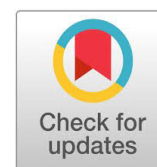
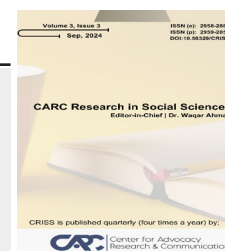




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Social Capital Elevates Courtesy: Take into Consideration Teaching-Learning Process in Secondary Schools

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ABSTRACT

Social capital which is also known as relational capital plays very significant role in enhancing education by fostering innovations in educational institutions. Social capital encompasses the relationships and networks which facilitate knowledge sharing, collaboration, and community engagement which are essential for teaching learning process. The existence of productive social capital among the stake holders promotes civility which leads towards imparting quality education to the learners. The main aim of this study is to highlight the importance of social capital in educational institutes. The data for the current study has been collected from a sample size of target population of secondary school teachers in Tehsil Wari, Dir Upper, Pakistan. The study is quantitative in nature as close-ended questionnaire comprising of 33 items covering six dimensions of social capital and teaching learning process with a five point Likert Scale is used for data collection. The validity and reliability of this survey instrument has been ensured by following predetermined principles, like sending for validation to four experts in the field, and checking the value of Cronbach's alpha. The collected data has been analyzed by using SPSS-22. Descriptive statistics highlights that data is normally distributed therefore parametric tests like Pearson Correlation has been used to determine the relationship between social capital and teaching learning process. The results provide evidence that there is a high, positive and significant correlation between social capital and teaching-learning process. From results it is concluded that for effective teaching-learning process, the existence of social capital in educational institute is of paramount importance. The study recommends that there is need for further research as to explore antecedent variables affecting the co-existence of social capital and teaching-learning process.

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INTRODUCTION

Education is not only a process of acquiring knowledge but it is rather the interaction of individuals which shape their character and behavior. Learning is continuous and dynamic process that becomes possible through the constant engagement with society and leads to the improvement of skills. As education is a multidimensional process including cognitive, psychomotor, and affective domains (Basri and Anwar 2020). Teaching learning process is goal-oriented and structured process and it desires to

bring behavioral changes. In other words teaching learning process is a deliberate and carefully planned approach which aims to cultivate knowledge, skills, and values and foster personal and professional growth. Key factors in teaching learning process are students' participation, students' motivation, students' achievements and critical thinking. Students' participation creates commitment to the process of teaching and learning. Students' motivation is the driving force to engage actively in learning process. Critical thinking is an evaluative process which allows students to assess provided information and make reasoned judgments. Whereas, students' achievement is level of attainment as result of their learning experiences in school (Jha, 2020).

For promoting teaching learning process social capital is considered as an essential factor and it refers to relationships, networks, values, and norms which facilitate collaboration and cooptation with in educational setting. Social capital builds intellectual capital through

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collaboration, communication and trust among all stakeholders including teachers, students, educational administrators, and community members (Mathias et al., 2023). Schools that focus on social capital are considered to promote creativity, problem solving, and academic success. Most importantly social capital promotes professional development of teachers which in turn improves the academic performance of the students. In short, the role of social capital is not only crucial for the academic success of the students but it influences overall learning environment (Demir, 2021).

Problem Statement

Educational institutions face numerous challenges for promoting a teaching learning environment which may support learners not only in their educational success but also develop them socially. On crucial factor which has gained immense attention is this regard is social capital. However, the key role of social capital in promoting teaching learning process needs to be explored as there exists a gap that how social capital influences educational outcomes and whether it contributes positively to the process of teaching and learning. Looking to this paradigm/model of social capital and its involvement in teaching-learning process a study quantitative in nature was needed to explain hidden aspects of this requisite correlation between social capital and teaching learning process. For this purpose this contemporary study is conducted in secondary schools of Tehsil Wari, Dir Upper, Pakistan.

Research Objectives

- To investigate importance of social capital for educational institutes
- To analyze the relationship between Social capital and teaching-learning process

Research Questions

- To what extent social capital is important for educational institutes?
- Is there any relationship between Social capital and teaching-learning process?

LITERATURE REVIEW

Teaching Learning Process

Behavioral and character changes do not only rely on learning but occurs through constant interactions with society and working environment. Education is conscious endure undertaken by individuals to change their actions by practice and training. Education is a multidimensional process and encompasses various aspects like intellectual, psychomotor and affecting domain which are utilized for achieving specific goals (Basri and Anwar 2020). Teaching learning process is a continuous and dynamic process in which students are undergone changes in their behaviors, competences, and knowledge. It leads to the improvement of skills and understanding of principles which are essential for effective learning environment. The teaching learning process involves integration of various components like setting learning objectives, finding resources, and implementing methods. Teaching is a structured and goal-oriented process through which one person imparts his/her knowledge and skills to others. It is not a random activity but rather planned activity which aims to bring behavioral

changes in learners through experiences (Jha, 2020).

Aspects of Teaching Learning Process

Students' motivation

For sparking interest of learners and drive them towards learning motivation is very crucial. Motivation is a force which propels students to engage and participate in the activities of teaching learning process (Borah 2021).

Students' participation

Student participation is the active part taking in the learning process. Students' participation enhances knowledge and confidence which fosters greater engagement and commitment to learning. It enhances their motivation and accountability for education (Amtu, Makulua et al. 2020).

Critical thinking

It a self-regulatory and deliberate in which students evaluate information, break down it, and make evidence based judgments. Critical thinking helps the students to engage deeply with the material and reach to conclusions based upon reasons. Critical thinking is a comprehensive approach in which every aspect of provided information like quality, authenticity and the underlying concepts etc are taken into consideration (Zulyusri, Elfira et al. 2023).

Students' achievements

It refers that how much a student has achieved or attained from the process of teaching and learning. Student achievement is not confined not test scores but is rather the personal and professional development of the student' experience as a result of his/her learning journey (Guskey 2013).

Social capital

Social capital refers to norms, relationships, and networks which facilitate cooperation among the members of an organization who take collective action. As according to Niqab (2015) school is may be treated as an organization like the other organizations. In school setting Social capital is very essential because it is the social capital which develops intellectual capital. Social capital encompasses relationships, trust, and collaboration among staff, students other stake holders. For promoting connections, communication, and enhancing a culture of mutual trust; leadership strategies also play significant role. Furthermore, social capital facilitates management of knowledge processes, allowing for effective and efficient sharing and application of expertise and insights in school organization (Parlar et al., 2019). Thus consequently it enhances innovation, improves the decision making process and fosters a commitment for continuous improvement and excellence in school management. In short by leveraging social capital, educational institutes can create an environment which nurtures creativity, problem solving and academic success (Demir, 2021).

Social capital is a complex phenomenon with multiple dimensions which are followed as well as in other disciplines of social sciences including education and educational organizations. Bridging social capital: It refers to the connections with those individuals who are outside the immediate social circle. Strengthening social ties with them provide access to new ideas, information, and

resources. Bridging social capital has the ability to expose the individuals to new insights, diverse perspectives, knowledge, and experiences which broadens their horizons and they are able to navigate in different social context (Mathias et al., 2023).

Bonding social capital: Bonding social capital refers to the relationships and ties with individuals who are within in immediate social networks such as family, friends and colleagues. These relationships are based on the trust, loyalty, and support providing a sense of belonging and emotional security. Bonding social capital is very essential for cultivating a culture where individual feel valued and encouraged. In context of school, bonding social capital is very vital for creating strong relationships between students, teachers, and other staff members which provides a sense of belongingness and consequently positively impact academic motivation. When students have strong relationships with each other they are encouraged to work in groups and thus a positive learning atmosphere is created (Tuominen et al., 2023). **Linking Social capital:** The concept of linking social capital refers to accessing resources, opportunities and establishing connections with those who are influential and powerful. These connections can provide opportunities for those who are not well off and such links can help them to access resources in the form of funding, scholarships, and jobs. In educational setting linking social capital are specifically important students with disadvantaged backgrounds (Lenkewitz, 2023).

Aspects of Social Capital

Jia, Chowdhury et al. (2020) highlighted three aspects of social capital

Structural Aspects

Partnering enterprises' structural capital fosters a structure with various linkages and dense interactions that is, a high frequency of contacts among partners that makes it easier for more dependable and varied information to be exchanged. Thus, an organization's proactive resilience is enhanced by better structural capital.

Relational aspect

In a similar vein, reciprocity rules help decision-makers change from self-centered partners into people in a relationship who have mutual benefit and a good judgment of well-being. Reactive organizational resilience is enhanced by relational capital.

Cognitive Aspects

Cognitive capital outlines acceptable methods for supply chain participants to coordinate their interactions and exchange each other's observation processes, hence facilitating the formation of shared understandings and collective ideologies.

Teaching learning process and Social capital

Social capital also affects teaching learning process because the main aim of education ought to show the intellectual, self, and social advancement of all educators, and to deliver them skills which will enable them to avail opportunities (Birungi and Hassan 2010). Social capital is also termed as relational capital, permits new job chances and learning by making networks between people (Parlar, Polatcan et al. 2020). Similarly, in education, relational

capital is usually termed as a way that clarifies the association among the macro-level developments and the micro-level of schooling in society (Mihaylov and Perkins 2014). It acts as a conduit for teaching students' knowledge, values, and conventions (Shahidul, Karim et al. 2015). Social capital is pivotal for enhancing positive relationships between teachers and students which resultantly promote teaching learning process and thus improve the academic performance of the students. Similarly social capital is important for effective teaching learning process because it improves the professional learning of teachers which positively affects students' achievements.

Theoretical framework

The current study is grounded in Social Capital Theory. Social Capital Theory has been drawn has been taken from the research works of Pierre Bourdieu (1986), James Coleman (1988), and Robert Putnam (2000). This theory refers to the resources, benefits one gains from trust, norms, social networks, and relationship. It is the value that has been derived from the relationship and social networks by an individual. Mutual trust is fundamental component of Social Capital Theory because it promotes collective action. Shared norms and expectations helps to maintain social order and provide sense of belonging. For the availability of social capital, social networking plays very significant role. Similarly relationships are fundamental for building and maintaining social capital (Mond, 2022). In educational context social capital is considered as very valuable resource because through it teaching learning process can be enhanced by fostering collaborative and supportive environment among students, teachers, and other community members.

Conceptual framework

The conceptual frame work of the study consists of two variables i.e. social capital (SC) and teaching learning process (TLP). Teaching learning process has also four sub-dimensions i.e. Students motivation(SM), Students participation (SP), Critical thinking (CT), and Students Achievement (SA).

RESEARCH METHODOLOGY

Research Design

The co-relational research design was used to test the expected relationship between variables used in study. The measurement and explanation of the degree of relationship between variables is done through the use of the co-relational research design (Seeram 2019). Surveys, or questionnaires, are frequently used in co-relational research designs to collect data and to compute the extent to which the prescribed variables are connected (Omair 2015). This study was conducted, having a co-relational research design, to measure the relationship between Social Capital (SC) and Teaching learning process (TLP).

Participants

There are 6 public high secondary schools established in Tehsil Wari district Dir Upper, Pakistan. Staff serving in these schools is 196. By adopting random sampling technique and considering (Krejcie and Morgan 1970) table a sample size of 128 was selected. However, a total sum of 118 respondents recorded their perception completely. So,

response rate is 92 %.

Adequacy of Sample Size

Kaiser-Meyer-Olkin (KMO) test is determined of how right the data is for factor study. KMO value from 0.8 to 1.0 specifies the sampling selected is tolerable, values from 0.7

to 0.79 are average and values from 0.6 to 0.69 are ordinary. If the KMO value is less than 0.6, it means that the sampling is unacceptable and that corrective action needs to be done (Shrestha 2021). The KMO and Bartlett's Test has been carried out to verify the adequacy of the sample size.

Table 1

Sample size of KMO and BARTLETT'S test (N=118)

Measure of Kaiser-Meyer-Olkin of sampling Adequacy		0.77
Sphericity of Bartlett's Test	Chi-Square .Approx	3667.93
	Df	1176
	Sig.	0.000

Table 1 highlighted that "KMO" value is 0.77, so the sample size is meritorious. The Sig. value is <0.001, so the sample size is Significant.

Instrument

This study designed a test with 33 items, clustered into 6 scales. A sum of 10-items related to social capital (SC) has been taken from the study of (Muhammad 2015) with permission, and 23-items questionnaire were self-developed regarding teaching learning process(TLP). Each item of this instrument was intended to be answered with a Likert scale of five levels: Strongly disagree, disagree, neutral, agree, and strongly agree. The "conversion" of these five levels to numeric values (from 1 to 5, correspondingly) was prepared as per usual practice of considering that the Likert scale, which is actually of ordinal nature, can be

measured as an intervals scale.

Procedure

After finalization of research the instrument, this final version was displayed in the "Sum Total", that the participants for this study could mark the best option on Likert Scale. The instrument application administered by the researchers itself to collect the data. Lastly, this gathered data was statistically tested to explain the sample's distinctiveness regarding social capital and its possible relationship with teaching-learning process (TLP).

Analysis

The first objective is to be tested through descriptive statistics (Mean & Standard Deviation). Second objective is to analyzed with the help of inferential statistics (correlation test).

RESULTS & FINDINGS

Table 2

Respondents demographic profile (N=118)

Demographic characteristic		Frequency(f)	Percentage%
Gender	Male	118	100
Age	25-20	14	11.9
	31-35	36	30.5
	36-40	13	11.0
	above 40	55	46.6
Academic Qualification	Undergraduate	2	1.7
	Graduates	18	15.3
	Master	91	77.1
	Others	7	5.9
Professional Qualification	CT	02	2.00
	B.ED	36	31.0
	M.ED	64	54.2
	Other	15	13.0
Experience In years	Less than one year	04	3.40
	1-5	18	15.3
	6-10	24	20.3
	11-15	16	13.6
	16-20	18	15.3
	More than 20	38	32.2

There are 118 respondents, who participate in this study. Gender wise distribution is such that all were male. In term of age there are 14 respondents with a percentage

of (12%) whose age is between 25-30 years. Followed by another 36 respondent's with a percentage of (30.5%) are in the age ranging 31-35 years. Furthermore, out of the 55

respondents, 13 respondents (11%) had an age range of 36 to 40 years, while the left over respondents (46.6%) had an age range of over 40 years. Looking towards Table-2, it can be found that the responding having a bachelor in education B.Ed. degree are 36 having percentage (30.5%) while respondents having a master degree in education M.Ed. are 64 percentages (54.2%). There are 2 respondents with a percentage of (1.7%) who holds certified teacher certificates. The remaining 15 responded with a percentage of (12.7%) are lies in the others category.

From the Table-2, portray that there are 4 respondents who bear an experience are less than a year. Among the respondents 18 of percentage (15.3%) having an experience ranging 1-5 years. Moreover, there are 24 respondents percentage of (20.3%) that bears an experience between 6-10 years. Also there are 16 respondents of percentage (13.6%) having an experience between 11-15 years. Additionally 18 respondents' percentage of (15.3%) bears an experience between 16-20 years and the remaining 38 respondents' percentage of (32.2%) bears an experience more than 20 years. Academics wise among the respondents 2 of percentage (1.7%) are undergraduates while there are 18 percentage of (15.3%) are graduates, 91 respondents of

percentage (77.1%) have done master degrees and the rest 7 respondents of percentage (5.9%) bears other degree.

Psychometric facts regarding the research instrument's distinctiveness

The psychometric investigation of the research instrument comprised of three (3) facets: reliability of instrument, validity of instrument and the analysis used for items. The validity of any research instrument termed to measure what it suggests to determine (Lozano-Rodríguez, Tijerina-Salas et al. 2016). While the content validity is discussed in different research studies, this study adopted the procedure of face validity by consulting two professionals of the field at the time of appraisal the pertinence and structure of each of the items in this research instrument's 6 scales. In light of their expert opinion 37 items are reduce to 33 items for this study. The reliability of the research instrument's achieved scores refers to the level to which they show an error of measurement. The internal reliability was measured by the Cronbach's alpha (α) internal consistency coefficient. In Table-5 the coefficients of each scale is highlighted. While Byrne (2010) declared that the standard range is 0.77. Hence this questionnaire is reliable for data collection.

Table 3

Cronbach's Alpha Coefficients

Scale	Acronym	Number of items	Reliability Coefficient Alpha(α)
Social Capital	SC	10	0.87
Student Motivation	SM	07	0.82
Critical Thinking	CT	07	0.83
Student Participation	SP	04	0.72
Student Achievement	SA	05	0.76
Teaching Learning Process	TLP	23	0.90

Descriptive information of the concerned sample

Table-4 shows descriptive numerical values regarding the collected data. Theses information are regarding social capital (SC) and teaching-learning process (TLP) of the

respondents associated with each of the 6 scales that outline the research instrument. Statistical values of skewness and kurtosis decides nature of the data (Parametric/non-parametric) and ultimately decides nature of inferential statistics (parametric/non-parametric).

Table 4

Descriptive Statistics (N=118)

Scales	Minimum	Maximum	Mean	Std. Dev	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SC	1.80	5.00	3.9008	.67855	-.809	.223	.803	.442
SM	2.14	5.00	3.8535	.69472	-.445	.223	-.162	.442
CT	1.71	5.00	3.7712	.70560	-.566	.223	.450	.442
SP	2.00	5.00	3.9767	.65371	-.725	.223	.305	.442
SA	1.00	5.00	3.6542	.78562	-.564	.223	.744	.442
TLP	2.26	5.00	3.8066	.61297	-.308	.223	-.123	.442

Table-4, highlights the descriptive statistics regarding the six scales. The highest mean shows by students participation (SP) is 3.97 followed by the mean value of social capital, SC (3.9008) followed by the mean for students motivation (SM), 3.85. Furthermore mean value for teaching learning process (TLP) is 3.806 followed by critical thinking (CT), 3.77 and the mean value for student's achievements

(SA) is 3.65. While the values of Skewness and kurtosis for all six scales are within the threshold value (± 1.96). Hence data in hand is parametric and for inferential statistics parametric tests are the most appropriate one.

Correlation

The study is going to analyse the relationship between Social capital (SC) and teaching-learning process (TLP). As

the collected data is parametric in nature, thus Pearson correlation statistical test is applied to test the strength of

the relationship between SC and TLP.

Table 5

Interpretation of the Strength of correlation

r value	Interpretation
$r=0$	No linear correlation
$r=\pm 1$	Perfect+ /- linear correlation
$r= \pm 0.01 \text{---} \pm 0.29$	Low + /- linear correlation
$r=\pm 0.30 \text{---} \pm 0.49$	Moderate+ /- linear correlation
$r=\pm 0.50 \text{---} \pm 1.00$	High + /- linear correlation

*Source (Muhammad, 2015)

Table 6

Correlations (N=118)

Variables		TLP	SC
TLP	"Pearson Correlation"	1	0.631**
SC	"Pearson Correlation"	0.631**	1

Significant correlation at the 0.01 level (2-tailed).

Results of Table-6, expounds that there is a high, positive and significant relationship between (TLP) and (SC), ($r=0.631^{***}$, $n=118$, $p=0.00$).

Discussion

Looking at the analysis of results we have found that the strength of relation is such that, there is a high, positively and meaningful relationship between (TLP) and (SC), ($r=0.631^{***}$, $n=118$, $p=0.000$). Similar to this work the study conducted by (Acar 2011) that social capital and teaching-learning process are positively related and much relationships were meaningful in the predictable way. Since, the learning accomplishment is highly related with involvement by others, this may be due to the parental and society involvement, therefore, social capital may play a crucial role for improving the whole success in educational settings (Acar 2011). Furthermore, the study of by (Salloum, Goddard et al. 2017) teachers College, Columbia University also endorses these results and say social capital is an encouraging forecaster of educational attainment in the teaching-learning process. Similarly, intervention formulated to build up social capital in institutions should be guided by attempt to strengthen entrance to organization-based capital in poor and low performing educational institutes. The results of these correlations contradict the study conducted by (Msila 2007) and were discovered as the effect of society participation were investigated and was found that while social capital can't guarantee an organization success, teacher and student's performance and results. However it has been observed that social capital possess three aspects namely; structural aspect, relational aspect and cognitive aspect. So the existence of the social capital is quite favorable for the effective teaching and learning process. So, the responsibility falls on the shoulders of the heads of educational institutes to promote culture of social capital as it has long lasting effects on teaching and learning process.

CONCLUSION

Throwing a glance on the findings of this study it is

wrapped that social capital demonstrates a considerable role in enhancing the educational landscape specifically in the context of teaching learning process. The positive and noteworthy association between social capital and teaching learning process and also confirms that social capital is not a peripheral factor but rather a core and main component in enhancing a productive educational environment. Interesting results of this study give further details about the social capital obligatory existence for the effective teaching and learning process in educational settings. Moreover, the existence of robust social capital among stakeholders including teachers, students, administrators and community members promotes civility, cooperation, and collaboration. Thus collaboration and mutual harmony promotes an environment where transmission of knowledge, skills, values, and attitudes is facilitated. Through the social capital community engagement is also made possible which is an essential element for achieving excellence in education. Schools are organizations like others and facing the interaction between the stake holders, who are consistently involved in the provision of favorable environment for teaching learning process. Because students motivation and participation will enhance their critical thinking and leading to the students up to the mark academic achievements. This aim is attainable if there is a culture of strong social capital in educational institute.

Implications

The findings of the study have provided valuable insights into the role of social capital in educational landscape particularly promoting teaching learning process. The significance of social capital is not merely limited to association as it has a profound impact on the structure and functioning of the entire educational system. Therefore, keeping in view the findings several implications can be drawn for all stakeholders including teachers, administrators, policy makers and community members.

1) Patronizing social capital in educational policy and planning

For development and sustainability in educational

policies and planning there is dire need to patronize social capital. The educational high ups and policy makers must recognize that social capital is not peripheral factor but rather core component in creating conducive and productive learning environment. Consequently there is need for adapting strategies and initiatives for promoting collaboration, trust, and mutual respect among the community members, administrators, teachers, and students. Structures supporting engagements of stakeholders, such as establishing of formal and informal networks enhancing collaborations should be supported by the educational policies. Similarly educational planning should also include frameworks of social capital for assessment and improvement of teaching learning process.

2) Enhancing teacher collaboration

As the role of teacher collaboration is very critical in transmission of skills, values, attitudes, and knowledge, therefore, there is need of professional development initiatives for enhancing pedagogical skills of teachers in order to build strong social capital among them. In order to provide best practices and develop strong professional relationships, teacher collaboration should be promoted through team teaching, peer observation, and co-planning. Similarly for fostering collaborative and inclusive culture in schools, professional development programs should integrate such components. In this regard embedding social capital into professional development can create a more cohesive and supportive learning environment which enable teachers to navigate challenges collectively.

3) Strengthening student-teacher relationship

As the student highlighted the importance of social capital for promoting teaching learning process because it improves students' motivation and participation which is not only significant for their critical skills but also affects their academic. Therefore strong relationship between teacher and student based on mutual trust, support, and respect needs to be patronized. Such relationships form the foundation of social capital within the classroom and thus significantly to the overall learning experience. For inclusivity and collaboration cooperative learning, group projects, and peer to peer interactions are effective and efficient ways for building social capital among students.

4) Community engagements for educational excellence

Social capital extends beyond the interactions of teachers, students, and educational administrators; because it encompasses the relationships between school and the broader community. Schools can provide supportive and enriching environment for students through the active involvement of parents, local organizations, and other community members in educational process. Such initiatives strengthen between school and community which help to foster a shared sense of responsibility for the success of students.

5) Fostering civility and mutual harmony

As the study highlights that for conducive learning environment, social capital is pivotal in promoting civility, cooperation and mutual harmony among stakeholders. Therefore, schools should cultivate a culture of respect and empathy where all the members of community of school community feel valued and honored. Such culture can be

achieved through the promotion of open communication, encouraging diverse perspectives, and resolving conflicts in a constructive and collaborative manner.

Recommendations

- Educational institutions should encourage the development of formal and informal networks which may encourage collaboration among students, teachers and other members of community
- For building social capital the teachers and administrators should be equipped with the required tools and trainings
- Educational institutions should devise such strategies which may encourage community engagement which can become a strong base of social capital
- Further studies, especially on the role of social capital in other areas like leadership styles, institutional policies, cultural context, and socioeconomic status, needs to be carried out

Conflict of Interests

The authors has declared that no competing interests exist.

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