Evaluate the Effect of Social Capital on Educational Achievement

Mehrangiz Zaree, Morteza Hasanshahi, Mehrzad Ebrahimi, Mohammadali Zaree, Leila Hassani

ABSTRACT

Relationship between social capital and student achievement is important. The onest way to prevention of distortions social is increasing the quality of education through activation of spirit of cooperation and group activities between students. Education and training of human resources in line with community participation and teamwork, it is very effective in increasing social capital. The purpose of this study was to evaluate the effect of social capital on academic achievement of high school students in Shiraz city. The research data were collected by questionnaire from 285 high school students. Our results indicate that, at all levels of educational institutions no just carry human capital, social capital convey too. With the increase in competition as well as academic, private classes, participate in extracurricular activities, and religious art, and action sports counseling (social capital variable) has a positive effect on academic achievement.

Keywords: social capital, OLS Model, human capital.

Introduction

This fast-paced world, Many organizations are working to achieve Economic stability and organizational goals with different ways. And take advantage of new business and safe from the fall and rapid environmental change. In traditional view of management, economic capital, physical and human played the most important role; But in this age, we need the social capital rather than economic capital, human and physical. Because without the use of capital, other assets not possible. In a society that lacks sufficient social capital is likely to be a waste of money. Hence the social capital in organizations of by management is the main theme. And managers who can be considered successful in producing and developing community can achieve more social capital. Relationship between human capital and student achievement is important, because Education is the only government agency that responsible for the education of students, and Important to prepare for the role that they play their arrival. The issue of how this organization can contribute to the strengthening of social capital, Is an important point, and to assist policy makers to make appropriate decisions in order to strengthen the social capital. In the event that funds are not socially reinforced, Students are trained and sent to the labor market which are have a trouble Relationships with the organization and the environment, and don't have an ability to use of internal talent and skills, then labor productivity is reduced further.

The purpose of this study is to assess the impact of social capital on student achievement, Many studies have been conducted within and outside the country in which they are mentioned below.

Ghaneirad (1385) investigated the interaction of students and faculty at the university has dealt with the development of social capital. The results showed that students' relationship with their teacher is too low. Variables on their relationships with the professors takes pride and Their effectiveness in students.

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Hung Hay Park (2006) and Stone (2002) in their research, studied about the role in knowledge creation in a virtual organization. They believe that the main conditions for the production of social capital are opportunity, motivation, and ability, and results are the trust effect on the knowledge and motivation, opportunity and ability to integrate knowledge from a virtual organization. And factors such as informal networks, norms, and shared values and mutual trust in effective knowledge creation.

Putnam emphasized the effect of social capital on democratic institutions in different political regimes. Putnam knew the social capital is a concept such as trust, norms, and networks that results in improved communication and collaboration of community members, and finally the mutual benefit will provide them. In his opinion trust and interaction between members of the network, as resources the actions of community members. And he knew the social capital as a means of achieving political and social development in different political systems. His emphasis on the concept of "trust" and he thought this was a factor that could lead to the development of trust between the people and the political elite of politicians and politics. Therefore, trust is a valuable source of capital. when there is a high degree of confidence in government if the political and social development as the growth would be higher. Working with Bourdieu and Coleman, scale application of Putnam's concept of social capital. Unlike those two, Putnam, studied the social capital and political regimes society at large scales. That is why he encountered the particular policy and political difficulties.

**Economic and empirical models:**

In this study, assumptions such as private classes, participate in extracurricular activities, academic rank in the tournament and their effect on student achievement were tested. The basis of the above assumptions, of Putnam.

**Structural break:**

This study evaluates the effect of social capital on academic achievement of high school students was examined. The research data were collected by questionnaire from 285 high school students in Shiraz city. This questionnaire was confirmed by professors and researchers. Ordinary least squares regression models estimated from the data using software Eviews6 respectively. The model is a general model as follows:

\[ Y = f(x_1, x_2, x_3, x_4, x_5, x_6, x_7, x_8, x_9, x_{10}, x_{11}, x_{12}, x_{13}, x_{14}) + u \]  
(1)

And the model used in this study, according to equation (2) is:

\[ y = \alpha_0 + \alpha_1 x_1 + \alpha_2 x_2 + \ldots + \alpha_{12} x_{12} + \alpha_{13} x_{13} + \alpha_{14} x_{14} + u \]  
(2)

Y the end of grade student achievement was regarded as the representative variable. X1 place in academic competitions (you will not gain prominence zero, if a county official may five, is the provincial rate was fifteen and thirty if international). X2 Last year the average, X3 participate in religious activities (Have participated in the model have a code and have not participated with zero code), X4 participate in artistic activities (Have participated in the model have a code and have not participated with zero code), X5 attend counseling classes that represent the mutual trust (Have participated in the model have a code and have not participated with zero code), X6 father's job (if the father is a government job code one and if the job is non-zero), X7 participate in sporting activities that is reflect the partnership (Have participated in the model have a code and have not participated with zero code), X8 hours a day studying, X9 satisfaction of the teaching staff (if it is satisfied code one and if not satisfied, a zero), X10 school extracurricular classes (Have participated in the model have a code and have not participated with zero code), X11 mother's Job (if the mother had a government job code one and has a private job or a house is a zero), X12 Private classes (Have participated in the model have a code and have not participated with zero code), X13 if their fathers were culture is code one and their weren't is zero, X14 If the mother is a cultural put code one and non-cultural is a point zero.

**Decomposition Model:**

In this study, the average new student in last year and in the year was estimated as the dependent variable. And independent variables are as in the previous model. General model according to equation (3) is

\[ Y_1 = f(x_1, x_3, x_4, x_5, x_6, x_7, x_8, x_9, x_{10}, x_{11}, x_{12}, x_{13}, x_{14}) + u \]  
(3)

And research model according to equation (4) is:

\[ y_1 = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \ldots + \beta_{12} x_{12} + \beta_{13} x_{13} + \beta_{14} x_{14} + u \]  
(4)

In this regression, Y1 is a Students' grade point average for two consecutive years. As above mentioned we used to estimate Ols methods. Estimation results in Table (1) is given.


Table 1: Results of estimating the two equations (2) and (4).

<table>
<thead>
<tr>
<th>Variable name</th>
<th>Independent Variable</th>
<th>Y: dependent variable the result of estimating equation (1)</th>
<th>Y1: dependent variable the result of estimating equation (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>coefficient</td>
<td>significant</td>
<td>coefficient</td>
</tr>
<tr>
<td>Intercept</td>
<td>16.860</td>
<td>0.000</td>
<td>6</td>
</tr>
<tr>
<td>Authority in Academic Competition</td>
<td>X1 0.112</td>
<td>0.012</td>
<td>0.127</td>
</tr>
<tr>
<td>Adjusted last year</td>
<td>X2 0.071</td>
<td>0.020</td>
<td>-----</td>
</tr>
<tr>
<td>Participation in religious activities</td>
<td>X3 0.166</td>
<td>0.027</td>
<td>0.11</td>
</tr>
<tr>
<td>Participation in art activities</td>
<td>X4 0.141</td>
<td>0.020</td>
<td>0.876</td>
</tr>
<tr>
<td>Counseling classes</td>
<td>X5 0.20</td>
<td>0.011</td>
<td>0.08</td>
</tr>
<tr>
<td>Father's job</td>
<td>X6 0.004</td>
<td>0.042</td>
<td>0.953</td>
</tr>
<tr>
<td>Participation in sports activities</td>
<td>X7 0.063</td>
<td>0.026</td>
<td>0.083</td>
</tr>
<tr>
<td>Hours of study</td>
<td>X8 0.076</td>
<td>0.000</td>
<td>0.0202</td>
</tr>
<tr>
<td>Satisfaction of the teaching staff</td>
<td>X9 0.026</td>
<td>0.021</td>
<td>0.242</td>
</tr>
<tr>
<td>Extracurricular classes at school</td>
<td>X10 0.070</td>
<td>0.025</td>
<td>0.95</td>
</tr>
<tr>
<td>Mother's job</td>
<td>X11 0.409</td>
<td>0.022</td>
<td>0.862</td>
</tr>
<tr>
<td>Private classes</td>
<td>X12 0.103</td>
<td>0.000</td>
<td>0.269</td>
</tr>
<tr>
<td>Father cultural</td>
<td>X13 0.083</td>
<td>0.000</td>
<td>0.140</td>
</tr>
<tr>
<td>Mother cultural</td>
<td>X14 0.202</td>
<td>0.000</td>
<td>0.042</td>
</tr>
</tbody>
</table>

\( R^2 \) 0.97 0.95

D.W 1.94 1.91

F 6.1 5.1

Source: Results of research

Empirical results:

According to the estimation results of the models listed, the coefficient of x1, 0.112, the coefficient of x2 0.069, the coefficient x3 (participation in religious activities) 0.162, the coefficient x4 (participated in art activities) 0.141, coefficient x5 (attending counseling) 0.198, coefficient x7 (participation in sports activities) 0.063, coefficient x10 (participation in extracurricular school class) 0.070, Are statistically significant at the 5% level. As a result, rank, grade point average the previous year and other variables are significant at the 5% level, that will be increased: Academic achievement and social capital. Variable for the study and teaching staff satisfaction were significant, thus Looking to increase their, adjusted the last year also increased. Private classes have significant positive impact on average last year, and was significant at the 5% level.

Conclusion:

Based on the results of educational institutions at all levels, from primary to tertiary simply do not carry human capital, social capital, but also to convey the rules and social norms. One of the biggest ways to prevent corruption is a way to increase the quality of education until created the spirit of teamwork, group participation and activities between the students. Education and training of human resources in line with community participation and teamwork is very important in the development of social capital.

One way to strengthen social capital facilitates social interaction among students with each other and with the school's teaching staff. A facilitator is required to develop these relationships create social spaces, that is increase interaction among students. These spaces can be noted about forum for science, literary, artistic, sporting and counseling services in schools. Which causes students to evacuate their inner energy and to be more successful. Unfortunately, in our schools and Most parents and teaching staff are only particular emphasis on studying.

That is and According to the results obtained in the development of social capital, student achievement is greater.

Social capital increase to strengthen civil society and voluntary associations are affiliated . Civic associations sense of identity, sense of self-efficacy and efficiency that underlie the individual's social capital. Therefore, it is recommended that the school's academic associations, literary, artistic and sporting more active, till the student may have a better impact on the success.

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