

# The Role of Social Capital in Students' Higher Education Decision

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## Abstract

Expanding higher education cooperation has brought about endeavors coordinated towards expanding advanced education access. Nonetheless, the disparity in the completion of higher education keeps on existing. Social capital has been found to be significant in deficiencies an individual's interest in higher education access. Given the role of social capital, we need to inspect the higher education choice after the higher-secondary level from a social capital and social help viewpoint with family, traditional and strict affiliations, companions, and personnel assuming a part in advanced education access. The impact of social capital on academic continuation in education is examined in this paper. The definition of social capital is discussed in the study in light of this. As a result, it outlines how the social capital theory came to be, how it developed, and how it relates to education. Much research inspected how social capital influences higher education after secondary and post-secondary levels. This review inferred those high degrees of social capital found in parents and networks affect higher education, even in the wake of representing pay, parental education, and student participation. This article specifies a structure depicting how network individuals from higher secondary groups complete one another concerning assets offered and add to higher education access.

**Keywords:** education access, social capital, network, higher education choice.

## Introduction

Enlarging advanced education interest has acquired expanded political attention universally as of late, coming about in endeavors coordinated towards growing access to academic education (Marginson, 2016; Osborne, 2003). Without a doubt, these political reorganizations have resulted in an increase in the quantity and diversity of students enrolling in higher education instance, in the last ten years, the number of students enrolled has increased dramatically in the age range of twenty-five to thirty-four years in tertiary instruction has expanded in all OECD nations, with certain nations, e.g., Greece, Australia, Iceland, the Netherlands, Italy in any event, announcing an increment of more than 10% (OECD, 2018). Besides, students afterward higher secondary level from the low communal background are progressively turning into a piece of the higher secondary level at present. Regardless, variations in education accomplishment keep on existing as amplified contribution inside these gatherings alone are not able to ensure academic access (Crozier et al., 2008). It has been observed that 1-GEN learners are at a disadvantage [OECD, 2018; Müller & Schneider, 2013], persons with a history of migration are even now in danger of exiting university without getting a degree. The gap between the achievement of students from high and low financial foundations can be recognized as part of the way to the distinctions in the resources of the assets of family versus funds, guidance or information in academic, parental inclusion or skills in language (Willingham, 2012). Along with the members of the family, the responsibility of companions and support groups at school additionally impacts academic results. Hossler, Schmidt, and Vesper (1999) feature the significance of peer support in the improvement of acknowledging the course materials and explaining troublesome ideas (Hossler, Schmit, & Vesper, 1999; Gallop, & Bastien, 2016). The support of the peers and organizations additionally decides the integration of the student and acknowledgment in higher-secondary level institutes which thusly influences maintenance and achievement (Gallop, & Bastien, 2016; Nagasawa, & Wong, 1999). Given the worth of social variables in higher education access, this article analyzes the connection between informal communities, social capital, social help, and higher education accomplishment with an exceptional spotlight on students after higher-secondary level. In light of an efficient survey of writing, this article looks at the job of organizations, social capital, and social help in forming academic achievement, particularly for students after higher-secondary level. The article starts by distinguishing the focal ideas like informal communities, social capital, and social help were utilized in the study, portraying their importance for higher education access, trailed by a depiction of the system and an outline of studies remembered for the survey. The discoveries expand on the job of individual and institutional organizations in academic access just as foster a system portraying the components through which these organizations impact academic access. The article completes by examining the replications from the literature survey and its suggestions for diminishing imbalances after higher secondary.

## Meaning of Social Capital

Exactly how to characterize social capital involves progressing, condemning discussion, be that as it may, and inside the sociologies, there are different further challenging meanings of social capital. Jane Jacobs is frequently attributed with being the main individual to introduce a sociological meaning of the term social capital: "Fundamental any float of the populace should be a coherence of individuals who have fashioned area organizations. These are a City's indispensable social capital." From that point forward, other social researchers have attempted to characterize social capital all the more

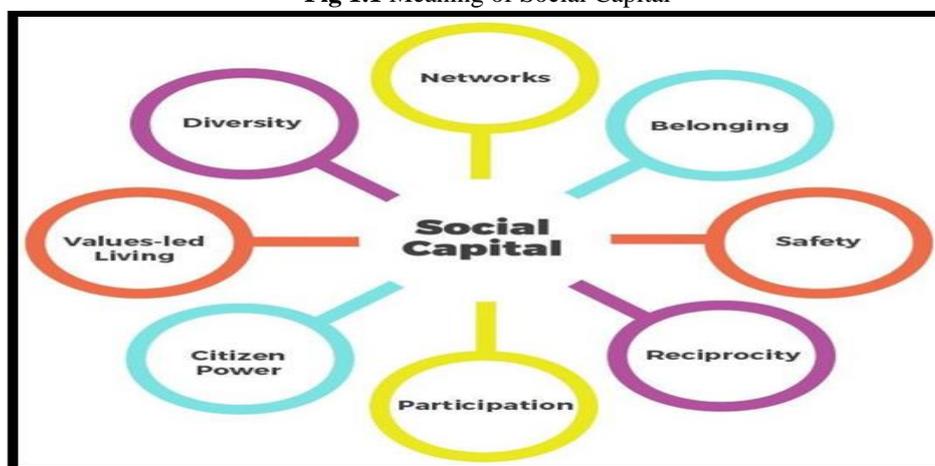
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accurately. Bourdieu characterized social capital as the amount of a person's social connections which were seen as resources that permitted differential admittance to cultural assets like business and instructive freedoms.

These connections characterized social capital as both reflecting and repeating an existing class and primary disparities in social orders. Social capital was consequently essentially a property of people. Social capital was epitomized seeing someone between people, among gatherings, and among gatherings and unique bodies like the state. This definition, in contrast to Bourdieu's, along these lines rose above the traditional interpersonal organization/social help hypothesis which focuses solely on a singular's social connections. Putnam is the originator of the most widely accepted definition of social capital in the health sciences. This description arose from in-depth research into the presentation of municipal government in Italy. Putnam defined social capital as a set of five head characteristics, including:

- Community organizations: number and thickness of deliberate, state, and individual organizations
- Civic commitment: support and utilization of community organizations
- Local metro personality: the feeling of having a place, of fortitude, and correspondence with different individuals from the local area
- Reciprocity and standards of collaboration: an awareness of others' expectations to support other people, alongside a certainty that such help will be returned
- Trust locally: Putnam's study is notable for the fact that, while social capital is usually calculated at the individual level using get-together data, its influence is assumed to be aggregated.

**Fig 1.1** Meaning of Social Capital



**Source:** Boeck & Fleming (2002 a, b).

Lin (2001) describes that social capital is "the resources embedded in social networks accessed and used by actors for action." According to Guðmundsson & Mikiewicz (2012), "this definition expresses that social capital does not have its home base within individuals but in social networks, while individuals use it". Bourdieu (1986), Coleman (1988), Putnam (2000), and Lin (2001) worked on social capital. All agree that social capital is in social interactions; however, their differing underlying philosophies make it difficult to integrate the concept and diverge their thoughts on using it. Coleman (1988) examines individual use of social capital, Bourdieu (1986) examines the use of social capital by specific social groupings, and Putnam (2000) examines the role of social capital in communities. Coleman (1988) also emphasizes the use of social capital in education. Coalman (1988) investigated the impact of high school sophomores' lack of social capital on their decision to drop out before completing their education. In contrast, Bourdieu (1986) and Lin (2001) emphasize using social capital in a business or hunting for jobs and social status.

### **Concepts of Social Capital**

Even those who are suspicious of others and do not use the metro are set to benefit from these local area features if they live in areas where there are undeniable levels of trust and municipal commitment. Any resident in a strong social capital area, for example, will be less likely to be a victim of wrongdoing and will desire to access a large social welfare net in times of need, regardless of the individual's metro dedication. As a result, there is a puzzling relationship between individual- and group-level variables in social capital (discussed in greater depth in the following section)— this raises important problems concerning estimation, another topic of fundamental discussion in social capital research. For example, city personality can be measured at the individual level by surveying residents or holding semi-organized discussions. Similarly, supra-individual components can be better calculated by accumulating autonomous information about the neighborhood or community in question, such as the quantity of shared local area amenities, such as sports

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fields, parks, public venues, and public libraries. It should be noted that, while the various origins of social capital depicted here are fascinating and likely to inspire additional research, they have not been widely incorporated in current writing, which includes social capital and psychiatry.

### **Social Capital Theory**

The term "social capital" refers to the effects and consequences of human sociability and connectivity and their relationships with the person and social structure. The primary theoretical contributions of Bourdieu, Coleman, Putnam, and Lin all agree that social capital is rooted in social interactions, but their ideas on how to employ it differ. Social capital is not a new notion; Durkheim, Marx, and Weber have postulated it in various forms (Portes, 1998). Other authors have linked similar concepts to various more current and different philosophies (Schuller et al., 2000). Understanding social capital as a resource in social ties and relationships means the term has profound sociological roots, including Marx, Weber, and Durkheim.

According to SC theory, social ties are programs that can help people develop and accumulate human capital. Humans evolved inclinations for friendship in general, as well as specialised preferences for signs that signify higher amounts of social investment, according to Savage and Kanazawa (2004). The prospect of losing social relationships, according to choice and control of the masses theories, cultural deviance theories, and strain theories, can be a significant inhibitor of deviant or criminal behaviour. Many academics connect social capital theory to teaching, and they frequently employ educational instances to analyse social capital theory. As a result, they agree that social capital echoes and benefits can be seen in the sphere of education. Because academic attainment is strongly linked to other people's participation, including such parental involvement, social capital can serve an important in improving overall educational outcomes.

### **Social capital and Education**

Social capital plays a critical role in helping people gain access to quality education. It refers to the resources a person has access to through their networks or relationships, such as knowledge, information, and influence. This can be used to help people acquire the skills they need for higher educational opportunities or gain entrance into prestigious universities.

By building social capital, individuals can positively impact their educational outcomes by leveraging connections and resources. This type of capital is also important for creating career opportunities, finding mentorships and internships, and ultimately achieving success in their field of study or profession.

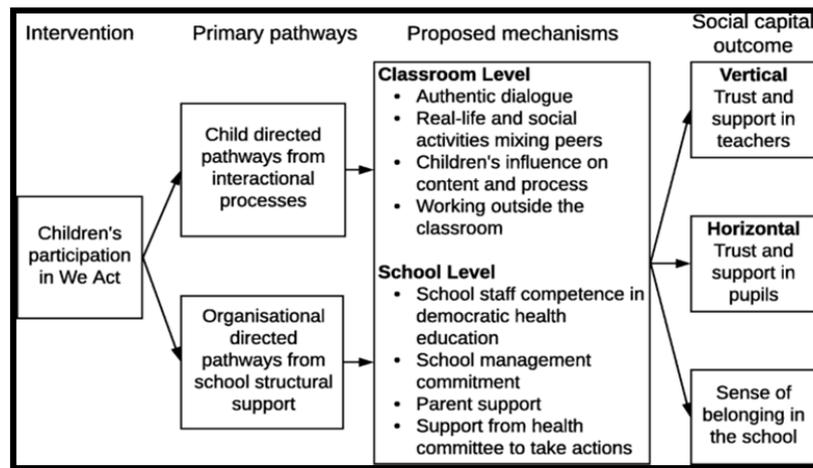
Social capital is an important factor in education and has a significant influence on academic success. It is defined as the resources and networks available to individuals through their social connections. For students, these resources can include access to mentors, information about resources, financial support, and much more. Education is a major component of social capital because it increases an individual's knowledge base as well as their ability to engage in meaningful dialogue with others. Studies have shown that students with higher levels of social capital are more likely to excel academically and obtain higher levels of educational attainment than those with lower levels of social capital. This suggests that education plays an important role in the development of social capital and its impact on student success.

### **Evidence Interrelated Social-Capital**

The parents of the students who hold a university diploma are in a better position. to get to and activate applicable data for fruitful training accomplishment. Data and information in regards to concentrating on materials, planning for tests, managing academic difficulties assume a significant part in deciding achievement. Students after higher secondary level foundation are from an extremely youthful age prepped to seek after higher secondary. They are more invested with standards, qualities, controls, and are coordinated almost immediately inside applicable instructive organizations. In this way, they are generally advantaged contrasted with first-generation students or further minority bunches whose guardians are somewhat restricted beyond the immediate family and immediate surroundings, they have strong bonds. As a result, students from troubled homes have a better chance of succeeding. might come up short on the important data and information to prevail at schools. This spots them at a higher danger of exiting or higher secondary with terrible scores (Müller, & Schneider, 2013). Fig 1.2 shows social capital in schools.

**Fig 1.2** Social capital in schools

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Source: Stjernqvist et al. (2018)

### Communal Provision

Additionally, to mark interrelated social capital, the job of Collective arrangement, characterized as "social connections or connections that give people real help or with a sensation of connection to an individual or a gathering that is seen as mindful of cherishing" is critical in higher secondary achievement as per various authors. The instrumental, enthusiastic or some other type of help given by the organization individuals comprises Communal provision (Laireiter, & Baumann, 1992). As a result, great ambition, care, as well as an inspirational viewpoint on education, as well as inspiration, or all of these factors may play a role in achieving great academic success. For minority students, high social aid from network members may have a correlative effect, offsetting the lack of evidence of social support. and, in the long term, benefiting their development.

### The circumstance of Fruitful Marginal Students

Although with low levels of evidence-based integrated and interdependent capital, not that all marginal students drop out or perform poorly in higher education. The attrition rate is substantially greater in many urban regions. Delinquents are part of a wider group of secondary school students known as "marginal students," defined by their lack of intellectual performance, absenteeism, and disagreement with the institution's values and behaviors. This part of the organization identifies with spanning social capital and powerless ties. Lin shows that a singular's admittance to assets can be strengthened by establishing connections and gaining social capital outside their immediate organizations through vital linkages and relationships (Lin, 1999). By creating associations with inspiration (for example, staff or tutors), students can acquire fundamental assets needed for their academic achievement. Even for minority gatherings, Burt likewise focused on the significance of little organizations (Burt, 1998). He contends "that these people feel greater in little commonly strong gatherings. Persons perform more effectively where they have been agreeable." Concerns about marginal learners are frequently explained based on the eventual need to improve the economy, enhance labour productivity, minimize welfare spending, and address political pressure placed by underprivileged, immigrant, and jobless actors. It should likewise be noticed that even though minority students might come up short on particular sorts of social capital, they approach other explicit types of social capital which are extraordinary to them (Yosso, 2005). The concept of Community Cultural Wealth (CCW), emphasizes the role of familial and social support, among other things, in minority students' academic progress and tenacity (Yosso, 2005). To reduce disparities in higher secondary achievement based on students' backgrounds, it is critical to examine minorities student organizations and the instruments via which these learners obtain and use social value and support, as well as their role in academic achievement. Favourably, the student population entering high school is changing. To reduce academic disparities, innovative techniques are required. Accentuating informal organizations and connections is promising as higher secondary doesn't occur in seclusion but needs steady help, guidance, exertion, and consolation from relatives, peers, local area, neighbourhood, and staff. The encounters of people at universities are implanted in their ties and connections. This perspective makes informal organization investigation remarkable for understanding understudy's conduct and decisions related to academic accomplishment.

### CONCLUSION

Social capital and education are two vital elements for successful decision-making. Those with the highest educational qualifications are more likely to make better decisions than those with lower academic qualifications. This is because they are more aware of the consequences of their decisions and can obtain better advice from others. Similarly, those with higher levels of social capital tend to have access to a broader range of resources that they can use to make an informed decision on any given issue. Thus, social capital and education play a vital role in the decision-making process, making it essential for individuals to acquire both to be successful in their endeavours. Social capital plays a critical role in helping

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people gain access to quality education. It refers to the resources a person has access to through their networks or relationships, such as knowledge, information, and influence. This can be used to help people acquire the skills they need for higher educational opportunities or gain entrance into prestigious universities. Individuals can positively impact their educational outcomes by building social capital by leveraging connections and resources. This type of capital is also essential for creating career opportunities, finding mentorships and internships, and achieving success in their field of study or profession.

The influence of communities, welfare help, and social capital on higher learning is discussed in this research. Support emerges as a crucial determinant in minority students' success. Separation and isolation encountered apart from learning persons, marginalized learners' access to help from individuals outside their connections is limited. This suggests that, although equality of opportunity has increased due to a series of changes, the composition of new subordinate classes remained a long way off. These individuals are students and should be included in the advanced education framework. New administrations, such as peer coaching programs, workforce mentorship, and directing administrations, should be made available at institutions to help them with their interactions with educators, mentors, and peers will improve. It is also vital to put discernment and division at the forefront of the conversation. Although a small fraction of students can effectively prepare support and access the data through their companies, plenty of others leave school owing to family duties and a lack of support from family, coworkers, and educators, among other things (Guiffreda & Douthit, 2010; Guillory & Wolverton, 2008). By overcoming the barrier, minority students' success can be assured, as they will no longer rely on their parents and connections for assistance. Several approaches have attempted to provide fundamental academic abilities in reading, writing, and arithmetic to marginal students, assuming that these are essential equipment for adult existence. Almost all of our current national youth policy is based on the notion that some form of ability rehabilitation or training will eventually improve the lives of marginal pupils.

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