

Social Capital Culture in the Educational Institution: An Anthropological Study

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Two variables interacted to form a theoretical and practical frame for this research, which are: social capital and educational desire. Because they are important anthropological topics in the Arab environment in general, and the Iraqi environment in particular, this search started from and explored the connection between social capital and educational desire among secondary school students of the Qadisiyah district. The study demonstrated the role of family social capital and school social capital on the aspiration for children's future education. A regression analysis is carried out to measure the impact of social capital on student educational aspiration on a sample of 4,925 students from 56 schools. Results demonstrate a strong family social capital association with educational motivations. School social capital also alludes to students educational attainment motivation. Interestingly, family size has a significant role in educational aspiration of secondary school students. Furthermore, teacher's expectations about students' education are found to be aligned with each other. The study featured remarkable highlights for families and schools that may consolidate to clarify the predictability of social capital in moulding educational aspiration of young students.

Key words: *Culture, Anthropology, Social Capital, Educational Institution.*

Introduction

The social capital theory stands out as a most compelling and trendy topic amongst social science theories (Coleman, 1988). The ubiquity of social capital opens the endeavour to emphasise the importance of social relations in political discussions which in turn explain the connection and framework of social concepts in real life (Saidvo, 2018). According to the theory of social capital, social relations are seen as resources of life and are considered to be

capital (Kang & Na, 2018). Therefore, many authors define those social relations as the future benefits and this idea came to surface on the behalf of (Loury, 1977).

Social capital hypothesis clarifies the impact of social position and relations on the advancement of human capital (Prewitt et al., 2014). Analysts have connected social capital with a person's educational performance (GPA at school levels, grade maintenance, drop-out rate, secondary school enrolment, graduation, span of studies, and so on) (Ferguson, 2006), given that all types of capital are really assets that can be utilised to accomplish different objectives. Social capital is a standout amongst the most essential qualities of the development and advancement of any society (Zhan & Lu, 2019). These days, social capital has come to another level of significance in humanism and political theory. Social capital is that customary solidarity of a general public, inside which people dedicate themselves in social activities to pursue their own advantages. Likewise, the impact of changes in socio-social conditions on social capital contrasts in different social orders (Zhan et al. 2019).

The hypothesis of social capital offers a compelling clarification of why a few students are better in education than others (Bourdieu, 1977). It is contended that social capital, that is recognition with the overwhelming social codes in a general public. This is a key determinant of educational achievement since it is misperceived by instructors as academic brilliancy. Additionally, this state of affairs is considered in light of the fact that children from rich socio-economic status by and large have more social capital than those from low socio-economic foundations. Children from a rich socio-economic background have a relatively favourable position in the educational framework which encourages them imitate their advantaged social position (Bourdieu, 1977, Bourdieu, 1984; DiMaggio, 1982; DiMaggio & Mohr, 1985; Dumais, 2002; Jæger, 2009; Bourdieu & Passeron, 1990).

Prior researches have focused on social capital to draw a comparison in urban and rural students (Coleman 1988; Kim & Schneider 2005; Israel et al., 2001). Most of the researches focused on the developed regions of the world. The social capital is affected by socio economic conditions of countries. Hence, it is worth studying how social capital affects the educational development and achievement in other parts of the world (Lyson 2002). Therefore, this study is aimed at investigating the impact of social capital in the education of students, in particular the context of the Al-Qadisiyah district Iraq. This study's contribution is twofold. It estimates the affect of individual social capital on the educational brilliance and presents a special data set from a developing country.

Literature Review

Anthropology is a logical investigation of individuals and a wide range of societies (Eriksen & Nielsen, 2013). The method for analysing the educational framework from the perspective

of social and cultural aspects is known as educational anthropology (Ahn & Ostrom, 2008). The amount of work guided by anthropologists to the investigation of formal educational development is moderately little, despite the fact that it has a long history. Quite a bit of this investigation has been done in settings in which outsider or national instructive methods of insight and frameworks have been connected to social aspects which don't share the logic or have compassion for or comprehension of the framework (Nicholson, 1968). The quick issues have, along these lines, been around social support and its impact on educational aspiration as it influences the capacity of a youngster to adapt viably to those issues which help him make his place in society. Social capital is a part of social structures, hence individuals don't have social capital in this adaptation. Social capital is just created through investment in existing social structures that help the requirements of a predominant gathering. As such, social capital is established in cooperation with and participation in the additional familial structures (Astone et al. 1999). The concept of social capital in culture originates from a combination of extensive hypothetical directions from the fields of humanism, economics and education. At the point when social orders are analysed in a sociological sense, we can see that the dimension of social capital of social orders is emphatically and fundamentally identified with the dimension of advancement of social orders. Social capital is viewed as a general public in which higher social orders are more secure, cleaner, more advantageous, and refined, while social orders with lower social capital dimensions have backwards qualities. We can see that social orders with low social capital have steady political, ethnic, religious and partisan clashes and that these rare assets are squandered.

The underlying hypothetical development of the social capital concept which gives advantages to people from their social ties is introduced by Bourdieu (1986) and later on explained by Coleman (1988). Their clarification of social capital structure for social accomplishment is fairly extraordinary. For example, Bourdieu sees social capital as an arrangement of social multiplication, though Coleman sees social capital as positive social control that can accomplish better life potential outcomes. As per Coleman's perspective on social capital, who is an authority on political studies, added to the speculative improvement of social capital (Antoci et al., 2005). Moreover, most observational work on social capital in the United States depends on Coleman's (1988) unique work.

Social capital comprises of relations among relatives, particularly among guardians and youngsters. Social associations inside the families are the product of family structure and characteristics. It consists of overall structure and specific characteristics like family size, parental interest and discussion about educational goals and issues, and parental instinct for the education of their children (Kc et al. 2018). These proportions of family social capital anticipated children's school performance. It is found that youngsters from two-parent and smaller families and whose mother had higher instructive desires for them, were fundamentally more averse to dropping out (Israel et al. 2001). Various consequent

examinations have demonstrated that family social capital is an important tool which leads to better educational desires and scholastic accomplishment (McNeal, 1999; Kim & Schneider, 2005; Crosnoe, 2004).

Furthermore, the most important family characteristics that shape up family social capital are the guardian's presence (one or two) and family size (Delic et al. 2017). These qualities of family social capital incorporate whether one or the two guardians are there and the quantity of siblings in the family. In light of these facts a child may avail themselves of chances, frequency and duration of parent-child interaction to develop association.

Calling attention to parallels with home and school, a few specialists have expanded the idea of social capital to include the school context. Birendra (2018) featured the significance of guardians association with schools which consolidate and encourage results in education. Further, it is considered that non-public school, educators, school conditions and parental inclusion in school activities are proportionate to school social capital (Crosnoe 2004; Parcel & Dufur, 2009). Hence, a critical constructive outcome of parental inclusion at school and school condition on math accomplishments has been investigated.

Methodology

The present examination is a piece of a more extensive examination to look at school achievement and postsecondary goals in secondary schools in Qadisiyah, Iraq. The unique examining outline was constrained to secondary schools in the Qadisiyah district. In total 56 schools were randomly selected for this study. The percentage of rural schools is 60.70% while urban schools are 39.30% in our sample. The data was collected from 4,925 students from 56 schools selected in sample. Further, we include 365 teachers from selected school to record their responses on students.

Measurement Scale

The proportion of educational desires depended on following: "What is your most desired goal in education attainment?" The respondents were asked to record their responses on a seven (7) point scale

Where:

- 1 = Up to secondary school
- 2 = High school
- 3 = Junior college, or vocational college
- 4 = Four years Bachelors
- 5 = Master's degree
- 6 = Above



7 = Don't have any idea

This research treated educational desires as continuous variable and responses were converted into years of education. For instance, if a student's educational desire is master's degree, hence 5=18. Further, students whose answer was 7 = i.e. "don't have any idea", were excluded from sample. The scale is made using the guideline of Roscigno and Crowley (2001) and Roscigno et al. (2006).

The family social capital was measured by family characteristics and size. The family characteristics are defined as the one parent family and two parent family. The family size is understood as the number of sibling respondent's family. For measuring components of family social capital, following indicators were measured:

- Parental desires for the child to go to school
- How to pay for school
- Parents professions and work

Parental desires for the children to go to school was measured on seven point Likert scale. Scopes of reactions were from 1 not matter to 6 extremely frustrated. These unique reactions were incorporated as a ceaseless variable whose higher qualities show a more prominent degree of guardians anticipating that the youngster should go to school. The discussion on how to pay the fee with parents measured on four-point Likert scale ranging from 1 to 4 (1 = never, 2 = more than once, 3 = three to multiple times, 4 = multiple times) with respect to the question of how frequently amid the previous year the understudy had chatted with guardians about how to pay for school. The measurement of dialog with guardians about work and future goals was based on a similar four-point Likert scales about the topic of how regularly the understudy communicate with parents about career and work.

In addition to this, school social capital was also measured. To measure the school social capital, we included the school's size and lunch provided by the school without cost. Similarly, we measured parental participation in school activities and the level of involvement with school. Both the indicators were measured by on 3-point scale where 1 corresponds to "never", 2 corresponds to "fairly" and 3 represents "very much". The responses on these indicators were measured on the basis of school administration responses. Furthermore, the teacher expectations about the educational attainment of each student under study are recorded on 6 point Likert scale which registers the student responses on educational attainment.

Results and Discussion

In this study we applied regression analysis to answer the understudy question. The educational attainment is regressed against the social capital. Two models were constructed to measure the role of social capital on educational goals. Model 1 explains the impact of family social capital while model 2 records the school social capital impacts over educational goals. Hence, the overall objective is to measure the role of school social capital and family social capital to build up student's educational aspiration.

To understand the impact of social capital on student education the OLS regression model is applied. In model 1 family social capital variables are regressed against education ambition. While, in model 2 school social capital is regressed against educational ambition of secondary school students. The econometric equations utilized to run the said model are given below.

$$\text{Edu} = \alpha + \beta_1 P + \beta_2 S + \beta_3 D + \beta_4 F + \beta_5 W + \epsilon \quad \text{Equation-1}$$

$$\text{Edu} = \alpha + \beta_1 P + \beta_2 S + \beta_3 D + \beta_4 F + \beta_5 W + L + Sz + T + PP + \epsilon \quad \text{Equation-2}$$

Where: "P" represents family characteristics, "S" represents number of siblings, "D" is parental desire for education attainment, "F" talks about fee and "W" is discussion on career with parents. "ε" is a random error term. "L" represents free lunch, "T" represents Teachers expectations about student's education aspiration and finally "PP" is parent's participation in school activities.

The results showed that family characteristics have a significant impact on the educational ambition of children. Students who have two parent families are expected to be associated with higher educational attainment ambition. But our results have insignificant result for this variable. The reason for this insignificance is due to very low ratio of one parent families. This may be due to different social and religious landscape of Iraq which is different from western world where one parent family ratio is very high. Furthermore, we also recorded a significant impact of number of siblings on the educational aspiration. This may be due to lack of funding and non supportive behavior of the government. Additionally, parental desire has found to be significantly associated with educational desire. This may be due to the motivation transferred from the parents. Furthermore, the discussion about fee and discussion about future career are also significantly related with educational desires. A frequent discussion on school fees with parents showed weak financial position of the family to bear education expenses. Hence, this factor leads to distance the student from higher educational aspiration. Further career discussion with parents motivates students to focus on their studies to earn better scores.

Model 2 explains the association between school social capital and educational aspiration of students. It found that students availing themselves of free lunch from school and students who are not taking this opportunity, was found to be insignificant in relation to educational desires. However, school size is significant with the desire of educational attainment. It is noted that students from large schools are significantly motivated to attain a higher education level (Corbett 2007). In the line of these results it is noted that the teacher's expectation of what students will accomplish have influence over the students' desire of educational attainment. Similarly, association and participation of parents in school activities was found to be significantly associated with student's educational aspiration. Further, we include all the variables of family social capital in model 2. The results of family social capital remained same as in the model 1.

Conclusion

The study has been conducted with the aim to investigate the role of social capital in education desires. The results revealed a significant role of social capital on students' desire for higher level of education. The school and family social capital build up the student's desire for educational aspiration. Moreover, it is noted that teacher's expectations are significantly important for student educational desires. The family size plays a significant part in the educational attainment aspiration. This study showed that the lower income level and the burden of educational expenses on parents lower the student motivation to attain higher level of education (Sun, 1999). Therefore, family support is an important and significant element for educational aspiration.

Further, this study found that school environment played a significant role in the students' education attainment motivation. Students from big schools are more aggressive to attain a higher educational level, while students from small and community schools are less motivated for future educational attainment. Conclusively, this study has some different results from the earlier studies, for example, on the insignificance of whether there are one or two parents in the family. Additionally, it was found that family size plays a significant role in students' educational attainment motivation, which was reported as inconclusive in earlier studies. Further, this study revealed that the socio-economic characteristics of a country or specific region shape the social capital.



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