According to Carter (2001), "Educational Aspirations have mostly been studied as a predictor of various outcomes, most notably concerning educational attainment".



Dynamic multidimensional model of Aspiration (Hart, 2016)

As contended by various scholars, aspirations are future-oriented, unconscious and conscious. Motivations drive the aspirations. Aspirations indicate individual or group commitment toward a particular endpoint (Hart, 2016, Fuller, 2009). According to Hart (2016), aspirations are relational, dynamic, and often related to other aspirations held by individuals. They may be latent and show up suddenly or may emerge slowly. They are future-oriented but rooted in the present. Aspirations widen the scope and

understanding of an individual. It helps to figure out individual freedom to aspire and the ability to transform aspiration into capability. Educational Aspirations and expectations are closely connected with the level of education of an individual. Individuals with high Educational Aspirations are likely to gain a high level of education. The status theory of attainment stresses aspiration as a cognitive state that motivates or drives students towards academic success. It can be seen that education creates a better economic position and is vital for the social and economic position of an individual. People who are better educated are placed in a good position. Thus, aspirations act as a stimulating factor to achieve a better societal position.

Factors Affecting Educational Aspirations

Educational Aspirations are determined by the social and economic position of the family as well as environmental surroundings (Buchanan, 1965). Khoo and Ainsley (2005) recognized personal dimensions such as the impact of significant others, aspirations of oneself, and social dimensions such as school and social class of parents as important factors influencing Educational Aspirations. According to Garg et al. (2002), opportunities provided by parents, encouragement and support of their child's learning are significant factors in shaping Educational Aspirations. Three crucial factors influencing Educational Aspiration, as stated by Garg et al. (2002), are

1. **Background:** Background factor means social and demographic qualities, gender, age, social-economic status and structure of the family.
2. **Personal factor:** This factor is psychological in nature and comprises of an individual's personal attributes, self-perception, attitude towards education, school and work.

3. **Environmental factors:** This factor includes social support, parental involvement and the home environment that affects the individual.

In his most remarkable work on Family Social Capital, 'Equality of educational opportunity in 1966, also known as Coleman report, he contended that parents and home environment are great deciding factors of children's educational achievements.

Parents are a vital source of aspirations, and they influence a child's career goals. Parental behaviour, parenting style, involvement in academics, and aspirations for their children significantly impact their career choices and Educational Aspirations. Wentzel (1998) highlighted that parental achievement, values, expectations of their children's academic achievement, and efficacy was positively related to children's aspirations. If the parents are authoritative and their parenting style is characterized by attention, open communication, constant support, and clear, attainable standards, the child's outcome is positive. Home-based involvement of parents, such as help in school homework, supervision and communication, and school-based involvement, such as visiting schools and communicating with teachers concerning adolescent achievement and Educational Aspirations, have been important predictors (Trusty,1998). Parents' school-based involvement was more influential and predictive of educational achievement and aspirations than home-based involvement (Grolnic & Slowiaczek,1994). Garg et al. (2002) had identified variables significantly associated with Educational Aspirations and achievement of children, such as parenting style, family cohesiveness, family communication, and family support, child's perception of parental educational expectation, parental concern for educational and

vocational outcome, their involvement in homework and providing educational resources to the children.

Researchers showed that familial backgrounds such as parental occupation and education, family structure, and composition influence the students' Educational Aspirations. A socio-economic status comprising financial and occupational status has been found to indirectly influence students' Educational Aspirations. Family structure impacts the Educational Aspirations of the students. A family comprising of two parents positively impacts Educational Aspiration and outcome. In contrast, single-parent families have been reported to lack social support and experience difficulty meeting financial needs, influencing their parenting style and involvement (Conger et al.,1994).

Although few studies support the opposite view that single-parent families, in order to compensate for the lack of social support, become more involved with the children (McLanahan & Booth,1989), inconclusive evidences have also been found related to age, gender, grade level and ethnic differences. At the same time, some research supports a relationship between the age and grade of the student and his Educational Aspiration. The more the age or grade, the more the student has clarity about the future. Farmer (1985) reported that females had higher Educational Aspirations than males. Ethnicity as a factor in Educational Aspirations has been reported by a few researchers as well. It has been seen that minority parents have greater Educational Aspirations for their children than other parents (Wentzel,1998). The school environment also influences the functioning of the students. Students' perception of school climate and the value of school helps frame students'

Educational Aspirations. Academic achievement and attitude towards schools are linked with academic self-concept and are the finest predictors of Educational Aspirations (Hoge et al.,1995; Muij,1997; Orr&Dinur,1995).

Educational Aspiration and Social Capital

Gottfredson (2002) stated that Educational Aspiration is an important psychological aspect that directs students' tendency to attain a high level of education, which significantly impacts their future lives. Multiple interpersonal and systemic factors influence the Educational Aspiration of students; Social Capital is the most crucial contributor as it mediates the effects of students' socio-economic background on Educational Aspiration. According to (Buchmann & Dalton 2002), Social Capital serves as a mechanism to convey values, norms and knowledge to the students. Coleman (1988) first introduced the conceptual framework of Social Capital as an influential factor in children's educational development. From the perspective of Social Capital theory, students utilize resources available in their social networks when they form educational and occupational aspirations and work out the transition from education to employment (Holland, Reynolds &Weller, 2007). This theory also explains how students' inclination is influenced, thereby shaping their educational trajectories and outcomes (Bloomfield & Barber,2010). It has been found by the researchers that interaction with friends, parents and teachers' direct attitude toward work and study. Research conducted on the works of Bourdieu and Coleman showed a strong connection between Social Capital at home, school completion and educational attainment, as reported by Dika and Singh (2002). In Coleman's view, Social Capital is present within the composition of social relations. Facilitation of

trust, communication of norms and values, authority and social control, define a productive role of Social Capital. It helps members to act in a rational and individualistic manner to achieve challenging goals (Pichler Wallace, 2009). According to Coleman, strong family and school backgrounds are essential for the educational development of children. He also suggested that Social Capital helps to transmit family human capital from parents to children. Coleman (1988) proposed that “if human capital possessed by parents is not complemented by Social Capital embodied in family relations, it is irrelevant to the child’s educational growth that the parent has a great deal or a small amount of capital”. Theoretical assumptions of Bourdieu and Coleman suggested that a) children’s academic achievement is related to their individual attributes and the educational capital of the family. b) the relationship between individual attributes and educational capital may vary for children from different family structures, as defined by Family Social Capital. In their study, Teachman, Paasch, and Carver (1996) observed that Social Capital protects students from early dropout problems in education. Post and Pong (1998) demonstrated that students’ improvements in mathematics and reading achievement were results of their Family Social Capital. Furstenberg and Hughes (1995), in their study of Social Capital within and outside the family, exhibited that Social Capital has many positive academic outcomes. According to Crosnoe (2004), family and school facilitate students’ academic outcomes; Family and School Social Capital also positively affect students’ academic outcomes.

Educational Aspiration and Family Social Capital

Coleman (1990) recognized the family as a vital institution in transmitting Social Capital and determining norms and relationships among family members, which significantly contributes to the improvement of educational attainment for children. According to him, family transmits Social Capital in three ways; a) by investing time and effort. b) by forming a cohesive relationship with the children; c) and through articulated norms concerning behaviours. He advocated that a good relationship between parent and child enhances the intellectual and social development of the child. Carbonaro (1998) explained that as the child moves up in the educational system, parents provide assistance in the form of information about education and career opportunities, reinforcement of norms, and support in the navigation of new areas; all of these promote the child's academic functioning. In successive researches, Croll (2004) and Ho Sui-Chu and Willms (1996) demonstrated that the regularity of a mother's interaction with her children positively affects their academic performance. A mother's expectation about the educational attainment of her children indicates her concern and interest in their life. Therefore, mothers' educational expectations facilitate the Educational aspirations of children. Parents' knowledge of their children's activities outside the home is a good indicator of the quality and quantity of the parent-child relationship, positively impacting their educational performance (Parcel & Dufur, 2001). Coleman (1988) focused on family structure, arguing that two parents have more time and energy for their child than single parents. He also stated that the number of siblings diluted

resources in the family; the more siblings in a family, the smaller the proportion of total family resources available to each.

Teachman et al. (1997) found that Family Social Capital has a vital role in improving the Educational Aspiration of children. The family acts as a rational actor that sometimes enhances or sometimes discourages the educational outcome of children. Smith et al. (1995) demonstrated that Social Capital creates a favourable environment that develops children's educational attainment. Two prominent features of the Family Social Capital, structure and process, help in the improvement of educational achievement for children in the family. Structure signifies the opportunity for interpersonal interactions between parents and children, while process refers to the quality of parental involvement with their children. The process also indicates various nurturing activities for children, such as helping with their homework and discussing future endeavours and school activities that enhance their Educational Aspirations. In a similar context, Qian and Blair (1999) also noted that parental involvement in education strongly impacts the educational attainment of children. Schneider and Stevenson (1999) stated that families with a strong social relationship between parents and children are strong and seemingly have a parental perception. In such situations, if parents have higher Educational Aspirations, then students may also have higher Educational Aspirations.

Educational Aspiration and School Social Capital

Despite his early focus on Social Capital in the family, Coleman (1990) noted that Social Capital is also significant in school settings. Particularly, Coleman mentioned six crucial types of interpersonal

relationships in the school setting: among students, among teachers, among parents, between teachers and students, between teachers and parents, and between students and parents. A positive relationship had been revealed between school Social Capital and students' Educational Aspiration. However, few scholars have extended the concept of family Social Capital to the school context. For example, Parcel and Dufur (2010) proposed that the connectedness between parents and school improves the educational outcome of children. They also found a significant relationship between parental involvement in school and the achievement of students in Mathematics which enhances their overall Educational Aspiration. Pianta et al. (1995) observed that a positive relationship between students and teachers in schools promotes academic and cognitive achievements among students. Social support from teachers improves Educational Aspiration and personal development.

Further research revealed that parental involvement in school is related to higher grades and a lower rate of behavioural problems among students. Cavanagh and Dellar (2003) posit that School Social Capital improves students' learning performance. Willms (1985) observed that School Social Capital encourages the improvement of students' academic performance. Hornby (1995) stated that School Social Capital not only improves both academic development and schools' effectiveness in the long run. According to Coleman (1988). It is essential to understand that the relationship between teachers, students, parents, and schools is bi-directional. To fully understand and assess Social Capital in the school environment, one must examine all relationships and interactions among parents, teachers, and students.

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

It has been observed that there is a positive relationship between Social Capital and human capital. Social Capital is an essential resource in the creation of efficient human capital. Coleman (1988), in his investigation of the association between Social Capital and education, concluded networking of students and affection with their family, peers, and school influence their educational success. The network of social relationships possessed by the families and communities works as a driving force for children's cognitive, social and educational development. People with few connections are less capable of testing the accuracy of their own views and opinion and are less tolerant, more cynical and impulsive. School environment and academic norms and values of the school, student and teacher relationship parental involvement in the school activities influence students' psycho-social

development. Educational Aspiration is a crucial psychological factor that influences an individual's inclination towards attaining a higher educational level, which significantly impacts his future. Multiple interpersonal factors influence Educational Aspiration. The studies conducted on Social Capital so far revealed a positive relationship between Social Capital and educational attainment, student engagement, educational achievement, and other educational factors like Educational Aspiration. 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

1. To find out the level of Educational Aspiration of secondary school students.

To compare the level of Educational Aspiration of Male and Female secondary school students

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 of secondary school students.

To compare the level of Family Social Capital of Male and Female secondary school students.

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 secondary school students.
4. To find out the level of School Social Capital of secondary school students.

To compare the level of School Social Capital of Male and Female secondary school students.

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 secondary school students.
6. To compare the relationship of Family Social Capital and School Social Capital with Educational Aspiration of 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 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 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 between Family Social Capital and 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 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?

1.9. Delimitation of the Study

- The study is delimited to Lucknow city only.
- The study is delimited to class IX students only.

1.10 Chapterization Scheme

The first chapter discusses the context of the study. It throws light on the conceptual framework of Social Capital, the different forms of Social Capital, i.e., Family Social Capital and School Social Capital, and the discussion on the dimensions of its various forms. It also elaborates on Educational Aspiration, its importance and factors influencing it, followed by operational definitions, the significance of the study, objectives and research questions.

The second chapter presents the reviews related to the present research, the summary, and the research gap.

The third chapter elaborates upon the research methodology, population and sample of the study, tools used for the collection of the data, followed by the statistical techniques used for the analysis of the data.

The fourth chapter presents a detailed analysis of the data.

The fifth chapter of this research discusses each research objective and research question in the light of its findings, followed by a summarization and conclusion of the study.

CHAPTER-II

REVIEW OF RELATED LITERATURE

The Review of related literature is a must for the successful completion of the research. It helps the researcher lay a sound foundation for his or her investigation. A thorough review of the related literature is an integral part of conducting research, helping the researcher clarify his problem and avoiding duplication. Though it is time-consuming, it is a fruitful phase as it helps the researcher discover what is already known. There is an increasing body of literature on Social Capital and its relationship with education. Interest in the concept was primarily stimulated by the work of James Coleman and Pierre Bourdieu in the late 1980s. The investigator attempted to review the related literature on Social Capital and Educational Aspiration and found the following studies insightful for my research.

Reviews on Social Capital

Kaur, K. (2021) in her study on “correlation of family Social Capital and academic achievement a comparative study of adolescents in Punjab”, attempted to trace the connection between Family Social Capital and academic achievement of the adolescents. The study aimed to compare family human capital, financial capital, peer involvement and teacher support in the academic achievement of high and low achievers in secondary school. The sample of 320 students was taken from two districts: Tarn Taran and Moga. The study used a mixed-method approach to the study. The results of the study revealed that fathers’ education had a strong relationship with academic

achievement. High achiever had high family educational level. Further, students motivated and supported by a loving family were more dedicated in their academic pursuits. This study also highlighted the positive role of good parenting style in the academic achievement of the students.

Edannur, S. (2018) conducted a study entitled, “Relative contribution of planned behaviour and Social Capital on educational continuation decision of disadvantaged students”. The study was conducted on disadvantaged secondary school students of Puducherry. Using the survey method with a sample of 498 students, the researcher found that the students' Social Capital does not influence educational continuation. However, the study had an interesting revelation that the educational status of fathers and not mothers influence the children's Social Capital.

Lindotors, P.et al. (2018) conducted a study entitled. “Family and school social capital, school burnout and academic achievement: a multilevel longitudinal analysis among Finnish pupils”. This research investigated the association between Family and School Social Capital, school burnout and academic achievement of the students. The data for the study was collected from the Finnish Post-Compulsory education application register in 2014. The sample of the study was 4467 eleventh-grade students from 117 schools. School Social Capital was measured by nine items that assessed the student-teacher relationship. At the same time, Family Social Capital was measured by parents' monitoring of a child’s activities. The findings of the study revealed the importance of School Social Capital in the academic achievement of the students. A supportive relationship between teacher and student facilitated a positive outcome. However, since the study captured only one dimension of

family Social Capital, i.e., parents monitoring children's activities, it could not find any significant impact of Family Social Capital on the children's academic achievement.

Ali, A., Ahsan, S. & Dziegielewsk, S.F. (2017) conducted a study on “Social and family capital and youth career intension: A case study in Pakistan”. Their study was focused on the role of Social Capital, including family networks and professional and recreational networks, in developing career choices. The study sample was 200 university students at a major higher education university in Pakistan. Social Capital was measured using twenty items. The items assessed the areas of family networks, social networks, and role model support networks. The finding of the study revealed that Family Social Capital had a significant influence on career choices. Family Social Capital was measured by family size; the father’s occupation and income did not significantly impact the students' career choices.

Arriaza, G., & Rocha, C. (2016) in their study entitled “Growing Social Capital in the Classroom”, defined Social Capital as the social worthiness embedded in relationships. They explained how uneventful classroom activities contain the potential to build Social Capital in the classroom, which occurs when and if teachers carry them out intentionally and systematically. It explored the idea that, of all social institutions, school classrooms represent the most formidable soil for Social Capital to grow.

Behtoui, A., & Neergaard, A. (2016) in their study entitled, “Social Capital and educational achievement of young people in Sweden”, examined the impact of Social Capital on the educational outcomes of young people in Sweden. The Social Capital consists of family structure, parent-child

interaction, parental networks, pupil's own network and active membership in different kinds of organizations. The data of the study was collected from young people of the age group 15 and 16 years in 30 schools. The sample size was 1268 ninth-grade students. The results of the study revealed that within a family, Social Capital had a positive influence on the performance of the students. Furthermore, parental networks and pupil networks were also positively related to higher academic motivation and access to education.

Konold, T.R., Shukla, K., & Cornell, D. (2016) in their study on “Authoritative school climate and students’ academic engagement, grades, and aspirations in middle and high school”, investigated the theory that authoritative school climate is associated with higher academic engagements and grades. The study used a survey to collect a sample of 39,364 middle school students and 48,027 high school students. The results revealed that an authoritative school climate characterized by strict but fair discipline and supportive teacher-student relationships was associated with higher student engagement, higher course grades, and higher Educational Aspirations.

Oliver, A.K. (2016) in their study on “School Capital and Student Engagement: Does School Capital Matter?” revealed how the school setting affects students’ effectiveness and achievement. They concluded that schools are a system within society that utilizes the social resources of social networks to develop an engaged school setting. Their study applied a conceptual framework based on Bourdieu’s concepts of Social Capital. It examined the school capital, mobilization of social networks, and social resources available for student engagement at an intermediate school. The findings from this study

suggested that feelings of connection with teachers, students, and their peers helped to engage students in the classroom

Lee, M., & Lam, B. Oi. Yeung (2016) in their research entitled, “The academic achievement of socio-economically disadvantaged immigrant adolescents: “A Social Capital perspective”, examined the role of Social Capital in the academic achievement of socio-economically disadvantaged immigrant adolescents in the United States. The data was derived from the children of immigrants’ longitudinal study. A sample of 3615 students was taken from 44 public schools. The indicators of Family Social Capital were intact family, parent-child conflict, the number of siblings, positive perception regarding kin help, and indicators of individual-level Social Capital were the number of close friends. The presence of many close immigrant friends, the presence of helping friends with homework and the presence of many friends planning to go to four-year colleges. Positive perception of teachers was included as a measure to analyze the trust relationship with teachers. The result of the study revealed that there was a positive relationship between Educational Aspiration and the presence of friends with higher education plans. Also, friends dropping out of school had a negative impact on immigrant students. The presence of helping friends, intact family, academically-oriented friends and a positive perception of teachers led to high academic achievement among immigrant students.

Abrar-ul-haq, M., Akram, F., & Farooq, M.A. (2015) their study entitled, “The Impact of Social Capital on Education Attainment: Evidence from Rural Area of Pakistan” investigated the impact of Social Capital on child’s educational achievement and personality development by using

primary data of Southern Punjab (Bahawalpur and Bahawalnagar District). The sample size consisted of 600 households. The study used educational production function. The results indicated that while taking into account other variables, Social Capital resources had direct and indirect effects on the students' personality development and educational achievement. Moreover, human and Social Capital does not exist in seclusion from each other. On the contrary, these two are connected in complex ways and, to some extent, feed into each other. In other words, Social Capital promotes the development of human capital (education), and human capital takes part in generating future human capital.

Chester, J., & Smith, J. (2015) conducted research on “Social Capital and aspirations for educational attainment: a cross-national comparison of Australia and Germany”. This study examined the levels of Social Capital and aspiration for educational attainment in two countries; Australia and Germany. It aimed to explore student-derived Social Capital and Educational Aspirations of secondary school students in these two countries with totally different education systems. Australian data was collected from the second wave of the cohort study, which began in 2006 and data for Germany was collected from the National Education Panel study. The total sample of the study was 3649 Australian and 2517 German students. Educational Aspiration was measured in terms of low, i.e., no further study vocational and university level. The measure of Social Capital included participation in extra-curricular activities, out-of-school activities, parents' education and parents' occupation. The study results showed that students with parents engaged in a low-ranking occupation

were less participative and had lower Educational Aspirations than their counterparts.

Hardie, J.H. (2015) in his study entitled “The Best laid Plans Social Capital in the development of Girls’ Educational and occupational plans”. The researcher examines class and race differences in girls’ Social Capital for the development of educational and occupational plans. The study took in-depth interviews of 59 high school girls to explore their future plans and how social class and race differences affect their future plans. Dimensions of Social Capital included home environment, access to social ties, and use of social ties. In addition, educational and occupational plans included prior and current aspirations, motivations for aspirations and preparation for college work. The research findings stated that the availability of Social Capital was affected by race and social class differences. At the same time, the middle class was more ambitious and strived for future education and occupational plans. On the other hand, the poor class reported being less ambitious regarding their educational and occupational goals.

Rossem, R.V. et al. (2015) conducted research on “Social Capital in the Classroom”. This paper argued that Social Capital at individual and class levels is beneficial for the performance of the students. The sample of the study consisted of 1036 children in 60 first-grade classes in 46 Dutch elementary schools. Indicators for school adjustment were academic performance and behavioural problems. Social Capital was measured from the kind of network students had at the class level. Major dimensions of individual-level Social Capital were in degree, reciprocity, transitively, and connectedness, dimensions of classroom Social Capital, had additional

indicators such as density and segmentation. The results of the study indicated that the academic performance of the student was affected by both individual-level and classroom-level Social Capital. Classrooms tend to do better academically, where children have few playmates and less interaction. On the other hand, the characteristics of the teacher had a more negligible effect on academic performance.

Moschetti, R.V., & Mudley, C. (2015). Their work entitled “Social Capital and academic motivation among first-generation community college students” focused on a low income, ethnic minority students who are the first in their families to attend college. A grounded theory approach was employed in the study to investigate twenty full-time enrolled students in the community college of Nevada evenly divided by gender. The data were collected during individual interviews. Dimensions of Social Capital were; institutional support and family support. The study's findings indicated that during the transition from high school to college, students lacked institutional support, which created a problem for them, unlike educated parents. The Social Capital from the family of these students was strictly limited to financial assistance and encouragement parents often did not understand students' needs. These factors result in low participation and low level of interaction of these students with peers.

Shahidul, S. M., Karim, A. H. M. Z., & Mustari, S. (2015) in their study, “Social Capital and Educational Aspiration of Students: Does Family Social Capital affect more compared to School Social Capital?”, examined whether the students’ Social Capital, which is created by their families, has an extensive effect in shaping their Educational Aspiration compared to the

Social Capital which is created in schools. The sample of the study was 553 students, their parents and 225 teachers from 12 selected secondary schools in Bangladesh. The result showed that beyond socioeconomic status, both Family Social Capital and School Social Capital positively affects students' Educational Aspiration. In addition, while comparing the effect of these two variables, the result showed that Family Social Capital had more strength than School Social Capital in predicting the Educational Aspiration outcome of students.

Wu, Q., Tsang, B., & Ming, H. (2014) in their study entitled, "Social Capital, Family Support, Resilience and Educational Outcomes of Chinese Migrant Children", investigated how community Social Capital, family support and children's resilience influenced multiple educational outcomes of migrant children. It drew upon the sample of 806 migrant children in Beijing, China. Using a cross-sectional research design, the study revealed that more community Social Capital led to an increased Family Social Capital. In addition, a higher level of family support was associated with children putting more effort into their studies, but children from wealthier families tend to put less effort into studying; still, they had higher Educational Aspirations.

Roth, T. (2013) conducted research on "The role of Social Capital in the explanation of educational success and educational inequalities". This study examines the role of Social Capital in school success and the educational inequalities prevailing in the German education system. The data was collected from a German project on immigrant children in the German education system; students of Turkish and Soviet Union origin were included. The samples were taken accordingly from the children in grade four of

primary school, and their mothers were interviewed. The dimensions of Social Capital within the family were the structure of the family, the number of siblings, parent-child interaction, and parents' involvement in the school network of pupils and their mothers. The findings of the study revealed that intrafamilial Social Capital like two parents in the household and parents' interest in the child's school activities positively influenced the academic performance of the children.

Tonkaboni, F., Yousefy, A., & Keshtiraray, N. (2013) in their study entitled, "Description and Recognition the Concept of Social Capital in Higher Education System", studied the concept of Social Capital in higher education. The study followed a descriptive-analytical method. The data of the study was collected from Persian and English books, dissertations, and a review of theoretical and experimental background texts. It indicated that Social Capital is one of the most important indices for the development and growth of higher education, which has three components: social confidence, social integration and social participation. Social Capital is obtained from educational institutes from preschool to higher education levels. Higher education is considered a potent producer of Social Capital. Thus, existing Social Capital is considered a significant precondition of creating opportunity, incentive and capability for individuals in higher education which influences knowledge creation through opportunity and combining capability and knowledge. Functions of higher education and Social Capital have mutual effects. To promote Social Capital, the elements of higher education must be formulated based on the components of Social Capital and the needs of the community.

Yamaguchi, A. (2013) has done his work entitled. “Impact of Social Capital on the Psychological well-being of Adolescents”. In his study, he scanned the impact of Social Capital on the psychological well-being of adolescents. A sample of 1490, primarily low-income adolescents in the age group of 12 to 17 years in the United States was taken. The data was taken from the National Survey of America’s Families. In this study, psychological well-being is measured in terms of anxiety, depression and problem behaviours and coping skills. Social Capital was measured by several dimensions: family income, parental education, parent mental health, adolescents’ employment status, and living arrangement. The results showed that Social Capital had a significant influence on the psychological well-being of adolescents. Adolescents having better Social Capital in the form of family and funds support had better health status. Social Capital also provided opportunities to access resources in the community. Furthermore, better psychological well-being and communication lead to long-term academic achievement.

Stelfox, K., & Catts, R. (2012) their study entitled “Transitions to secondary schooling: A Social Capital perspective”, conducted a single longitudinal case study of a class of pupils in primary school over a period of twelve months. This study focused on how the transition from primary school to secondary school occurred. Their study aimed to explore the sharing of social networks among young people and how this social network changed with the transition. This study analyzed three network types: Classroom network, family network and community network data was collected through network mapping of young people and interviews with the pupil. The sample

of the study was 27 pupils in the class. The findings of the study revealed that some pupils were excluded from their peers after transition, while some built a more prolonged social network. There was a change in aspirations for peer groups as the pupil moved into early adolescence. Pupil found new opportunities to connect with other adolescents. The school and community-based networks overlapped each other. This study emphasizes the role of schools and teachers in building a friendly relationship with the students.

Trainor, A. A. (2010) in her study entitled, “Diverse Approaches to Parent Advocacy During Special Education Home School Interaction, Identification and use of Cultural and Social Capital”, explored that parents’ participation in child’s education is shaped by their access to cultural and Social Capital resources. A qualitative research approach was applied to the study. The sample for the study was 33 adults of 27 families representing 36 children. The study revealed that parents with access to all three types of capital resources, i.e., cultural, social and economic, have been able to secure quality education for their children.

Al-Fadhili, H.M., & Kersen, T.M. (2010) in their study entitled “How religious, social and cultural capital factors influence Educational Aspirations of African American adolescents, "researchers focused on the role of social, religious and cultural capital in the adolescents' Educational Aspirations. The data of the study was collected from the monitoring the future (MTF) survey. The sample of the study was 4273 African American students. The Family Social Capital was measured by parental involvement with the child. Educational Aspiration signified students’ aspirations for further studies. The findings of the study revealed that of all forms of Social

Capital, family, and religious, social capital are the most significant indicators of Educational Aspiration among students.

Shiner, M., Mullis, R.L., & Shriner., B.M. (2010) their study entitled “Variations in family structure and school-age children’s Academic achievement: A social and resource capital perspective”, studied the usefulness of Social Capital theory in the academic improvement of school-age children over two points in time. A longitudinal study studied the data collected from a nationally representative early childhood longitudinal survey Kindergarten class of 1998-1999. Social Capital in the present study was measured by the quality and quantity of networks that connected children to the resources of their parents. The study focused on family type structure as it measured differences in Family Social Capital as a function of family type. The evidence of the study suggested that children in alternative families, i.e., those residing with a single-parent or step-parent, demonstrated less academic achievement in comparison to those residing with their biological parents. Thus, it showed family structure played a significant role in the academic achievement of the children.

Tsang, K. K. (2009) in his study entitled “School Social Capital and School Effectiveness”, illustrated the significance of School Social Capital. The researcher emphasized that School Social Capital is crucial for school effectiveness. It is suggested that schools can manage School Social Capital by maintaining the possessed social resources through expressive action and cultural intervention and acquiring additional social resources by instrumental action and the balance of loosely coupled system and tightly coupled system of school social networks.

Martin, N.D. (2009) in his study entitled, “Social Capital, academic achievement and post-graduation plans at an elite, private university”, focused on the effects of Social Capital in the university campus and its role in the academic achievement post-graduation education and occupation plans of the students. The sample of the study consisted of 1536 students. The data was taken from campus life and learning a multi-year prospective panel study of students who got admission to Duke University. The findings revealed that college years are significant to accumulate social networking and resources. Extensive campus networks had a strong influence in the later years of graduation. It also affected the future study plans and occupational plans of the students. The strong network also provided access to expert knowledge and advice.

Bassani, C. (2008) in her study “Social Capital and Disparities in Canadian Youth’s Mathematics Achievement”, used the survey method to explore how Social Capital has a positive effect on youth academic achievement. The study revealed that a dynamic system rooted in Family Social Capital is at work that protects youths from delinquent peers and discourages youths from engaging in illegal behaviour. In addition, it was found that youth living in two-parent families performed better as compared with single-parent families; also, youth with high family and School Social Capital tend to achieve the highest score in the subject.

Dufur, M.J., Parcel, T.L., & McKune, B.A. (2008) in their study entitled “Capital and context: using Social Capital at home and at school” to predict child social adjustment, examined the influence of social relationships on a child’s outcome. It was focused on two research objectives; a) how

individuals derived Social Capital and b) how they are benefitted from it. The data was collected from a National longitudinal survey of youth in the year 1994. A longitudinal study was conducted on a sample of 1833 students from 1802 schools. Students under investigation were those who attended school from class first to eighth grades. Family Social Capital was measured with indicators such as; Interconnectedness, control, marital status, and contact with parents. School Social Capital included indicators such as parents' involvement in school, participation in school policy, and volunteering in school programs. The findings suggested that family Social Capital was a stronger predictor of social adjustment. Family Social Capital was more influential in affecting children's cognitive development. This study suggested an investigation of micro-level interactions at school.

Scott, F.O. (2007) had done his work on “The influence of neighbourhood, family, school and student dimensions of Social Capital on academic achievement an integrated theoretical framework”. The main purpose of this study was to examine the influence of neighbourhoods, family, schools and students on the academic achievement of the students. The study employed an ecological developmental perspective to the study. The data of the study was taken from the Educational Longitudinal Study of 2002/2004. The measures used in this study reflected the information taken from 11,477 respondents of public schools who participated in the survey. The dimensions of family Social Capital were parent Educational Aspiration, parent-child interaction, number of siblings and family composition. School Social Capital was measured by school norms, expectations, and the ratio of certified teachers. The findings of the study revealed that peer group parental

expectation for high educational performance, family composition and social network positively influences students' educational outcomes.

Yip, W et al. (2007) in their study, “Does Social Capital enhance health and well-being? Evidences from rural China”, empirically examined the relationship between Social Capital and health and well-being using a survey method. The sample of the study consisted of 839 households and 2401 household members aged 16-80. The result indicated that Social Capital is positively associated with individual health and psychological health. Further trust, as one of the dimensions of Social Capital, positively affects health and well-being.

Majoribanks, K. (2005) study on “Family background, adolescents’ Educational Aspirations, and Australian young adults’ educational attainment”. Through a longitudinal study, the researcher tried to determine the relationship between educational attainment and the Educational Aspirations of Australian youths. A sample of 6,811 young adults of 9 years was collected longitudinally. The study revealed that family background, ethnic background, socioeconomic status and gender are influencing factors in educational attainment and Educational Aspirations.

Kim, D.H., & Schneider, B. (2005) conducted research on “Social Capital in Action: Alignment of parental support in adolescents’ transition to post-secondary education”. This research examined the effects of Social Capital in the transition to post-secondary education. The focus of this research was to refine the theory of Social Capital with the concept of alignment between parents’ and adolescents’ goals and actions. It was a longitudinal study that used data from the National Educational longitudinal

study 1988-94. It explored the conditions that caused the transition of adolescents from school education to college; educational dimensions of Social Capital included family type, number of siblings, parent-child relation, discussion on academic issues, generational closure around school, and frequency of talks with child's friend's friend parents. The representative sample of the study were eighth-grade students surveyed in 1988, 1990, 1992 and 1994. The study's findings suggested that one's chances of getting enrolled in higher education had been negatively affected by the presence of siblings at home as it affects the resources available. The effect of inter-generational closure was found to be positive with respect to enrollment in further education. It also suggested that a good social relationship between parents and children positively influences the expansion of resources needed for educational and occupation opportunities

Crosnoe, R. (2004) in his study entitled "Social Capital and the interplay of families and schools", he examined the role played by family and school Social Capital in adolescent development. The study's data was drawn from the National Longitudinal Study of adolescent health, a study conducted on adolescents of the age group seven to twelve years. The total sample consisted of 11927 adolescents. The dimensions of Family Social Capital were emotional relationship with parents and the demographic profile of the family. The dimensions of School Social Capital were student-teacher bonding, parent-adolescent closure and parent educational attainment. The results showed that emotionally distant relationships between parents and children had a negative effect on the academic achievement of the adolescents, while School Social Capital was positively associated with academic achievement.

Additionally, adolescents with more Family Social Capital benefited more from School Social Capital.

Dika, S.L., & Singh, K. (2002) in their study entitled, “Application of Social Capital in Educational Literature: A Critical Synthesis.” completed a meta-analysis of online research papers that referred to dominant Social Capital and education between 1986 and 2001. They found that nearly all of the studies, which focused on individuals and not groups, indicated significant positive correlations between Social Capital and educational attainment measured by years of schooling and school completion. In addition, educational achievement measured by standardized test scores and education-related psychosocial factors such as Educational Aspirations, involvement in organizations and peer group values was also positively related to Social Capital.

Israel, G.D., Beaulieu, J.L., & Hartless, G. (2001) in their study entitled, “The influence of family and community Social Capital on educational achievement”, used the notion of Social Capital as a framework to understand the performance of public-school students. The survey research method was applied to the study. Using the National Educational Longitudinal Survey data, the study was conducted on a sample of 24,559 class eight grade students from 1052 schools in Florida. It aimed at studying the extent to which Social Capital in school facilitates learning. The results revealed the role of family Social Capital as more significant than the role of school Social Capital. It reaffirmed the significance of Family Social Capital and access to adults outside the family positively affects students. The family has a crucial role in strengthening the human capital resources of the country.

Toby, L.P., & Mikaela, D. (2001) in their study entitled, “Capital at Home and at School: Effects on Student Achievement.” investigated the effects of both Family and School Social Capital on students' mathematics and reading achievement. The study used data from the National Longitudinal Survey of Youth year 1992-to 1994. A sample of 2034 students was collected for mathematical achievement, and a sample of 2203 eighth-class students was collected for reading recognition, respectively. Important revelations of the study were that in large families, parents have less time for their children; thus, these children have lower academic achievement. further, Family Social Capital and School Social Capital both affect the academic achievement of the children

Wright, J.P., Collen, F.T., & Jeremy, J.T. (2001) in a study on “Family Social Capital and delinquent involvement”, made an investigation of the general and cumulative effects of Family Social Capital on the development of a child. This study draws upon the Social Capital perspective of James Coleman to find out the role of Family Social Capital in the reduction of delinquency among youth and its role in misbehaviour in youths. The data was collected from the National year survey of 1977. A longitudinal study sampled youth of age groups 11 to 17 years in 1976 and 12 to 18 years in 1977, and 18 to 24 in 1983. The results of the study revealed that Family Social Capital played a significant role in the moderation of behaviour among youths. In addition, it was positively associated with the generation of moral beliefs among youths.

Morgan, S.L., & Sorensen, A.B. (1999) their study entitled “Parental network, social closure, and mathematics learning: A test of Coleman’s Social

Capital explanation of school effects”, analyzed the mathematics achievement between class ten and twelfth-grade students in the light of social closure. The data of the study was taken from the National Education Longitudinal Study. The sample of the study was 241 students in tenth and twelfth grades. Dimensions of Social Capital involved social closure around school relationships of parents with school’s close friends who attended school. The findings of the study revealed that social closure had a negative impact on the achievement of the students. Horizon expanding schools foster more learning as compared to norm enforcing schools.

McNeal, R.B. (1999) in his study entitled “Parental involvement as Social Capital: Differential effectiveness on science achievement, Truancy and Dropping out”, he provided a theoretical framework for why should there be a differential effect of parental involvement across cognitive and behavioural outcomes. Data of the study was taken from the National Educational Longitudinal study representative database of class eighth students. It was a longitudinal design with follow-ups occurring every two years. The final sample consisted of 11401 cases. The findings suggested that Social Capital is associated with increased achievement and less deviant behaviour. Still, it found that only one dimension of parental involvement, i.e., the parent-child discussion had a significant influence on academic achievement and behavioural problems. Parent-child discussion monitoring also reduced truancy and dropping out of school, and the achievement of students

Lee, S., & Briston, M.C. (1996) conducted a study entitled “Elite Education and Social Capital: The case of South Korea”. This study explored the relationships between university prestige and human capital students'

access to Social Capital through their university and their families. The data of the study was collected 1992 survey on the employment experiences of university graduates. Respondents were randomly selected from the alumni directory of ten universities. Dimensions of institutional Social Capital were placement firms, on-campus recruitment, professors and friends at the university. The result revealed that there was a positive relationship between the prestige of the institution and good job placement, a good prestige of the institution worked as Social Capital for placement in the labour market. Also, students with university graduate parents were more likely to attend higher education.

Reviews on Educational Aspiration

Samal, R.M. (2020) conducted a study entitled, “A Study on Family-related variables as Factor in Educational Aspiration of Secondary School Students”. This study aimed to find out the role of the family background in the Educational Aspiration of secondary school students. Research also focused on other factors such as family type, family size, location of family, family income and parents’ education. A descriptive survey method was used in the study. The study was conducted on a sample of 317 Secondary students of Jalpaiguri District in West Bengal. Mazumdar Educational Aspiration Inventory (MEAI) and Family Profile Questionnaire (FPQ) were used to measure Educational Aspiration. The study highlighted the role of related family location, family income and parental education in Educational Aspiration, but the family type was not found as the predictor of Educational Aspiration in secondary school students.

Salgotra, A.K. & Roma, K. (2018) conducted a study on “Educational Aspirations and Socioeconomic status among secondary school students.” The study aimed to find out the influence of social-economic status on the Educational Aspiration of adolescents studying in secondary schools. A sample of 351 students was taken for the study. The level of Educational Aspiration was measured by the Educational Aspiration Inventory of Yasmin Ghani Khan, and the social-economic status scale by Rajeev Bharadwaj was used to collect social-economic status data. Results of the study showed that students with a low socioeconomic status developed academic skills slowly in comparison to the students with higher socioeconomic status. Low SES led to poor development in the areas of Language, cognition, memory, and socio-emotional processing and negatively affected the students' academic progress.

Gil -Hernandez, C.J., & Gracia, P. (2018) in their study “an adolescents' Educational Aspirations and ethnic background: The case of students of African and Latin American migrant origins in Spain”, investigated the Educational Aspirations of children of African and Latin American migrants in Spain. Considering factors such as family background, educational performance, years of residence and language used. Data for the study was collected from the 2010 General Evaluation of Educational Diagnostic (GEED). The sample of the study was 19,292 lower secondary school students. The results revealed that minority students had higher college aspirations. There were ethnic differences in Educational Aspirations. Low performance was noted amongst disadvantaged students.

Bashir, L. (2017) studied “Educational Aspiration of secondary school students: influence of school environment and parental encouragement”.

Through his study, he explored the role of parents' encouragement and school encouragement in the Educational Aspirations of the students. The Descriptive survey method was adopted for the study. A sample of four hundred students for the study, out of which 200 students were from rural and 200 students from urban areas. Educational Aspiration test by the Khan, Parental encouragement scale by Sharvan and School environment inventory by Mishra were used as tools. Results showed that parental encouragement had a unique influence on Educational Aspiration. Rural and urban areas differed in parental encouragement. Females had a higher level of Educational Aspiration in comparison to males. Parental encouragement and school enjoyment both equally affect students' Educational Aspirations. School environment plays a crucial role in the development of Educational Aspiration.

Favara, M. (2017) in her study entitled, "Do Dreams come true? Aspirations and educational attainments of Ethiopian boys and Girls." The study investigated the relationship between parental aspiration and a child's aspiration. It was a longitudinal study on students of Ethiopia, India, Peru and Vietnam in the age groups of fifteen and nineteen years. Educational Aspiration was measured by a simple question on the level of formal education a child wanted to attain. Similar questions were asked from the parents to measure their aspirations about their child's education. The result reflected a positive relationship between the parental aspiration for their children's education and their parent's view regarding education influenced a child's Educational Aspiration. It was also reflected in the result that parental aspirations were more towards male children than female children, but it did not influence the Educational Aspiration of females. The level of Educational

Aspiration was the same for both males and females, although parental aspiration was predictive of the children's educational attainment.

Singh. A., & Sharma, D. (2017) in their study of “Educational Aspiration of secondary school students in relation to their academic achievements”, the researchers investigated the level of Educational Aspiration among class ninth students of Jammu district. Data from 600 ninth-class students was collected. The level of Educational Aspiration was measured by a standardized tool developed by Sharma and Gupta. The results of the study revealed that academic achievement had no dependence on Educational Aspiration, so Educational Aspiration is not the only factor that affects the academic achievement of secondary school students. There can be other factors like environment, motivation and guidance, resulting in higher academic achievement.

Hartas, D. (2016) in his study on “Young people's Educational Aspirations: psychosocial factors and the home environment”, he explored the relative contribution of parental involvement, young people’s behaviour, well-being and self-efficacy to their Educational Aspirations. The study explored the longitudinal data through the process of secondary analysis. A total sample of the data was 4427 was taken with four measures of the home environment, demography, psychosocial factors and Educational Aspiration. The study's findings disclosed a more subtle influence of parents and intellectual discussion with their children on their Educational Aspirations than their direct involvement in homework-related activities. Surprisingly, parental aspiration, homework support and extra-curricular activities did not predict the Educational Aspiration of the children.

Irvin, M.J. et al. (2016) in their study on “School characteristics and experiences of African, American, Hispanic/ Latino, and native American youth in rural communities: relations to Educational Aspiration”, examined the relationship between the school characteristic, experiences and Educational Aspirations of African American, nature American, Hispanic/ Latins students. A descriptive survey method was used for the study with a sample of 6150 youths across the country. To measure Educational Aspiration survey was conducted to know how far the students wanted to study. School characteristics such as school lunch, location, college proximity and percentage of students were taken into consideration family characteristics such as family structure, family size and parental education were studied. The investigation revealed a positive relationship between family characteristics and the Educational Aspirations of the students. School characteristics were less predictive of Educational Aspiration.

Christofides, L.N., Hoy. M., Milla, J., & Stengos, T. (2015) conducted a study entitled “Grades: Aspirations, and post-secondary education outcomes”. They explored the forces which shape the development of aspiration for higher education and how aspiration impacts the academic success of the student. The data collected was a longitudinal survey of five cycles. It involved students of ages 15-23 in the year 2000-2008. Students, parents and principals of schools were interviewed. The results of the study showed that students’ aspiration to attend higher education was affected by their closest friends, parents, teachers and high school characteristics. In addition, for males, the probability of attending university was affected by parental expectation and peer influence, while for females, it was more

affected by parental expectation than peer influence, and females had higher Educational Aspirations than males.

Stockfelt, S. (2015) in her study entitled, “Capital, agency, family and the diaspora: An exploration of boys’ aspiration towards higher education in urban Jamaica,” discussed the factors which influenced the Educational Aspiration of boys in two urban schools in Jamaica. This study utilized Bourdieu’s notion of capital and observed boys’ aspirations over a period of twelve months. The data was collected from 64 participants, including boys, parents, and teachers. The study results revealed that social structure, socioeconomic status, type of school, performance streams, year groups, and type and strength of beliefs about the use of higher education served as Social Capital.

Louise, A., DeWitt, J., & Wong, B. (2014) in their study on “Spheres of influence: what shapes young people’s aspirations at age 12/13 and what are the implications for the education policy?” this study is a longitudinal study. Data for the study was drawn from a five-year study of young people’s career aspirations and science. The results of the study revealed that young people had high aspirations. They wanted to earn money and fame. Students with high aspirations had highly aspired parents. Both home and school environments played a vital role in the educational aspirations of the students.

Fuller, C (2014) conducted a study on “Social Capital and the role of trust in aspirations for higher education”. This paper examined the role of Social Capital in Educational Aspirations for higher education. A longitudinal study was undertaken using the case study method. Data was collected from

south well school data of 10 and year 12 students. A sample of 45 students who volunteered for research was studied. Educational Aspiration was measured by simple questions regarding the level of education students wanted to attain. The study showed that parental interest had more influence on Educational Aspiration in comparison to parental involvement. A relationship of respect was necessary for the student. If students' decisions within and outside school are respected and trusted by parents, the Educational Aspiration level of students led to an increase in Trust within the family not only positively influenced Educational Aspiration but also boosts self-confidence among students.

Dauids, E.L., & Roman, N.V. (2013) in their study entitled, "Does family structure matter? Comparing the life goals and aspirations of learners in secondary schools." The researchers did a cross-comparative study of secondary school learners. The focus of the study was to compare the goals and aspirations of learners from single and two-parent families. A sample of eight hundred and fifty-three secondary school students was taken from the western cape. The result revealed that students in countries such as South Africa aspire more for extrinsic goals in life, especially during adolescence. Great emphasis is laid on wealth and fame. Learners in a single-parent family aspired for life goals and aspirations of wealth, but their goals were more intrinsic than those from two-parent families.

Byun, S.Y., & Meece, L.J. (2012) in their study entitled, "The role of Social Capital in the Educational Aspirations of rural youth", investigated the relationship between Social Capital and the Educational Aspirations of rural youth. The data for the study was collected from the national survey of rural

high school students. A sample of 5663 students was collected across the country. Dimensions for Family Social Capital were family structure, number of siblings, and number of siblings dropping out of high school. On the other hand, School Social Capital was measured by the presence of structural components such as the proportion of students in five batches, the proportion of minority students and school size. The results of the study revealed that Family Social Capital and School Social Capital were significantly related to Educational Aspirations of youth, especially the motivation to go for higher education comes from parental expectations and discussion with them, intestinally a school with a higher proportion of minority students and a larger number of students was associated with higher Educational Aspiration.

Gil-Flores, J., Carmona, T.P., & Ortega, M.S. (2011) in their study on “Influence of gender, educational attainment and family environment on the educational aspirations of secondary school students”, examined how gender, the environment of family and educational attainment affects educational aspirations of the secondary school students. The study was conducted on a sample of 3963 students and 3842 families. It was a longitudinal study. Dimensions of the family environment were socioeconomic status, parental participation in academic activities, and their expectations from their children. Chi-square and regression analysis were used to determine the independent variables' effect on educational aspirations. The results of the study showed that there was a positive relationship between the family environment and the educational aspirations of the students.

Stawinski, P. (2011) in his working paper entitled “Educational Aspirations”, studied the influence of environmental and institutional

surroundings on Educational Aspirations among the residents of Poland”. A sample of 500 individual respondents was taken for the study. The descriptive survey method was used as the methodology of the study. Data was collected through open-ended questionnaires filled by the parents whose children were studying in primary or secondary schools. One question was on the importance of school quality which is declared essential by all the respondents. It was observed that younger respondents had a higher level of Educational Aspiration. It also revealed that females had a higher level of an Educational Aspiration than males.

Buttaro, A., Battle, J., & Pastrana, A. (2010) in their study entitled “The aspiration - Attainment Gap: Black students and Education”, examined the aspiration attainment gap that exists for black students. The data of the study was taken from the National Educational Longitudinal study from 1988 to 2000. This was a longitudinal study that collected data from 823 students of the class eighth, and then their educational status was seen in the year 2000. The factors which were taken into account were socioeconomic status, parental education, and parental involvement in school. The findings shed light on the influences that family resources and family engagement had on the educational attainment of black students. Higher financial resources and parental involvement in school positively influenced Educational Aspiration and attainment. Parents’ Social Capital was beneficial in collecting resources for students. Also, active parent control on homework helped in the internationalization of knowledge provided by schools in the long term. It had a positive influence on educational attainment.

Geckova, A.M et al. (2010) conducted a study on “Factors associated with educational aspirations among adolescents: cues to counteract socioeconomic differences”. This study explored the association between socioeconomic conditions, school related factors and social support available to adolescents and its association with the educational aspirations of the adolescents. The sample of the study were 1992 slovak students from 24 schools. School related variables measured environment at school, study conditions and attitude of students towards school. To measure socioeconomic status parental education and profession was considered. educational aspiration was measured by asking students what they would like to do in future? The results of the study revealed that friendly atmosphere at school, social support and parental encouragement positively influenced the educational aspirations of the students.

Thapar, S. Bjorkert & Eanghera. G. (2010) this research entitled, “Social Capital, Educational Aspirations and young Pakistani Muslim men and women in Bradford, West Yorkshire.” examined the process and mechanism of collection of Social Capital in the family and community and how interpersonal relationships facilitate Education Aspiration among the Pakistani Muslim community. The qualitative method approach was applied to the study interviews were conducted with 54 years respondents in West Yorkshire. The results of the student demonstrated that Social Capital and social environment compensate for a low level of capital, and Social Capital affects Educational Aspirations and mediates the effect of social class.

Strand, S. & Winston, J. (2008) conducted a study on “Educational Aspiration in the inner-city schools.” Their research investigated the level of

Educational Aspiration and the factors that influenced it. A mixed-method approach was adopted for the study. The sample was selected from a few inner-city secondary schools where students' attendance was poor. Responses were collected by 800 students of age 12-14 years. Data for Educational Aspiration was collected through a self-designed questionnaire that asked two direct questions regarding the level of education students want to achieve in the future. Factors influencing education aspiration were also measured. The research supported the role of ethnicity, home environment and parental aspirations on the educational aspirations of the students.

Park, H. (2008) in his study, the researcher worked on the “Effect of single parenthood on Educational Aspirations and student disengagement in Korea”. This study compared levels of Educational Aspiration and student disengagement between students of two parents and single parents. The data of the study was collected from a nationally representative survey of middle, senior and high school seniors yielding a final sample of 2000 students each for each group. The findings of the study highlighted the heterogeneity among single-parent families. For example, divorce has a more detrimental impact on Educational Aspiration and disengagement than does the death of a parent. In addition, lower household income and parent-child interaction were the critical factors affecting outcomes for the students

McCarron, G.P. & Inkelas, K.K. (2006) in their study on “The gap between Educational Aspirations and attainment for first-generation college students and the role of parental involvement”, examined the role of parental involvement in Educational Aspirations of first-generation college students and non-first-generation college students. It was a longitudinal study. The data

of the study was collected from the National Educational longitudinal study data set of 1988-2001. A sample of eighteen hindered and twenty-nine students was selected for the purpose of the study. The results of the study showed that parental involvement was a positive factor in the Educational Aspiration of first-generation students. The study also revealed a positive association between Educational Aspiration and factors such as parental education, social support, school atmosphere and social support from a mother's education. A sense of coherence also contributed to the Educational Aspiration of the students.

Zhou, Y.C. (2005) presented his research paper on “Encouragement for Educational Aspiration: The role of parents, peers, and counsellors when explaining group differences.” In his study, the researcher had highlighted the role of Educational Aspiration in the educational achievement of the students. It also explored the role of parental encouragement, peers, and counsellors in explaining the students' Educational Aspirations. Parental encouragement was measured in terms of their involvement in school, teachers' communication with teachers, and supervision of children in academic activities. Educational Aspiration was measured based on the level of education a child wanted to achieve. It was a longitudinal study, and the data of the students was collected from the longitudinal survey done by the national education longitudinal study in 1988 and 1992. The results of the study showed that parental involvement positively affected the Educational Aspirations of the students. Family structure and ethnicity were also important factors in the Educational Aspiration. Children living with single mothers had higher Educational Aspirations than children living with other parents and single partner families.

Khattab, N. (2003) conducted his study on “Explaining education aspirations of minority students: the role of Social Capital and students’ perception”. This research paper examined the Educational Aspirations of Palestinian students in Israel. Data of class ninth and eleventh-grade students across forty-two schools was collected through a classed-ended questionnaire. The sample size was 5274 students. Educational Aspiration was measured in terms of the level of education students wanted to attain in future. Social Capital was measured in terms of parental involvement in academics, quality of relationship within the family and parental expectations and other factors such as SES, gender, school type and educational achievement were also kept in mind. The study's findings stated that Palestinian students had a very high Educational Aspiration. The distribution of Educational Aspirations was the same for both genders. The reason behind high Educational Aspiration was the parental expectations and expectations of teachers and the community from the students bed them to aspire high. School variables like time invested in homework and stream affiliation also significantly influenced the Educational Aspiration of the students.

Muller, C. & Ellison, C.G. (2001) in their study entitled “Religious involvement, Social Capital and adolescents academic progress: Evidence from the national education longitudinal study of 1988”, examined the links between religious involvement, Social Capital, and academic achievement of public-school students. The data of the study was taken from the National Educational Longitudinal survey. It was a longitudinal study, and a sample of class eighth-graders was taken followed through their high school. Social Capital indicators were parents' expectations, parent-child relationship,

students' religious involvement, intergenerational closure, and peer values. The results of the study revealed that religious involvement contributed to Social Capital in the family and in the community. Students who are more religiously involved report higher parents' educational expectations. Religious involvement enhanced Social Capital and had a positive effect on adolescents' academic outcomes.

Pribesh, S., & Downey, D.B. (1999) in their research entitled, "why are residential and school moves associated with poor school performance?" investigated the academic performance of residential movers and non-movers. The data of the study comprised of the National Educational Longitudinal study of 1988 and its follow-up in 1992. The sample of the study were 19,929 students in eighth and twelfth grade. The result of the study reveals that residential and school movers do affect the students' school performance. It was found that families who move have less Social Capital as they are less integrated into families. The moving of a family leads to a loss in social ties, which affects the student's performance. Students who changed only schools did not experience disruptions in a relationship compared with the students who had to change residence.

Teachman, J.D. & Paasch, K. (1998) in their study on "The Family and Educational Aspirations", aimed to find out the extent to which family plays an important role in the Educational Aspiration of children. The study was conducted on the data taken from the data set of High school and beyond high school (HSB), which had gathered data of fifty-eight thousand higher school students in the base year 1980. Analysis was conducted on 421 sibling pairs. Educational Aspiration was measured in two ways. Firstly, the direct

question was asked about the level of education the student wanted to attend. Secondly, it measured family environment elements such as parental education, number of parents, and parental expectations of their children. In addition, the academic ability of students in reading and mathematics was measured. The results revealed that families are the source of variation in the Educational aspirations of their children. Age also plays a role in the Educational Aspiration of the children. Children at higher ages tend to have more clarity about future goals. On the other hand, factors like SES and gender had a less important role in the children's Educational Aspirations.

Sewell, W.H., Maller, A.O., & Straus, M.A., (1957) in their research entitled “social status and educational and occupational aspiration”, attempted to find out the relationship between social status and the level of Educational Aspirations of youth. The data of this study was taken from a random sampling of public and private schools in Wisconsin during the years 1947-48. Four thousand one hundred sixty-seven high school students were taken as a sample of the study. The level of Educational Aspiration was measured by students' desire to move up for higher studies. The results of the study showed that different social status influences levels of Educational Aspiration.

Summary of the Review of Related Literature

After reviewing the studies conducted on Social Capital and Educational Aspiration, the researcher found that studies conducted on Social Capital and its role in Educational Aspiration were comparatively less, especially in India. The researcher could not locate any study that directly dealt with the Social Capital and Educational Aspiration of secondary school students in India. The

majority of the research, primarily focusing on Educational Aspirations, was conducted abroad. However, a few studies that were conducted in India explored the role of Social Capital in other areas (Edannur, S., 2018; Kaur, K., 2021 ;) Most of the researches conducted abroad were focused on Social Capital and its effect on academic achievement of the students (Abrar-ul-haq et al.,2015; Christofodes, L. N., Hoy, M., Milda, J., & Strengor, T.,2015; Lee, M., & Lam, B. Di. Yeung, 2016; Behtoui, A., & Neergaard, A., 2016; Pribesh, S., & Downey, D.B., 1999). Another group of researches explored the role of Social Capital in Educational attainment and Educational engagement (Chester, J.& Smith, J.,2005; Konold, T.R., Shukla, K., & Cornell, D.2016; Oliver, A.K.2016; Abrar-ul-haq, M., Akram, F., & Farooq, M.A.,2015; Wu, Q., Tsang, B., & Ming, H.,2014). There were researches which focused on the role of Family Social Capital and School Social Capital in the Educational Aspiration of the students (Shahidul, S. M., Karim, A. H. M. Z., & Mustari, S., 2015; Rossem, R.V., Vermande, M., Volker, B., & Baerveldt, C.,2015; Roman, N. V., & Davids, E. L.,2013; Byun, S.Y., & Meece, L. J.,2012; Dufur, M.J., Parcel, T.L., & McKune, B.A.,2008; Crosnoe, R.,2004; Marjoribanks, K.,2005;)

A few of them (Ali, A., Ahsan, S. & Dziegielewsk, S.F.2017; Christofodes, L. N., Hoy, M., Milda, J., & Strengor, T. 2015; Hardie, J.H. 2015; Roman, N. V., & Davids, E. L. 2013; Chester, J., & Smith, J. 2005; StelFox, K., & Catts, R.2002) explored the forces that shape the Educational Aspirations of students.

Major findings of the Review of related literature are:

- The Family Social Capital and School Social Capital were significantly related to the Educational Aspirations of youth, especially the motivation to go for higher education comes from parental expectations and discussion with them,
- There is a positive association between Educational Aspiration and parental education, social support, school atmosphere, and social support. A sense of coherence also contributes to the Educational Aspiration of the students. Trust within the family not only positively influenced Educational Aspiration but also boosted self-respect.
- There was more subtle influence of parents' intellectual discussion with their children on their Educational Aspirations compared to their direct involvement in the homework-related activities. Surprisingly, parental aspiration, homework support, and extra-curricular activities did not predict the Educational Aspiration of the children
- A relationship of respect was important for the student. If students' decisions within and outside school are respected and trusted by their parents, the Educational Aspiration level of students tends to increase.

Research Gap

It can be seen that Social Capital is a predictive factor in the Educational Aspirations of the students. However, there are significantly less number of studies in India that are directly related to the study of Social Capital and Educational Aspiration. The majority of studies that are conducted find a relationship between Educational Aspirations with either Family Social Capital (Kaur, K.,2021; Edannur, S., 2018; Ali, A., Ahasan,S., & Dziegielewsk, S.F., 2017; or School Social Capital (Arriaza, G., & Rocha, C., 2016; Behtoui, A., & Neergaard, A., 2016; Konold, T.R., Shukla, K., & Cornell, D., 2016). Studies conducted on Educational Aspiration are comparatively less in number as most studies focus on Educational engagement (Chester, J.& Smith, J.,2005; Konold, T.R., Shukla, K., & Cornell, D.2016; Oliver, A.K.2016; Abrar-ul-haq, M., Akram, F., & Farooq, M.A.,2015; Wu,Q., Tsang, B., & Ming, H.,2014) and Academic achievement of the students (Abrar-ul-haq et al.,2015; Christofodes, L. N., Hoy, M., Milda, J., & Strengor, T.,2015; Lee, M., & Lam, B. Di. Yeung, 2016; Behtoui, A., & Neergaard, A., 2016; Pribesh, S., & Downey, D.B., 1999). Most of them have been conducted using online surveys or interviews and focus group discussions. Therefore, the researcher undertook this study on the Role of Social Capital in the Educational Aspiration of secondary school students. The present review of the literature was extremely helpful in designing and interpretation of the study. The researcher had made a humble attempt to fill in the research gap with this study.

CHAPTER-III

METHODOLOGY

The present study aims to find out the role of Social Capital in the students' Educational Aspirations. In order to achieve the desired objectives, the researcher adopted a systematic procedure. The present chapter elucidates the research methods and procedures followed in the course of the study.

Research Design

A research design is a detailed plan of investigation” a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” (Sellitiz,1962). Thus, it can be said that research design is a conceptual construct within which research is conducted. It includes an outline of the procedure followed by the researcher in order to attain the research objectives. The nature of the problem investigated determines the course of action and research design. In simple terms, it contains the objective of the enquiry and a blueprint for the collection, measurement and analysis of data. The methodology is aimed to provide the detail of the research design followed during the study. This chapter deals with the methodology of the study. To achieve the objectives of the present study, this chapter covers the following heading:

- Research Methodology
- Population of the Study
- Sampling Procedure

- Variables of the Study
- Tools Used
- Data Collection
- Statistical Techniques Used

Research Methodology

Research methodology is a way to solve the research problem systematically. According to Kothari (2004), “when we talk of the research methodology, we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others.” Thus, when we talk of research methodology, it covers all the aspects of the research, right from the objectives, hypothesis or research questions to data collection and analysis and a host of similar other questions related to the study.

Three Research Paradigms

- I. **Quantitative Research:** This type of research relies mainly on the collection of the quantitative data
- II. **Qualitative Research:** This type of research relies mainly on the collection of the qualitative data.
- III. **Mixed Research:** This research involves mixing quantitative and qualitative methods or other paradigm characteristics.

Figure - 3.1

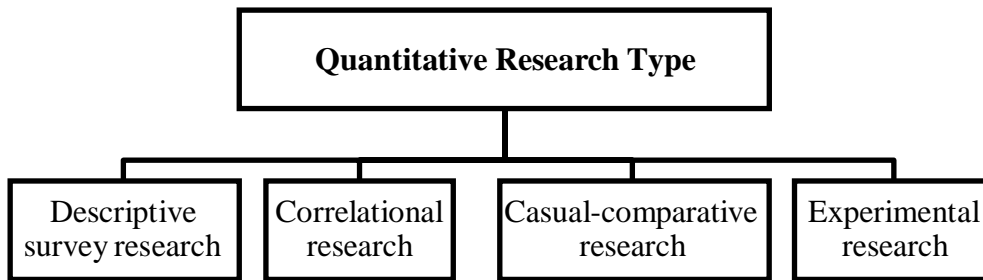
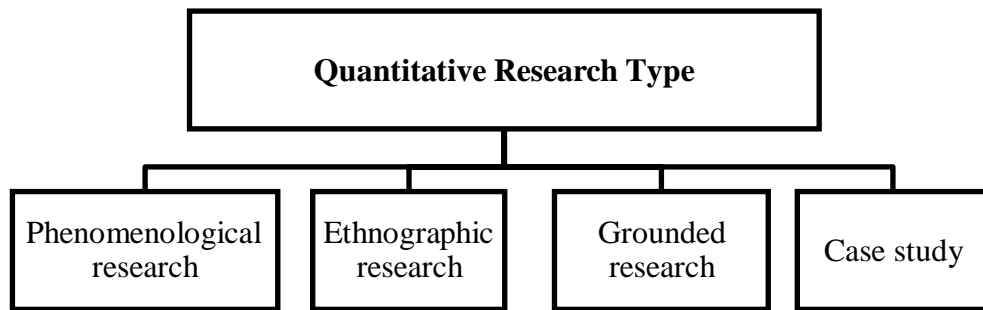


Figure - 3.2



Descriptive Survey Method

This method differs from other types of research. This involves the study of events that have already taken place and are related to the present condition. It is relatively less sophisticated and does not manipulate the variables or arrange events. This kind of research is of immense value in studying and solving problems related to children, school organization, supervision and administration, curriculum, teaching methods and evaluation.

Depending upon the nature of the data, the descriptive research can be quantitative descriptive research or qualitative descriptive research. The former uses quantitative statistical methods, while the latter uses a qualitative statistical method to analyze and interpret the existing conditions (Koul,2012).

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

A population refers to any collection of a specified group of human beings or non-human entities such as objects, educational institutions, time units, and geographical areas (Koul,2012). In addition, a population is any group of individuals that have one or more characteristics in common and that are of interest to the researcher (Best and Kahn,2006).

A population needs to be clearly defined so there is no ambiguity about whether the unit belongs to the population. Inferences concerning the population cannot be drawn until the nature of the units that comprise it is clearly identified. If the population is not appropriately defined, the researcher will not know what units to consider while selecting the sample for 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 Procedure

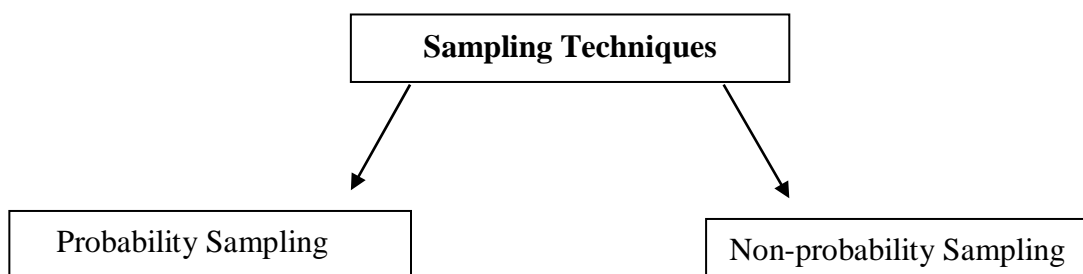
Sample

A sample is a small proportion of the population of the study that is selected for extracting information or performing the experiment as a part of a research study for achieving research objectives. “A sample, when properly selected, offers an unbiased, practical and valid methods of describing various aspects of the entire population.” (Mangal,2013). By the observation of the sample, one can draw inferences about the characteristic of the population from which it is extracted. Sample selection is a systematic process where randomized selection is used to ensure the probability of selection. A good sample must represent the entire population as possible, and ideally, it must provide information about the population from which it is taken. The logic behind the theory of sampling is the logic of induction that we proceed from particular to general, and all the results are expressed in terms of probability

Sampling Techniques

Sampling techniques are broadly divided into these categories

Figure 3.3



Probability Sampling Techniques:

- Simple Random Sampling
- Systematic Random Sampling
- Stratified Random Sampling
- Proportionate Stratified Random Sampling
- Cluster Random Sampling

Non-probability Sampling Techniques

- Convenience Sampling
- Purposive Sampling
- Quota Sampling
- Snowball Sampling

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 selected schools. This study is conducted on a sample of 618 students of class IX.

Structure of the Sample

Table 3.1

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 3.2

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:

Table 3.3

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

Educational Aspiration Inventory

This tool is developed by Dr.T.Pradeep Kumar in 2012, to measure the Educational Aspiration of the students. The level of attainment they want to reach in the course of his or her education. This inventory can be administered on the students of upper primary and secondary levels from class VII to class X (age group 12-15 years).

Scoring

Each item of the scale has four alternatives. One alternative has to be selected by the respondent. Alternative are arranged in the ascending order of aspirations. A score of 1,2,3,4 has been given to the alternatives, i.e., 1 for response (a), 2 for response (b), 3 for (c) response and 4 for (d) response

respectively. A higher score shows a high level of Educational Aspiration. The description of the scoring is shown below

Table 3.4

Scoring of the Educational Aspiration Inventory

S.No.	Response	Scores
1	A	1
2	B	2
3	C	3
4	D	4

Validity

The items for the tools were selected based on scrutiny done by the experts about the intended content of the Educational Aspiration; therefore, the content validity of this tool was presumed to be present. Furthermore, the items selected for the final draft were based on the item analysis on a sample of 150 upper primary students through a try out sample. Therefore, this tool is deemed to be valid.

Reliability

The Test-Retest method was used to establish the reliability of the tool. The test was administered to a group of 150 government elementary VII std students. The same test was administered to the same group after a gap of one month. The coefficient of correlation was calculated for the scores obtained on the test and the retest which was found to be 0.96, significant at a .01 level of significance.

Norms

z- score norms have been developed. The total score on the 20 items from the raw score had been converted into z scores, and the level was found accordingly.

Table 3.5

Z- Score norms for the Educational Aspiration Inventory

Raw score	z-score	Raw score	z-score	Raw score	z-score	Raw score	z-score
40	-3.48	53	-1.63	63	-0.21	72	1.07
45	-2.77	54	-1.49	64	-0.07	73	1.21
47	-2.63	55	-1.35	65	0.07	74	1.35
44	-2.48	57	-1.06	66	0.22	75	1.49
48	-2.34	58	-0.92	67	0.36	76	1.64
49	-2.20	59	-0.78	68	0.50	77	1.78
50	-2.06	60	-0.64	69	0.64	78	1.92
51	-1.91	61	-0.49	70	0.78	79	2.06
52	-1.77	62	-0.35	71	0.93	80	2.20

Table 3.6

Norms for interpretation of Educational Aspiration Level

Range of Z Scores	Grade	Level of Educational Aspiration Level
+2.01 and above	A	Very High
+1.26 to +2.00	B	High
+0.51 to +1.25	C	Above Average
-0.50 to 0.50	D	Average/Moderate
-0.51 to -1.25	E	Below Average
-1.26 to -2.00	F	Low
-2.01 and below	G	Very Low

Social Capital Scale

This tool was developed by the researcher and her supervisor. To construct this tool researcher had taken the help of the review of related literature. After a thorough review of available information on the Social Capital tool and suggestions from the supervisor and experts in the field, the researcher selected the dimensions of the scale and statements were framed accordingly.

Development and standardization of the Social Capital Scale.

Initial Draft

The initial draft of the tool consisted of 112 items. Five-point Likert scale was constructed with the following alternatives: Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The scale was divided into two parts; Family Social Capital and School Social Capital. Family Social Capital

had items pertaining to four dimensions: Interconnectedness among family members, Parent-child relationship, Parents' nurturing activities, and Parental involvement in academics. School Social Capital had items pertaining to six dimensions: Social network, trust, student-teacher relationship, teacher-parent relationship, parent-school relationship and resources at school. Students were asked to tick the responses according to their preference for the given option.

The scoring procedure is given in the following table no. 3.7

Table 3.7
Scoring of the Social Capital Scale

S.No.	Response	Scores	
		Positive Items	Negative Items
1.	Strongly Agree	5	1
2.	Agree	4	2
3.	Undecided	3	3
4.	Disagree	2	4
5.	Strongly Disagree	1	5

Pre-Tryout

The items of the tool were discussed with the supervisor also the opinion of 8 experts in the field of education belonging to the University of Lucknow, Khwaja Moinuddin Chishti University, and Babasaheb Bhimrao Ambedkar University was collected regarding the appropriateness of the items. Every attempt was made to keep the language of the items simple and straightforward. After getting the suggestions from various experts, certain items were restructured, re-worded and removed.

The Final Tryout

In the final tryout, the tool consisting of 62 items was administered to a sample of 105 students of class IX.

Item Analysis

Item analysis is a set of procedures applied to know the indices for the truthfulness or validity of the items. Item analysis demonstrates how effectively a given test items function within a total test. For the final selection of items, as suggested by Likert (1932) difference between the high and low group was taken by the researcher. In the first step, scores were calculated based on the responses of all the statements. Then 27 % of the subjects with highest total scores and also 27 % of the subjects with the lowest total scores were selected for item analysis. t value was computed between high and low groups.

The items were selected and rejected on the basis of t value obtained on the $df=103$ at the 0.05 level of significance.

Here:

M_H = Mean of the raw scores of the higher group

N_H = Number of top 27% students from the higher group

S.D $_H$ = Standard deviation of the raw scores

M_L = Mean of the raw scores of the lower group

N_L = Number of 27% students from the lower group

S.D. $_L$ = Standard deviation of the raw scores of the upper group

Table 3.8
Selection and Rejection of items on Likert Scale

Item No.	Higher Group N _H = 28		Lower Group N _H = 28		t	Significance at Level 0.05	Select/Reject items
	M _H	S.D. _H	M _L	S.D. _L			
1	4.607	0.685	3.714	1.013	3.862	S	Selected
2	4.642	0.487	4.000	0.816	3.576	S	Selected
3	4.642	0.558	3.642	1.129	4.200	S	Selected
4	4.642	0.558	4.178	0.611	2.965	S	Selected
5	4.285	0.937	3.428	1.136	3.079	S	Selected
6	4.357	0.731	2.964	1.231	5.145	S	Selected
7	4.357	0.731	2.964	1.231	5.145	S	Selected
8	2.785	1.370	3.071	1.086	0.864	NS	Rejected
9	4.392	0.737	3.357	0.989	4.441	S	Selected
10	2.642	1.339	2.142	0.970	1.599	NS	Rejected
11	2.750	1.322	2.250	1.174	1.495	NS	Rejected
12	2.785	1.370	2.500	1.138	0.848	NS	Rejected
13	4.535	0.576	3.464	1.104	4.549	S	Selected
14	4.750	0.645	4.357	0.780	2.053	S	Selected
15	4.071	0.939	3.321	0.983	2.917	S	Selected
16	3.214	1.100	3.250	1.075	0.122	NS	Rejected
17	4.678	0.475	3.678	1.020	4.700	S	Selected
18	4.428	0.790	3.428	1.069	3.980	S	Selected
19	4.500	0.577	3.321	0.944	5.631	S	Selected
20	3.957	1.380	3.442	0.852	1.676	NS	Rejected

21	4.392	0.785	3.035	1.104	5.296	S	Selected
22	3.857	1.380	3.642	0.951	0.676	NS	Rejected
23	4.750	0.518	3.464	1.170	5.316	S	Selected
24	4.857	0.448	4.000	0.769	5.091	S	Selected
25	4.867	1.482	3.547	0.852	1.876	NS	Rejected
26	4.857	0.448	3.821	0.904	5.426	S	Selected
27	4.571	0.572	3.678	0.904	4.411	S	Selected
28	4.071	2.821	1.119	1.218	3.996	S	Selected
29	4.464	0.692	3.214	0.994	5.456	S	Selected
30	4.714	0.599	3.500	0.793	0.778	NS	Rejected
31	4.535	0.637	3.178	0.944	1.890	NS	Rejected
32	4.821	0.390	4.000	1.088	3.758	S	Selected
33	4.785	0.417	3.357	1.095	6.445	S	Selected
34	4.642	0.558	3.571	0.690	6.385	S	Selected
35	3.214	1.343	3.214	0.875	0.067	NS	Rejected
36	4.357	0.780	3.107	1.065	5.007	S	Selected
37	4.535	0.637	3.285	1.383	4.341	S	Selected
38	4.214	0.598	3.588	0.794	1.778	NS	Rejected
39	4.235	0.644	3.278	0.844	1.790	NS	Rejected
40	4.214	1.100	3.035	1.170	3.888	S	Selected
41	4.824	0.390	3.678	1.123	5.083	S	Selected
42	4.535	0.944	3.178	0.637	6.459	S	Selected
43	4.000	0.390	4.821	1.088	6.301	S	Selected
44	2.985	1.570	3.371	1.096	0.964	NS	Rejected

45	4.750	0.799	3.750	0.585	5.341	S	Selected
46	4.357	0.880	3.107	1.765	5.667	S	Selected
47	4.634	0.847	3.285	1.383	5.741	S	Selected
48	4.214	0.598	3.588	0.794	1.778	NS	Rejected
49	4.235	0.644	3.278	0.844	1.790	NS	Rejected
50	4.750	0.799	3.750	0.585	5.341	S	Selected
51	4.571	0.572	3.285	1.049	5.692	S	Selected
52	3.750	1.223	3.250	1.108	1.795	NS	Rejected
53	4.821	0.390	4.000	1.088	3.958	S	Selected
54	4.785	0.417	3.357	1.095	6.745	S	Selected
55	4.614	0.589	3.444	0.893	0.788	NS	Rejected
56	4.335	0.667	3.178	0.948	1.790	NS	Rejected
57	4.214	0.698	3.480	1.794	1.878	NS	Rejected
58	4.607	0.497	3.428	1.103	6.513	S	Selected
59	4.321	0.611	3.142	1.044	5.713	S	Selected
60	3.750	1.322	2.250	1.174	1.495	NS	Rejected
61	4.607	0.497	3.428	1.103	4.516	S	Selected
62	4.321	0.611	3.142	1.044	6.793	S	Selected

After item analysis out of 62 items 41 items were selected and 21 items were rejected on the basis of t value 1.98 and df 103 at 0.05 level of significance.

Standardization of Social Capital Scale

For this the researcher randomly selected five schools from the list obtained from the District Inspector office of schools (DIOS), Shiksha Bhawan Chowk Lucknow. From the selected schools a sample of 200 students of class IX was selected randomly by the researcher to establish the reliability, validity and norms of the Social Capital Scale.

Reliability

The reliability of the tool was established by the researcher using the odd-even reliability of the test scores using Spearman-Brown Prophecy Coefficient of correlation.

Spearman-Brown Coefficient

$$r_{SB} = \frac{2r}{1+r}$$

r_{SB} = Spearman- Brown Coefficient

r = Pearson product moment correlation between the split half test scores or the odd even test scores of the scale.

The odd-even reliability of the scale was 0.812.

ii) Cronbach's Alpha Reliability Coefficient

Table .3.9

Item No.	Variance	Item No.	Variance	Item No.	Variance	Item No.	Variance	Item No.	Variance
1.	258.714	10.	259.462	19.	255.256	28.	257.459	37.	254.892
2.	257.196	11.	270.441	20.	253.045	29.	254.810	38.	255.977
3.	254.707	12.	252.574	21.	253.954	30.	256.368	39.	254.118
4.	261.016	13.	265.348	22.	265.737	31.	252.602	40.	251.924
5.	258.489	14.	258.448	23.	253.872	32.	257.615	41.	254.559
6.	252.966	15.	271.919	24.	257.968	33.	251.678		
7.	275.332	16.	258.587	25.	255.998	34.	255.275		
8.	255.573	17.	254.846	26.	256.947	35.	269.825		
9.	266.211	18.	255.256	27.	258.365	36.	254.806		

For the Social Capital scale, the Cronbach's Alpha Reliability Coefficient was found to be 0.888. According to Singh (2010), a tool is acceptable for research purposes when its reliability of using Cronbach's alpha value is more than 0.07.

Table 3.10

Reliability of the Social Capital Scale

Reliability	Obtained value
Odd-Even Reliability	0.812
Cronbach's Alpha Reliability Coefficient	0.888

Validity

The validity of the tool was established by two methods:

Face Validity: To establish the face validity of the Social Capital Scale, the researcher obtained expert opinions from 8 experts from the University of Lucknow, Khwaja Moinuddin Chishti University Lucknow and Babasaheb Bhimrao Ambedkar University Lucknow.

The Content Validity: The content validity of the tool was established on the basis of ratings given by the panel of 08 experts. The items were assessed by ‘very much appropriate in the present form’, ‘Appropriate’, ‘Appropriate with some modifications’ and ‘Inappropriate’. Content validity was measured by

CVR formula (content validity ratio)
$$CVR = \left(\frac{N_e - \frac{N}{2}}{\frac{N}{2}} \right)$$
 developed by C.H Lawshe (1975). Table 3.11.

Table .3.11

Computation of Content Validity of Social Capital Scale

Item no.	n_e	CVR	Item no.	n_e	CVR
1	7	0.750	22	8	1
2	8	1	23	8	1
3	8	1	24	8	1
4	8	1	25	7	0.750
5	8	1	26	7	0.750
6	7	0.750	27	7	0.750
7	7	0.750	28	7	0.750
8	7	0.750	29	7	0.750
9	8	1	30	6	0.500
10	8	1	31	6	0.500
11	8	1	32	7	0.750
12	6	0.500	33	7	0.750
13	7	0.750	34	7	0.750
14	6	0.500	35	8	1
15	6	0.500	36	8	1
16	7	0.750	37	8	1
17	7	0.750	38	8	1
18	8	1	39	8	1
19	8	1	40	8	1
20	8	1	41	8	1
21	8	1			

The content validity calculated by using CVR formula was 0.8475.

Norms

Z- score norms have been developed. The total score on the 41 items from the raw score had been converted into z scores, and the levels were found accordingly.

Table 3.12

Z- Score norms for the Social Capital Scale

Family Social Capital		School Social Capital	
Raw Score	Z-score	Raw Score	Z-score
66	-2.77	53	-3.18
67	-2.64	54	-3.07
68	-2.52	56	-2.83
69	-2.40	57	-2.72
70	-2.27	58	-2.60
71	-2.03	59	-2.48
72	-1.91	60	-2.37
73	-1.78	61	-2.25
74	-1.66	63	-2.02
75	-1.54	64	-1.90
76	-1.41	65	-1.78
77	-1.29	66	-1.67
78	-1.17	67	-1.55
79	-1.05	68	-1.43
80	-0.92	69	-1.32
81	-0.80	70	-1.20
82	-0.68	71	-1.08

83	-0.55	72	-0.96
84	-0.43	73	-0.85
85	-0.31	74	-0.73
86	-0.19	75	-0.61
87	-0.06	76	-0.50
88	0.06	77	-0.38
89	0.18	78	-0.26
90	0.31	79	-0.15
91	0.43	80	-0.03
92	0.55	81	0.09
93	0.67	82	0.20
94	0.80	83	0.32
95	0.92	84	0.44
96	1.04	85	0.55
97	1.17	86	0.67
98	1.29	87	0.79
99	1.41	88	0.90
100	1.53	89	1.02
101	1.66	90	1.14
102	1.78	91	1.25
103	1.90	92	1.37
104	2.03	93	1.49
105	2.15	94	1.61
107	2.27	95	1.72

Table 3.13

Norms for interpretation of Level of Social Capital

Family Social Capital		
+2.21 and above	A	Very High
+1.36 to +2.20	B	High
+0.51 to +1.35	C	Above Average
-0.50 to 0.50	D	Average/Moderate
-0.51 to -1.35	E	Below Average
-1.36 to -2.20	F	Low
-2.21 and below	G	Very Low
School Social Capital		
+2.11 and above	A	Very High
+1.31 to +2.10	B	High
+0.51 to +1.30	C	Above Average
-0.50 to 0.50	D	Average/Moderate
-0.51 to -1.30	E	Below Average
-1.31 to -2.10	F	Low
-2.11 and below	G	Very Low

Statistical Techniques Used

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; these are discussed as follows:

- **Mean:** Mean is the 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.

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

- **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:

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

- **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).

Assumptions of Chi-square:

- The data should be expressed in frequencies or in terms of proportion that can be reduced to frequencies. Can be seen in Table nos.4.3,4.5,4.8,4.10.
- The test should be used with discrete data. Can be seen in Table nos.4.3,4.5,4.8,4.10.
- Both variables should be categorical. We can see that in Table nos.4.3,4.5,4.8,4.10, variables Gender and Family Type are categorical variables.
- All the observations should be independent of each other. This assumption was met by the use of Simple Random Sampling.
- It can be used for any type of distribution; therefore, it is called a distribution-free test of independence. Table 3.14 shows that data was not normally distributed.

Table: 3.14

Normality of Raw Scores

Raw Scores	Kolmogorov-Smirnov Test of Normality		
	Statistic	df	Sig.
Educational Aspiration	.075	618	0.000***
Family Social Capital	.062	618	0.000***
School Social Capital	.076	618	0.000***

- The individual observations should be independent of each other. The response given by one individual to an item should have no influence on the responses of any other individual in the study.
- Expected value of cells should be 5 or greater than 5 in 80% of cells.
- **Regression:** It is a statistical procedure to determine the relationship between two or more variables. It explains the value of the dependent variable based on the values of one or more independent variables. The objective of regression analysis is to study the nature of the relationship between the variables so that we may be able to predict the value of one on the basis of another.

Assumptions of Regression:

- A linear and additive relationship should exist between the dependent variable and independent variable(s). A linear relationship indicates that a change in response Y due to one unit change in X is constant, regardless of the value of X. An additive relationship shows that the effect of X on Y is independent of other variables. As shown in table no 3.15.

Table 3.15

Correlation of FSC and SSC with EAS

Variables	Pearson Correlation Coefficient	Sig. value
FSC	0.095	0.009**
SSC	0.119	0.002**

- No correlation should exist between the residual terms. The absence of such phenomenon is known as Autocorrelation. As shown in the table no. 3.16
- No correlation should exist between independent variables. The phenomenon is known as multicollinearity. As shown in the table no. 3.16

Table no. 3.16

Multicollinearity and Autocorrelation values

Model fit statistics	Model 1 FSC and EAS	Model 2 SSC and EAS	Model 3 FSC, SSC and EAS
Durbin-Watson statistic	1.995	2.005	2.006
VIF (Variance Inflation Factor)	FSC: 1.013 Gender: 1.010 Family: 1.015	SSC: 1.000 Gender: 1.006 Family: 1.006	FSC: 1.380 SSC: 1.363 Gender: 1.010 Family: 1.018

- The error terms must have constant variance. This phenomenon is known as homoscedasticity. As shown in figure nos. 3.4,3.5,3.6.

Figure 3.4

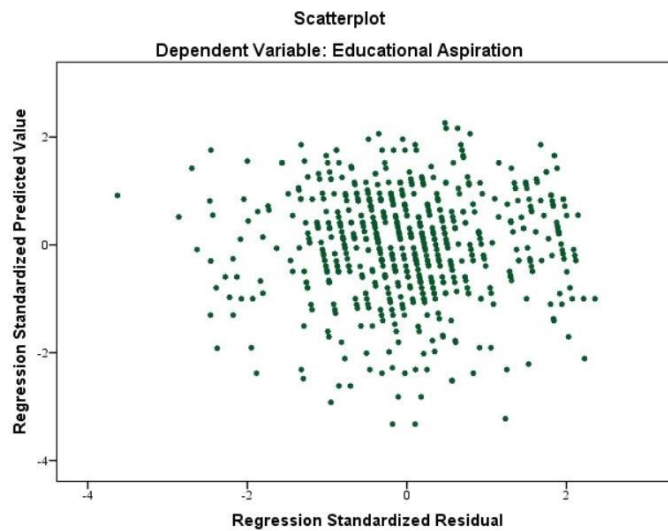


Fig. 3.4 is a Scatter plot showing a correlation between Family Social Capital and Standardized residuals. Since the data points are not following any pattern, therefore it can be inferred that the residuals are homoscedastic.

Figure 3.5

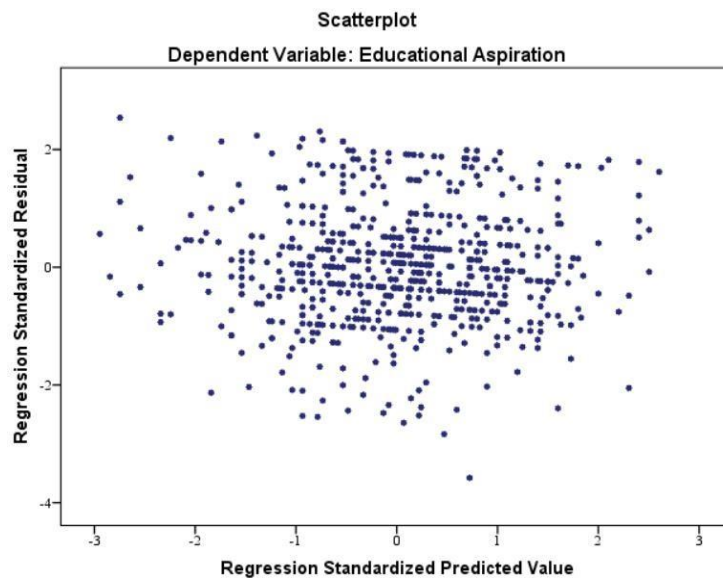
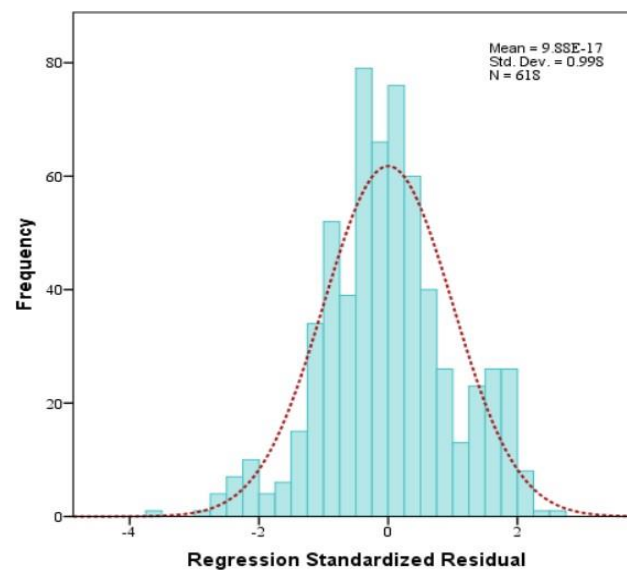


Fig. 3.5 is a Scatter plot showing a correlation between School Social Capital (standardized predictor variable) and Standardized residuals. Since the data

points are not following any pattern, therefore it can be inferred that the residuals are homoscedastic.

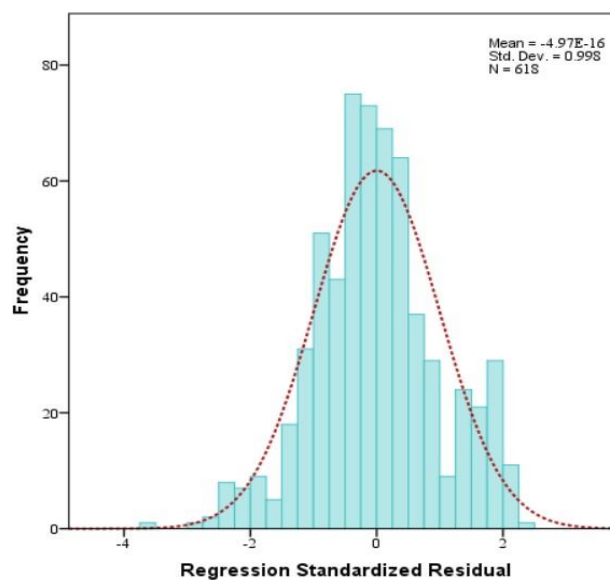
- The error terms must be normally distributed. The error terms are normally distributed with mean 0 and variance 1. As shown in figure 3.6,3.7,3.8.

Figure 3.6



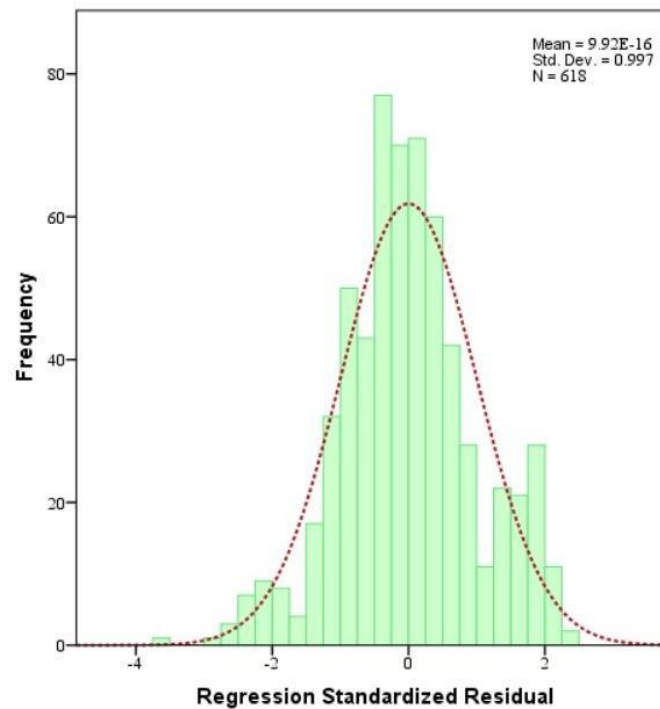
Histogram showing normality of Family Social Capital and Standardized residuals.

Figure 3.7



Histogram showing normality of School Social Capital and Standardized residuals.

Figure 3.8



Histogram showing normality of Family Social Capital, School Social Capital and Standardized residuals.

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:

$$\hat{Y} = a + b_1X_1 + bX_2$$

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation is a vital step in research. The objective behind data analysis is to unfold natural, non-manipulatively, and unobtrusively the data gathered by the researcher. In addition, it is studying organized material in order to discover inherent facts. Data analysis has many approaches, encompassing multiple techniques under varied names in different science and social science domains.

According to Kothari (2004), “Analysis of the data means studying the tabulated material to determine the inherent facts or meaning. It involves breaking up of complex parts into simpler parts and putting them in various arrangements for the purpose of interpretation. The term analysis refers to the computation of certain measures along with the searching for patterns of relationship that exists among the groups”.

Thus, after the collection of data, the next important step is the organization, Analysis and interpretation of the results arriving at a conclusion and generalization and getting of a meaningful picture.

According to Shamoo and Resnik (2003), “various analytical procedures provide a way of drawing inductive inferences from data and distinguishing the signal present in the data”.

Obgunleye (2008) describes three steps in the Analysis of data

- Cleaning and organising data for Analysis
- Description of the data
- Testing hypothesis and models

Interpretation of the data is the heart of the research. According to C.V. Good, A.S. Barr, and D.E. Scates, “The process of interpretation is essentially of stating what the results (findings) show? What do they mean? What is their significance? What is the answer to the original problem?”. It is the final phase in the process of Analysis. Interpretation requires critical examination of the evidence present; thus, by no means it is a mechanical process. Instead, the Analysis and interpretation of data represent the application of deductive and inductive logic to the process of research. The data is first classified into various subgroups and are then analyzed and synthesized to verify the hypothesis. The final outcome of this process may result in a new principle or generalization.

In the previous chapter, the researcher presented the research design of the study along with the methodology, sampling procedure, tools used, the procedure of data collection, and a brief account of the statistical technique used in the study. The present chapter deals with the data analysis and interpretation of results concerning the objectives of the study.

Objective 1: To find out the level of Educational Aspiration of the secondary school students.

Research Question 1: What is the level of Educational Aspiration of secondary school students?

Since the objective was exploratory in nature thus, no hypothesis was formulated to determine the level of Educational Aspiration, and percentage analysis was carried out, presented in the table below.

Table 4.1

Levels of Educational Aspiration		
Very High	12	1.9%
High	69	11.2%
Above Average	69	11.2%
Average	305	49.4%
Below Average	114	18.4%
Low	28	4.5%
Very Low	21	3.4%

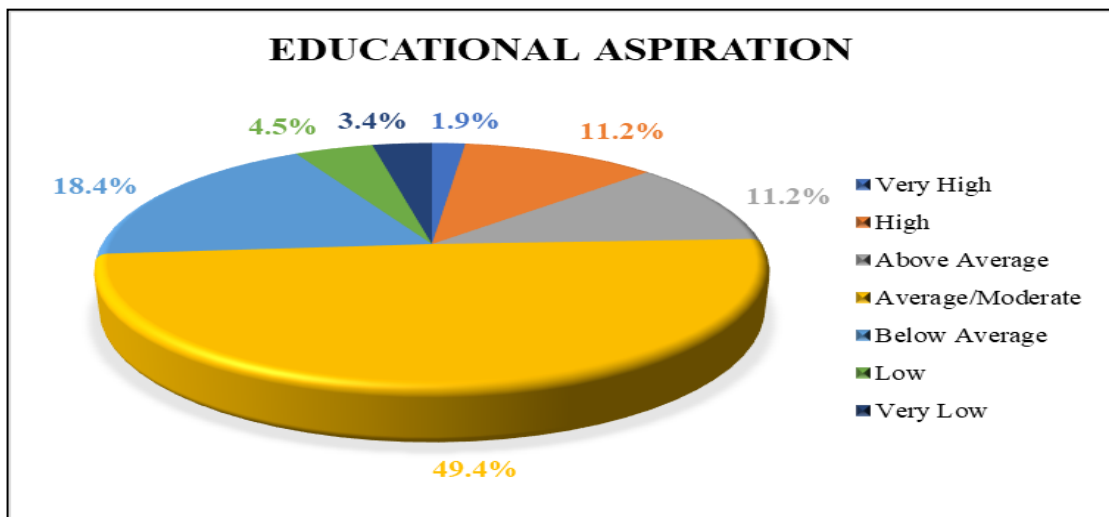
Data represented in table 4.1 is presented graphically in figure 4.1

Figure 4.1

Levels of Educational Aspiration

Observation: The above table no. 4.1 shows the percentage analysis of the level of Educational Aspiration of the secondary school students.

Analysis: From the above table no. 4.1 it can be seen that 1.9 % of students had a very high level of Educational Aspiration, and 11.2% of the students had a high level of Educational Aspiration. Students who had above average level



of Educational Aspiration were 11.2%. The most significant portion of students was with an average level of Educational Aspiration at 49.4%. Below-average students were 18.4 %, and the percentage of students with low and very low levels of Educational Aspiration was 4.5% and 3.4%, respectively. It can be inferred that the largest proportion of students had an average level of Educational Aspiration.

Objective 1.1 To compare the level of Educational Aspiration of Male and Female secondary school students.

H_{0.1}: There is no significant difference between the level of Educational Aspiration of Male and Female secondary school students.

The data has been analyzed to compare the level of Educational Aspiration of Male and Female secondary school students. Mean and standard deviation pertaining to the level of Educational Aspiration of both Male and Female secondary school students have been computed and presented in table 4.2. Further data pertaining to the cross tabulation of Educational Aspiration with Gender is shown in Table 4.3 below.

Table: 4.2

Raw and Z scores by Gender

Variables	Gender			
	Male (n = 276)		Female (n = 342)	
	Mean	SD	Mean	SD
Raw score	64.94	7.06	64.11	7.01
Z-score	0.07	1.00	-0.05	1.00

Table: 4.3**Cross tabulation of Educational Aspiration with Gender**

Level of Educational Aspiration	Gender	
	Male N (%)	Female N (%)
Very high	6 (1.0)	6 (1.0)
High	34 (5.5)	35 (5.7)
Above average	34 (5.5)	35 (5.7)
Average/Moderate	135 (21.8)	170 (27.5)
Below average	48 (7.8)	66 (10.7)
Low	11 (1.8)	17 (2.8)
Very low	8 (1.3)	13 (2.1)
Chi-square statistic (p-value)	2.342 (0.886)	

Observation: To compare the level of Educational Aspiration of Male and Female secondary school students, the data has been analyzed. Mean and standard deviation pertaining to the level of Educational Aspiration of both Male and Female secondary school students have been computed. Z score has also been computed and represented above in table 4.2. Table 4.3 shows a cross tabulation of the level of Educational Aspiration with Gender and Chi-square and p-value.

Analysis: The calculated value of Mean and standard deviation for Male students was 64.94 and 7.06, while for Female students, it was 64.11 and 7.01, respectively. The Z score was 0.07 and 1.00 for Male students and -0.05 and 1.00 for Female students, respectively. From the cross tabulation of the level

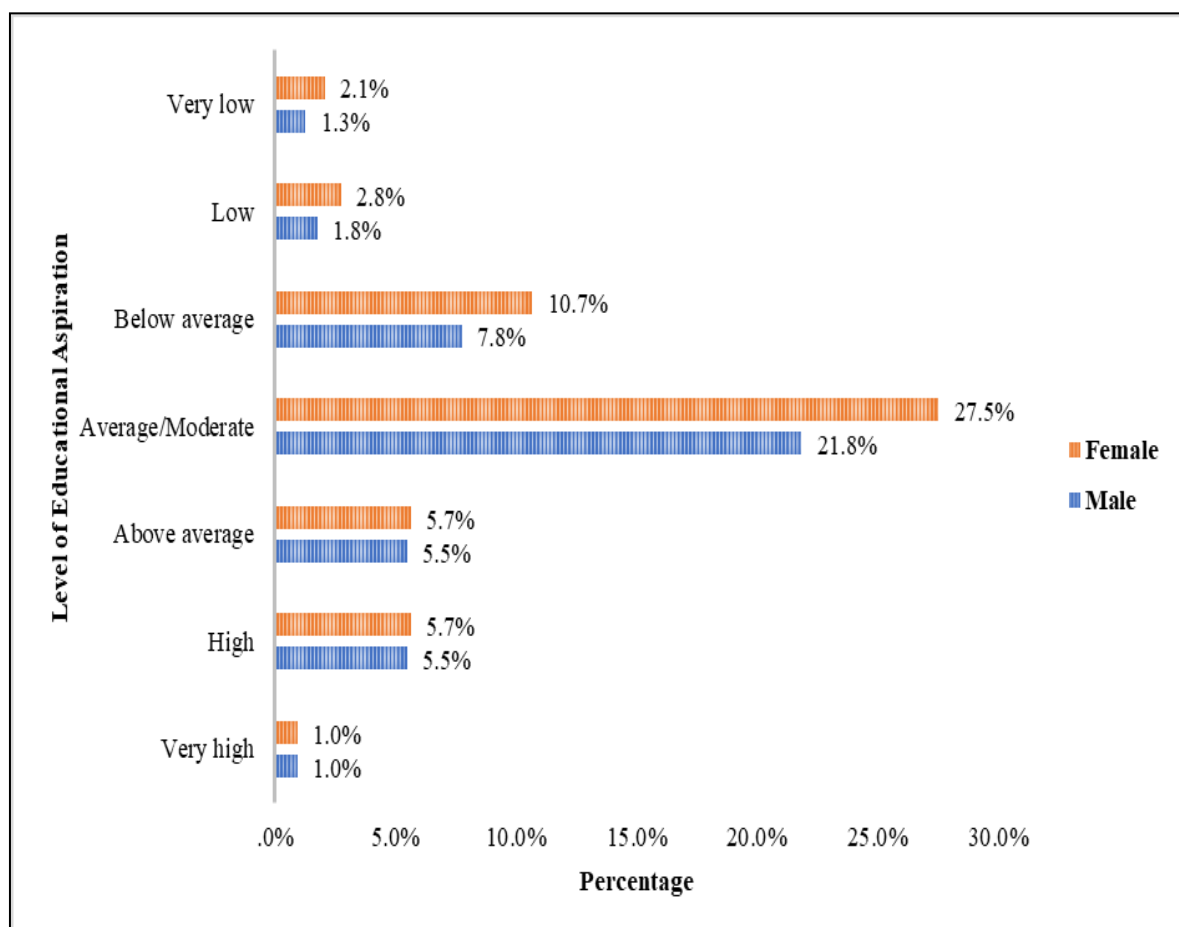
of Educational Aspiration, it can be stated that Male and Female students with a very high level of Educational Aspiration were equal at 1%. Further Male students with a high level of Educational Aspiration were 5.5%, while Female students with a high level of Educational Aspiration were 5.7%. Both Male and Female students with an above-average level of Educational Aspiration were 5.5% and 5.7%, respectively. The percentage of Male students with an average Educational Aspiration level was 21.8%. While in the case of Female students, it was 27.5%. Likewise, 7.8% of Male students and 10.7% of Female students had below average level of Educational Aspiration. Male students with a low level of Educational Aspiration were 1.8%, and Female students were 2.8%. Only 1.3% of Male students had a very low Educational Aspiration level, while in the case of Female students, it was 2.1%. The chi-square value was 2.342 for Gender, and the p-value calculated was 0.886. The null hypothesis was accepted. Thus, it can be seen that demographic factors such as gender do not affect the Educational Aspiration of secondary school students. The distribution of Educational Aspirations was the same across Male and Female students.

Studies conducted previously supported the results of the analysis. Favara (2017) conducted a longitudinal study on students of Ethiopia, India, Peru and Vietnam in the age groups of fifteen and nineteen years. It was revealed that the Educational Aspiration level of both male and female students did not differ. Similarly, Khattab (2003), in his study on Palestinian students in Israel, found that Educational Aspiration distribution was the same for both genders. However, some studies like Bashir (2017), who conducted a comparative study of Educational Aspiration in rural and urban areas, showed that the

Educational Aspiration of male and female students was similar in both rural and urban areas. In contrast, Christofides et al. (2015), who conducted a longitudinal study on students of ages 15-23 in the year 2000-2008, found female Educational Aspiration were higher than male Educational Aspiration.

Figure 4.2

Level of Educational Aspiration of Male and Female students



Objective 1.2 To compare the level of Educational Aspiration of Nuclear and Joint Family secondary school students.

H_{0.2}: There is no significant difference between the level of Educational Aspiration of Nuclear and Joint Family secondary school students.

The data has been analyzed to compare the level of Educational Aspiration of secondary school students living in Nuclear and Joint family. Mean and standard deviation pertaining to the level of Educational Aspiration of students living in Joint and Nuclear family types has been computed and presented in table 4.4. Further data pertaining to the cross tabulation of Educational Aspiration with family type is shown in table 4. 5 below.

Table No.4.4

Raw and Z scores by Family Type

Variables	Family Type			
	Joint (n = 241)		Nuclear (n = 377)	
	Mean	SD	Mean	SD
Raw score	64.83	6.73	64.25	7.23
Z-score	0.05	0.96	-0.03	1.03

Table: 4.5**Cross tabulation of Educational Aspiration with Family Type**

Level of Educational Aspiration	Family Type	
	Joint N (%)	Nuclear N (%)
Very high	5 (0.8)	7 (1.1)
High	26 (4.2)	43 (7.0)
Above average	26 (4.2)	43 (7.0)
Average/Moderate	127 (20.6)	178 (28.8)
Below average	41 (6.6)	73 (11.8)
Low	11 (1.8)	17 (2.8)
Very low	5 (0.8)	16 (2.6)
Chi-square statistic (p-value)	3.509 (0.743)	

Observation: The data has been analyzed to compare the level of Educational Aspiration of secondary school students living in Joint and Nuclear family types. Mean and standard deviation pertaining to the level of Educational Aspiration of secondary school students living in the Joint and Nuclear family has been computed. Z score has also been computed and represented above in table 4.4. Table 4.5 shows a cross tabulation of the level of Educational Aspiration with Family Type along with Chi-square and p-value.

Analysis: From the above table no. 4.5, it can be observed that the percentage of students with a very high level of Educational Aspiration was 0.8 % in a Joint family as compared with 1.1% in a Nuclear family. The percentage of students with a high level of Educational Aspiration was 4.2% in a Joint

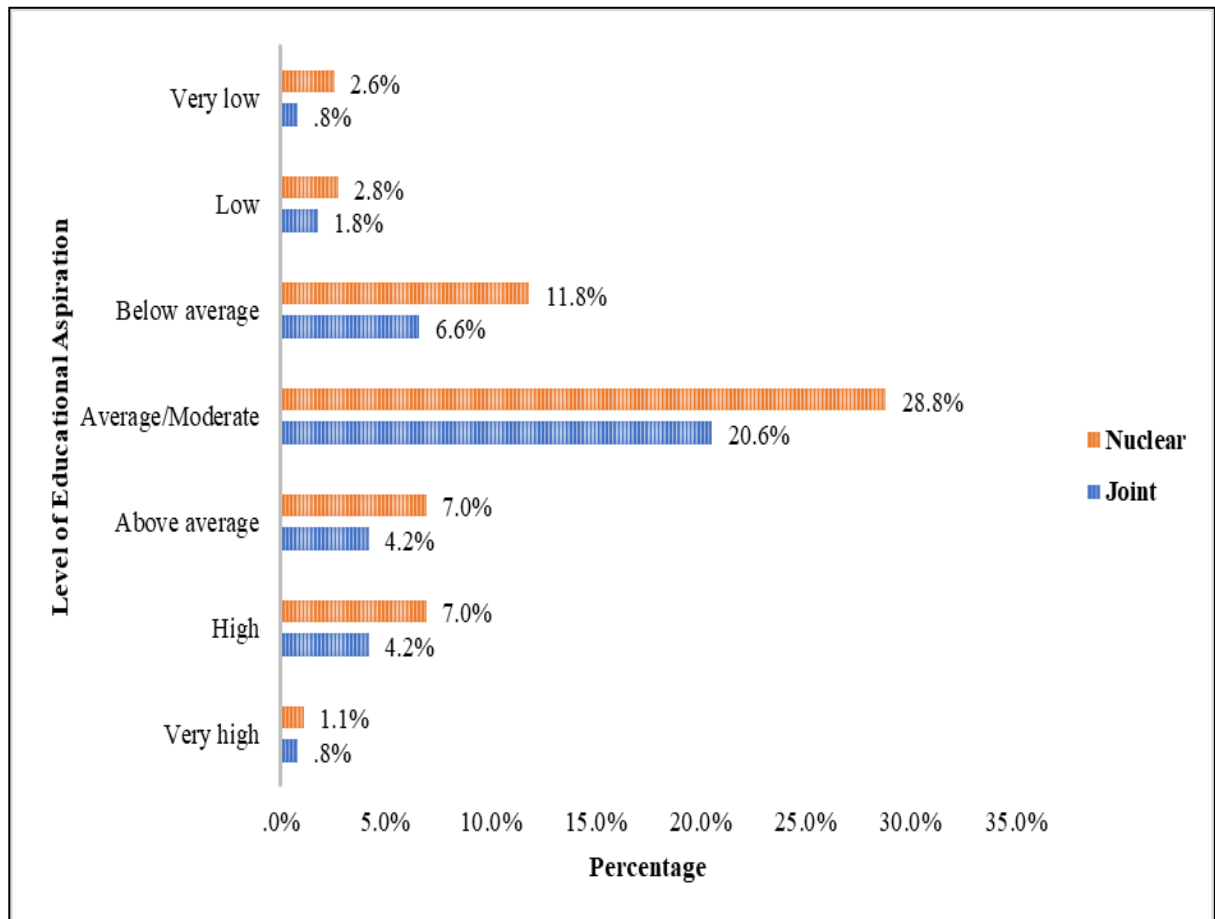
family as compared to 7 % in the Nuclear family. Similarly, the percentage of students with an above-average level of Educational Aspiration was 4.2% in the Joint family compared with 7% in the Nuclear family. Students with an average level of Educational Aspiration in the Joint family were 20.6%, whereas 28.8% of students in the Nuclear family had an average level of Educational Aspiration. The percentage of students with a below-average level of Educational Aspiration in the Joint family was 6.6%, and in the Nuclear family, it was 11.8%. While 1.8% of students living in the Joint family and 2.8% of students living in the Nuclear family showed a low level of Educational Aspiration and only 0.8 % of students living in the Joint family and 2.6% of students living in the Nuclear family showed a very low level of Educational Aspiration. The Chi-square value was 3.509, while the p-value was calculated as 0.743, which showed that Educational Aspiration was not significantly associated with family type. Thus, the null hypothesis was accepted, and it can be concluded that demographic factors such as family type do not affect the Educational Aspiration of secondary school students and the distribution of Educational Aspirations was the same across family types.

In a previously conducted study by Samal (2020) on Family-related variables such as family type in the Educational Aspiration of secondary school students found that family type was not a predicting factor in the Educational Aspiration of the students.

The graphical representation of table no. 4.5 is given in figure 4.3.

Figure 4.3

Level of Educational Aspiration in Joint and Nuclear family



Objective 2: To find out the level of Family Social Capital of secondary school students.

Research question 2: What is the level of Family Social Capital of secondary school students?

Since the objective was exploratory in nature, thus no hypothesis was formulated to determine the level of Family Social Capital. Instead, the percentage analysis was carried out, which is presented in the table below.

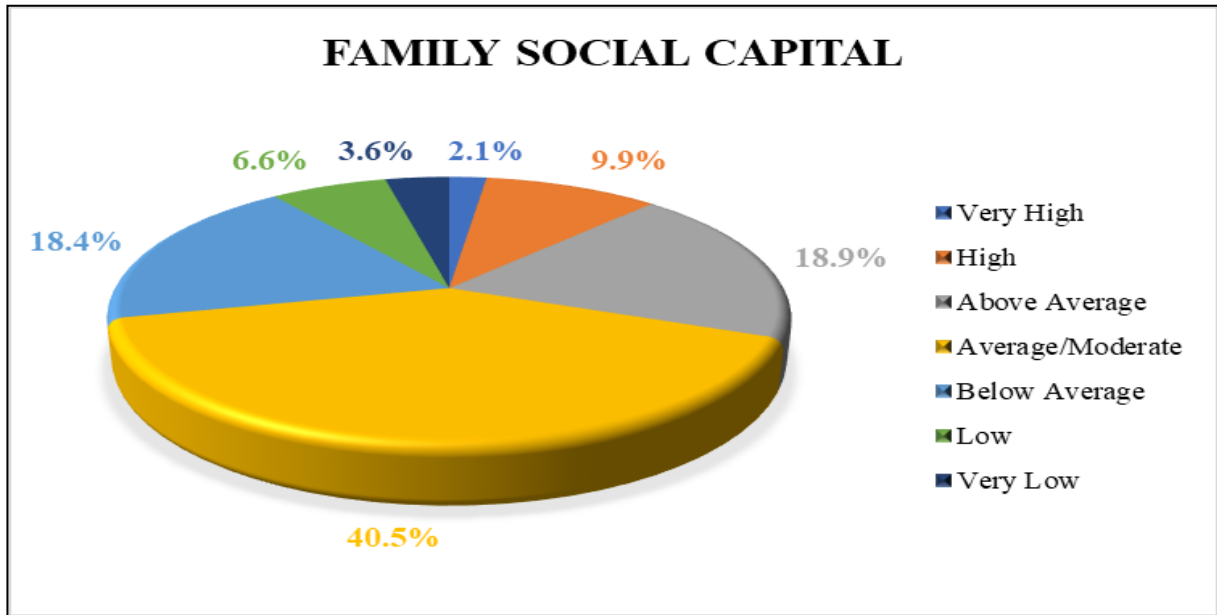
Table 4.6

Level of Family Social Capital		
Very High	13	2.1%
High	61	9.9%
Above Average	117	18.9%
Average/Moderate	250	40.5%
Below Average	114	18.4%
Low	41	6.6%
Very Low	22	3.6%

Data represented in table 4.6 is presented graphically in figure 4.4.

Figure 4.4

Levels of Family Social Capital



Observation: The above table 4.6 shows the percentage analysis of the level of Family Social Capital of the secondary school students.

Analysis: From the above table, it can be seen that 2.1% of students have a very high level of Family Social Capital, and 9% of the students are with a high level of Family Social Capital. Students who were above average level of Family Social Capital were 18.9%. At the same time, 40.5 % of students had an average level of Family Social Capital. Students with a below-average level of Family Social Capital were 18.4 %, and the percentage of students with a low and very low level of Family Social Capital was 6.6% and 3.6%, respectively. Thus, it can be deduced that the largest proportion of students had an average level of Family Social Capital.

Objective 2.1 To compare the level of Family Social Capital of Male and Female secondary school students.

H_{0.3}: There is no significant difference between the level of Family Social Capital of Male and Female secondary school students.

The data has been analyzed to compare the level of Family Social Capital of Male and Female secondary school students. Mean and standard deviation pertaining to the level of Family Social Capital of both Male and Female secondary school students have been computed and presented in table 4.7. Further data pertaining to the cross tabulation of Family Social Capital with Gender is shown in Table 4.8 below.

Table: 4.7

Raw and Z scores by Gender

Variables	Gender			
	Male (n = 276)		Female (n = 342)	
	Mean	SD	Mean	SD
Raw score	89.01	7.73	88.10	8.44
Z-score	0.06	0.95	-0.05	1.04

Table: 4.8

Cross tabulation of Family Social Capital with Gender

Level of Family Social Capital	Gender	
	Male N (%)	Female N (%)
Very high	3 (0.5)	10 (1.6)
High	32 (5.2)	29 (4.7)
Above average	57 (9.2)	60 (9.7)
Average/Moderate	108 (17.5)	142 (23.0)
Below average	56 (9.1)	58 (9.4)
Low	14 (2.3)	27 (4.4)
Very low	6 (1.0)	16 (2.6)
Chi-square (p-value)	10.390 (0.109)	

Observation: To compare the level of Family Social Capital of Male and Female secondary school students, the data has been analyzed. Mean, and standard deviation related to the level of Family Social Capital of both Male and Female secondary school students have been computed along with the Z score and shown above in Table 4.7. A cross tabulation of the level of Family Social Capital with Gender is shown in Table 4.8. In addition, Chi-square and p-value were calculated.

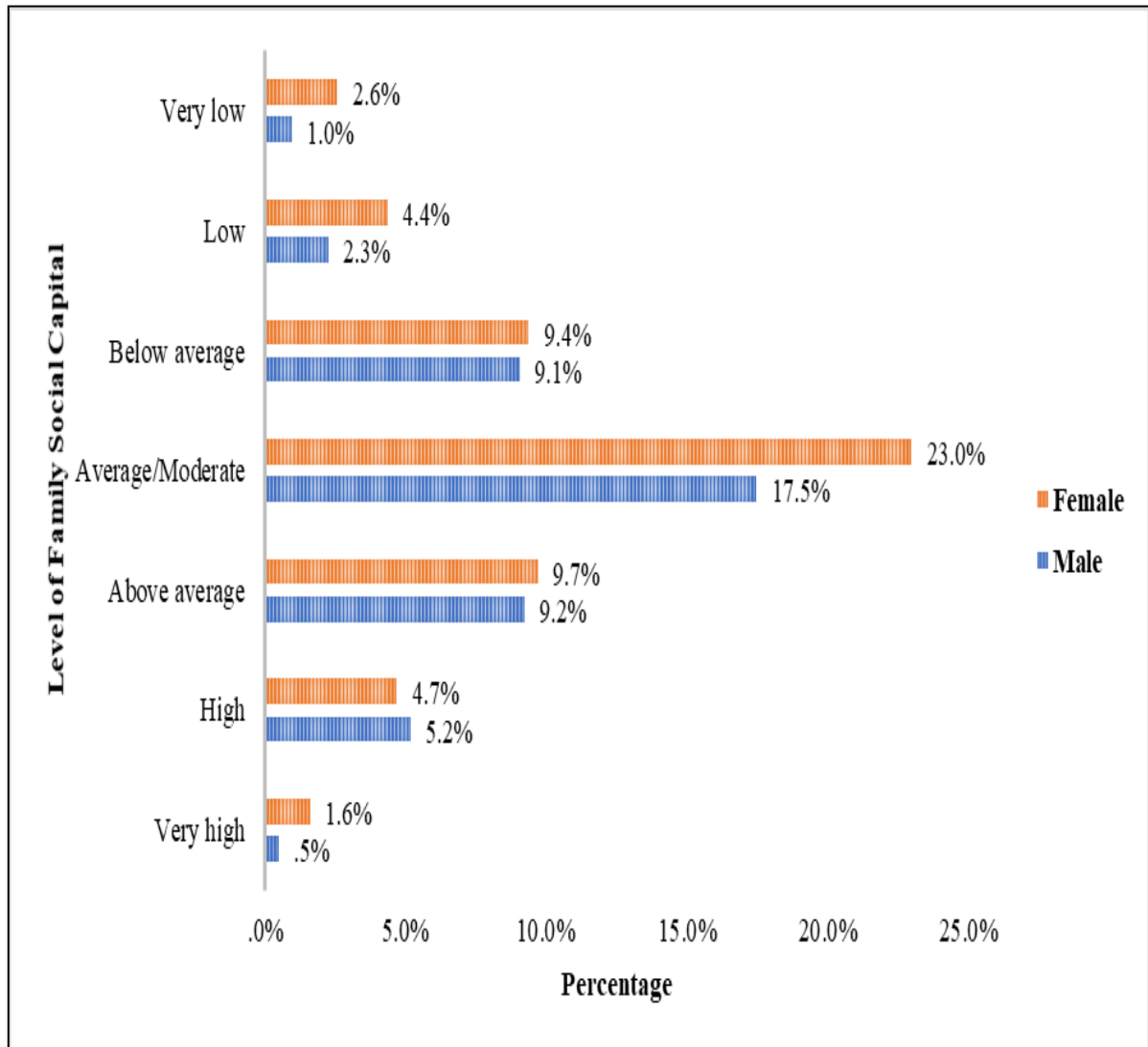
Analysis: It can be observed that the calculated value of the Mean and standard deviation of Male students is 89.01 and 7.73, and for Female students, it is 88.10 and 8.44, respectively. The cross tabulation of the data as represented in table no. 4.8 shows that Male students with a very high level of Family Social Capital were only 0.5 %, while Female students were 1.6%.

5.2% of Male students and 4.7% of Female students had a high level of Family Social Capital. Male students with an above-average level of Family Social Capital were 9.2%, while Female students were 9.7%. 17.5% of Male students and 23% Female students had average level of Family Social Capital. Similarly, 9.1% of Male and 9.4% of Female students had below-average level of Family Social Capital. Further, 2.3% of Male and 4.4% of Female students had a low level of Family Social Capital, and 1% of Male students and 2.6% of Female students were reported to have a very low level of Family Social Capital. The Chi-square value for gender was calculated as 10.390, and the p-value was 0.109. which showed that Family Social Capital was not significantly associated with gender. The null hypothesis was accepted and it can be said that demographic factors such as gender did not affect the level of Family Social Capital of secondary school students. The distribution of Family Social Capital was the same across gender.

The data shown in Table 4.8 is presented graphically in Figure 4.5

Figure 4.5

Levels of Family Social Capital of Male and Female students



Objective 2.2 To compare the level of Family Social Capital of Joint and Nuclear family secondary school students.

H_{0.4}: There is no significant difference between the level of Family Social Capital of Joint and Nuclear family secondary school students.

The data has been analyzed to compare the level of Family Social Capital of Joint and Nuclear family secondary school students. Mean and standard deviation related to the level of Family Social Capital Joint and Nuclear family secondary school students have been computed and presented in table 4.9. Further data pertaining to the cross tabulation of Family Social Capital with Gender is shown in Table 4.10.

Table 4.9
Raw and Z scores by Family type

Variables	Family Type			
	Joint (n = 241)		Nuclear (n = 377)	
	Mean	SD	Mean	SD
Raw score	87.58	7.96	89.10	8.20
Z-score	0.11	0.98	0.07	1.01

Table 4.10

Cross tabulation of Family Social Capital with Family type

Level of Family Social Capital	Family Type	
	Joint N (%)	Nuclear N (%)
Very high	3 (0.5)	10 (1.6)
High	19 (3.1)	42 (6.8)
Above average	46 (7.4)	71 (11.5)
Average/Moderate	95 (15.4)	155 (25.1)
Below average	46 (7.4)	68 (11.0)
Low	23 (3.7)	18 (2.9)
Very low	9 (1.5)	13 (2.1)
Chi-square statistic	8.236	
(p-value)	(0.221)	

Observation: To compare the level of Family Social Capital of secondary school students living in the Joint and Nuclear family, the data has been analyzed. Mean and standard deviation related to the level of Family Social Capital of both Joint and Nuclear family secondary school students have been computed and presented along with the Z score in table 4.9. Table 4.10 shows a cross tabulation of the level of Family Social Capital with Family Type. In addition, Chi-square and p-value are also calculated and presented.

Analysis: It can be observed that the calculated value of the Mean and standard deviation of students living in the Joint family is 87.58 and 7.96,

while for students living in the Nuclear family, it is 89.10 and 8.20, respectively. The cross tabulation of the data as presented in table no. 4.10 shows that percentage of students with a very high level of Family Social Capital in the Joint family was only 0.5 %. while in the Nuclear family, it was 1.6%. 3.1% of students living in a Joint family were found to have a high level of Family Social Capital which was 6.8% in the case of students living in a Nuclear family. Similarly, students with an above-average level of Family Social Capital were 7.4% in the case of Joint family and 11.5% in the case of Nuclear family, respectively. Students with an average level of Family Social Capital living in a Joint family were 15.4%, while in a Nuclear family were 25.1%. Similarly, 7.4% of students living in a Joint family had a below-average level of Family Social Capital, and 11% of students living in a Nuclear family had a below-average level of Family Social Capital. The percentage of students with a low level of Family Social Capital living in a Joint and Nuclear family was 3.7% and 2.9%, respectively. Further, 1.5% of students living in a Joint family and 2.1% of students living in a Nuclear family had a very low level of Family Social Capital. The Chi-square value for the family type was calculated as 8.236, and the p-value was 0.221. which showed that Family Social Capital was not significantly associated with family type. The null hypothesis was accepted. Thus, it can be said that demographic factors such as family type do not affect the level of Family Social Capital of secondary school students. The distribution of Family Social Capital was the same across Joint and Nuclear family types.

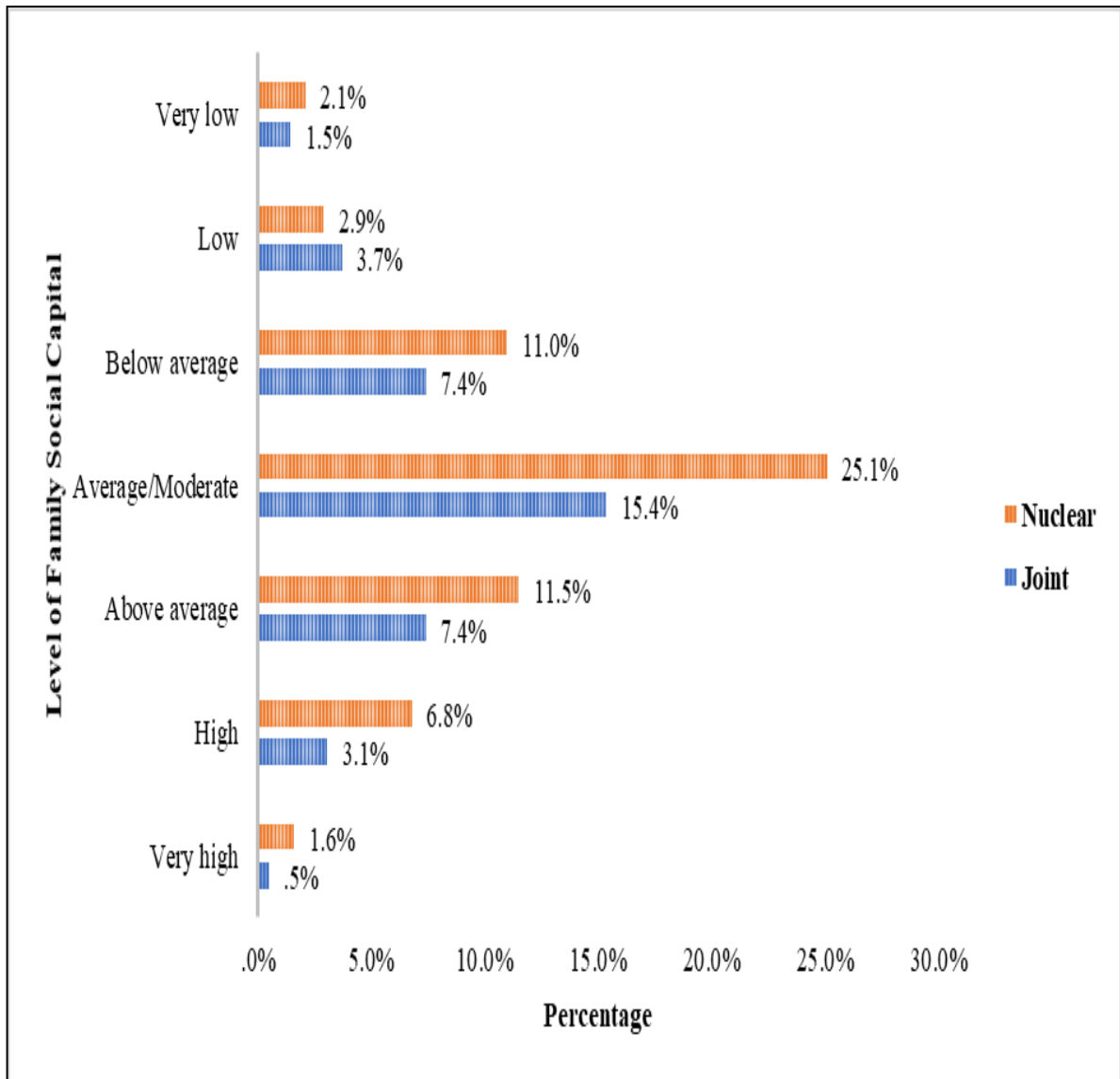
A similar conclusion was made in the previously conducted study by Ali and Dziegielewska (2017) that family size, a factor in Family Social Capital, did not

influence the Educational Aspiration of the students. Still, to a certain extent, it did play a role in career choices. A study done by Byun et al. (2012) on the Educational Aspiration of the rural youth also concluded that Family Social Capital did play an important role in the Educational Aspiration of the rural youth, but the socio-demographic factor such as family structure was not significantly related to the Educational Aspiration.

The data shown in Table 4.10 is represented graphically in Figure 4.6

Figure 4.6

Level of Family Social Capital in Nuclear and Joint family



Objective 3: To study the relationship between Family Social Capital and Educational Aspiration of the secondary school students.

H₀: There is no relationship between Family Social Capital and Educational Aspiration of the secondary school students.

A simple linear regression was carried out to find out the relationship between Family Social Capital in the Educational Aspiration of the secondary school students. A summary of the model is presented in Table 4.11

Table 4.11

Model Summary

Model fit	R square	D-W statistic	F- statistics
Model 1	0.014	1.995	2.878

Table 4.12 presents the coefficient table

Table 4.12

Coefficient Table

Variables in the model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Model 1: FSC and EA					
(Constant)	57.887	3.120	-	18.551	0.000***
Female	-0.709	0.570	-0.050	-1.244	0.214
Nuclear Family	-0.643	0.582	-0.045	-1.105	0.270
Transformed FSC	0.083	0.035	0.096	2.388	0.017*

* FSC= Family Social Capital

** EA = Educational Aspiration

Observation: The above table no. 4.11 is the summary of model depicting simple linear regression and the statistics required for good regression model fit. Table no. 4.12 is the coefficient table for the fit regression model. The column unstandardized coefficient and its sub-column B provides a regression coefficient. The first one is the constant or Educational Aspiration intercept second is the regression coefficient of Educational Aspiration and Family Social Capital.

Analysis: Model 1, shown in table 4.11, is a simple linear regression model with variables Educational Aspiration as a dependent variable and Family Social Capital as an independent variable with gender and family type as the dummy coded variables. Male and Joint family were used as base categories. The D-W statistic depicts no autocorrelation in the data. The F statistic indicates that the regression model predicts the dependent variable Educational Aspiration significantly well. The R^2 value is 0.014, the D-Statistic value is 1.995, and the value of F- statistics is 2. 878. The constant intercept value of 57.887 indicates that the Educational Aspiration score is 57.887 irrespective of Family Social Capital, Gender and Type of family. P-value is 0.017, which is less than 0.05 and is significant. Here, the 'male' category and 'joint family' category were taken as the reference categories. However, these dummy variables are not statistically significant in the model. Further, Family Social Capital is a significant predictor ($p = 0.017 < 0.05$) in Model 1. The coefficient of Family Social Capital indicates that for every one-unit increase in Family Social Capital, the predicted Educational Aspiration score increased by 0.083. Model 1 can be depicted by the following regression equation:

$$\text{EAS} = 57.887 + 0.083*\text{FSC} - 0.709*\text{Gender} - 0.643*\text{Family Type}$$

The above analysis showed that the null hypothesis was rejected, and there existed a positive relationship between Family Social Capital and Educational Aspiration of the Secondary school students irrespective of gender and family type.

These findings were consistent with the previously conducted study on Family Social Capital and Educational Aspiration by Kaur (2021), who concluded that family support motivated students to be more dedicated in their academic pursuits. Ali and Dziegielewsk (2017), in their study, revealed that Family Social Capital had a significant influence on the career choices of the students. Behtoui and Neergaard (2016). Reported a positive influence of Family Social Capital on the performance of the students. In their study, Wu, Tsang and Ming (2014) found that a higher level of Family Social Capital was associated with children putting more effort into their studies. Roman and David (2013) concluded that family structure, a factor in Family Social Capital, significantly affected the goals and aspirations of the students in secondary schools. Roth (2013) found that Family Social Capital, like parental involvement, parent-child interaction, and family structure, positively influenced the students' academic performance. Thus, it can be concluded that Family Social Capital was positively related to the Educational Aspiration of the students.

Objective 4: To find out the level of School Social Capital of secondary school students.

Research question 4: What is the level of School Social Capital of secondary school students?

Since the objective was exploratory in nature, therefore no hypothesis was formulated; instead, a percentage analysis was carried out to find out the level of School Social Capital which is presented in Table 4.13 below.

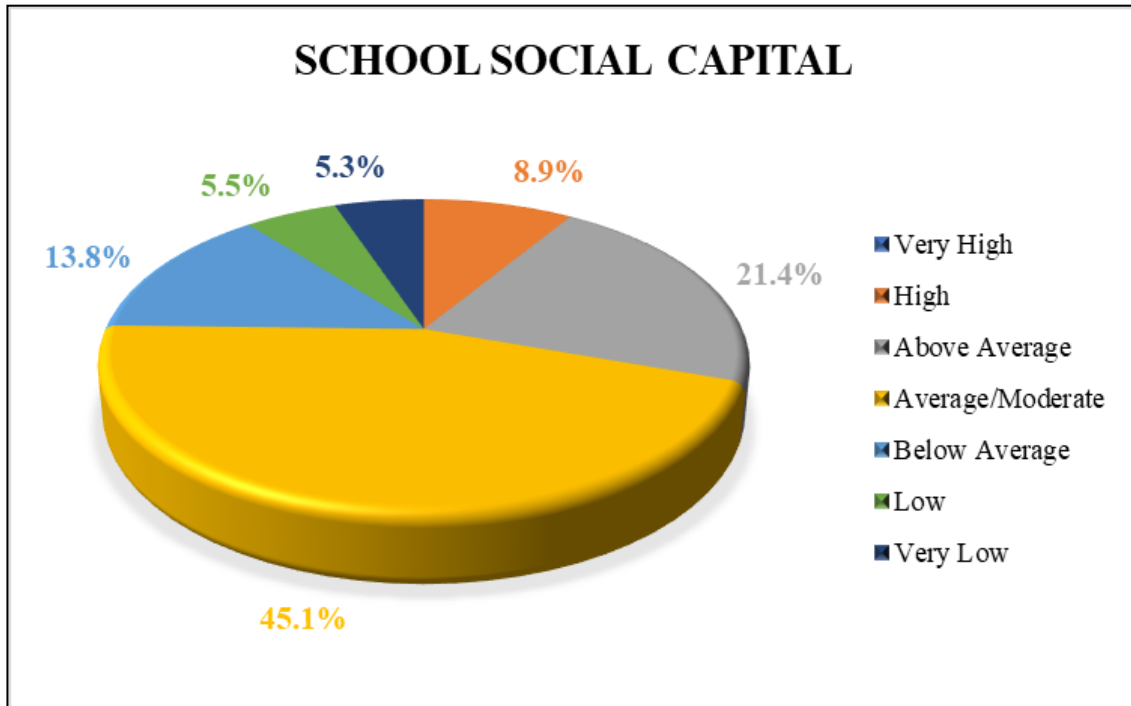
Table 4.13

Level of School Social Capital		
Very High	0	0.0%
High	55	8.9%
Above Average	132	21.4%
Average	279	45.1%
Below Average	85	13.8%
Low	34	5.5%
Very Low	33	5.3%

Data represented in table 4.13 is presented graphically in figure 4.7

Figure 4.7

Levels of School Social Capital



Observation: The above table 4.13 shows the percentage analysis of the levels of School Social Capital of secondary school students.

Analysis: From the above table no.4.13, it can be seen that 0% of students had a very high level of School Social Capital, and 8.9% of the students had a high level of School Social Capital. Students with an above-average level of School Social Capital were 21.4%. The largest proportion of students were students with an average level of School Social Capital of 45.1 %. Below-average students were 13.8 %, and the percentage of students with a low and very low level of School Social Capital was 5.5% and 5.3%, respectively. Thus, it can be inferred that a significant number of students had an average level of School Social Capital.

Objective 4.1 To compare the level of School Social Capital of Male and Female secondary school students.

H_{0.6}: There is no significant difference between the level of School Social Capital of Male and Female secondary school students.

To compare the level of School Social Capital of Male and Female secondary school students, the data has been analyzed. Mean and standard deviation related to the level of School Social Capital of Male and Female secondary school students have been computed and presented in table 4.14. Further data pertaining to the cross tabulation of School Social Capital with Gender is shown in Table 4.15.

Table:4.14

Raw and Z scores by Gender

Variables	Gender			
	Male (n = 276)		Female (n = 342)	
	Mean	SD	Mean	SD
Raw score	80.38	7.84	80.16	9.11
Z-score	0.01	0.92	-0.01	1.06

Table:4.15

Cross tabulation of School Social Capital with Gender

Level of School Social Capital	Gender	
	Male	Female
	N (%)	N (%)
Very high	0 (0.0)	0 (0.0)
High	20 (3.2)	35 (5.7)
Above average	57 (9.2)	75 (12.1)
Average/Moderate	132 (21.4)	147 (23.8)
Below average	43 (7.0)	42 (6.8)
Low	15 (2.4)	19 (3.1)
Very low	9 (1.5)	24 (3.9)
Chi-square statistic	7.692	
(p-value)	(0.174)	

Observation: Mean and standard deviation of the secondary school students pertaining to the School Social Capital between the Male and Female secondary school students have been computed and presented in table no.4.14. Further data pertaining to the cross tabulation of School Social Capital with gender is computed and presented in table no 4.15.

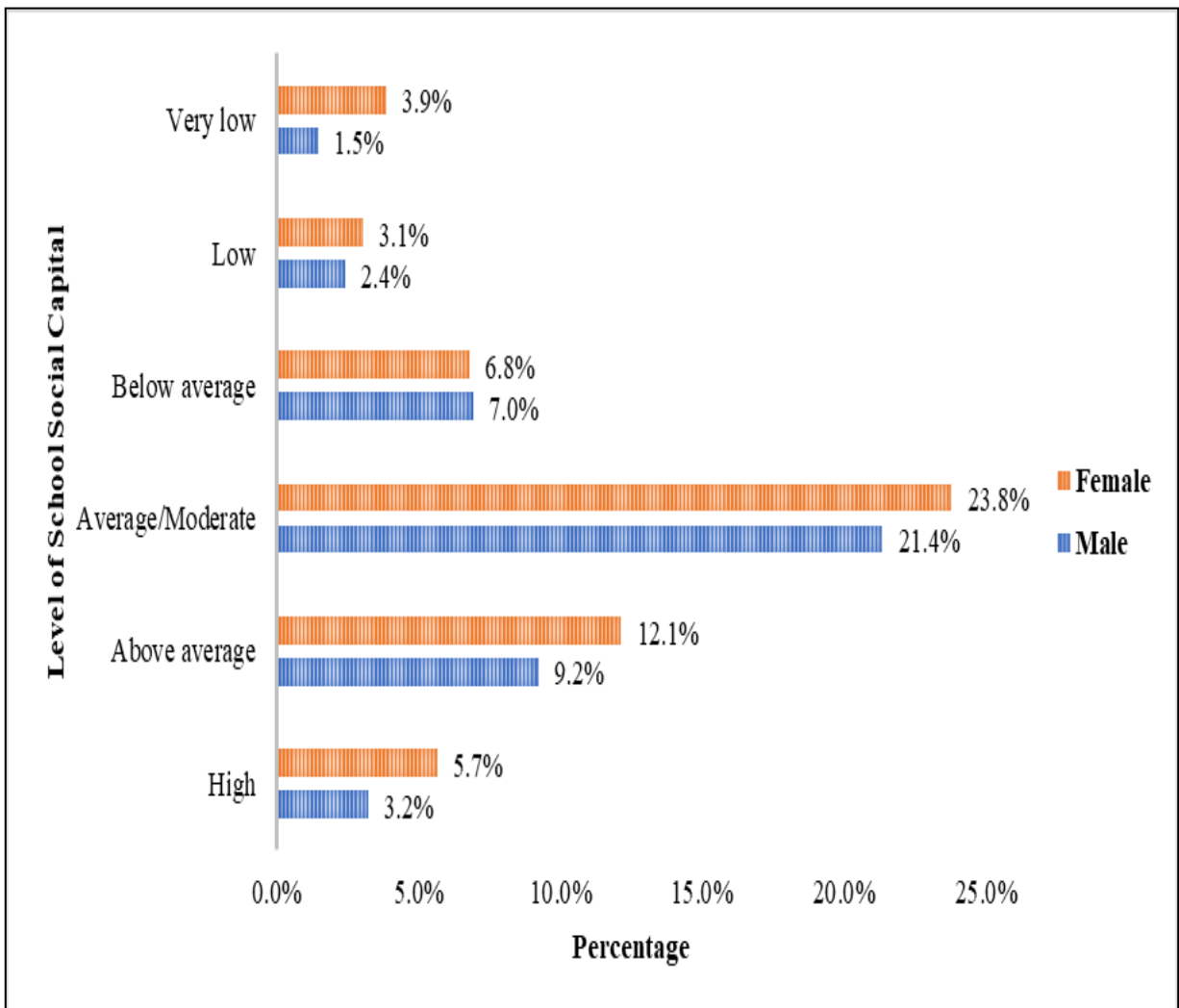
Analysis: It can be observed that the calculated value of the Mean and standard deviation of Male students was 80.38 and 7.84, and for Female students, it was 80.16 and 9.11, respectively. The cross tabulation of the School Social Capital levels with gender showed no Male and Female students

with a very high level of School Social Capital. Further Male students with a high level of School Social Capital are 3.2%, while Female students with a high level of School Social Capital were 5.7%. 9.2% of Male students had an above-average level of School Social Capital, and 12.1% of Female students had an above-average level of School Social Capital. The percentage of Male students with an average level of School Social Capital level was 21.4 %, while in the case of Female students, it was 23.8%. The percentage of Male students with below average level of School Social Capital was 7% in case of Female it was 6.8%. 2.4% for Male students and 3.1% for Female students had low level of School Social Capital, respectively. And only 1.5% of Male students had a very low level of School Social Capital, while in the case of Female students, the result was 3.9%. The Chi-square value was 7.692, and the p-value was 0.174, which showed that School Social Capital level and gender were not significantly associated with each other. Thus, the null hypothesis was accepted and it can be said that demographic factors such as gender do not affect the level of School Social Capital of secondary school students. The distribution of School Social Capital was the same across Gender.

The data shown in Table 4.15 is represented graphically in Figure 4.8.

Figure 4.8

Levels of School Social Capital of Male and Female students



Objective 4.2 To compare the level of School Social Capital of Joint and Nuclear family secondary school students.

H_{0.7}: There is no significant difference between the level of School Social Capital of Joint and Nuclear family secondary school students.

To compare the level of School Social Capital of students living in Joint and Nuclear family. The data have been analyzed. Mean and standard deviation related to the level of School Social Capital of Joint and Nuclear family secondary school students have been computed and presented in table 4.16. Further data pertaining to the cross tabulation of School Social Capital with Family Type is shown in Table 4.17.

Table 4.16
Raw and Z scores by Family Type

Variables	Family Type			
	Joint (n = 241)		Nuclear (n = 377)	
	Mean	SD	Mean	SD
Raw score	80.21	8.52	80.29	8.59
Z-score	-0.01	1.00	0.00	1.00

Table:4.17

Cross tabulation of School Social Capital with Family Type

Level of School Social Capital	Family Type	
	Joint N (%)	Nuclear N (%)
Very high	0 (0.0)	0 (0.0)
High	19 (3.1)	36 (5.8)
Above average	49 (7.9)	83 (13.4)
Average/Moderate	113 (18.3)	166 (26.9)
Below average	36 (5.8)	49 (7.9)
Low	10 (1.6)	24 (3.9)
Very low	14 (2.3)	19 (3.1)
Chi-square statistic	2.797	
(p-value)	(0.731)	

Observation: The Mean and standard deviation of the secondary school students pertaining to the School Social Capital between the Joint and Nuclear family secondary school students have been computed and presented in table no.4.16. Table 4.17 depicts the cross tabulation of the level of School Social Capital based on demographic variables such as family type.

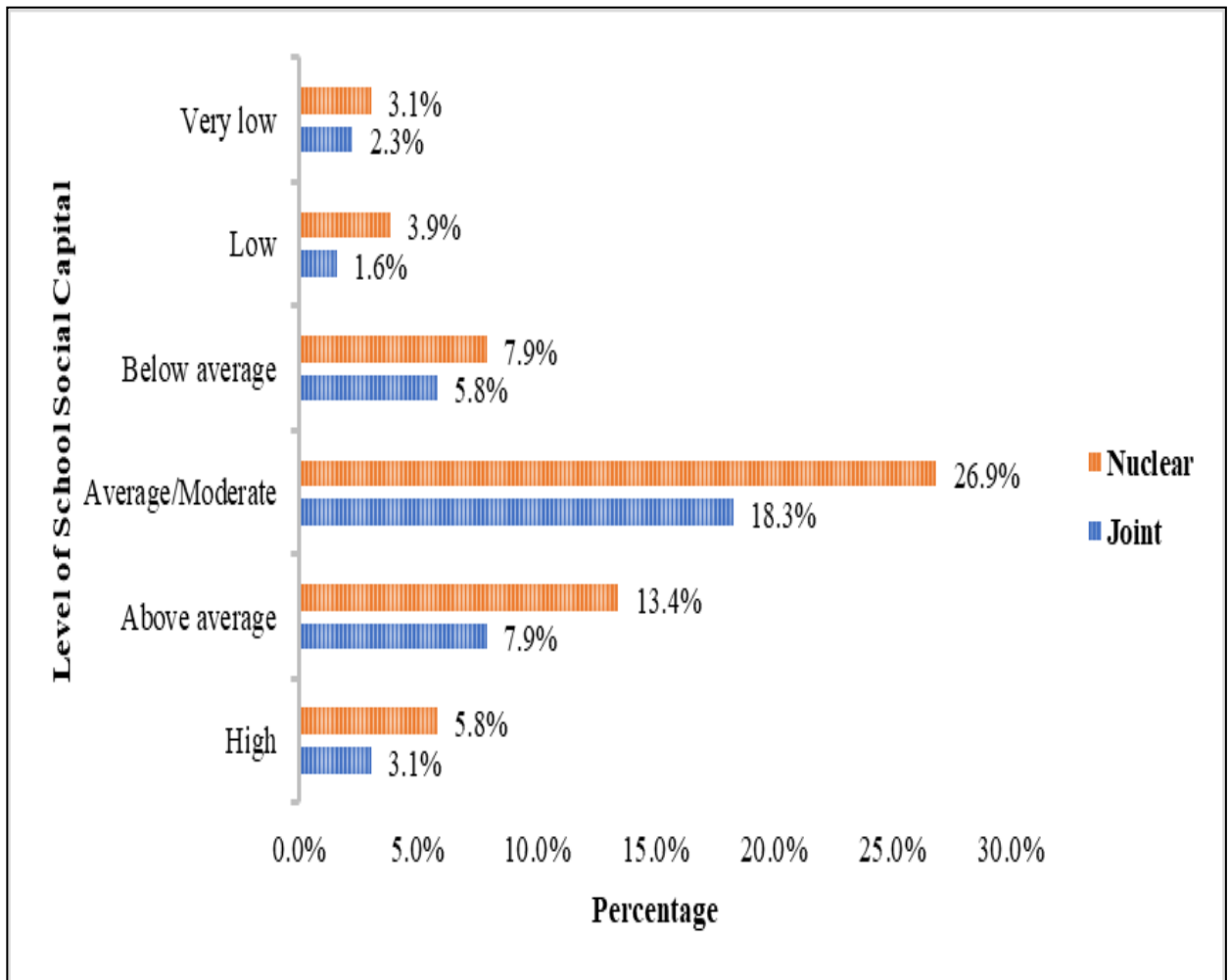
Analysis: It can be observed from the Table 4.16 that the calculated value of the Mean and standard deviation of students living in the Joint family was 80.21 and 8.52, and for students living in the Nuclear family was 80.29 and 8.59, respectively. From the cross tabulation of the level of School Social Capital with family type as depicted in table no. 4.17 it can be deduced that no

students living in a Nuclear and Joint family had a very high level of School Social Capital. 3.1% of students living in a Joint family had a high level of School Social Capital compared to 5.8% of students living in a Nuclear family. 7.9 % of students living in a Joint family and 13.4% of students in a Nuclear family had an above-average level of School Social Capital. While 18.3% of students living in a Joint family and 26.9% of students living in a Nuclear family had an average level of School Social Capital. 5.8% of students living in a Joint family and 7.9% of students in a Nuclear family had below average level of School Social Capital. Similarly, 1.6% of students in a Joint family had a very low level of School Social Capital in comparison to 3.9 % of students living in a Nuclear family. At the same time, 2.3% of students living in a Joint family and 3.1% of students in a Nuclear family had a very low level of School Social. The Chi-square value was 2.797, and the p-value was 0.731. The null hypothesis was accepted as no significant association could be seen between Family Type and School Social Capital level.

Thus, it can be said that demographic factors such as family type do not affect level of School Social Capital of the secondary school students. The distribution of School Social Capital was same across family type.

Figure 4.8

Level of School Social Capital of Family Type



Objective 5: To study the relationship between School Social Capital and Educational Aspiration of the secondary school students.

H_{0.8}: There is no relationship between School Social Capital and Educational Aspiration of the secondary school students.

A simple linear regression was carried out to find out the relationship between School Social Capital and Educational Aspiration of the secondary school students. A summary of the model is presented in Table 4.18

Table 4.18
Model Summary

Model fits	R square	D-W statistic	F- statistics
Model 2	0.019	2.005	3.916

Table 4.19 presents the Coefficient table

Table 4.19
Coefficient table

Variables in the model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model 2: SSC and EA	B	Std. Error	Beta		
(Constant)	57.391	2.695	-	21.295	0.000***
Gender	-0.773	0.567	-0.055	-1.363	0.174
Family Type	-0.520	0.578	-0.036	-0.898	0.369
SSC	0.098	0.033	0.119	2.967	0.003**

***SSC=School Social Capital**

**** EA = Educational Aspiration**

Observation: The above table 4.18 is the summary of the model depicting simple linear regression that shows the statistics required for a good regression model fit. Table no. 4.19 is the coefficient table for the fit regression model. The column unstandardized coefficient and its sub-column B provides regression coefficient. The first one is the constant or Educational Aspiration intercept second is the regression coefficient of Educational Aspiration and School Social Capital.

Analysis: Model 2, as shown in table 4.18, is a simple linear regression model with variables Educational Aspiration as a dependent variable and School Social Capital as an independent variable with gender and family type as the dummy coded variables. Male and Joint family were used as base categories. The D-W statistic depicts no autocorrelation in the data. The F statistic indicates that the regression model predicts the dependent variable Educational Aspiration significantly well. The R^2 value is 0.019, the D-W statistic value is 2.005, and the value of F- statistics is 3.191. The constant intercept value of 57.391 indicates that the Educational Aspiration score is 57.391 irrespective of School Social Capital, Gender and type of family. P value is 0.003, which is less than 0.05 and is significant. Here, the 'Male' category and 'Joint family' category are taken as the reference categories. However, these dummy variables are not statistically significant in the model. Further, School Social Capital is a significant predictor ($p = 0.003 < 0.05$) in Model 2. The coefficient of School Social Capital indicated that for every one-unit increase in School Social Capital, the predicted Educational Aspiration score increased by 0.098. Model 2 can be represented by the following regression equation:

$$\text{EAS} = 57.887 + 0.098*\text{SSC} - 0.773*\text{Gender} - 0.520*\text{Family Type}$$

The above analysis revealed that the null hypothesis stood rejected, and there existed a positive relationship between School Social Capital and Educational Aspiration of the Secondary school students irrespective of gender and family type.

The findings of the study were similar to the previous literature on School Social Capital and its relationship with Educational Aspiration. Lindotors et al. (2018) revealed that School Social Capital played a crucial role in the academic performance of students. Relationship between teacher and students facilitated positive outcomes. Konold, Shukla and Cornell (2016) found the role of school climate and teacher-student relationship as a predictive factor in the Educational Aspiration of the students. Oliver (2016), in his study, highlighted the role of School Social Capital in students' effectiveness and achievement. Christofodes et al. (2015) found that grades and Educational Aspirations of the students were affected by school characteristics like infrastructure and the teacher-student relationship. Similarly, Rossem et al. (2015) indicated that the student's academic performance was affected by both individual-level and classroom-level Social Capital. Tsang (2010) illustrated the significance of School Social Capital in improving students' performance by improving school effectiveness. Crosnoe (2004) found a positive association of school Social Capital with academic achievement. Further, Stelfox and Catts (2002) emphasized the role of schools and teachers in enhancing the Educational Aspirations of the students. Morgan and Sorensen (1999) revealed that horizon-expanding schools foster more learning as

compared to norms, and School Social Capital had a positive influence on students' learning.

Objective 6: To compare the relationship of Family Social Capital and School Social Capital with the Educational Aspiration of Secondary School Students.

H_{0.9}: There is no significant difference between the relationship of Family Social Capital with Educational Aspiration and School Social Capital with Educational Aspiration of secondary school students.

Multiple linear regression was carried out to compare the relationship of Family Social Capital and School Social Capital with Educational Aspiration of the secondary school students. A summary of the model is presented in Table 4.20

Table 4.20

Model Summary

Model fits	R square	D-W statistic	F- statistics
Model 3	0.020	2.006	3.191

Table 4.21 presents the Coefficient table

Table 4.21

Coefficient Table

Variables in the model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model 3: FSC, SSC and EA	B	Std. Error	Beta		
(Constant)	55.388	3.349	-	16.538	0.000***
Gender	-0.735	0.569	-0.052	-1.293	0.197
Family Type	-0.583	0.582	-0.040	-1.003	0.316
FSC	0.041	0.041	0.047	1.007	0.314
SSC	0.078	0.038	0.094	2.021	0.044*

***FSC= Family Social Capital**

****SSC=School Social Capital**

***** EA = Educational Aspiration**

Observation: The table no. 4.20 is a summary of the model depicting the multiple linear regression that shows the statistics required for a good regression model fit. Table no 4.21 is a coefficient table for the fit regression model. The column unstandardized coefficient and its sub-column B provides regression coefficient. The first one is the constant or Educational Aspiration intercept second is the regression coefficient of Educational Aspiration, Family Social Capital and School Social Capital.

Analysis: Model 3, as shown in table 4.20, is a multiple linear regression model with Educational Aspiration as a dependent variable and Family Social Capital and School Social Capital as independent variables with Gender and

Family type as the dummy coded variables. Male and Joint family were used as base category. The D-W statistic depicts no autocorrelation in the data. The F statistic indicate that the regression model predicts the dependent variable Educational Aspiration significantly well. The R^2 value is 0.020, the D-W statistic value is 2.006, and the value of F- statistics is 3.191. The constant intercept value of 55.388 indicate that the Educational Aspiration score is 55.388 irrespective of Family Social Capital, School Social Capital, Gender and type of Family. P value is 0.044, which is less than 0.05 and is significant. Here, 'Male' category and 'Joint Family' category were taken as the reference categories. However, these dummy variables were not statistically significant in the model. Although an insignificant predictor in the model, the coefficient of Family Social Capital indicated that for every one-unit increase in Family Social Capital, the predicted Educational Aspiration score increased by 0.041. Further, School Social Capital is a significant predictor ($p = 0.044 < 0.05$) in Model 3. The coefficient of School Social Capital indicated that for every one-unit increase in School Social Capital, the predicted Educational Aspiration score increased by 0.078. Model 3 can be represented by the following regression equation:

$$\mathbf{EAS = 55.388 + 0.078*SSC + 0.041*FSC - 0.735*Gender - 0.583*Family Type}$$

The null hypothesis stands rejected, and it can be concluded that School Social Capital has a more significant relationship with the Educational Aspiration of secondary school students compared with Family Social Capital, irrespective of gender and family type.

The findings of the study are inconsistent with the previous studies like Crosnoe (2004), who revealed that students benefited more from School Social Capital than Family Social Capital, as School Social Capital played a more significant role in enhancing students' academic achievement similarly, Lindotors, P.et al. (2018), in her study investigated the association between Family and School Social Capital, school burnout and academic achievement of the students and revealed the importance of School Social Capital in the academic achievement of the students. At the same time, Toby and Mikaela (2001) reported that both Family and School Social Capital affect the educational performance of the students, but School Social Capital has a larger role to play.

CHAPTER -V

FINDINGS, CONCLUSION AND SUGGESTIONS

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. Various researches have suggested that different forms of capital influence the educational success of children. The role of human and cultural capital in educational development has been frequently analyzed compared to Social Capital. 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, as stated by Buchman and Dalton (2002). It has been observed that there is a positive relationship between Social Capital and human capital. Social Capital is an essential resource in the creation of efficient human capital. This study had analyzed the role of Social Capital in the Educational Aspiration of the students and came up with the following findings:

5.1 Findings

Objective 1: To find out the level of Educational Aspiration of the secondary school students.

Research question 1: What is the level of Educational Aspiration of secondary school students?

It was found that 1.9% of students had a very high level of Educational Aspiration, and 11.2% of the students had a high level of Educational

Aspiration. Students who had above average level of Educational Aspiration were also 11.2%. A significant portion of students who had an average level of Educational Aspiration were 49.4 %. Students with a below-average level of Educational Aspiration were 18.4 %, and the percentage of students with low and very low levels of Educational Aspiration was 4.5% and 3.4%, respectively. Thus, it was inferred that the largest proportion of students had an average level of Educational Aspiration.

Objective 1.1 To compare the level of Educational Aspiration of Male and Female secondary school students.

H_{0.1}: There is no significant difference between the level of Educational Aspiration of Male and Female secondary school students.

The calculated value of Mean and standard deviation for male students was 64.94 and 7.06, while for female students, it was 64.11 and 7.01, respectively. The Z score was 0.07 and 1.00 for Male students and -0.05 and 1.00 for Female students, respectively. From the cross tabulation of the level of Educational Aspiration, it was found that Male and Female students with a very high level of Educational Aspiration were equal with 1%. Further Male students with a high level of Educational Aspiration were 5.5% while Female students with a high level of Educational Aspiration were 5.7%. The percentage of both Male and Female students with an above-average level of Educational Aspiration was also same at 5.5% and 5.7%. The percentage of Male students with an average Educational Aspiration level was 21.8 %. While in the case of Female students it was 27.5%. Further Male students with below average level of Educational Aspiration were 7.8% and Female were

10.7%. Male students with a low level of Educational Aspiration were 1.8% and Female students were 2.8%. Only 1.3% of Male students had a very low Educational Aspiration level, while in the case of Female students, it was 2.1%. The chi-square value was 2.342 for Gender, and the p-value calculated was 0. 886. Thus, it was deduced that demographic factors such as gender did not affect the Educational Aspiration of secondary school students. The distribution of Educational Aspirations was the same across Male and Female students.

Objective 1.2 To compare the level of Educational Aspiration of Nuclear and Joint Family secondary school students.

H_{0.2}: There is no significant difference between the level of Educational Aspiration of Nuclear and Joint Family secondary school students.

It was observed that the percentage of students with a very high level of Educational Aspiration was 0.8 % in a Joint family as compared with 1.1% in a nuclear family. The percentage of students with a high level of Educational Aspiration was 4.2 % in a Joint family as compared to 7 % in the Nuclear family. Similarly, students with the above-average level of Educational Aspiration were 4.2% in the Joint family compared with 7% in the Nuclear family. The students with an average level of Educational Aspiration in the Joint family were 20.6%, whereas 28.8% of students in the Nuclear family had an average level of Educational Aspiration. The percentage of students with a below-average level of Educational Aspiration in the Joint family was 6.6%, and in the Nuclear family, it was 11.8%. While 1.8% of students living in the Joint family and 2.8% of students living in the Nuclear family showed a low

level of Educational Aspiration and only .8 % of students living in the Joint family and 2.6% of students living in the Nuclear family showed a very low level of Educational Aspiration. The chi-square value was 3.509, while the p-value was calculated as 0.743, which showed that Educational Aspiration was not significantly associated with family type. Thus, it was concluded that demographic factors such as family type do not affect the Educational Aspiration of secondary school students and the distribution of Educational Aspiration was the same across family type.

Objective 2: To find out the level of Family Social Capital of the secondary school students.

Research question 2: What is the level of Family Social Capital of secondary school students?

It was found that 2.1% of students had a very high level of Family Social Capital, and 9.9% of the students had a high level of Family Social Capital. Students who had above average level of Family Social Capital were 18.9%. At the same time, 40.5 % of students had an average level of Family Social Capital. Students with a below-average level of Family Social Capital were 18.4 %, and the percentage of students with a low and very low level of Family Social Capital was 6.6% and 3.6%, respectively. Thus, it could be deduced that the largest proportion of students had an average level of Family Social Capital.

Objective 2.1 To compare the level of Family Social Capital of male and female secondary school students.

H_{0.3}: There is no significant difference between the level of Family Social Capital of male and female secondary school students.

It was observed that the calculated value of the Mean and standard deviation of male students was 89.01 and 7.73, and for Female students, it was 88.10 and 8.44, respectively. The cross tabulation of the data, as presented in Table 4.8, showed that Male students with a very high level of Family Social Capital were only 0.5 %, while Female students were 1.6%. 5.2% of Male students and 4.7% of Female students were found to have a high level of Family Social Capital. Male students with an above-average level of Family Social Capital were 9.2%, while Female students were 9.7%. Similarly, 17.5% of Male and 23% of Female students had an average level of Family Social Capital. Male and Female students with a below average level of Educational Aspiration were 9.1% and 9.4%, respectively. Further, 2.3% of Male and 4.4% of Female students had a low level of Family Social Capital, and only 1% of male students and 2.6% of female students were reported to have a very low level of Family Social Capital. The chi-square value for gender was calculated as 10.390, and the p-value was 0.109. which showed that Family Social Capital was not significantly associated with gender. Thus, it was deduced that demographic factors such as gender did not affect the level of Family Social Capital of secondary school students. The distribution of Family Social Capital was the same across gender.

Objective 2.2 To compare the level of Family Social Capital of Joint and Nuclear family secondary school students.

H_{0.4}: There is no significant difference between the level of Family Social Capital of Joint and Nuclear family secondary school students.

It was observed that the calculated value of the Mean and standard deviation of students living in the joint family was 87.58 and 7.96, while for students living in the nuclear family, it was 89.10 and 8.20, respectively. The cross tabulation of the data showed that students with a very high level of Family Social Capital living in a joint family were only 0.5 % in comparison to 1.6% of the students living in a nuclear family. 3.1% of students living in a Joint family were found to have a high level of Family Social Capital which was 6.8% in the case of students living in a Nuclear family. Similarly, students with an above-average level of Family Social Capital were 7.4% and 11.5%, respectively, in the case of a Joint and Nuclear family. Students with an average level of Family Social Capital living in a Joint family were 15.4%, while in a Nuclear family were 25.1%. It was seen that 7% of students living in a Joint family and 11% of students living in a nuclear family had a below-average level of Family Social Capital. The percentage of students with a low level of Family Social Capital living in a Joint and Nuclear family was 3.7% and 2.9%, respectively. Further, 1.5% of students living in a Joint family and 2.1% of students living in a Nuclear family had a very low level of Family Social Capital. The Chi-square value for the family type was calculated as 8.236, and the p-value was 0.221. which showed that Family Social Capital was not significantly associated with family type. Thus, it was found that demographic factors such as family type do not affect secondary school

students' level of Family Social Capital. The distribution of Family Social Capital was the same across joint and nuclear family types.

Objective 3: To study the relationship between Family Social Capital and Educational Aspiration of secondary school students.

H_{0.5}: There is no relationship between Family Social Capital and Educational Aspiration of secondary school students.

A simple linear regression was carried out to determine the role of Family Social Capital in the Educational Aspiration of secondary school students. Educational Aspiration was a dependent variable, and Family Social Capital was an independent variable, while Gender and Family type were the dummy coded variables. The D-W statistic depicted no autocorrelation in the data. The F statistic indicated that the regression model predicted the dependent variable Educational Aspiration significantly well. The R² value was 0.014, and the D-W statistic value was 1.995, and the value of F- statistics was 2.878. The constant intercept value of 57.887 indicated that the Educational Aspiration score was 57.887 irrespective of family Social Capital, gender and type of family. P-value was 0.017, which was less than 0.05 and was significant. The coefficient of Family Social Capital indicated that for every one-unit increase in Family Social Capital, the predicted Educational Aspiration score increased by 0.083.

This meant that Family Social Capital positively influenced the Educational Aspirations of the students.

Objective 4: To find out the level of School Social Capital of secondary school students.

Research question 4: What is the level of School Social Capital among secondary school students?

It was seen that 0% of students had a very high level of School Social Capital, and 8.9% of the students had a high level of School Social Capital. Students with an above-average level of School Social Capital were 21.4%. The largest proportion of students were with an average level of School Social Capital of 45.1 %. Below-average students were 13.8 %, and the percentage of students with a low and very low level of School Social Capital was 5.5% and 5.3%, respectively. Thus, it was inferred that a significant number of students had an average level of School Social Capital.

Objective 4.1 To compare the level of School Social Capital of Male and Female secondary school students.

H_{0.6}: There is no significant difference between the level of School Social Capital of Male and Female secondary school students.

It was observed that the calculated value of the Mean and standard deviation of Male students was 80.38 and 7.84, and for Female students, it was 80.16 and 9.11, respectively. The cross tabulation of the School Social Capital levels with gender revealed Male students with a high level of School Social Capital were 3.2%, while Female students with a high level of School Social Capital were 5.7%. 9.2% of Male students had an above-average level of School Social Capital, and 12.1% of Female students had an above-average level of School Social Capital. The percentage of Male students with an average

School Social Capital level was 21.4 %, while in the case of Female students, it was 23.8%. Further Male students with a below average level of School Social Capital were 7%, while Females were 6.8%. Male students with a low level of School Social Capital were 2.4%, and Female students were 3.1%, respectively. Only 1.5% of Male students had a very low School Social Capital, while in the case of Female students, the result was 3.9%. The chi-square value was 7.692, and the p-value was 0.174, which showed that School Social Capital levels and gender were not significantly associated with each other. Thus, it can be said that demographic factors such as gender did not affect the level of School Social Capital of secondary school students.

Objective 4.2 To compare the level of School Social Capital of Joint and Nuclear family secondary school students.

H_{0.7}: There is no significant difference between the level of School Social Capital of Joint and Nuclear family secondary school students.

It was observed that the calculated value of the Mean and standard deviation of students living in the Joint family was 80.21 and 8.52, and for students living in the Nuclear family was 80.29 and 8.59, respectively. From the cross tabulation of the level of School Social Capital with the family type, it was deduced that no students living in a Nuclear and Joint family had a very high level of School Social Capital. 3.1% of students living in a Joint family had a high level of School Social Capital compared to 5.8% of students living in a Nuclear family. While 7.9% of students living in a Joint family and 13.4% of students in a Nuclear family had an above-average level of School Social Capital. 18.3% of students living in a Joint family and 26.9 % of students in a

Nuclear family had an average level of School Social Capital. 1.6% of students living in a Joint family had a low level of School Social Capital in comparison to 3.9% of students in a nuclear family with a low level of School Social Capital. Similarly, 2.3% of students living in a Joint family had a very low level of School Social Capital which was 3.1% in the case of Nuclear family students. The chi-square value of family type was 2.797, and the p-value was 0.731. Thus, the null hypothesis was accepted as no significant association was found between Family Type and School Social Capital level.

Thus, it can be said that demographic factors such as family type do not affect the level of School Social Capital of secondary school students. The distribution of School Social Capital was the same across family types.

Objective 5: To study the relationship between School Social Capital and Educational Aspiration of secondary school students.

H₀s: There is no relationship between School Social Capital and Educational Aspiration of secondary school students.

A simple linear regression was carried out to find out the relationship between School Social Capital and Educational Aspiration of the secondary school students. Here Educational Aspiration was a dependent variable, and School Social Capital was an independent variable with gender and family type as the dummy coded variables. Male and Joint family were used as base category. The D-W statistic depicts no autocorrelation in the data. The F statistic indicated that the regression model predicted the dependent variable Educational Aspiration significantly well. The R² value was 0.019, the D-W

Statistic value was 2.005, and the value of F statistics was 3. 191. The constant intercept value of 57.391 indicated that the Educational Aspiration score was 57.391 irrespective of School Social Capital, Gender and type of family. P value was 0.003, which was less than 0.05 and was significant. Here, the 'Male' category and 'Joint family' category were taken as the reference categories. However, these dummy variables were not statistically significant in the model. Further, School Social Capital was a significant predictor ($p = 0.003 < 0.05$) in Model 2. The coefficient of School Social Capital indicated that for every one-unit increase in School Social Capital, the predicted Educational Aspiration score is increased by 0. 098. Thus a positive relationship was found between School Social Capital and Educational Aspiration of the secondary school students.

Objective 6: To compare the relationship of Family Social Capital and School Social Capital with the Educational Aspiration of secondary school students.

H_{0,9}: There is no significant difference between the relationship of Family Social Capital with Educational Aspiration and School Social Capital with Educational Aspiration of secondary school students.

Multiple linear regression was carried out to find out the role of Family Social Capital and School Social Capital in the Educational Aspiration of the secondary school students. A summary of the model was presented in table 4.14. Here Educational Aspiration was the dependent variable, and Family Social Capital and School Social Capital were independent variables, while Gender and Family type were the dummy coded variables. The D-W statistic

depicted no autocorrelation in the data. The F statistic indicated that the regression model predicted the dependent variable Educational Aspiration significantly well. The R^2 value was 0.020, the D-W statistic value was 2.006, and the value of F- statistics was 3.191 (table 4.14). The constant intercept value of 55.388 indicated that the Educational Aspiration score was 55.388 irrespective of Family Social Capital, School Social Capital, gender and type of family. P value is 0.044, which was less than 0.05 and was significant. Although an insignificant predictor in the model, the coefficient of Family Social Capital indicated that for every one-unit increase in Family Social Capital, the predicted Educational Aspiration score increased by 0.041 (table 4.15). Further, School Social Capital was a significant predictor ($p = 0.044 < 0.05$). The coefficient of School Social Capital indicated that for every one-unit increase in School Social Capital, the predicted Educational Aspiration score increased by 0.078. Which meant that School Social Capital had more decisive relationship with the Educational Aspiration of the students in comparison to Family Social Capital.

Conclusions

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 conclusions:

- 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 positively affected the Educational Aspiration of 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 was 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 of 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 to 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 the 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 devise ways to enhance the 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 a 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 the 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 to schools which generates School Social Capital. Thus, schools should ensure the 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 relationships are 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 to the field of education in general and school education in particular.

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 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 a 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 dimensions of Family Social Capital and six dimensions of School Social Capital. Research can be conducted to identify other dimensions of School Social Capital and Family Social Capital.

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APPENDICES

SOCIAL CAPITAL SCALE
(FOR GRADE IX STUDENTS)

Research Supervisor

Researcher

Prof. Harishankar Singh
Professor

(Department of Education)
Babasaheb Bhimrao Ambedkar University
Lucknow (A central University)

Dhriti Tiwari

Ph.D. Research Scholar
(Department of Education)
Babasaheb Bhimrao Ambedkar University
Lucknow (A central University)

Please fill in the following information:

Name:

Class:

Sec:

Father's name:

Father's profession:

Mother's name :

Mother's profession:

School:

Gender:

Board :

Type of the family: Nuclear

Joint:

Instructions

There are 41 statements in this form. Read each statement carefully and give your responses on any one of the alternatives viz. Strongly agree, Agree, Undecided, Disagree, and Strongly disagree and put a tick mark on the selected alternative. Kindly answer all the 41 statements to the best of your knowledge. Your responses will be kept confidential and will be used for research purpose only.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SC level
Statements						
Serial						

STATEMENT	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	SCORE
1. My family spends quality time with each other.						
2. My family members get along well with each other.						
3. Before taking any decision my family members discuss with each other.						
4. My family members share personal problems with each other.						
5. My family members actively participate in recreational activities.						
6. My family members give more importance to academic activities.						
7. My parents understand me very well.						
8. My parents do not mind if I share lesser responsibilities at home.						
9. My parents actively discuss academic activities with me.						
10. My parents are less involved with my friends and their parents.						
11. My parents discuss my future prospects with my friend's parents.						
12. I miss a quality time with my parents.						
13. My parents always encourage me to pursue my hobbies.						
14. My parents want me to be Self-dependent.						
15. My parents do not dominate.						
16. My parents encourage my participation in academic activities only.						
17. My parents provide me with guidance and assistance from all possible resources.						
18. My parents show keen interest in my everyday school activities.						
19. My parents create a congenial environment for learning at home.						
20. My parents are in constant touch with my teachers and actively discuss my progress with them.						
21. My parents actively participate in activities organized for parents at my school.						

My parents discourage me to make friends at school.									
I feel comfortable with my teachers.									
Teachers at my school are supportive									
My teachers provide me with all possible resources and guidance to facilitate my learning.									
My teachers encourage me to participate in school activities.									
I feel sense of belongingness at school.									
Students at my school do not bully each other.									
Students at my school share a strong bond with each other.									
My friends at school are trust worthy.									
I share a strong bond with my teachers.									
My parents regularly attend parent's teacher meet at school.									
My parents actively discuss my performance with my teachers.									
My teachers seek my parent's feedback regarding school activities.									
My parents are discouraged to seek academic help from my teachers regarding my academic problems.									
Parents are regularly invited attend activities at school.									
Parent- teachers meet is regularly held at my school.									
My school has a well maintained infrastructure.									
There is a place for recreational activities at my school.									
My school organizes lectures of expert from various fields and students are encouraged to interact with them.									
My school supports each and every student without discrimination.									



Dr. T. Pradeep Kumar (Bangalore)

Consumable Booklet
of
EAI-KP
(English Version)

Please fill up the following Informations : Date

--	--	--	--	--	--	--	--	--	--

Name _____ Sex : Boy Girl

Class _____ Section _____

Type of School : Private Aided Unaided

Locality of the School : Rural Urban

Annual Income of the Parents (Socio-Economic Status) : Father Mother

Education Qualification : Father Mother

INSTRUCTIONS

On the following pages, 20 statements regarding Educational Aspiration have been given. Each statement has Four alternative answers. Read each statement carefully and select your choice of answer from alternatives a or b or c or d which you think you want to have and put a mark in the box given against that alternative. There is no Right or Wrong answer.

Answer to all the statements. Though there is no time limit, but you can conveniently complete this inventory in 20 minutes time. Your answers will be kept confidential.

SCORING TABLE

Page	Raw Score			z- Score	Grade	Interpretation
	2	3	4			
Score						
Total Score						

Scorer

MANASVI

UG-1, Nirmal Height Market, Mathura Road, AGRA-282 007

STATEMENTS

Sr No

- | | | | |
|----|--|--------------------------|--------------------------|
| 1. | I would be continuing my education until completion of my | | |
| | a. Primary | <input type="checkbox"/> | |
| | b. Secondary | <input type="checkbox"/> | <input type="checkbox"/> |
| | c. Degree | <input type="checkbox"/> | |
| | d. Post-graduate | <input type="checkbox"/> | |
| 2. | I attend school because | | |
| | a. All my friends do so. | <input type="checkbox"/> | |
| | b. My parents want me to do so. | <input type="checkbox"/> | |
| | c. I want to become an educated person. | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. I may get a nice job. | <input type="checkbox"/> | |
| 3. | I wish to continue my studies till, | | |
| | a. I complete my first degree. | <input type="checkbox"/> | |
| | b. I reach the top by studying as much as I can. | <input type="checkbox"/> | |
| | c. I complete my primary school course. | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. I get any job, which may not be related to my education. | <input type="checkbox"/> | |
| 4. | The time I spend during my school, | | |
| | a. Is a period of joy to me as I learn a number of things. | <input type="checkbox"/> | |
| | b. Is a time of merry making because I can play with my classmates | <input type="checkbox"/> | |
| | c. Is a period of torture because the whole thing is a difficult to me. | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. Is a total boring period because I do not like it. | <input type="checkbox"/> | |
| 5. | I want to get myself educated by, | | |
| | a. Studying in a school. | <input type="checkbox"/> | |
| | b. Taking up a job and studying privately, as far as possible. | <input type="checkbox"/> | |
| | c. Enrolling myself to a number of correspondence courses even after my education. | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. Myself reading extensively. | <input type="checkbox"/> | |
| 6. | If I want to succeed in life, | | |
| | a. I must be highly educated. | <input type="checkbox"/> | |
| | b. I must have good influence. | <input type="checkbox"/> | |
| | c. I must have a dashing nature. | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. I must be lucky. | <input type="checkbox"/> | |
| 7. | I would like to pay more attention to my studies because, | | |
| | a. I am very particular about my studies. | <input type="checkbox"/> | |
| | b. I do not like to fail at any stage. | <input type="checkbox"/> | |
| | c. I would like to complete my education without any loss of time. | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. I can reach my goal fully by good education. | <input type="checkbox"/> | |

Sr. No.

STATEMENTS

- | | | |
|----|---|--|
| 8 | <p>We, as students should not waste our time because,</p> <p>a. There is a personal benefits being educated.</p> <p>b. What we learn has meaning.</p> <p>c. We should study with our friends.</p> <p>d. We should realize the importance of education.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> |
| 9 | <p>I wish to continue my education at the highest level because,</p> <p>a. I give highest importance to education.</p> <p>b. I wish to occupy an important position in life.</p> <p>c. I wish to excel my friends.</p> <p>d. I wish to be an educated man like others.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> |
| 10 | <p>My education is important to me because,</p> <p>a. I must be educated.</p> <p>b. It is the stepping stone for my life.</p> <p>c. It is education that moulds my personality.</p> <p>d. It is the only means to reach my goal.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> |
| 11 | <p>It is enough if my edcation helps me to acquire,</p> <p>a. Some useful knowledge in life.</p> <p>b. Some working knowledge about successful life.</p> <p>c. As much of technical knowledge as possible.</p> <p>d. Latest advanced knowledge of my interest.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> |
| 12 | <p>I would like to see myself educated as far as possible because,</p> <p>a. I see my elders suffering from want of education.</p> <p>b. I would be in a very bad condition in life without it.</p> <p>c. I do not wish to lead the life as my parents led.</p> <p>d. I want to show that I too can be educated.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> |
| 13 | <p>I feel that going for higher studies is a value because,</p> <p>a. I cannot achieve whatever I want in the society without education.</p> <p>b. From the material point of view also it is needed.</p> <p>c. I have seen many educated people well settled in life.</p> <p>d. There is a difference between educated and uneducated person.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> |
| 14 | <p>I give much value to education because,</p> <p>a. I know it is very much needed in the modern concept of life.</p> <p>b. It makes life meaningful.</p> <p>c. Without it our life could really be a waste.</p> <p>d. An educated man is respected in the society.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> |

Sr. No. STATEMENTS

15. **My feeling about education is,**
 a. It is a stepping stone for a successful life.
 b. It helps for progressive life.
 c. It is necessary for getting a status in life.
 d. It is helpful to lead a happy life.
16. **I would be happy,**
 a. If I am permitted to discontinue my studies and stay at home.
 b. If I am allowed to spend more time in play and enjoyment.
 c. If I am allowed to spend my time to read whenever I want.
 d. If I am free to educate myself the way I want.
17. **Getting the highest education of my interest is my aspiration because,**
 a. In a democratic country every one has a right for education.
 b. Without properly being educated, people may take undue advantage of me.
 c. I can command more respect and recognition by the people due to my highest education.
 d. Only by proper education, I can go a long way in life.
18. **The type of education we are getting today is,**
 a. The type of education we are getting is ineffective.
 b. We are getting only bookish knowledge.
 c. The type of education we are getting is effective.
 d. It reflects the real life goals.
19. **What I expect from education I am getting seems to be,**
 a. Meaningful to me because it enables to secure a high status.
 b. Essential to me because it enables me to expand myself in the world of knowledge.
 c. Essential as it provides minimum knowledge of various values.
 d. Helpful to get the job.
20. **In a country like ours,**
 a. It is sufficient if minimum education is acquired.
 b. Everyone need not get higher education.
 c. One should strive to get as much of education as one wants.
 d. Every one should get as much of higher education as one wants.

ISSN : 2395-728X

Shiksha Shodh Manthan

A Half Yearly International Peer-Reviewed Journal of Education

Vol.6, No.2(A), October 2020



Shiksha Shodh Manthan

A Half Yearly International Peer-Reviewed Journal of Education

Social Capital and its role in Academic Achievement: A Critical Review

Dhriti Tiwari & Dr. Harishankar Singh

Research Scholar, Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow
Associate Professor, Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow

Abstract

This paper examines the role of Social Capital in academic achievement of students. An expanding body of educational literature suggests that social capital plays a decisive role in promoting educational achievement. It has been increasingly proposed as a solution to various educational problems as well as an important factor behind students' success. It can also be understood as a precondition for healthy social and cognitive development of adolescents. Coleman (1988:1990) the period of transition from basic education to secondary education is crucial. Students undergo a lot of stress and are in need of a socio-psychological support these are the times when they become independent and demanding, and their demands on academic achievement are increased (Daniel, Smadal, Heland&vold, 2009.) a lower academic achievement predicts an unsuccessful transition to higher education and a shorter vocational career which may result in lowered wellbeing in adulthood. Family and school being primary institutions play a prominent role in shaping individual life and its achievements. The focus of this review is on the theoretical and empirical literature that studies social capital and academic achievement. This study reviewed 30 studies critically, out of which 22 were empirical and 8 were theoretical studies.

Keywords : Social Capital, Academic achievement.

Introduction :

Students' academic success is an important indicator of educational progress. There is a general agreement to the notion that schooling is a basis for success. Those who are successful in academics have a strong advantage in occupational placement and life attainment. Most commonly, educational researches focus on school as an academic institution behind students' academic achievement. However, the fact is that family and school both play an important role in the initial years of child development. Family is a primary institution in the psychosocial development of a child. The ways in which parents interact and invest time in their relationship with children significantly influence children's life path (Dufur et al.2013, Parcel & Dufur,2010). Scholars have repeatedly discussed the importance of associational life, which leads to the emergence of a network. Networks are connections among groups. Its importance has been widely discussed among scholars of different fields, "social capital is aggregate of the actual or potential resources which are linked to a durable network." (Plagens,2011). Social capital is an asset which develops out of the network of social relationship (Coleman,1990).

Increasing social capital can have beneficial outcomes, such as better communication and academic achievement (Schaefer-McDaniel, 2004). Studies at the secondary level found that social capital is positively associated with educational achievement (Dika & Singh, 2002). Social networks are used in the educational field to involve stakeholders who help solve educational problems and strengthen institutional capabilities, which benefits students in the long run by influencing their academic performance (Acar, 2011). Coleman emphasized the interpersonal relationship existing between students, teachers, and parents as crucial since they influence the students' academic performance. This critical review throws light on the influence of social capital in the academic achievement of the students. It discusses the concept of Social Capital in general and family and school social capital in particular, and it tries to answer the question, how social capital influences academic achievement.

Conceptual Framework :

The initial theoretical development of the concept of social capital is attributed to French sociologist Pierre Bourdieu and American sociologist James Coleman. Bourdieu's concept of social capital recognizes the assumption that, ultimately, all forms of social behaviour have economic implications. He realized the dependence of social and cultural capital on economic capital, but he did not restrict the usage of the concept to economics for social exchange only. Instead, his concept of social capital was an extension of economic principles to non-monetary forms of interaction and exchange. He defines social capital as "resources that are based on membership in a group." (Bourdieu, 1983). According to him, social capital consists of two dimensions firstly social network and connections or relationships secondly sociability (Schaefer-McDaniel, 2004). Bourdieu's concept of social capital is an intentional process, which is driven by aspirations to personal gains (Martikke, 2017). James Coleman's concept of social capital is based on the family system. To him, social capital comprises of a variety of entities with two elements in common. First they all consist of some social structure. Second they all facilitate specific actions of actors within a structure (Coleman, 1988). His concept is frequently used in educational researches. According to him social capital has three forms, trust, information, c) norms and sanctions. Coleman identified the family as a critical institution in transmitting social capital. The family system is made up of three types of capital, human capital, financial capital and social capital which comprises of efforts and time invested by parents, affective ties between parents and children and family norms. According to despite his early focus on family social capital, he later emphasized the role of school, social capital as well. He stated six critical types of relationship that exists in a school: the relationship among students, among teacher, among parents, between teacher and parent, student and teachers and teacher and parents (Coleman, 1990). All these relationships are bi-directional in nature.

Social Capital and Academic Achievement :

Social capital is a thoroughly investigated concept. Its contribution and importance in educational success had been the focus of several studies. Coleman (1988), investigated its association with education and concluded that family plays an essential role in the transmission of social capital. He emphasized the benefits of social network such as trust, information and reciprocity. Students relationship with family and networks with peers and community are elements which influence educational success. There are two significant exportations of social

academic achievement of the students. Social capital varies across the nation and has a significant contribution to the academic progress of children. This resource depends on the groups' social milieu. It is not a concrete concept which cannot be altered according to time and space. It is for the family, administrators and policymakers to examine changes in social capital overtime and utilize it for the benefit of students. It is necessary to understand the history, culture and dynamics of the group or institution before operationalizing social capital. The findings of this study will help gain insight into the concept of social capital its applicability and will benefit teachers, educators and policymakers.

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structures, children's individual attributes and family educational capital had modest to moderate associations with academic achievement.

Roth, T. (2013). The findings of the study suggested that interfamilial social capital, parents' contact with the school and social networks of pupils and their mother influence a child's school performance.

Hasan, S., & Bagde, S. (2013). Revealed that students with able roommates performed better, and the magnitude of success increases if the skill of the roommate matches with the educational goal of the student.

Wei, D. (2012). Indicated that parent-child communication was an essential factor in promoting learning among students. Social capital is an essential resource for increasing academic achievement.

Mungai, A.M. (2010) concluded that parental education positively influenced the academic achievement of the children. Also, fathers' education was more influential in academic achievement and formation of study habits in students.

Wu, Q., Palinkas, L.A., & He, X. (2010). The study revealed that various social contexts like family, peers and community were positively associated with the level of academic achievement.

Bassani, C. (2008) The study revealed that youth living in two-parent family performed better as compared with single-parent family also youth with high family and school social capital tend to achieve the highest score in the subject.

Kao, G., & Rutherford, L.T. (2007). The study focused on two dimensions of the family social capital, i.e. intergenerational closure and parental involvement and suggested that both positively affect the academic achievement of the students.

Haghighat, E. (2005). This study focused on the role of school social capital on the academic achievement of eighth-grade students. It concluded that school ambience and school outreach had a positive effect on the academic achievement of the students.

Israel, G.D., & Beaulieu, L.J. (2004) concluded that a parent plays a significant role in shaping the educational progress of the children. The academic success of the children jointly depends on the families, schools and communities' social capital resources.

Dika, S.L., & Singh, K. (2002). Found that nearly all of the studies, which focused on individual and not groups, indicated significant positive correlations between social capital and educational attainment and educational achievement.

Toby, L.P., Mikaela, Dufur. (, 2001). suggested that school capital effects are modest in comparison to family capital effects also that family social capital is essential. A better home environment is related to increased achievement.

Muller, C., Ellison, L. (2001) concluded that religious involvement of adolescent was positively associated with other forms of social capital, mainly family and community social capital and had positively influenced the academic achievement.

Conclusion :

The findings of the above studies had clearly indicated a positive association of social capital with academic achievement. Social capital and its importance cannot be ignored in the field of education. The purpose of this study was to examine the role of social capital in the

capital theory into the educational field. One in the form of Bourdieu's concept of cultural reproduction and cultural and social capital. Another as Coleman's theory of social capital. Both the approaches have been applied to varieties of areas of education like language classroom, academic discourses, family-school relationships and educational researches. Improvement of social capital in the educational institutions can increase the academic progress of the students as well as the effective administration of the school. (Tiwari, 2020). Different levels of existing social capital predict differences in students' academic achievement. Through disciplinary and achievement collaborative efforts of school and family can bring about visible changes in the educational environment.

The Methodology of the Review :

The sources of this review include journals, articles, and book chapters. The sources were obtained from internet searches and citations in electronic databases like ERIC, Jstor, Proquest. The selection criteria began with the search command that identified 'social capital and academic achievement' as keywords. The literature reviewed involved both primary and secondary studies. Primary studies were where social capital played an explanatory role, i.e., empirical research, and the secondary studies included critique and reviews of the concept of social capital. It was essential in tracing the intellectual history of social capital and its future. This review followed a grounded theory approach and applied the constant comparative method for analysis of studies. The analysis process followed the following steps: examining each article, forming various categories, comparing categories, and achieving category saturation. A total of 30 research studies were read thoroughly, and content analysis was done by summarizing the research's significant findings. The theme is concerned with the role of social capital in the academic achievement of students.

Findings from the Review :

A review of the thirty studies, linked achievement test scores with social capital. Eighteen studies used NELS and CILS databases. Achievement tests were used to measure the academic performance of the students. These mainly focused on mathematics, science, social science and reading achievement. The relationship between social capital and academic achievement pointed towards a positive association. Findings presented tried to answer, the question of how social capital influence academic achievement?

Lindfors, P., Minkkinen, A., Rimpela, A., & Hotulainen. (, 2018). Illuminated the fact that a supportive relationship between students and teachers enhances students' academic performance.

Moosung, L., Beatrice, Oi.Yeung. (, 2016). Concluded that the salience of peer contexts and interpersonal relations in the shaping educational outcome of immigrant adolescents. Peer effect was shown to be more pervasive than other factors of social capital.

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प्रधान सम्पादक
डॉ० प्रेमशंकर द्विवेदी

Leveraging Social Capital for an effective School Administration

★ Dhriti Tiwari ★ ★ Prof. Harishankar Singh

ABSTRACT

An effective school administration is extremely important for the growth and success of students, teachers and its employees which at the end leads to the success of the institution as well. A well sought after question is that, why some students and schools perform better than others? Scholars have suggested that social capital might be part of the explanation to this question. Social capital is social resources embedded in social networks that can enhance the outcome of actions. With the changing time the scenario of education has also changed requiring a change in school administrative practices. Traditional bureaucratic approach which lays emphasis on the establishment of proper structures, organization of resources and control mechanism for teachers to increase their efficiency for achievement of specific goals or the cultural approach which gives importance to school mission or ethos are not very successful across the globe. Thus from sociological point financial and human capital needs to be supplemented with social capital which schools can access and use differently through their internal and external social network, accessibility of which will be advantageous to school functioning and effectiveness. Thus the present paper discusses the concept of social capital and school administration and how leveraging social capital can be beneficial for the effective school administration.

Keywords: Social Capital, School Administration, School Effectiveness.

Introduction

It is well established that there is strong relationship between high quality school administration and educational outcome. Generations of researches on school effectiveness have shown that excellent administration is in variably one of the main factors in high performing schools. School administration which is concerned with human resources along with material resource is a human enterprise affected by historical, economic, psychological and social factors. It is concerned more with human being, their interactions and interrelationships than with physical elements. Thus, if schools are to be places in which teachers learn, teaching and learning are powerfully planned and delivered, students achieve and leadership is widely distributed then a huge responsibility lies on the shoulders of school administrator in the system building. There has been constant debate between logic and rationality and recognition of human beings and their construction of reality. It has been observed that schools remain bureaucratic and hierarchical and much of school policy making assumes rationality in the system and follow classic input-output model that simply do not work and planning models that ignore the fact that the most significant variable that influence school performance is not within their control just like companies which die because their manager focuses on the economic activities of producing goods and services and forget that the basic nature of the organization is that of a community of human. There have been attempts to overcome the inertia in school system with some good examples of countries like Finland, Singapore, Japan, china etc. The main focus of the administrators should be to organize the system of school in such a way that it can utilize socially embedded resources to improve the overall performance of the school.

★ Research Scholar, Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow.
★ ★ Dean School of Education, Babasaheb Bhimrao Ambedkar University, Lucknow.

Concept of Social Capital in Education

In recent years the concept of social capital has become very popular the underlying reason is the consequence of its application. This concept focuses on the positive consequences of sociability and draws attention towards how non monetary forms can be important sources of power and influence. The first systematic analysis of social capital was given by Pierre Bourdieu, who defined the concept as the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition (Portes,1998). According to Bourdieu social network are not natural they need to be constructed through investment strategies which are oriented towards institutionalization of group relations and can be used as reliable source for the benefit of others. Later in 1988 James Coleman produced a more refined analysis of social capital namely the 'role of social capital in the creation of human capital'. In his article he elaborated how customary and apparently nonrational social behaviors could be used to overcome economic externalities and market failures (Coleman, 1988, 1999b). According to him like physical capital that makes changes in different material to facilitate production social capital make changes in human skill and abilities. His concept of social capital began to be applied to a range of social contexts and issues. It became a flexible conceptual tool that can be used to explain a wide array of social problems including education. The concept of social capital in the field of education has been applied in two major forms, one in the form of Bourdieu's cultural reproduction theories and his concept of cultural and social capital which were used as explanation of unequal academic achievement of students. Second the approach of Coleman where he addressed social capital in the form of school social capital and family social capital which was positively linked with school attainment and school achievement.

Conceptualizing School Social Capital

Social capital in school can be viewed as social resources embedded in the school networks which can be used for the development of the school (Zhang, 2008). This network can be divided into two forms internal school social network and external school social network (Tsang, 2010).

Internal school social network

This network is hierarchical in nature it can be categorized into Individual level, Group level or Department level and School Organizational level. This network is both equivalent and non-equivalent in nature. When we say equivalent then it means relationship that exists between students and their classmates or teachers and their colleagues and non equivalent relationship exists between students and teachers and teachers and school administration. At each level of this network the individual develop their own form of social capital (Tsang, 2010; Lin2001a, 2001b)

External school social network

This again is divided into three levels, vertical, horizontal and social levels. Vertical network means relationship between school and state. Horizontal network is between schools and other institutions of the society like family, community, church, NGO etc. social network is based on relationship between school members and non school members i.e. Teachers and parents school administration and parents (Tsang, 2010).

School Social Capital and Effective School Administration

A great responsibility lies on the shoulders of an administrator to efficiently utilize school resources at hand. Leveraging school social capital resources can be beneficial an

effectiveness administration as well as school performance. Now the question is how can it be utilized by administrators at school?

The internal school social capital which is rooted in the relationships between student-teacher and teacher-teacher needs to be mobilized. For this, it is important that interaction between teachers and their peers takes place. In work settings social relations develop when opportunities are given for proximity, occupation and similar interest and work assignment (Scott, 1961). Existing literature supports that social ties, trust and collaboration among teachers play an important role in enhancing teacher effectiveness, motivation, and teaching outcome (Cavanagh&Dellar,2003;Tsang, 2009a;Graham,2007).It brings about professionalism and motivates teachers for continuous learning thereby enhancing performance of students (Minckler, 2011;Tsang, 2010). An explanation to it can be that trust collaboration and social ties develop internal school social network, which helps in generation of internal school social capital. If teachers are not given enough opportunities to meet and discuss with their peers then the internal social capital weakens or is non-existent (Minckler, 2011). Similarly interaction and strong relationship between teachers and school administration is equally important for school social capital. The social network at the lower level influences the network at higher level.

Another kind of school social capital is external school social capital. This social capital exists in the form of relations between school and state or school and other institutions like family, NGO etc and it may also exist in the form of network ties between teachers and teachers of other institutions and teacher-parents relationship. Compared to internal school social capital, more studies are found on external school social capital. All the studies conducted by Coleman and his followers (Coleman, 1988; Coleman &Hoffer, 1987; Bankston, 2004) reveals that strong ties and network with communities enhances school performance and therefore should be encouraged. The external social capital can be build by means of teacher -parent relationship and school-family relationship. This form of social capital is beneficial for school in a long run as it not only promotes students' development but also helps in increasing school effectiveness and ease of administration (Munn, 1993). Studies had also revealed that when parents are actively involved, students achieve high grades and also tend to have lower psychological problems (Lee, 1993;Ho,1999). This is because teacher-parent and school- family networks helps in sharing of human and social resources acquired by them. Parents fund and help in school activities and various institutions are helpful for organizing different tasks at school and all this is only possible when external social networks are built by the teachers and school administration. School social capital is also beneficial to school functioning as it can be transformed into various other forms of capital like human capital, financial capital and intellectual capital (Lin, 2001). Schools with more external school social capital will have more resources at its disposal, like donations from organizations; teacher may be exposed to effective teaching skills ; recruitment of good staff through staffs' social network. Schools may get updated information through sources. According to the researchers, resources outside the school are more important for the improvement of the school.

Managing School Social Capital and Implications for the Administrators

It can be seen through the preceding discussion that school social network can play an important role in increasing the school performance and effectiveness thus acquiring it is essential. Like other forms of capital this also needs investment and maintenance. According to Lin (2001) expressive action is necessary for the maintenance of the social capital. Expressive action means mutual recognition and respect for individual sentiment. To do so administrators need to promote trust, norms and values within the school social network. Trust is both source

and outcome of social capital. To benefit from relationships, form social ties and to use them as resources the first priority is to trust that network. Administrators should try to create an atmosphere of trust within the internal and external social networks. There should be a trustful relationship among teachers and staff members. School administration should give priority to creation of such activities which may create mutual trust among all forms of relationships not only within the school social network but also outside it. There should be creation of a sense of belonging among students, teachers, families and other institutions.

Apart from trust, values and norms are mechanism which mediate the complex structure. According to Blau (1964) values and norms makes direct and indirect social exchange possible and governs the process of social integration, social structure, and social organization. Thus once trust is developed social ties will be established and values and norms will be commonly shared by the actors and thus social capital can be managed. However school is a loosely coupled system where different social groups and networks are functioning together. Different group of people may have different norms and values which may be conflicting. This may create a problem of mistrust and conflict in the school social network. Under such circumstances, it becomes difficult to maintain school social capital therefore school administrators are required to develop a bond between group through cultural interventions. A strong school culture is very helpful in creation of strong ties between various social networks in the group. This strong culture has to be developed by school administrators through building the cultural element of professional values, emphasizing learning, collegiality, collaboration, shared plan and vision and transformational leadership.

Two critical tasks are required by the administrators for the maintenance of social capital in school. One is balancing loosely coupled social network and second is instrumental action. In balancing loosely coupled and strongly coupled system of social network administrator has to see that he allows for flowing and transformation of social capital from one level to another .i.e. flow of social capital from higher level to lower level. This is favourable to fill the gaps between actors among a group. With the fill up of communication gap among actors there will be more flow of information among them. Which in turn facilitate access to various resources not only in their own social network but also in the network of other. In addition to this it is also necessary for school to evoke instrumental action. Under this school administration can facilitate action and reaction from others leading to allocation of more resources. For this an outreach programme should be organized to contact various people who are beneficial for growth of school. External school social network should be institutionalized and teachers, parents and stakeholders should be involved in the governance system.

Conclusion

Social capital is an important concept which applied to the field of school administration can yield great results. School social capital which is embedded in the social resources of the school can be transformed into financial, human and intellectual resources. Consequently school social capital can bind, bridge and bond resources for school. But for this, responsibility lies on the shoulder of the school administration that have to play an active role in the creation of an environment of trust and collaboration among the student, teachers, parents and society. School administrators also required to develop a school culture to bind all the people together. This could be done through balancing loosely coupled school, social network and instrumental action. Moreover school should make efforts to reach out in order to access other resources in other social networks. The major contribution of linking the concept of school social capital to

Effective school administration is to point out how to modify school administration for school effectiveness by utilization of social capital.

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IMPACT FACTOR : 4.015



(Kala Sarovar Quarterly
Journal Approved by UGC Care List)

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लोक कल्याणकारी ट्रस्ट, वाराणसी

कला सरोवर KALA SAROVAR

(भारतीय कला एवं संस्कृति
की विशिष्ट शोध पत्रिका)



प्रधान सम्पादक

डॉ० प्रेमशंकर द्विवेदी



Role of Family Social Capital in the Educational aspiration

★ Dhriti Tiwari ★ ★ Prof. Harishankar Singh

Abstract

Educational success of a child is a result of number of factors. There are inputs in the form of human, economic, cultural, and social capital. Social capital generated in the family in the form of firm relationship among family members, parental relationship with the children, trust, presence of siblings are few decisive factors in development of educational aspiration of the children. Studies have shown that educational aspiration is a strong factor underlying educational success of a child. Studies have emphasized family social capital as an agent that brings about variation in the educational success of children. The present study aims to examine the concept of family social capital and its relationship with educational aspirations of the children.

Key words: Social capital, Family social capital, Educational aspiration.

The concept of social capital has received much attention from researchers in various fields, including education. Various theories and policies which aim at explaining the inequalities persisting in the educational success and variations in the level of educational aspirations among children from different backgrounds consistently point towards the key role of capitals in various forms. The role of the family as a resource to students and a decisive element in educational success has been repeatedly emphasized. Greater access of an individual to economic, cultural, human and social capital determines his educational success and increases his educational aspiration level. Social capital has been defined differently by different researchers within the framework of different studies. James Coleman defines social capital as an asset that develops out of social relationships and acts as a resource to individuals within a social structure (Coleman, 1990). Another sociologist Pierre Bourdieu, who has extensively worked on this concept, emphasized two dimensions of social capital: social capital as social connection or network and sociability (Schaefer-McDaniel, 2004). According to him, social capital is an intentional process driven by aspirations for personal gains (Martikke, 2017). He recognized the assumption that, ultimately, all forms of social behaviour had economic implications. He realized the dependence of social and cultural capital on economic capital, but he did not restrict the usage of this concept to economics and social exchange only. Instead, his concept of social capital was an extension of economic principles to non-monetary forms of interaction and exchange. He defined social capital as a resource that is based on one's membership in a group. Thus, it can be stated that social capital is a resource or an asset that develops out of a social relationship that can be utilized by a person to achieve his aim (Bourdieu, 1986; Coleman, 1990; Lin, 1999).

Social capital in Education

There is ample evidence that social capital is essential in education at all levels, that is, micro, meso and macro level. At the micro-level, parental involvement in the child's education system enhances the success rate of the students as well as increases the aspiration level of the children (Grenfell, 2009). At the meso level, parents and school relationships, parental involvement in school activities, Parent-teacher and parent associations are further factors that influence the school's performance (Teachman, Paasch & Carver, 1997). At the macro level, also there exist cultural differences among countries. Social cohesion and education development

★ Research Scholar, Babasaheb Bhimrao Ambedkar University, Lucknow.
★ ★ Dean School of Education, Babasaheb Bhimrao Ambedkar University, Lucknow.

can be promoted through social capital. Society's value is deeply influenced by its education system and the values that are developed in the schools. Thus, the promotion of social capital, directly and indirectly, contributes to educational development (Hargreaves, 2001). Differences in the academic success of the students can be assigned to the role of social capital at different levels. Social capital positively affects educational success; it shapes student's behaviour and is reflected in the form of high educational aspiration, college enrollment, high graduation rates, higher educational achievements and greater participation of family and community in educational development (Yan, 1999; Sun, 1998; Isreal et al., 2001).

Social Capital in Family

In his most cited article on social capital in 1988, "social capital in the creation of human capital", James Coleman illustrated how social capital theories could be applied to a wide range of social issues. He observed that in a family system, there exists financial capital in terms of money, human capital in the form of parental education and economic skills and social capital in the form of interpersonal relationships in the family. He observed that social capital is any kind of relationship that is beneficial for a person and adds to his asset (Coleman, 1990). According to him, social capital in both family and community leads to creation of human capital and family social capital particularly is the most important as family is the first social capital provider. Elements of family social capital like norms, interpersonal relationship among parents and children, number of siblings, number of parents living, are valuable for development of children (Coleman, 1990). Social capital attribute as suggested by Coleman included both structure and process. Structure determines the opportunities of interaction with the parents while process is concerned with quality of interaction with the parents (Smith et al., 1995).

The process element of the family social capital included the nurturing activities, parental involvement in the academic activities, Parents' participation in school activities, discussion about school activities, and motivating children to hold high educational aspirations for the future.

Educational Aspiration

Aspiration is a psychological construct that refers to a strong desire to achieve something high or of greater importance. Aspirations are future-oriented. They indicate an individual's commitment towards a goal they can be consciously or unconsciously motivated. An individual's aspiration may range from high to low depending upon the roles of parents, peers, teachers and colleagues in the aspirational goal. Aspiration is an important psychological factor that determines an individual's inclination towards educational attainment. They are often referred to as one's vocational and educational dreams. Educational aspiration has been considered an important factor in achieving a high level of education by the children. Quaglia and Cobb (1996) stated that aspiration is the student's ability to identify and set goals for the future and remain inspired while striving to achieve that set goal. Two main points to be noticed is that this definition includes inspiration and ambition as major underlying factors. The inspirations involve a willingness to invest time, effort, or money in the present, whereas ambitions are required to identify and set goals for the future (Plucker & Quaglia, 1998; Sherwood, 1989). There is a need for motivation to hold the ambitions for the future, and that motivation is generated by the individual's environment, i.e. parents, peers, colleagues. Researches have divided aspirations into three forms educational, occupational, and quality of life aspiration. Educational aspiration deals with how much importance is given to formal education. This type of aspiration reflects the amount of education an individual intends to

complete. Coleman (1990) recommend strong family background necessary for the generation of educational aspirations.

Family social capital and Educational aspiration

Multiple factors influence an individual's educational aspiration. A necessary element in the development of the educational aspiration is awareness and exposure to occupation and career opportunities as it provides information to generate the interest and motivation to achieve the goals. Social capital is regarded as an essential factor contributing to the educational aspiration of children. It serves as a medium through which parents convey their knowledge, norms and expectation to their children. Family social capital plays a significant role in developing educational aspirations in the child. Elements of social capital like trust, network and norms of reciprocity have a powerful influence on educational choices and children's educational success. The most important research on the family social capital was James Coleman's "equality of educational opportunities" (1966). In his study, he contented that parents and family are significant factors determining a child's future compared to school. Their contribution is deciding factor in the school performance of the children. For example, according to Kaufman (1997), regular help of parents in a child's homework act as a barrier in the negative effect of low socioeconomic status and low parent education. Coleman (1990) defines social capital as a relationship between children and their parents that promote success in the field of education. Teachman et al. (1997) argued that family social capital plays an essential role in the educational aspiration of the children. The families with a strong bond between parents and children adopt the parents' values, norms, and perceptions. Parents who are well educated and perceive education as a medium for social mobility their children are likely to have high educational aspirations. Family social capital creates a congenial home environment through two prominent features: social processes and other social structures. The structure is an interpersonal relationship between parents and children. The process is the quality of interaction between parents and children and the nurturing activities of the parents. Parent involvement in the children's educational activities has a positive impact on the educational outcome. Family structure, family monitoring, discussion at home, expectations of parents, and the healthy relationship between parents and children. Trust, resources, and networks are elements of family social capital that extensively determine children's educational success and develop educational aspirations among them.

Conclusion

Although educational aspiration is rarely studied as the outcome of interest, the researchers have considerably emphasized the role of the family as an agent, which brings about variation in the educational outcome of the children. Children's aspirations are high when the family conditions are favorable, especially the relationship that exists between parents and children. Moreover, the way parents carry out nurturing activities at home, their support in academic and active participation in the school activities determine the educational aspiration and performance to a great extent. On the other hand, active parental involvement in the children's school activities can also mediate the negative effect of low socioeconomic status and low parental education. In recent years researchers have accepted people's involvement in education as a form of social capital, and their active role in educational performance has been widely accepted. This paper running on similar lines to the previous researches, highlighted the role of family social capital as an underlying factor in the educational aspiration of the children. The concrete benefit of family social capital in educational success and educational aspiration cannot be overlooked.

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