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The Relationship between form of Social Capital and Secondary Schools Students' Education Achievement in Kedah

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Abstract

The concept of social capital discussed in a variety of disciplines such as sociology, economics, anthropology, biology and others disciplines. Previous research found that student's social capital which generated from student's social relations with parents, teachers and peers had a significant influence on student achievement. Why do some social groups report low education attainment? The objective of this paper is to describe the difference between school students race variables with social capital variable (social capital variable refers to form of social capital included social bonds, social bridges and social links); and to describe relationship between form of social capital with students' education achievement.This descriptive causal research investigated the effects of social capital variables on education achievement. The unit of analysis was at micro-level using questionnaire survey and nonprobability sample of 867 respondents in 2012. Less of social capital reduces the probability of reporting high education achievement. The students who have social bonds and social links report high education achievement. Students with different race report less social bonds. The results confirm that social bonds and social links affect the reporting of high educational achievement in surveys.

Keywords: Social capital, education achievement, community, bonding social capital, bridging social capital, linking social capital.

Introduction

The concept of social capital discussed in a variety of disciplines such as sociology, economics, anthropology, biology and others disciplines. The early development of the concept of social capital can be discovered in the scholars work such as Alexis de Tocqueville[1] which mentions the interaction in voluntary associations provided social glue that helps bind together the individual in America. Emile Durkheim[2] was interested in the way human social bonds which act like a thread weaving community together. Durkheim described two concepts of community namely "mechanical solidarity" and "organic solidarity". Unambiguous dissimilarity demonstrated by Durkheim between concept of mechanical solidarity society and organic solidarity society. Generally, the pattern of capitalist society, the urban and industrial society refers to organic solidarity as opposed to rural society living in isolation world which refers to mechanical solidarity. Organic solidarity society means society which based on mobile modern social system and very different social system from the mechanical solidarity. Whereas, mechanical solidarity society means pre-modern society that involves adherence to the authorities as a result of habit, social ties based on equality of status and routine life[3, 4].

Explanations related to the issue of social capital faced by human society can be seen in Peter Ashton[5] which cited Giddens[6] that the greatest data for the fall in social capital can be found in the inadequacy of civic involvement in many Western Countries, which is important in allowing democracy to develop. For example, in the USA parent-teacher associations, the National Federation of Women Club's, the League of Women Voters and the Red Cross have all experienced associatesdecrease of around 50% since 1960s. The main interest of most sociologists have with the decrease in social capital is that it manifests a diminishing of society itself, which may in the long-term bring about social volatility. Anjali[7] linked approach to health and an educational service directly provides to multidimensional poverty, while Khan[8] demonstrated that regarding technology resolved learning setting maypromote student achievement. Mumtazet al.[9] professed that assessments provision and marking of examination are the most interested areas for students since their grades depend on it.

Previous research found that student social capital created from student social interactions with parents, teachers and peers had a significant effect on student achievement. The quality of social connections and the assistance provided through them may demonstrate part of the outcome of those connections on academic achievement among adolescent[10,11]. Feniger et al.[12] found that hierarchical analyses showed that when students' socio-economic background and school selectivity are controlled for, religious school students in Israel reach, on average, higher grades on reading and math standardized tests than students in non-religious schools. Bankston, III[13] represented that social capital descriptions of school outcomes,

specifically of the school outcome of immigrant children and children of immigrants, have come into extensive use in recent years. These explanations seek to account for individual or group variety in school fulfilment by viewing the family and community relations that surrounded children as forms of investments that yield pay-offs in schools. These family and community interactions are seen as specific to immigrant groups, or "ethnicity as social capital". Bofota[14] found that social capital available in the family affects significantly student attainment and that the magnitudes are large enough to explain a substantial proportion of variation in children schooling in Tanzania in the short term. More importantly, this positive impact lasts over the long term. Acar[15] professed that social capital's concrete advantage for education can be seen as higher achievement on tests, higher graduate rates, lower dropout rates, higher college enrolment and greater involvement in school and community organizations.

The concept of social capital can be seen in many scholars' writing but social capital definition which commonly used by scholars like the definition produced by Pierre Bourdieu[16], James S. Coleman[17] and Robert D. Putnam[18]. Shortly, the definitions of social capital by the three scholars are:

The definition by Bourdieu is durable network possession in relationship known collectively which in institutional or not institutional form (in other words, individual membership in a group). Through group membership, there are opportunities and accrued benefit (accumulated bit by bit) for individuals. Therefore, social capital is a resource that provided access for groups' goods. Based on Bourdieu definition can be worn out that his emphasis on the social capital instrumental value aspects namely[19-21]: i. To gain economics and social benefit of group membership. ii. Catalyst of individual investment in other membership (the desire to invest in the others group).

Coleman in turn defines social capital as a diversity of different entities with two similar elements which consist of several aspects of social structure that can be used as a resource to achieve the interests of social actors through facilitating the actions of individuals within that structure. In other words, an individual in relationship structure has the ability to achieve a difficult goal[19, 20, 22, 23].

Social capital Putnam refer to the relationship among individual containing social network, reciprocity attribute norms and, trust which facilitate cooperation to produce mutual benefits. The social network has a collective value and increase the tendency to do something for the sake of social fellow members. Related social network and norms have an impact on community productivity. Social capital closely associated with civic virtue which very powerful when hidden in a social relationship network which reciprocity-natured. Putnam represented social capital as a set of "horizontal relationship" between human[19, 20, 22, 23, 24].

Bonding refers to the bond between the same people in the same situation in terms of socio-economic background, class, ethnicity and interests such as immediate family, close friends, neighbours or ethnic groups. Bridging refers to distant bond of the same people such as relationship with distant friends and colleagues. Linking refers to bonding with different people in the different situation or relationships between different social strata in a hierarchy where power (such as police and political party), social status and wealth achieved by different groups. In the context of linking, individuals outside the community can obtain wide resources than those in the community[3, 4, 23]. Woolcock[25] relates linking social capital to the capability of individual and community to acquire resources, idea and information from formal institution exceeding the immediate community environment. Lin[26] considered two types of resources which can be achieved namely personal resources and social resources. Personal resources represent resources owned by individual included material ownership and symbolic goods such as diplomas and degree. Social resources represent resources which refer to information, idea and support. This paper hypothesizes that because the effects of social capital were indicated weakening society that the influence of social capital on educational achievement will be greater among those students with higher social capital than student with lower social capital. This study tested the hypothesis that there is no significant difference between form of social capital (social bonds, social bridges and social links) with students' races. Second hypothesis is there is no relationship between forms of social capital with education achievement.

Methodology

Why do some social groups report low education attainment? This study propose that less social capital of rural students in school and society decreased the likelihood of reporting high educational achievement because they decreased in social bonds, social bridges and social links. Social bonds, social bridges and social links affect the ability to report high educational achievement.The objective of this paper is to describe the difference between school students race variables with social capital variables (social capital variable refers to form of social capital included social bonds, social bridges and social links); and to describe relationship between form of social capital with students' education achievement. This research is a basic research sought to explain why social capital influences rural community educational attainment. This descriptive causal research investigated the effects of social capital variables on education achievement. Case studies using sequential pragmatism approach which collect and analyse the reporting of approximate education achievement in a secondary school through mixed approach of quantitative and qualitative were the time dimension of the study. The unit of analysis was at micro-level using questionnaire survey and nonprobability sample of 867 respondents in 2012. Normal distribution was results from the quantitative approach analysis and qualitative interview were not conducted.

Results and Discussion

Less of social capital reduces the probability of reporting high education achievement. The students who had social bonds and social links report high education achievement. Students with different race report less social bonds. Kruskal-Wallis H test for three or more unrelated samples indicated by table-2 showed that the significance level below than 0.05 for the two test. Based on Bryman and Cramer[27] this indicated that there is significant dissimilarity between school students of the five groups categories of race variables in the mean ranking of the degreed social bonds (social bonds rated/comparison) of students. One-way Analysis of Variance (ANOVA) for three or more unrelated means indicated by Table 8showed that F test or ratio which is between-groups mean square divided by the within-groups mean square (0.162/0.067 = 2.441), is significant (p = 0.045). Consequently, there is significant dissimilarity in social bonds between races (five variables categories). This finding had similar result with Crowfordet al.[28]which found that different form of discrimination within race /ethnic group is associated with risky social ties. Fairchild and Robinson[29] represent whites expressing the least level of reliance on strong ties in their search for current or last job (12 %). Hispanic was three times as likely to utilize strong ties (37.7%) and Asians were twice as likely to rely on close relations (23.1%). Black were only slightly more likely to use strong ties (13.6%) than whites. The weak ties by race shows that Hispanic were twice as likely to report receiving aid from a weak ties as whites (4.5% versus 2.3%), while Asians reported a rate of weak tie assistance 50% greater than whites (3.3%). Black reported the lowest rate of assistance (1.8%). Gezinski[30] found that foreign-born women had a higher level of bonding and value sharing social capital.

Table-1
Levels for Kruskal-Wallis Test Comparing Social Bonds between Students' Race

Race	n	Mean Rank
Social BondsMalay	777	437.15
Chinese	48	387.67
India	3	459.50
Siamese	4	459.50
Unspecified	35	422.56
Total	867	

Table-2
Statistic Test [a,b]Comparing Social Bonds Between Students' Race

Statistic Test	Social Bonds
Chi-square	9.738
df	4
Asymp. Sig.	0.045

a. Kruskal Wallis Test, b. Grouping Variable: Race

Table-3
Levels for Kruskal-Wallis Test Comparing Social Bridges between Students' Race

Race	n	Mean Rank
Social Bridges Malay	777	434.59
Chinese	48	438.97
India	3	468.00
Siamese	4	161.50
Unspecified	35	442.30
Total	867	

Results of Kruskal-Wallis H indicated by table-4 showed that the significance level greater than 0.05 for the two test, there is no significant variation between school students of the five groups categories of race variables in the mean ranking of the degreed social bridge (social bridge rated/comparison) of students.ANOVA indicated by table-10 showed that F test or ratio which is between-groups mean square divided by the within-groups mean square (0.719/0.4500= 1.589), is significant (p = 0.175). Consequently, there is significant variation in social bridge between races (five variables categories). This finding had similar result with Gezinski[30] which represents Black women had a higher level of bridging, advocate giving and advocate receiving social capital. Hispanic women had a lower level of bridging social capital. Taman[31] showed two different patterns which first that the minority Chinese and the majority Malays do not differ in their level of interracial social capital, and second the majority Indians had a significantly higher level of interracial bridging social capital in comparison. The level of interracial socialization with peers directly and significantly affects the level of interracial bridging social capital for all three racial groups.

Kruskal-Wallis H indicated by Table-6 showed that the significance level greater than 0.05 for the two test, there is no significant variation between school students of the five groups categories of race variables in the mean ranking of the degreed social links (social links rated/comparison) of students. ANOVA indicated by Table-12 showed that F test or ratio which is between-groups mean square divided by the within-groups mean square (0.272/0.5050 =0.540), is significant (p = 0.707). Consequently, there is significant variation in social links between races (five variables categories). This finding had similar result with Ulmer and Harris[32] which showed that religion contextual measures have significant crime-reducing connections with violence. These relationships are race/ethnic specific and religion contextual measures moderate the criminogenicconnection between drawback and violence for blacks. Barnes[33] found that there will be higher levels of linking social capital for the dominant ethnic group, the Euro-American (E-A) community, than for the minority ethnic groups, Korean-American (K-A) and Vietnamese-American (V-A) community.

Table-4
Statistic Test [a,b] Comparing Social Bridges Between Students' Race

Statistic Test	Social Bridges
Chi-square	5.974
df	4
Asymp. Sig.	0.201

a. Kruskal Wallis Test. b. Grouping Variable: Race

Table-5
Levels for Kruskal-Wallis Test Comparing Social Links between Students' Race

Race		n	Mean Rank
Social Links	Malay	777	436.18
	Chinese	48	401.21
	India	3	340.17
	Siamese	4	308.75
	Unspecified	35	452.89
	Total	867	

Table-6
Statistic Test [a,b] Comparing Social Links Between Students' Race

Statistic Test	Social Links
Chi-square	3.015
df	4
Asymp. Sig.	0.555

a. Kruskal Wallis Test. b. Grouping Variable: Race

Bivariate analysis to explore relationship between two variables by Cross tabulation indicated by Table-13, the chi-square value (χ^2 = 10.159) is not significant at the 0.05 level (the usual minimum level for rejecting the null hypothesis). Thus based on Bryman and Cramer[27], $p > 0.05$ signified that the chi-square value is below that necessary for achieving the 0.05 level, explained that there is more than a 5% chance that there is no association between social bonds with student achievement/excellence. Pearson chi-square value is 10.159 with degree of freedom is 6 and significance level is 0.118. There is likely to be a relationship between two variables namely social bonds with student achievement/excellence which the students with excellence achievement (1.9%) were more likely than the students with good achievement (0.4%), the students with poor performance (0%) and the students in unspecified category (0%) to have social bonds. This finding differ with Mcclungand Gayle[34] which represents that an examination of evidence on bonding social capital, bridging social capital and linking social capital as well as trust shows that social capital theory helps to theoretically interpret the low educational achievements of looked after children. Lagenkamp[35] showed different finding that elements of middle school social integration, including teacher bonding, popularity, and extracurricular participation, influenced academic achievement when students enter high school.

Table-14, the chi-square value (χ^2 = 19.143) is significant at the 0.05 level (the usual minimum level for rejecting the null hypothesis). Thus, $p < 0.05$ signified that the chi-square value is exceeds that necessary for achieving the 0.05 level, explained that there is more than a 5% chance that there is association between social bonds with student achievement/excellence. Pearson chi-square value is 19.143 with degree of freedom is 8 and significance level is 0.014. There is likely to be a relationship between two variables namely social bonds with student achievement/excellence which the students with the latest examination result which the students in unspecified category (2.8%) were more likely than the students with the latest examination result more than 5A (1.4%), the students with the latest examination result is 3A to 4A (0.6%), the students with the latest examination result is 1A to 2A (0.5%) and the students with the latest examination result is no A (0%) to have social bonds. This finding had similar result with Woolley et al.[36] which showed that increased levels of neighbour hood bonding social capital and lower levels of poor physical conditions were prediction of higher student marks on achievement tests in math and reading. In addition, as children improved from the first through the eighth grades, the measure of the consequence of bonding social capital and poor neighbourhood physical conditions on school achievement increased. Perez[37] showed that those student who reported low social support, and had parents who endorsed low levels of bonding, education, sensitivity an responsivity, demonstrated higher achievement scores compared to those students whose parents reported higher levels on the same subscales. Klem and Connell[38] considered students engaged in school are more probably to earn higher grades and test marks, and have lower drop-out rates. In contrast, students with low levels of participation are at risk for a variety of long-term negative effects, including troublesome behaviour in class, absenteeism, and dropping out.

Table-15, the chi-square value (χ^2 = 5.838) is not significant at the 0.05 level (the usual minimum level for rejecting the null hypothesis). Thus, $p > 0.05$ signified that the chi-square value is below that necessary for achieving the 0.05 level, explained that there is more than a 5% chance that there is no association between social bridges with student achievement/excellence. Pearson chi-square value is 5.838 with degree of freedom is 9 and significance level is 0.756. There is likely to be a relationship between two variables namely social bridge with students' achievement/excellence which the students with excellence achievement (7.5%) were more likely than the students in unspecified category (6.7%), the students with poor performance (6.5%), andthe students with good achievement (5.6%) to have social bridge. This finding differ with Dufur[39] which considered because parents and schools divide the responsibility of educating children, both bonding and bridging social capital may be of great significance in promoting academic achievement.

Table-16, the chi-square value (χ^2 = 9.908) is not significant at the 0.05 level (the usual minimum level for rejecting the null hypothesis). Thus, $p > 0.05$ signified that the chi-square value is

below that necessary for achieving the 0.05 level represented that there is more than a 5% chance that there is no association between social bridges with students' latest examination result. Pearson chi-square value is 9.908 with degree of freedom is 12 and significance level is 0.624. There is likely to be a relationship between two variables namely social bridge with students' latest examination result which the students with the latest examination result is no A (7.6%) were more likely than the students with the latest examination result more than 5A (7.2%), the students with the latest examination result is 1A to 2A (6.2%), the students with the latest examination result is 3A to 4A (4.7%) and the students in unspecified category (2.8%) to have social bridge. This finding differ with Menahem[40] which represented that bridging social capital is related to positive matriculation degree and this is more proclaimed in communities ranked low as contrary to high on a socioeconomic status scale. Smith[41] represented that female and male students who took part in the program (Health Sciences and Technology Academy/HSTA) had a statistically significant variation in math and reading/language arts. Hypotheses denoted that a minority group female student (African American) has a statistically significant difference in math, but not in reading/language arts. There was a statistically significant variation in the reading/language arts scores of White female, minority group male (African American), and White male students. Health Sciences and Technology Academy/HSTA) had a significant positive impact on the math and reading/language arts marks of all 168 African American, White, Hispanic, and Asian male and female students who involved in the program as compared to the 168 African American, White, Hispanic, and Asian male and female students who were not in the program.

Table-17, the chi-square value ($\chi^2 = 19.047$) is significant at the 0.05 level (the usual minimum level for rejecting the null hypothesis). Thus, $p < 0.05$ signified that the chi-square value is exceeds that necessary for achieving the 0.05 level, represented that there is more than a 5% chance that there is association between social links with student achievement/excellence. Pearson chi-square value is 19.047 with degree of freedom is 9 and significance level is 0.025. There is likely to be a relationship between two variables namely social links with student achievement/excellence which the students in unspecified category (16.7%) were more likely than the students with excellence achievement (12.4%), the students with poor performance (9.3%) and the students with good achievement (6%) to have social links. This finding had similar result with Tang[42] which found that children in immigrant families with a role construction around education in alignment with the dominant culture of the U.S. demonstrated better child achievement but worse behaviour outcomes than children from immigrant families with a role construction unaligned with dominant U.S. culture. Good and Adams[43] represented that supportive relationship with faculty was directly related to higher average grades and perceived academic capability, whereas positive relationship with fellow students was indirectly related to academic performance through ego virtues. Positive ego-identity formation (identity achievement) was also indirectly related to academic performance through ego virtues.

Table-18, the chi-square value ($\chi^2 = 24.723$) is significant at the 0.05 level (the usual minimum level for rejecting the null hypothesis). Thus, $p < 0.05$ signified that the chi-square value is exceeds that necessary for achieving the 0.05 level, represented that there is more than a 5% chance that there is association between social links with students' latest examination result. Pearson chi-square value is 24.723 with degree of freedom is 12 and significance level is 0.016. There is likely to be a relationship between two variables namely social links between the latest examination result which the students with the latest examination result is no A (12%) were more likely than the students with the latest examination result is 1A to 2A (8.9%), the students in unspecified category (8.3%), the students with the latest examination result is 3A to 4A (8.1%) and the students with the latest examination result more than 5A (5.8%) to have social links. This finding had similar result with Gaddis[44] which found that having a mentor in Big Brothers Big Sisters (BBBSA) program had a positive and significant result in academic outcomes (GPA change, change in homework hours, and B&M school value change).

Table-7
Descriptive Group Statistic ofOne-way Analysis of Variance Comparing Social Bonds With Race

	n	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimumz	Maximum
					Lower bound	*Upper bound*		
Malay	777	2.9485	0.24855	0.00892	2.9310	2.9660	2.00	4.00
Chinese	48	2.8333	0.37662	0.05436	2.7240	2.9427	2.00	3.00
India	3	3.0000	0.00000	0.00000	3.0000	3.0000	3.00	3.00
Siamese	4	3.0000	0.00000	0.00000	3.0000	3.0000	3.00	3.00
Unspecified	35	2.9143	0.28403	0.04801	2.8167	3.0119	2.00	3.00
Total	867	2.9412	0.25879	0.00879	2.9239	2.9584	2.00	4.00

Table-8
ANOVA (One-way Analysis of Variance) Comparing Social Bonds with Race

	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	0.650	4	0.162	2.441	0.045
Within Groups	57.350	862	0.067		
Total	58.000	866			

Table-9
Descriptive Group Statistic of One-way Analysis of Variance Comparing Social Bridges with Race

	n	**Mean**	**Standard Deviation**	**Standard Error**	**95% Confidence Interval for Mean**		**Minimum**	**Maximum**
					Lower bound	***Upper bound***		
Malay	777	2.5817	0.66683	0.02392	2.5348	2.6287	1.00	4.00
Chinese	48	2.5833	0.70961	0.10242	2.3773	2.7894	1.00	4.00
India	3	2.6667	0.57735	0.33333	1.2324	4.1009	2.00	3.00
Siamese	4	1.7500	0.50000	0.25000	0.9544	2.5456	1.00	2.00
Unspecified	35	2.6286	0.73106	0.12357	2.3774	2.8797	1.00	4.00
Total	867	2.5802	0.67209	0.02283	2.5354	2.6250	1.00	4.00

Table-10
ANOVA (One-way Analysis of Variance) Comparing Social Bridges With Race

	Sum of Squares	***df***	***Mean Square***	***F***	***Sig.***
Between Groups	2.864	4	0.719	1.589	0.175
Within Groups	388.315	862	0.450		
Total	391.179	866			

Table-11
Descriptive Group Statistic of One-way Analysis of Variance Comparing Social Links With Race

	n	**Mean**	**Standard Deviation**	**Standard Error**	**95% Confidence Interval for Mean**		**Minimum**	**Maximum**
					Lower bound	***Upper bound***		
Malay	777	2.5920	0.72124	0.02587	2.5412	2.6428	1.00	4.00
Chinese	48	2.5000	0.61885	0.08932	2.3203	2.6797	1.00	4.00
India	3	2.3333	0.57735	0.33333	0.8991	3.7676	2.00	3.00
Siamese	4	2.2500	0.50000	0.25000	1.4544	3.0456	2.00	3.00
Unspecified	35	2.6286	0.59832	0.10113	2.4230	2.8341	1.00	4.00
Total	867	2.5859	0.70984	0.02411	2.5386	2.6332	1.00	4.00

Table-12
ANOVA (One-way Analysis of Variance) Comparing Social Links With Race

	Sum of Squares	***df***	***Mean Square***	***F***	***Sig.***
Between Groups	1.090	4	0.272	0.540	0.707
Within Groups	435.259	862	0.505		
Total	436.348	866			

Table-13
Social Bonds By Student's Achievement/Excellence

		Student's Achievement/Excellence			
		Poor (%)	Good (%)	Excellence (%)	Unspecified (%)
Social Bonds	Strongly Disagree	-	-	-	-
	Disagree	7.4	5.5	8.1	13.3
	Agree	92.6	94.2	90.1	86.7
	Strongly Agree	0	0.4	1.9	0
	Total	n = 108	n = 568	n = 161	n = 30
		$\chi^2 = 10.159$ NS, $p > 0.05$			

NS = non-significant

Table-14
Social Bonds By Students' Latest Examination Result

		The Latest Examination Result				
		NoA (%)	1A to 2A (%)	3A to 4A (%)	More Than 5A (%)	Unspecified (%)
Social Bonds	Strongly Disagree	-	-	-	-	-
	Disagree	9.7	5.4	2.3	13	8.3
	Agree	90.3	94.1	97.1	85.5	88.9
	Strongly Agree	0	0.5	0.6	1.4	2.8
	Total	n = 185	n = 405	n = 172	n = 69	n = 36
		$\chi^2 = 19.143$ S, $p < 0.05$				

S = significant

Table-15
Social Bridges By Student's Achievement/Excellence

		Student's Achievement/Excellence			
		Poor (%)	Good (%)	Excellence (%)	Unspecified (%)
Social Bridges	Strongly Disagree	7.4	4	3.1	3.3
	Disagree	32.4	40.5	41.0	40
	Agree	53.7	49.8	48.4	50
	Strongly Agree	6.5	5.6	7.5	6.7
	Total	n = 108	n = 568	n = 161	n = 30
		$\chi^2 = 5.838$ NS, $p > 0.05$			

NS = non-significant

Table-16
Social Bridges By Students' Latest Examination Result

		The Latest Examination Result				
		NoA (%)	1A to 2A (%)	3A to 4A (%)	More Than 5A (%)	Unspecified (%)
Social Bridges	Strongly Disagree	4.9	4.2	3.5	5.8	2.8
	Disagree	34.1	43.7	38.4	36.2	33.3
	Agree	53.5	45.9	53.5	50.7	61.1
	Strongly Agree	7.6	6.2	4.7	7.2	2.8
	Total	n = 185	n = 405	n = 172	n = 69	n = 36
		$\chi^2 = 9.908$ NS, $p > 0.05$				

NS = non-significant

Table-17
Social Links By Student's Achievement/Excellence

		Student's Achievement/Excellence			
		Poor (%)	Good (%)	Excellence (%)	Unspecified (%)
Social Links	Strongly Disagree	0.9	5.6	6.2	3.3
	Disagree	33.3	40.8	36.6	43.3
	Agree	56.5	47.5	44.7	36.7
	Strongly Agree	9.3	6	12.4	16.7
	Total	n = 108	n = 568	n = 161	n = 30
		$\chi^2 = 19.047$ S, $p < 0.05$			

S = significant

Table-18
Social Links By Students' Latest Examination Result

		The Latest Examination Result				
		NoA (%)	1A to 2A (%)	3A to 4A (%)	More Than 5A (%)	Unspecified (%)
Social Links	Strongly Disagree	0.5	4.7	9.3	10.1	2.8
	Disagree	37.3	39.3	40.7	43.5	33.3
	Agree	55.7	47.2	41.9	40.6	55.6
	Strongly Agree	12	8.9	8.1	5.8	8.3
	Total	n = 185	n = 405	n = 172	n = 69	n = 36
		$\chi^2 = 24.723$ S, $p < 0.05$				

S = significant

Conclusion

The results confirm that social bonds and social links affect the reporting of high educational achievement in surveys. The World Bank in 2011[45] indicated that societal levels of educational achievementare linked to levels of economic development. Family, community and state engagement in education ameliorate outcomes andaffect educational culture. Family, community and state positively collision academic performance if acceptance and promotion of education's importance exist. Social capital in the family and community can help children counterbalance for a lack of other resources. Israel et al.[46] proposed enhancing families' capacity for stimulating students' educational achievement which entails the design and delivery of an array of programs that build parents' competencies which are important to the creation of social capital in the home. Tools toencouraging high-quality parent-child interactions for building children's self-confidence and raising their educational ambition and restrain behaviours that forbid academic progress. Dufur et al.[39] proposed policies such as job-sharing, or boost part-time work that permit parents more time to talk school with their children or do homework together could build family socialcapital and therefore have a greater effect on child academic achievement than policies devoting on school social capital. However, this strategies less practical than flexitime in many cases due to most families need full-time work for one or two adults. Liou and Chang[47] cited Stanton-Salazar[48] which proposed two approaches to empower minority students of low status namely "decoding the system" and "join the power". The school system set up culture dominant trend as embedded in both the curriculum and the school structure. The basicgoals of positive student achievement start with helping them have meaning of the school system. Incorporating their own cultures with the mainstream culture make able students to develop social cohesion, in which the process promotes student to put more endeavour into their school performance and achievement. Developing student with instrumental relationships with key persons will make able the students to reach access to key forms of "institutional support". In India, Integrated Child Development Scheme (ICDS) responsible for providing pre-school education and basic health for mothers and children meant to break the vicious cycle of malnutrition, morbidity and vicious cycle of reduced learning capacity and morality[49]. Kalpana[50] professed that in sequence to encourage the learner respectingutmost learning achievement; the instructor must be agreeable to altermechanism from "what has been" to "what is emerging". This study proposed family, community and state as medium to promote an increase in student education achievement.Policy related to part-time work that permit parents more time to talk school matter with their children or do homework together which could build family social capital and therefore have a greater consequence on child academic achievement.

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