

An Analysis of Social Capital in Educational Literature: A Critical Synthesis

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Abstract

The focus of the review is on educational literature that studies social capital and educational performance. After outlining the theoretical background, next, the study undertakes a critical review of the literature by first examining gaps in literature, trends in conceptualization, method and then assessing empirical support for claims that linked between social capital and education performance. A total of 25 (2000-2019) studies were identified and examined. The sample size, education performance variables, social capital variables, statistical methods, and the main findings of the researchers. Results were mixed and varied, ranging from positive to negative and in some cases with no result. The inconsistency is due to the absence of a clear framework that explains what constitutes social capital and how to determine its outcome. With this end in view, based on the main concepts, the study attempts to develop a research model that describes the relationship.

Key words: *Social capital, educational performance, literature, clear framework, research model.*

1. Introduction

This paper examines the relationship between Social Capital (SC) on Educational Performance and the interaction between Parental Financial and Cultural Resources. This will show the degree to which parents socialize their children into high-status culture. The present study suggests that, at least in the case of Sri Lankans, social capital at the level of the socially marginalized and less privileged families of students is an important factor that can contribute to the difference in the performance of students in schools. This study differs from previous research in two ways. While previous research into religious education focused on school and

community levels, this research focuses on the family environment and parental cultural and financial background. Moreover, while the concept of social capital dominated much of the previous studies and tests the notion that social capital may explain the superior scholastic achievements of Catholic schools e.g. fisher folk students in the Negombo sea belt. In Coleman's social capital theory, he argues that the superior academic performance of students was in Catholic schools in their social capital.

The concept of social capital was initially developed by Coleman (1988) and Bourdieu (1986). However (Grenfell & James, 1998) described that Bourdieu's views on social capital was an open concept rather than a casual model to guide empirical works whilst Coleman stressed on family mediation of social capital. Home background influences success in education and schooling can either reinforce or mitigate that influence because the environment in school may not harmonize children's learning involvements towards disadvantaged children. Schools can also help create a more equitable distribution of learning opportunities and outcomes (Downey & Condrón, 2016). The impact of personal background circumstances on a student's performance is partly relevant to other factors. Based on the researcher's experience as a Principal in both rural and urban communities for 10 years, the author discovered that the Negombo and National Examination Council examination results of urban school learners were better than their counterparts in rural schools. This discovery has motivated the researcher to examine the factors that could be answerable for this imbalance in the educational performance of rural and urban learners in the Negombo sea belt of Sri Lanka.

2. Literature review

Thereafter, the study looks beyond the broad notion of social capital – which has been applied to several diverse phenomenological gaps in research and better comparative measures in the future.

2.1 The legacy of Bourdieu, Coleman and Putnam

While all theoretical constructs may be metaphorical, the metaphorical character of social capital is particularly notable but potentially troublesome since it involves the extension of a term from one area of social life (financial investment) to another (social relations). The fundamental concept of social capital is to incorporate socio-cultural factors to explain development outcomes. Bourdieu differentiates between three forms of capital: economic, cultural, and social. Sampson et al. (1999) argue that social capital is not housed in individuals but in the structure of social organization. Bourdieu considers social capital as a collectively owned asset donating individual members goods as a credit. Bourdieu's idea of social capital puts emphasis on class conflicts: it is a personal asset in the competition among individuals aiming to improve their own positions as compared to others. The three dimensions of social capital that they identify all involve interactions between individuals and constitute a form of capital because they have beneficial results for individuals. For Coleman, social capital is a public good as it exists in the relations among people. For Bourdieu and Coleman, social networks are how collective capital can be maintained and reinforced. There are some differences between Bourdieu and Coleman definitions of social capital. Putnam defines social capital as: 'features of social organisation, such as trust, norms, and networks that can improve the efficiency of society by facilitating coordinated actions' (Putnam, 1993, p.167) further Putnam (2000) stressed that Social capital refers to connections among individuals

and social networks have value and social contacts affect the productivity of individuals and groups.

Table 1: Definition of social capital

Year	Author	Definition
1986	Bourdieu	'the sum of the actual or potential resources that are linked to the possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition—in other words, to membership in a group'.
1916	Hanifan	'Social Capital is that which tends to make these tangible substances count for most in the daily lives of people, namely, goodwill, fellowship, mutual sympathy and social interaction among a group of individuals and families who make up a social unit. If he comes into contact with his neighbours, and they with other neighbours, there will be an accumulation of Social capital, which will immediately satisfy his social needs and which may bear a substantial improvement of living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find through his associations the advantages of help, sympathy, and the fellowship of his neighbours.
1977	Loury	'Naturally occurring social relationships among persons which promote or assist the acquisition of skills and traits valued in the marketplace will be an asset which would be significant, as financial bequests will increase and the maintenance of inequality of our society will rise'.
1985	Bourdieu	'Aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintances and recognition of the membership in the group' which provides each of its members with backing of collectively-owned capital, a "credential" which entitles them to credit, as and when the need arises.
1990	Baker	'A resource that actors derive from specific social structures and use it to pursue their interests is created by changes in the relationship among actors'.
1990	Coleman	'it is an aspect of a social structure, and it facilitates certain actions of individuals who are within that structure. The entities include obligations, expectations, trust, and a flow of information relative to members. It is a productive resource that facilitates production and makes it possible to achieve certain ends that would be impossible in its absence. Social capital and the structure of relations between and among actors is necessary. It also facilitates the actions of individual actors and forms the basis of social capital. Efforts to take membership in a group can be seen as rational investments in social capital.
1991	Boxman, De Grant & Flap	'The number of people who can be expected to provide support and the resources those people have at their disposal'.
1992	Burt	'friends, colleagues, and more general contacts through whom you receive opportunities to use your financial and human capital'.

1992	Schiff	'The set of elements of the social structure that affects relations among people and are inputs or arguments pertaining to the production and/or utility function'.
1995	Fukuyama	'The ability of people to work together for common purposes in groups and organizations'.
1995 (b)	Putnam	"Features of social organization such as networks, social connections, norms and social trust that facilitates coordination and cooperation for mutual benefit and enhances the benefits of investment in physical and human capital.
1996	Thomas	'voluntary means and processes developed within civil society which promote development for the benefit of the whole'.
1997	Fukuyama	'the existence of a certain set of informal values or norms shared among members of a group that permit cooperation among them'.
1997	Inglehart	'a culture of trust and tolerance, in which extensive networks of voluntary associations emerge'.
1997	Brehm & Rahn	'the web of cooperative relationships between citizens that facilitates a resolution of collective action problems.
1998	Portes	'the ability of actors to secure benefits by virtue of membership in social networks or other social structures.
1998	Loury	"One's investment in productive skills depends on the position held in the social structure. Due to imperfect capital markets for educational loans that necessitate reliance on finance through personal ties, social externalities mediated by residential location and peer association, and psychological processes shape a person's outlook in life. As a result, familial and communal resources, social and cultural capital explicitly influences a person's acquisition of human capital'.
1998	Nahapiet & Ghoshal	'The kind of personal relationships people have developed with each other through a history of interaction.
1998	Woolcock	'The informal trust, and norms of reciprocity inherent in one's social network'.
1999	Knoke	'the process by which social actors create and mobilize their network connections within and between organizations to gain access to other social actors resources' (p.18).
2000	Putnam	'connections among individuals – social networks, and the norms of reciprocity and trustworthiness that arise from them'.
2000	Putnam	'Social capital refers to the collective value of all "social networks" i.e. people you know and the inclinations that arise from these networks to do things for each other are norms of reciprocity'.
2000	Ostrom	'The shared knowledge, understanding, norms, rules and expectations about patterns of interactions that groups or individuals bring to a recurrent activity'.
2000	Woolcock & Narayan	'A person's family, friends, and associates constitute an important asset as it can be called on in a crisis, enjoyed for its own sake and leveraged for material gain'.

2000	Tasi	'A powerful concept for understanding the emergence, growth, and functioning of network linkages'.
2001	Fukuyama	'An informal norm that promotes co-operation between two or more individuals.
2001	OECD	'networks together with shared norms, values and understandings that facilitate co-operation within or among groups.
2001	Lin	'Investment in social relations with expected returns in the market place. Resources embodied in a social structure that are accessed and/or mobilised in purposeful actions.
2002	Dika & Singh	'Inherent in the structure of relations between and among actors'.
2002	Robison et al.	'a person or group's sympathy towards another person or group that may produce a potential benefit, advantage, and preferential treatment for another person or group of persons. This would be beyond what was expected in an exchange among relationships.
2004	Shaffer, Deller & Marcouiller	'features of social organization such as network, norms, and social trust that facilitate coordination and cooperation for mutual benefit. Networks of civic engagement foster norms of general reciprocity and encourage the emergence of social trust. Social capital consists of the social networks in a community, the level of trust between community members, and local norms. These networks, norms and trusts help local people work together for their mutual benefit'.
2005	Grafton	'an all-encompassing term for the norms and social networks that facilitate co-operation among individuals and between groups of individuals.
2005	Halpern	'In the use of the phrase social capital I make no reference to the usual acceptation the term capital. except in a figurative sense. I do not refer to real estate, or to personal property or to cold cash, but rather to that in life which tends to make these tangible substances count for most in the daily lives of a people. Namely, goodwill, fellowship, mutual sympathy and social interaction among a group of individuals and families who make up a social unit in the rural community, whose logical centre is the school. In community building as in business organizations and expansion there must be an accumulation of capital before constructive work can be done'.
2009	Bhandari & Yasunobu	"the social relationship that enables actors to gain access to resources possessed by their associates (i.e., (i) it is resources embedded in social connections); (ii) the amount of those resources produced by the totality of the relationships between actors, rather than merely a common quality of the group; and (iii) the quality of those resources'.
2009	Flora & Gillespie	'made up of the interactions among groups and individuals for mutual support'.

Source: Author's own elaboration

2.2 Research Gap Analysis

No universal definition and measurement method; no agreed agreement on the positive relationship between Social capital and development; and even when a positive relationship is established, doubts remain on the casual connection between social capital and its outcomes. Empirical studies on social capital suffer from lack of uniformity regarding indicators and approaches used to measure aspects of social capital (Harper, 2002).

Social capital is a new-born concept and research on the topic remains in its initial stage. It is a highly appealing and potential promising concept. Nevertheless, its potential value can be harnessed only when it is properly defined, operationalised, and proven to have explanatory power (Woolcock, 1998). A commonly accepted definition, operationalisation, and measurement of social capital are essential to understand the concept comprehensively, and to measure it in a consistent and coherent fashion, and to explicitly disentangle its effect on economic and social outcomes. Although, literature on the subject grew at an exponential rate in the last two decades, the actual definition and measurement are two issues that are yet to be resolved. The concept is still elusive, prone to contextual definition, deficient in commonly accepted indicators, unable to explicitly quantify effects, and subject of severe criticism. Conceptual and measurement imprecision has led it prone to vague interpretation, less empirical application, and underestimation of the importance. Indicating the need for firm definition, Castle (1998) said that unless the Social capital concept is used with some degree of precision and in a comparable manner, it will have little value as an analytical construct. At the moment, knowledge of social capital in terms of universal definition, various dimensions, functions, and the impact on economic outcomes is inadequate to derive clear policy implications. The foremost challenge ahead is to define the concept explicitly and to

find out a simple and commonly agreed upon methodology that can disentangle its effect on a development pattern.

2.2.1 Theoretical and conceptual gaps

Conceptual and theoretical issues related to the body of research on social capital and educational achievement are highlighted throughout this part. In this section, a systematic appraisal of these issues reveal that the concept of social capital is not yet empirically grounded. Portes (2000) argues that original conceptualization of social capital by Coleman is problematic. Although a consequently defined theory, there is a difficulty to develop the testable hypotheses due to the delineation nature of social capital by Coleman (1988).

Social capital is an ambiguous concept as developed by both Coleman and Bourdieu (1986). However Grenfell and James (1998) stressed that due to the nature of Bourdieu views Social capital as an open concept rather than a casual model, and it is very difficult to design to guide empirical work. Coleman ignores the adolescent in accessing Social capital and assumes family mediation of Social capital. According to Coleman's definition of social capital, it leads to two conceptual problems. First the sources of Social capital is confused due to the reasoning that the student who stays in school gains, whereas the dropout has none. Thereby activation is difficult in social capital. The basic question of how race and social class affect parental involvement is ignored (Lareau, 1989), and women's work in creating and maintaining networks remains invisible (Morrow). Coleman defines social capital as the resources inherent in the structure of relationships. This leads to two conceptual problems. First, the sources (relationships) of Social capital are confused with the benefits (resources, opportunities) derived from it, leading to circular reasoning: for example, reasoning that the student who stays in school has social capital, whereas the dropout has none (Portes & Landolt, 1996). Second, the disentanglement of the possession of social capital from its

activation becomes difficult. It is unclear whether the ability to access Social capital (in the home or community) or the ability to activate this social capital in situational context (the school) is associated with desirable outcomes.

Burt (2000) highlighted that researchers have shown little interest in departing from Coleman's framework and exploring how social ties and social networks are studied in economic sociology. Large-scale panel studies have provided educational researchers with remarkable openings to study educational processes and consequences. Unfortunately, the conceptualization of social capital in these studies is narrow and constrained by the variables accessible in the data sets. The conceptual umbrella of Social capital has been overextended to comprise a variety of social factors that do not comprehensibly suspend together. Fascination with the idea that we are in social decline leads to the argument that the source of our discontent is found in lack of social control and cohesion as opposed to increasing inequality. The importance of developing and applying alternative conceptualizations of social capital is apparent. Thus, the current social capital framework serves to describe rather than explain the effects of inequality on educational outcomes. Social capital has the potential to become part of a 'deficit theory syndrome,' yet another 'thing' or 'resource' that unsuccessful individuals, families, communities and neighbourhoods lack" (Morrow, 1999, p. 760). These theories are faulted primarily because they obscure issues of power and domination; i.e. they do not address links between lack of ties to institutional agents, macro forces, and institutional-discriminatory patterns. Bourdieu's notions of social and cultural capital represent a way to avoid this.

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families, communities and neighbourhoods lack (Morrow, 1999, p. 760). These theories are faulted primarily because they obscure issues of power and domination; that is, they do not address links between lack of ties to institutional agents, macro forces, and institutional-discriminatory patterns.

Gap1: *Recently, some have started exploring the mechanisms connecting SC to EA, with regard to conceptual disparities. It is necessary to revisit the conceptual understanding of educational achievement, Social capital and parental financial and cultural resources as a mediating variable (see Figure 1.4).*

2.2.2 Empirical and literature Gaps

The relationship between social capital and educational achievement is examined in fourteen of the studies (Dika and Singh, 2002) reviewed. Overall, relationships are significant in the expected direction. Sun (1999) found that achievement on these tests is negatively associated with family size, moving, and non-traditional family structure. The same research further elaborated that achievement is generally positively related to parent-teen discussion. Overall, social capital indicators and indicators of educational achievement are positively associated, but theoretical and empirical support could be stronger. In the theoretical underpinning of Coleman's theory relating to social capital to human capital is relatively vague and limits the conclusions of the research. Further Dika and Singh (2002) stressed that the requirement of further studies to understand the complex relationships between resources based in social networks and educational attainment.

As shown through the research by Lareau and Horvat (1999) and Stanton-Salazar and Dornbusch (1995), the directionality of the relationship between social capital and educational outcomes is blurry. Morrow (1999) stressed that the measurement related to Social capital in education is still contradictory and remains as a measurement gap in

literature, where the researcher noted that most of these measures (e.g., number of parents, number of siblings or household size, church attendance). Pedhazur (1997) stressed that, these variables function as proxies for wealth or family background, and it is obvious that “manipulating such a variable will not produce the presumed effect” (p. 287). Only a few studies specifically considered and applied their own studies to comprehend social capital, counting all the research using qualitative methods (Morrow, 2001; Stanton-Salazar, 2001). Stanton-Salazar (2001) stressed that, supportive ties namely number of parents, parent-child discussions are poor and undependable indicators of Social capital. In most of the research, prior measures of academic resources, academic performance, and social capital are not taken into deliberation. Longitudinal studies are necessary to an understanding of the direction of the relationship between educational outcomes and social resources.

Second, to examine the growing debate on how SC affect EA of children is still contradictory, ranging from positive to negative or statistically insignificant. Therefore, a key question is still open for researchers to identify relationship between both factors under the present situation. However, knowledge of the topic is still limited and not culminated to allow a unified theory to emerge. To some extent results are isolated and findings are conflicting findings as positive, negative, mixed or not conclusive.

Gap 2: *It is necessary to investigate the relationship between SC and EA; and it may not be uniformly persistent (see Figure 1.4).*

Gap 3: *Further study investigates, what are the significant factors of SC that could affect EA. Due to lack of evidence in previous literature and mixes finding, researcher has taken it as third gap in this research (see Figure 1.4).*

2.3.3 Methodological gaps

The measurement issues for the body of research on social capital and educational achievement stem from the issues and gaps in the conceptualization of social capital. Morrow (1999) notes that most of these measures (e.g., number of parents, number of siblings or household size, church attendance) are basic and subjective. Furthermore, some of these variables function as proxies for wealth or family background, and it is obvious that "manipulating such a variable will not produce the presumed effect" (Pedhazur, 1997, p. 287). Only a few researchers specifically designed and implemented their own studies to understand social capital, including all the studies using qualitative methods (Stanton-Salazar, 2001). Conventional statistical measures of supportive ties (e.g., number of parents, parent-child discussion) are poor and unreliable indicators of social capital, and they give little information about relationship dynamics or the quality of the resources accessed (Stanton-Salazar, 2001). In most of these studies, prior measures of academic resources, academic performance, and social capital are not taken into consideration. Validity is a primary concern in the measurement of latent variables. Only few studies used a path model to look at the relationship between social capital indicators and attainment. Although authors are careful not to make casual implications, few acknowledge the metaphorical and elusive nature of social capital as conceptualized by Coleman. Why and how is family social capital different from family background? Parent involvement and school engagement indicators comprise many indicators of social capital used in the studies reviewed. It has not been verified that something different from these is indeed being measure the quantitative literature in this body of research has relied on regression-based analyses to show the relationships between social capital indicators and education-related outcomes. More sophisticated methods, namely HLM, are used in only two studies (Pong, 1998; Sun, 1999).

Table 3: Methodological survey based on previous research

Author	Research Design	Indicators/measures of social capital	Analysis	Outcome
1. Dhesi, 2000	-1050 Students in secondary/pre university class in North India. In 1993 -1,018 students in secondary/preuniversity class in North India	Father's Occupation , Monthly income, Wealth status , Type of Household, Family size, Quality of living, Quality of house, Parents' education, Parents' expectation of Student's performance, Parents' interest in education, Parents' commitment to education , Type of primary school attended and Medium of study in secondary school	Multi-stage stratified sampling Empirical Analysis. Use of Contingency Coefficient	Socio economic background is an important determinant of a child's intellectual development. Social capital in the family, community and school is important for a child's intellectual development.
2. White & Glick 2000	HSB (1980, 1982) N = 13,152 10th grade to 2 years later Immigrant vs. native	Parents know where I am No. of parents who monitor schoolwork	Logistic regression Multi logistic regression	Participation in HS Participation in labor market
3. Israel, Beaulieu & Hartless (2001)	N=24,599 Year-1988 -Students of grade 8 - families and communities' families and community's youth	Reading composite test scores and base average of students -Social Capital, Educational Achievements, family Background, School experiences, Extra-curricular Activities	Stratified random sampling with Logistic regression	Individual and family background characteristics are influential on educational achievement among public school students. Educational achievement of the children depends on family income as well.
4. Driessen (2001)	-Dutch nationality representative cohort study of primary education - The school year 1994/ 95 - Ethnic groups: Dutch, Surinamese, Turkish & Moroccan	- Language test scores - Math test scores - Socio economic milieu - Financial resources - Linguistic resources - Parental reading behavior Educational resources within the family	- Two-way analyses of Variance -Multiple regression analyses - Multi-sample LISREL analyses	- No systematic differences between the ethnic groups with respect to the total and independent effects of social milieu on test scores -Direct effect of social milieu on language & maths. Achievement very weak - Within ethnic groups, there is no way to obtain resources
5. Bankston & Zhou (2002)	Health employees	Age, Sex, Race, Family Socio economic position, Family Structure, Mother's Work Status, Acquaintance of parents with neighbors.	Descriptive Statistics Zero-order correlations • OLS	Several Observations regarding the concept of social capital

		Residential stability of parents, involvement of parents in civic and social organizations, involvement of children in religious institutions Parent- children relationship	regression analyses	
6. Leyden (2003)	Eight neighborhoods in Galway, Ireland	How well residents knew neighbors, Political participation, Trust and faith in other People, Social engagement	Cross-sectional survey	Residents living in mixed areas use walkable neighborhood and had better social capital.
7. Lund (2003)	Eight neighborhoods of varying design in the Portland, USA	Personal variables Socioeconomic and attitudinal items Behavioral variables Walking frequency Neighborhood variables Objective and subjective measures of physical environment	Qualitative and quantitative survey	The study found an association between: -Local access and pedestrian travel -Pedestrian travel and neighborhood behaviour -Local access and neighborhood behaviour
8. McCulloch (2003)	Cross-section of British households	-Concentrated affluence -Residential instability -Ethnic heterogeneity -Population density	Secondary analysis of national household survey data	Neighborhood structural characteristics influence social organization processes
9. Kim & Schneider (2005)	NELS 198894 8 th Graders in 1988 with follow ups. • Barron's (1992) index of the Selectiveness of Four-year colleges. NELS 198894 second follow-up parent questionnaire	Choice of postsecondary institute. Selectivity of college attended, aligned ambition, <i>Aligned Action</i> . Parent participation in school programs about postsecondary opportunities and financial aid. Number of college visits with their children, Parent bilingualism, speaking , writing, listening, reading	Multinomial logistic regression	• Types of transitions after high school
10. Shou & Kim (2005)	-Year 2005 -Chinese and Korean Language schools in Los Angeles	Educational Achievements of Chinese and Korean Children, Shared cultural heritage of Confucianism	Qualitative research	Ethnic systems are not necessarily intrinsic to a specific culture of origin but, rather, are products of culture structure interaction. There is an influence of value-based education of Confucianism
11. Araya et al. (2006)	-District of South Wales - N= 140,000	-Trust -Social participation -Social cohesion -Social control	-Self-administered questionnaire - Cross-sectional household survey	Trust and social cohesion were significantly associated with GHQ 12 scores

		-Built environment		
12. Callois & Aubert (2007)	Pays de Saint-Flour Pays de Dinan Pays Loire Pays du Forez	Homogeneity Norms of trust/loyalty/ Reciprocity Norms of co-operation Norms of conservatism Density of local social networks	-Detailed interviews -Questionnaire	Both local cohesion (“bonding”) and external social links (“bridging”) are important in defining social capital.
13. Wood et al. (2007)	Three suburbs in Perth, Western, Australia N= 335	Trust, Reciprocity, Community concern Civic engagement, Social support Friendliness, Feelings of safety Participation in activities in suburb	Cross-sectional survey GIS data on built environment, focus groups	Neighborhood upkeep was associated with both higher social capital and feelings of safety
14. Kleinhans, Priemus & Engbersen (2007)	N= 917 Neighbourhood at De Horsten and Hoogvliet Northwest	Stayers in restructured neighborhoods movers in Restructured neighborhoods -Newcomers in restructured neighborhoods	-Bivariate analyses -Multivariate analyses - Linear Regression analysis	Social capital is not only an asset of long-term stayers, but in particular newcomers are relatively rich in social capital
15. Huang (2008)	• Young in Norway 2002 • Questionnaire to 12000 • Students from 13 to 19 years	- Student Age - Student Gender - School Size Home Community	- Structural Modelling - Technique - Linear - Structural Model	Student social capital generated from student social relations with parents, teachers and peers has a significant influence on student achievement.
16. Schlee, Mullis & Shriner (2009)	• ECLS- K 1998- 1999 • Children & their parents in the spring of 1999 & 2002	- Parent involvement with their child’s school - Family Structure - Marital Status - Parent Education - Parent Income - Reports of Home Environment Cognitive Stimulation	Sample of Interest One-on-one direct child assessments Open- ended Mathematics Questions Multiple Regression Analysis	Parent’s resource capital is a better predictor of Children’s academic achievement than Parents’ social capital
17. Semenza & March (2009)	-Portland, Oregon Household -N= 359	Social interactions Sense of place Aesthetic aspects Neighborhood participation	Quantitative and qualitative assessments	Community building activities have had a positive impact on the quality of life

18. Molcho (2009)	15-year-old students from 13 countries N= 20,810 students, (9,924 male 10,883 females)	Perceived Safety Place Attachment	Questionnaires	Social capital links place attachment and perceived safety
19. Onyx & Leonard, (2010)	-Four small outback towns -Winton, Barcaldine, Kimba & Bingara	-Associational density within the community -Participation in community life -Shared values -Trust -Agency -The role of local government -The availability of financial capital -The appropriate use of human capital	-Qualitative Analyses -Interpretive Analyses	Ability of the social capital to facilitate development depends on the specific context in which it occurs.
20. Pishghadam & Zabihi (2011)	• SCCQ • 320 Undergraduates • Their University GPA	- Social Competence - Social Solidarity - Literacy - Cultural Competence Extraversion	Means and Standard Deviations Regression Analysis Exploratory Factor Analysis	- GPA - Academic Achievements
21. Recuero, Araujo & Zago (2011)	151 users	Retweets, Referrals Vertices, Edges.	-Questionnaire - Case Studies	Forms of social capital influences retweets
22. Dufur, Parcel & Troutman (2013)	-NLES - N= 10585	Composite standardized test score, variable of knowledge in maths, reading comprehension and science Parental trust in child -Discuss issues with parents Parent checks student's homework parents attend school meetings Parents attend school events Student participation in extracurricular activities - School contacts' parent High teacher morale -Low conflict between teachers and administrators Teachers respond to individual needs School environment	-Structural equation modeling - Confirmatory factor analysis	-Social capital is created in both the family and at school -Social capital in the family is more influential on academic achievement than social capital at school

23. Marteleto & Andrade (2013)	<ul style="list-style-type: none"> • PISA 2006 • 9295 Students nested in 625 schools. • From Grade 7 & higher 	<ul style="list-style-type: none"> - Sex - Age - Grade at Assessment - Family wealth - Parental Education - Instructional time in - Science, Math & reading Literacy 	Multilevel Models HLM	<ul style="list-style-type: none"> - Scores for - Science, math & reading literacy - Achievements for Science, math & reading literacy
24. Elshof & Bailey, (2015)	<ul style="list-style-type: none"> -Families with children - N=23 - Province of Groningen, the Netherlands 	<ul style="list-style-type: none"> Social contacts Children in a family Primary school Sports Clubs Associations 	<ul style="list-style-type: none"> -In-depth interviews -Transcription 	Families with young children in rural villages experience population decline and that these experiences play a role in individual and communal social capital.
25. Vilar & Cartes, (2016)	<ul style="list-style-type: none"> Community level N= 150 Social organizations leaders and local development promoters N= 35 	<ul style="list-style-type: none"> Connectivity, Security Identity / character Diversity 	Integrated Questionnaire	Social capital emerges as an anchor in the strategic development plans of the Social Urbanism
26. Cofré-Bravo, Klerkx & Engler, (2019)	<ul style="list-style-type: none"> -Farmers associated with the exporter COPEFRUT - N= 27 	<ul style="list-style-type: none"> Bonding : Family members, Friends, and peers Farm workers Bridging : Independent advisor, Exporting enterprises, Agricultural service enterprises Linking : Banks, Associations Research centers, Governmental agencies 	qualitative and explorative research approach	Each farmer uses different support network for farm innovation depending on his/her farming objectives, personal characteristics and the type of innovation he/she wishes to implement.
27. Dimitrios (2019)	<ul style="list-style-type: none"> -European Social Survey (ESS) -N= 13 Regions 	<ul style="list-style-type: none"> Generalized trust Participation in formal networks Political Engagement Trust in Institutions Social solidarity behavioral norms 	Binomial logistic regression models	Social capital forms a favorable environment for local entrepreneurship

Source: Author's own elaboration

In three of the five qualitative studies, researchers predetermined themes of trust, information channels, and norms. This method can lead to the phenomenon of "finding what you are looking for." On the other hand, Lareau and Horvat (1999) focused their attention on three themes related to Bourdieu's notions of social reproduction: compliance with school standards, intertwining of race and class, and variations in parent perceptions by race. Morrow's (2001) themes emerged from the writing, photos, and discussions of the young adolescents in her study.

GAP4: *The relationship between SC and EA may not be static or constant across time. Therefore, it is necessary to conduct a research in SC studies based on Primary data to fulfil the gap in empirical research. Most of the studies based on longitudinal studies are to find out a constant relationship by using cross sectional data through methodological triangulation.*

3 Conclusion

This research investigates the Social Capital that affect an educational performance. The influence of Social capital on educational performance has become a critical issue, since it is equivalent to a venture in the schools trying to overcome social, economic, cultural and human inequalities to ascertain the significance of the education equity which is of utmost importance for the entire world. This study can be useful in the sense that the necessary steps have to be taken to bridge the gap so that people in the rural areas can be empowered by the education system more than it is done at the moment. The challenge that should be stressed here is that academic disparity exists between rural and urban learners. Improved public attention in social capital has wedged the attention of educational researchers who have, in turn, used the large-scale panel data to understand the role of social capital in education. Large-scale panel studies have providing educational researchers with extraordinary openings

to study educational processes and outcomes. Fascination with the idea that we are in social decline leads to the argument that the source of our discontent is found in lack of social control and cohesion as opposed to increasing inequality.

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