



GLOBAL JOURNAL OF ADVANCED RESEARCH
(Scholarly Peer Review Publishing System)

INFLUENCE OF SECONDARY SCHOOL STUDENT'S SOCIAL CAPITAL ON MOBILITY DEMAND AND EDUCATION ACHIEVEMENT

Noraniza Binti Yusoff

Senior Lecturer

School of Government UUM COLGIS 06010 UUM Sintok, Kedah,
Malaysia.

noraniza@uum.edu.my

ABSTRACT

Social capital, built through meaningful interactions between people, facilitates the learning and use of human capital skills and knowledge. Social capital therefore promotes active and sustainable learning. Investigation of the influence of social capital in the process of formal education is aimed at establishing a framework in which education in modern societies appears as a relevant and (in) sufficient channel of social mobility. Social capital could improve opportunities for upward mobility through make relationship in network. However, family and friends social network likely to be disadvantaged and limited opportunity for the kinds of social interaction that could potentially lead to upward social mobility. The purposes of this article are to compare students' background with social capital and to determine relationship between social capital and students' education achievement. These articles also try to relate social capital with mobility demand and education achievement. This explanatory basic study involved several secondary schools in Kedah DarulAman, Malaysia. Pragmatism approach used to collect data from respondents. Results showed that there is no relation between bridging social capital and students' achievement. Chi-square value (5.838) was not significant at the 0.05 level. There is more than 5 percent chance that no relationship between bridging social capitals with the latest students' examination result. Kruskal-Wallis H test showed that no differences between school students in five categories of race variable group in mean rank rate of bridging social capital. This represented that learning environment concentrated on skill and knowledge acquisition in a top-down fashion. Implication of the study is connection of parent, school and peers in network can helps student to improve their achievement. Creation of social support network suggested by Dominguez and Watkins in 2003 can be used to pave the way for social mobility and education achievement. Diversity in social support network needs to provide the different backgrounds, population and demographics of students to fulfil poverty reduction, inculcation of moral values and quality education demands. Dominguez and Watkins suggested social support network based on familial, friendship or institutional ties. Data showed that 56.3 percent of students involved in academic association. Academic association can be a social support network which care for and provide emotional support to student in times of stress or difficulty and take relaxing activities.

General Terms

Social capital, Mobility, Education

Keywords

Secondary school, Demand, Student



1. INTRODUCTION

Social capital, built through meaningful interactions between people, facilitates the learning and use of human capital skills and knowledge. Social capital therefore promotes active and sustainable learning. A learning environment poor in social capital will concentrate on skill and knowledge acquisition in a top-down fashion, will underplay the importance of trust and interpersonal issues such as self-confidence, and assume learners know why they are there and are self-motivated. Signals of a strong social capital learning environment include connected to community and outside sources. Investigation of the influence of social capital in the process of formal education is aimed at establishing a framework in which education in modern societies appears as a relevant and (in) sufficient channel of social mobility. Social capital could improve opportunities for upward mobility through make relationship in network. However, family and friends social network likely to be disadvantaged and limited opportunity for the kinds of social interaction that could potentially lead to upward social mobility. Parents' involvement was also found to be a strong predictor of achievement. The voluntary nature of costly link formation also creates exclusionary mechanisms that impede poor households' use of social network capital. The social capital extension requires strong assumptions for the derivation of values but the valuation of sense of community is likely to be an important new support for policy measures. The expansion of higher education access and degree attainment has created greater expectations for upward mobility. Studies investigating school mobility have typically demonstrated a negative relationship between mobility and academic achievement. Hope and aspirations for upward mobility, a better life and the deep value for education are tightly held by families. The purposes of this article are to compare students' background variable with social capital variable and to determine relationship between social capital and students' education achievement. These articles also try to relate social capital with mobility demand and education achievement. This explanatory basic study involved several secondary schools in Kedah DarulAman, Malaysia. Pragmatism approach used to collect data from respondents. The number of respondents was 898 students.

2. CONTEXT OF SOCIAL CAPITAL, MOBILITY DEMAND AND EDUCATION ACHIEVEMENT IN EDUCATIONAL INSTITUTIONS GLOBAL CHALLENGE

Premise of this position is social capital found that there were relationship between social mobilitywith academic achievement. Moreover, social capital also had relationships with educational achievement. Previous researchers sought the connection of social capital with mobility and education achievement. Education for developing countries like Kenya seen as an dominant element of the country's outlook lead to the country fight with the challenges of transforming and expanding its education system while also secure suited support and possibility for a development of student population (ICEF Monitor, 2013). Mobility is asking forcefully which human in a way that shows they do not expect to be refused the tendency to move between social class, jobs and education level. Countries in the world through an institution which dedicated to education call for mobility in the education achievement and social capital.

Context or the situation within which social capital exists is the ways in which people employ of their social networks to be fortune in the work that people do include in education. Situation or general situation in which mobility demand happens or the need of the orientation to shift between social classes, places, job etcetera related with an individual development over time from one class to another which can be up or down and can be either intergenerational or intra-generational. Societies vary in the magnitude to which social mobility is allow which some societies are based on closed class system and at the other are open class systems in which class system arrangement is based on individual achievement instead of ascription. Social mobility was interpreted as the motion or possibility for motion between various social classes or work groups, the benefit and drawback that go with this in terms of income, security of occupation, and possibility for betterment and so on. The common condition in which educational achievement exist and can be relate with academic achievement that is the educational goal achieved by a student, teacher or institution over a certain period either by examinations or continuous assessments and the goal may differ from an individual or institution to another (Hsung et al. 2009;Aldridge, 2003; Macmillan Dictionary, 2016; Crossman, 2014; Ask.com, 2014^a). Social mobility is important to increase the general standard of living, eradicate poverty, increase wealthy people which can improve the poor standard of living, to achieve growth. The phenomenon of inequality will hinder social mobility and growth (Salmon, 2012). The extermination of inequality by providing equal opportunity for the citizen to access infrastructure for basic needs such as food, water, shelter etcetera can increase social mobility and educational achievement. Rapid progress should be carried out by the state via formulating policies to help educational institution to address global challenges and the ruler of the stated should deal with this situation speedily.



GLOBAL JOURNAL OF ADVANCED RESEARCH
(Scholarly Peer Review Publishing System)

People which should involve in or deal with social capital; mobility demand and educational achievement are government, parents, students, local organizations, schools, and others. Social capital, establish through worthwhile interactions between people, facilitates the learning and employ of human capital skills and knowledge. Social capital therefore advances potent and sustainable learning. An education atmosphere that deficient in social capital will focus on skill and knowledge acquisition in a top-down mode, will underact the importance of trust and interpersonal issues for example self-confidence, and accept learners know why they are there and are self-motivated. Indication of a strong social capital education atmosphere comprise connected to community and outside sources. Study on the influence of social capital in the process of official schooling is aimed at creating an arrangement in which schooling in modern societies be manifest as an appropriate and (in) sufficient way of social mobility. Social capital could advance possibility for upward movement through produce association in network. However, family and friends social network likely to be disadvantaged and limited possibility for the kinds of social interaction that could potentially lead to upward social mobility. Parents' attachment was also found to be a powerful predictor of achievement. The volunteer nature of costly link generation also causes exclusionary machinery that disrupts poor households' practice of social network capital. The social capital continuation demand strong premise for the origin of values but the evaluation of sense of community is possibly to be an important new supporting for policy ruler. The growth of higher education access and degree attainment has created huge likelihood for upward mobility. Studies considering school mobility have typically demonstrated a negative connection between mobility and academic achievement. Hope and aspirations for upward mobility, a better life and the deep value for education are tightly held by families (Chantarat and Barrett, 2012; Dominguez and Watkins, 2003; Marica and Srdan, 2013; Stanley et al. 2012).

Socialization process, races, and social capital been the aspect of Ream studies for example Ream in year 2005 demonstrated huge sensitiveness to inter-and intra-ethnic opposition in the socialization process that contribute to group distinction in the attainability and utility of the resources which to be in an inalienable portion in social networks. Predictive analysis with the omnibus scale of peer social capital represented in the finding which addresses resources convertibility within the mobility or social capital dynamic by associating peer social capital and academic achievement; student mobility and peer social capital; and student mobility and academic achievement. Ream (2005) demonstrated the influence of peer social capital on 12th rank test mark, the influence of students' mobility on peer social capital, the effect of student mobility on 12th rank test mark, etcetera. Ream (2001) represented that student mobility (the practice of students changing schools for reasons other than promotion) and suburban mobility help to protract the achievement disparity between Mexican-American and non-Latino White American students in secondary schools. The mobility or social capital dynamic is valuable element by which mobility is particularly damaging to Mexican-American adolescents. Five reasons for the statement represented namely:

- a) Mexican-Americans are more moveable than their non-Latino White mate, are over-represented among the highly moveable, and emerge to be drawback regarding social capital aggregation.
- b) Mobility negatively effects 12th rank math achievement, school meeting and school completion, and it also detracts from social capital aggregation.
- c) Within-group impact-amount differentiation from the survey data coupled with the interview analysis proposed that the magnitude of the contrary impact of each non-promotional school modification on math achievement.
- d) Social capital aggregation may be huge among Mexican-origin youth, leaving them notably receptive to its negative consequence.
- e) Social capital across domains is changeable into 12th rank math achievement among non-Latino Whites, society social networks represented by school and community social capital does not proof convertibility at a statistically significant level among Mexican-origin adolescents.

Relationship between social mobility and school attendance studied by Parke and Kanyongo (2012) which described the student appearance-mobility within a large urban district in ways that are important and useful to schools and the community. The nonattendance-mobility denial influences on mathematics attainment as determine by the state's valuation, even after controlling for socioeconomic status and gender. There is no distinctive affects across ethnicities, whereas Black and White subgroups show similar arrangement of performance across appearance and mobility levels. O'Brien (2007) indicated that mobility influences academic performance quite dissimilarly for military and civilian students. Mobility does transform the achievement of military children when control by students' gender, ethnicity, family size, and social capital. The findings showed the considerably contrary effect of social capital for moveable military students. Families who create rich social support network are not negatively influenced by mobility.

Gaddie (2010) represented academic attainment of moveable students through investigated a configuration record report of the achievement data from elementary schools situated in four large school districts in Missouri. The qualitative schooling from this study



proposed the need for educators to assess and repay for disparity in the social capital of moveable students. The findings of this study proposed that students, who are fortunate, despite of socioeconomic status, race or gender, have struck the resources nearly them to produce a social capital bundle. Some children gather their social capital from money resources, some from strong parental aid, religious entity, community activities and some from great creative roots. The results proposed the compound of social capital sources is the ground of individual student triumph.

3. RELATION OF SOCIAL CAPITAL WITH MOBILITY DEMAND AND EDUCATIONAL ACHIEVEMENT: DETERMINANT VERSUS INTERPOSE

Concern on relationship of social capital with the need of mobility (mobility demand) and educational achievement (related to social class) associated with interpose covariant and not as determinant covariant. Interpose variable or mediate variable also known as intervening variable which refers to the variable that demonstrated how instead of when consequence will result by accounting for the connection between the independent and dependent variables. Intervening variable can result to fault in reasoning called circular reasoning and prevent circular reasoning, two or more operational definitions of similar internal state must be present and they must be connected (Ask.com, 2014^b; Wikipedia The Free Encyclopaedia, 2013). Narayan (1999) professed current analysts have emphasize the circumstance that in socially contrast or unjust societies, social capital can result to retaining the status quo of exception. All attentions on formational cause consist of power, political possibility, position of elite business and leadership, and institutional curb the intervening of social capital effect. The structure of social capital and institutional causes need to be allowing in proposed policies to raise fairness of opportunity. Corwin (2008) demonstrated social capital mediated the impact of movement by provided informants with facts about college and how to best steer child well-being services, aid for college plan and logistical assistance in sought for and managing money aid. Informants who engaged in college-based aid programs for advance youth advantage from institutionally arrangement social networks made up of a cohort of peers from same backgrounds and institutional agents.

Social capital was portion of the correlation between powers within a social system and identified the various groups within a social system can have dissimilar types of social capital. It also identified that social capital must be regarded contextually since it is fix within arrangement of power and can be employ to help common achievement for the common good or to maintain representative or true violent against others. The rich may possess well inner and outside networks than the poor and may employ these networks to produce unjust systems of domination. Social capital related as the assets from which people can raise to enhance their result and which promotes facilitating economic extension and advancement. This version of social capital has been censure on many foundations between them for not being involved enough with issues of class differentiation and power; for disregard contrary causality, with the connection going from riches to more group action instead of the other way; and for not identified that it can be devastating as well as valuable (Mansuri and Rao, 2004).

In opposition to the concern of social capital represented as interpose covariant, social capital seen as determinant variable by others scholar. The determinant variable or factor variable is an independent variable employ to create the quadratic answer exterior, to evaluate the necessary criterion, each variable must have at least three different rates in the facts and must be numeric. The determinant variable has the capability to interpret connections effects for both integer-valued and constant variables (Sas.com, 2014; Baum, 2010). The need of mobility in relation with of social capital and educational achievement can be seen in several article such as in Dominguez and Watkins (2003) which demonstrated social capital advanced possibility for upward mobility which can be acquired from relation that contribute advice, contacts, and inspiration to prosper. Social aid and social influence can work in tandem or in stress to approve day-to-day existence and movement. Social support networks can prevent social movement by implement time-consuming and professionally utmost projection on women.

Hart (2013) represented cultural and social capitals are found to forecast educational plan for example social capital (in the sense of favourable peer network) had favourable impact on African American students' college plan, even as capability and parental education had. Parents would like their children to reach not less than the same educational and work status as they themselves have. They sought to prevent downward social movement. Conchas (2006) represented uprooting children makes a fine input to our conceptual knowledge of social capital, a compound and often misinterpret concept. Analytical assessment on Robert K. Ream's book in the year 2005 represented the book will provide to the continuing argument in social science circles around the moveable or social capital dynamic and pave the way for next research. Robert K. Ream's book the year 2005 will receive as a means to prevent underachievement among Mexican American students in the trust of finally encouraging their triumph.



GLOBAL JOURNAL OF ADVANCED RESEARCH
(Scholarly Peer Review Publishing System)

The relationship between social mobility and social capital investigated by Corwin (2008) which represented students' mobility and social capital interacts and impact educational attainment. Movement reduce the dominance of communal bonds since with each suburban or school move, social ties are separated and families can no longer rely on each other for aid. The mobility or social capital dynamic deem how the division of networks and the quality and quantity of fix social capital potentially mediate the effects of movement. The investigation of movement is essential to knowledge the network creation of raise youth since so many students from foster guardianship are affected into moveable life plan. Further the remote nature of life in foster guardianship poses challenges to construction abstraction about the knowledge of foster youth. There was various movement that is familiar by youth in develop care that distinguishes the group of students from all others. Traveller and destitute student often undergo school and residential movement contemporaneously, but incline to move with their families. For advancement of youth, mobile often sets into motion not only transformation in school, peer and neighbourhood networks, but family and additional institutional network as well. Movement affected network formation and the accrual of college capital. Informants undergo the great rates of network imbalance with school agents, caregivers and peers. Connections with siblings were between the most constant. Movement affect the long life of connections, rates to which informants developed credulous connections, capability to recognize and access resources favourable to college going and the educational progress of informants.

This research found that social capital was a determinant covariant with educational achievement which results from cross tabulation analysis showed relationships between the linking social capital and the students' achievement which chi-square value 19.047 significant at the 0.05 level. Whereas, there was no relation between the bonding social capital and the students' achievement which chi-square value 10.159 was not significant at the 0.05 level. Results from cross tabulation analysis showed that there is no relation between the bridging social capital and the students' achievement. Chi-square value (5.838) was not significant at the 0.05 level. There is more than 5 percent chance that no relationship between the bridging social capitals with the latest students' examination result. The linking social capital variable showed relationships between the students' achievement which chi-square value 19.047 significant at the 0.05 level (Yusoff, 2014). Previous studies found different result namely the bonding social capital affects the education achievement. Rothon et al. (2012) represented a number of angles of family social aid and community social capitals were associated with mental health and schooling attainment in adolescence. Community social capital important in the case of schooling attainment, participation in extra-curricular action increased the odds of high performance whilst non-directed action (or hanging about) declined the odds of accomplished the standard. Parental participation with school associated with higher odds of finishing the academic standard at the General Certificate of Secondary Education (GCSE). Aslam et al. (2013) demonstrated various aspects of the connection between social capital, knowledge sharing and academic performance. There was a disconnected support for the debate that social capital result to knowledge sharing. However not all angles of social capital are related to knowledge sharing. Analysis revealed that structural angle does not affect knowledge sharing.

The relationship between social capital and educational achievement represented by Pugh and Telhaj (2008) which ordinary performance help in mathematics when schools are control by trust communities but not when they are control by business unions or groups. Academic attainment is certainly related to effect on schools from religious groups but not to impact from business unions or groups. Offset in trust but not in non-trust schools, which is persistent with connection emphasize by social capital theory and the economics of identity. The association between performance of both 'students' with various academic potential end teaching in math classes and 'parents' effect on social curriculum' are non-significant for trust schools but notably contrary for non-trust schools. De Vito (2013) represented great stage of social capital found in parents and communities effect educational attainment, even after accounting for income, parental education, and student attendance. Friend social capital and parent work status were found to be significant at the 10 percent level in control high school completion. Neri and Ville (2008) represented a great rate of variability in social capital funding across students and between the more active inclinations to construct close networks in the main with students from their own country of origin. Such funding is not associated with the enhancement of academic performance but is associated with the developing of well-being.

Social capital was an effect variable with racial through Kruskal-Wallis H test to show the students' background differences with the social capital found that chi-square value 9.738 significant at the 0.05 level for the bonding social capital and there were differences between school students in five categories of race variable group in mean rank rate of the bonding social capital. Whereas, there were no differences between schools students in five categories of race variable group in mean rank rate of the bridging social capital and the linking social capital. Chi-square value 5.974 was not significant at the 0.05 level for the bridging social capital and chi-square value for the linking social capital was 3.015 and not significant at the 0.05 level. Previous research represented similar findings namely Brodolo et al. (2012), Quillian and Redd (2006), Clopton (2011), and James (2000) which social capital variable varies



according to race which these two variables to be different in dissimilar situations. Social capital affected by race as represented by Brondolo et al. (2012) which examined one element of social capital namely peer relationship and identified the ways in which dissimilar stages of racism effect the development of both similar-race and cross-race peer connections. Strong cross-race peer relationships create the type of social cohesion that encourages national coalition. Relationships with peers within the local atmosphere serve as a context for the advancement of social competencies and health behaviours. These connections are also affecting by racism. Institutional racism in the pattern of neighbourhood drawback expand the probability that children and teens will mix with peers committed in disorderly behaviours; very aggressive neighbourhoods may result children to those friends for safeguard instead of for common interests.

Social capital and race associated with segregation which the policy of keeping people from different groups, especially different races, separate and contrary with integration which the policy of bringing these group together. This association represented by Quillian and Redd (2006) which social capital description which is provide to knowledge of racial poverty disparity have inclined to pursue one of two reasoning. The first and more commonly employed reasoning demonstrate racial poverty disparity by references to social capital deficits of drawback racial groups relative to benefited groups. Disparities in social capital result generally from the compound of racial disparities with racial segregation or racial love of the same, which result in comparatively benefited associates for members of benefited groups and less benefited associates for members of drawback groups. To the extent that benefited associates are of benefit in producing favourable stratification outcomes, dissimilarity in social networks then enhances the benefit of the benefited. In the second reasoning, goodness of the same or segregation aided the advancement of dense social ties and common inclination between co-ethnics, which acts as a resource in producing positive stratification outcomes. Segregation was seen as assist the progress of action that engage being with other people bond. The term social capital covers several processes which is important for knowledge racial disparities in poverty.

Race variable had been connected with a strong feeling or belief about the self of action in which people or groups give each other help and advantages. Sense of community is a concept which concern on undergo of community instead of its arrangement, formation, setting or other attribute been the interest feature of the student to contain in the institutions (Wikipedia The Free Encyclopedia, 2014). This showed by Clopton (2011) which professed racial dissimilarity with White student-athletes reporting higher social network totals, trust and overall social capital. There is no significant dissimilarity occur between student-athletes in either team social networks or team social capital. African American athletes have grown a strong feeling of reciprocal relation at the athletic team stage, but this social capital does not reach exceeding the sport team setting. The idea of the research was to illuminate any existence of racial division in social capital between students athletes strive at the great stage of intercollegiate athletics in the United States. The student athletes have been shown to be concern in institutions that were favourable to encourage a strong sense of community between both the overall student bodies and within the team settings. Whereas James (2000) demonstrated social capital did not forecast promotion rate, although social capital intervene the connection between race and psychosocial aid. Black managers reported having less social capital than whites, and social capital, in turn, was certainly related to the receipt of psychosocial aid. Connection of social capital with race can be represented in the figure 1.

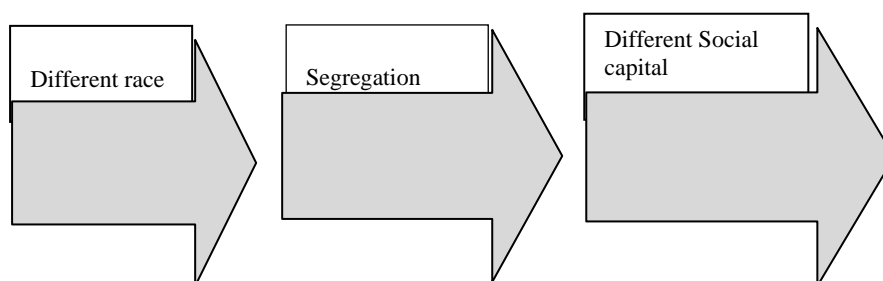


Fig. 1: Connection of social capital with race and segregation

4. IMPLICATION TO ADDRESS MOBILITY DEMAND AND EDUCATION ACHIEVEMENT: DIVERSITY IN SOCIAL SUPPORT NETWORK

Strategies related with social capital, social mobility and educational achievement can be undertaken by social support network. Whereas Dyson et al. (2010) cited by Perry and Francis (2010) proposed strategy similar with RSA's Area Based Curriculum which



GLOBAL JOURNAL OF ADVANCED RESEARCH
(Scholarly Peer Review Publishing System)

aim to undertake a broad range of local organizations and community groups in the advancement of a varied and proper curriculum that indicate the diverse cultures and communities within a region. Diversity in social support network needs to contribute the various backgrounds, population and demographics of students to perform poverty depletion, inculcation of social values and quality education demands. Academic coalition can be a social support network which custody for and result emotional aid to student in times of stress or problem and take relaxing action. This can be friends, family and associates. It can also take other pattern such devotional beliefs and relaxing action even though these may not comprise others (ibbacademy.com, 2014). MayoClinic.com (2006) demonstrated social support network differs with an aid group which a social support networks made up of friends, family and peers, while an aid groups generally a configuration meeting run by a professional. A social support network can operated by simple frequent gathering namely a coffee break with a friend at work, a quick chat with a neighbour, a phone call to siblings and visit religious groups. The useful effects of social support networks comprise sense of belonging which expending time with individual helps ward off isolation, enhanced sense of-worth which is having individual who call you a friend encourage the understanding that they were a good individual to be nearby, and belief of protection which by achieving out and distribute belief with others will cause individual have added protection via network such as friends which can aid ready individual to the problem.

Fezer (2008) demonstrated parents who mainly provide emotional aid, need to be learned that their evaluation and useful aid has a huge connection with their adolescent's academic performance (GPA), attendance and action. Parent assessment and parent useful aid can forecast GPA and action. Aid from close friends, containing the most benefit for the adolescent, has far less benefit regarding its capability to impact academic triumph, though aid from close friend and classmates has strong capability to forecast school satisfaction. School aid needs to display a firm stance on appearance and action problems and a further receptive nature in general to encourage satisfaction. Barker (1998) represented the informally organized social aid networks are strong, adaptable, and resourceful. They are adaptive answer to troublesome and transformation economic and social situation, and have developed into an essential portion of African American society.

5. CONCLUSION

Results showed that there is no relation between bridging social capital and students' achievement. Chi-square value (5.838) was not significant at the 0.05 level. There is more than 5 percent chance that no relationship between bridging social capitals with the latest students' examination result. Kruskal-Wallis H test showed that no differences between school students in five categories of race variable group in mean rank rate of bridging social capital. This represented that learning environment concentrated on skill and knowledge acquisition in a top-down fashion. Implication of the study is connection of parent, school and peers in network can helps student to improve their achievement. Creation of social support network suggested by Dominguez and Watkins in 2003 can be used to pave the way for social mobility and education achievement. Diversity in social support network needs to provide the different backgrounds, population and demographics of students to fulfil poverty reduction, inculcation of moral values and quality education demands. Dominguez and Watkins suggested social support network based on familial, friendship or institutional ties. Data showed that 56.3 percent of students involved in academic association. Academic association can be a social support network which care for and provide emotional support to student in times of stress or difficulty and take relaxing activities. The need of social movement become crucial aspect in social capital and academic development which the ruler of the country in the world seek to eradicate poverty, illiteracy, social problem and other issue to achieve highly develop of their society. Social capital is seen as independent variable that can improve and promote the need of social mobility as well as educational achievement. Entities like school, community and the ruler encourage taking responsibility to increase citizen social capital so as to increase educational achievement together with social mobility improvement. In other contexts, social support network seen as a step to increase social capital and be a medium to solve problematic people.

6. ACKNOWLEDGMENTS

This research funded by IPTA Academic Training Scheme (SLAI). Acknowledgement to the University Malaya.

7. REFERENCES

- [1] Aldridge, S. 2003. The facts about social mobility: a survey of recent evidence on social mobility and its causes. *New Economy*. December 1.
- [2] Ask.com. 2014^a. Definition of academic achievement? Available at: <http://www.ask.com/question/definition-of-academic-achievement>



GLOBAL JOURNAL OF ADVANCED RESEARCH
(Scholarly Peer Review Publishing System)

- [3] Ask.com. 2014^b. What is a mediating variable? Available at: <http://www.ask.com/question/what-is-a-mediating-variable>
- [4] Aslam, M. M. H. 2013. Social capital and knowledge sharing as determinants of academic performance. *Journal of Behavioral and Applied Management*. May 1.
- [5] Barker, J. C. 1998. Gender, informal social support networks, and elderly urban African Americans. *Journal of Aging Studies*. 12(2).
- [6] Baum, C.F. 2010. Factor variables and marginal effects in stata 11. Available at: <http://fmwww.bc.edu/EC-C/S2013/327/327facmarg.beamer.slides.pdf>
- [7] Brondolo, E., Libretti, M., Rivera, L. and Walsemann, K.M. 2012. Racism and social capital: The implications for social and physical well-being. *Journal of Social Issues*. 68(2), 358-384.
- [8] Chantarat, S. and Barrett, C. B. 2012. Social network capital, economic mobility and poverty traps. *J Econ Inequal*. 10, 299-342.
- [9] Clopton, A.W. 2011. Using identities to explore social capital differences among White and African American student athletes. *Journal of African American Studies*. 15, 58-73.
- [10] Conchas, G. Q. 2006. Uprooting children: mobility, social capital, and Mexican American underachievement. *Journal of Latinos and Education*, 5(2), 159-161.
- [11] Corwin, Z. B. 2008. College, connections and care: How mobility and social capital affect college preparation for youth in foster care. Doctoral dissertation, University of Southern California.
- [12] Crossman, A. 2014. Social mobility. About.com Sociology. Available at: http://sociology.about.com/od/S_Index/g/Social-Mobility.htm
- [13] De Vito, J. 2013. Defining the causes of educational achievement: the effect of social capital on the educational achievement of youth. Undergraduate research *Journal of the Human Sciences*, 12, 2013.
- [14] Dominguez, S. and Watkins, C. 2003. Creating networks for survival and mobility: Social capital among African-American and Latin-American Low-Income Mothers. *Social Problems*, 50(1), 111-135.
- [15] Dyson, A., Goldrick, S., Jones, L. and Kerr, K. 2010. Equity in education: creating a fairer education system, Manchester: Centre for Equity in Education, University of Manchester. In Perry, E. and Fransi, B. 2010. The social class gap for educational achievement: a review of the literature. RSA project.
- [16] Fezer, M. 2008. Adolescent social support network: student academic success as it relates to source and type of support received. Doctoral dissertation, The State University of New York at Buffalo.
- [17] Gaddie, J.A. 2010. Understanding social capital development and academic attainment of mobile students. *Educational Administration: Theses, Dissertations, and Student Research*.
- [18] Hart, M. 2013. Inequality in enrolment and aspirations in higher education in times of increasing (subjective) costs. Master Thesis Research Master Social and Cultural Science, Radboud University Nijmegen.
- [19] Hsung, R., Lin, N. and Breiger, R. L. 2009. Contexts of social capital: Social networks in markets, communities and families. Available at: <http://www.routledge.com/books/details/9780415411172/>
- [20] ibbacademy.com. 2014. Social support network. Available at: <http://ibbacademy.com/glossaryofterms.htm>
- [21] ICEF Monitor. 2013. Increasing mobility and growing demand for higher education in Kenya. Available at: <http://monitor.icef.com/2013/01/increasing-mobility-and-growing-demand-for-higher-education-in-kenya/>
- [22] James, E. H. 2000. Race-related differences in promotions and support: Underlying effects of human and social capital. *Organization Science*. 11(5), 493-508.
- [23] Mansuri, G. and Rao, V. 2004. Community-based and –driven development: A critical review. *The World Bank Research Observer*. 19(1).



GLOBAL JOURNAL OF ADVANCED RESEARCH
(Scholarly Peer Review Publishing System)

- [24] Marica, S. and Srdan, S. 2013. Education and social mobility: Myth of meritocracy and social capital. *TEME: CasopiszaDrustveneNauke*. Apr-Jun 2013, 37(2), 535-553.
- [25] Macmillan Dictionary. 2016. Mobility. Available at: <http://www.macmillandictionary.com/dictionary/american/mobility>
- [26] MayoClinic.com. 2006. Reduce stress with a strong social support network. In CNN.com. Available at: <http://www-cgi.cnn.com/HEALTH/library/SR/00033.html>
- [27] Narayan, D. 1999. Bonds and bridges: Social capital and poverty. Policy Research Working Paper 2167.
- [28] Neri, F.V. and Ville, S. 2008. Social capital renewal and the academic performance of international students in Australia. *Journal of Socio-Economics*, 37 (4), 1515-1538.
- [29] O'Brien, A.M. 2007. The effect of mobility on the academic achievement of military dependent children and their civilian peers. Doctoral dissertation, Peabody College of Vanderbilt University.
- [30] Parke, C.S. and Kanyongo, G.Y. 2012. Student attendance, mobility, and mathematics achievement in an urban school district. *The Journal of Educational Research*. 105, 161-175.
- [31] Perry, E. and Fransi, B. 2010. The social class gap for educational achievement: a review of the literature. RSA project.
- [32] Pugh, G. and Telhaj, S. 2008. Faith schools, social capital and academic attainment: evidence from TIMSS-R mathematics scores in Flemish secondary schools. *British Educational Research Journal*. 34(2), 235-267.
- [33] Quillian, L. and Redd, R. 2006. Can Social Capital Explain Persistent Racial Poverty Gaps? National Poverty Center Working Paper Series. #06-12, June, 2006.
- [34] Ream, R.K. 2005. Toward understanding how social capital mediates the impact of mobility on Mexican American achievement. *Social Forces*. 84(1), September 2005.
- [35] Ream, R.K. 2001. On the move: The mobility/social capital dynamic in the achievement gap between Mexican-American and non-Latino White adolescents. Doctoral dissertation, University of California.
- [36] Rethon, C., Goodwin, L. and Stansfeld, S. 2012. Family social support, community "social capital" and adolescents' mental health and educational outcomes: a longitudinal study in England. *Social Psychiatry & Psychiatric Epidemiology*. 47, 697-709.
- [37] Salmon, F. 2012. Why social mobility is important. Available at: <http://blogs.reuters.com/felix-salmon/2012/07/30/why-social-mobility-is-important/>
- [38] Sas.com. 2014. The RSREG Procedure. Available at: http://support.sas.com/documentation/cdl/en/statug/63962/HTML/default/viewer.htm#statug_rsreg_sect003.htm
- [39] Stanley, J., Stanley, J. and Hensher, D., Stanley, J. and Hensher, D. 2012. Mobility, social capital and sense of community: What value? *Urban studies* (Sage Publications, Ltd.). Dec 2012, 49(16), 3595-3609.
- [40] Wikipedia The Free Encyclopedia. 2014. Sense of community. Available at: http://en.wikipedia.org/wiki/Sense_of_community
- [41] Wikipedia The Free Encyclopedia. 2013. Intervening variable. Retrieved 6 April 2014, from http://en.wikipedia.org/wiki/Intervening_variable
- [42] Yusoff, N. (2014). The relationship between form of social capital and secondary schools student's education achievement in Kedah. *International Research Journal of Social Science*. 3(5), 12-21.