

**Sociological Study of the Relationship between Social Capital and  
Academic Achievement  
(Case Study: Male High School Students in Ghaen)**

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***Abstract***

Academic achievement is one of the important indicators of human capital in any society and social capital as a facilitating social phenomenon affects academic achievement. The purpose of this paper is to study the relationship between social capital indicators and students' academic achievement. The theoretical approach of this article refers to the function, facilitation and capacities of students in the field of social capital, which can be related to academic success through indicators such as (communication, participation, trust, security and cohesion). The methodology of the present study is descriptive-correlational and the study population is male high school students in Ghaen city in Khorasan Razavi that have been selected based on cluster-random sampling method and the sample size of 155 people has been obtained through Cochran's formula; and using a self-made interview questionnaire, information was collected from the respondents at the level of sequential assessment. Through descriptive and inferential tests, respondents' information was analyzed with SPSS software Cronbach's alpha for the social capital variable is 0.734 and for the academic achievement variable is 0.710. The weighted average of the independent variable and its components is between 58.6- 74.7 and for the dependent variable and its components is between 65.7- 78. Among the indicators of the independent variable, social capital (social interactions) and among the components of the indicators of academic achievement had the highest rate. Based on the results of the hypothesis, between the components of the independent and dependent variables, a significant relationship with moderate intensity can be observed between some of these components. In addition, social interactions, social participation, social trust, social security and social cohesion had the highest relationship with the dependent variable, respectively.

***Keywords:*** Academic achievement, Students, Social capital, Ghaen.

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## 1. Introduction

Academic achievement is one of the important indicators of human capital in the development of knowledge and issues of education in any society. In recent decades, social capital, along with other assets raised in society, has greatly contributed to the sustainable development of educational goals and the expansion of knowledge. This concept has been considered as an interdisciplinary phenomenon in the field of humanities studies; therefore, this concept can play a very important role compared to other human resources in societies and organizations.

Social capital refers to the co-operation of human beings, based on mutual trust of people in the form of non-governmental organizations. According to sociologists, this capital will be one of the basic fields of sustainable development in any society. James Colman believes that social capital is embodied in interpersonal relationships and occurs when interpersonal relationships are transformed in a way that facilitates action (Colman, 1998). This phenomenon refers to the many resources that are accessible through or individual or organizational networks. These resources include information, ideas, tips, business opportunities, financial capital, power, emotional support, benevolence, trust and cooperation.

What has received less attention has been the interrelationship between social capital and the education system. Research has focused on the role of educational systems in the growth and development of societies. Although the optimistic belief that education is the golden key to all socio-economic problems of developing societies can be somewhat modified, But proving this fact implies that human capital is not limited to the impact of the teaching and learning process in schools and universities, and that the role of factors such as social capital must be considered.

Therefore, the positive relationship of social capital in the last two decades on the process of education and learning at the level of schools and universities of the society has become one of the important necessities of the educational society of the current society. Therefore, achieving maximum productivity during the educational courses of the society in the current situation requires proper knowledge of the laws in this area and the effective factors to improve the efficiency of educational methods. It is of special

importance. here, without denying the role of factors such as the quality of education and educational resources, budget, facilities, etc. in increasing educational productivity in society, we must say that social capital as a new resource in recent decades in our educational society that plays an effective role in increases the educational efficiency and academic success of our young community, although the results of social capital and academic success in recent years in research conducted in different parts of the country show a weak correlation, but no doubt the more this variable is at the community level, especially among students, the probability of academic success and educational progress. Students will become stronger and more meaningful (Salarzadeh & Mahbubi, 2009, pp. 266-267). In this case, social capital shifts its function from conventional institutions such as the market to new institutions, namely nuclear families and the education system. How social capital contributes to educational success, how social capital and human capital affect each other and promote each other, and what is the role of educated mothers in their children's academic growth and educational development can be closely related to social capital and human capital. Contract care (Madandar Arani & Sarkar Arani, 2009, p. 144).

According to Colman, in the field of social capital, Sass emphasizes the usefulness of social capital as a source for cooperation, bilateral relations, social mobility, economic growth, political superiority, and biosocial power and social development (including higher education and academic achievement). One of the positive consequences of social capital is the academic success and academic achievement of children. Social capital facilitates academic success and, in various ways, strengthens one's education. The existence of social capital within the family is important because it allows children in childhood to access the human capital of their parents. According to Colman, part of the social capital in the family and society plays an important role in generating human capital in the next generation. (Colman, 2006, p. 74).

However, the academic achievement of students as the most important beneficiaries of education in Iranian society, is not achieved by itself and without a suitable atmosphere or context to provide services commensurate with the expectations of students, families and teachers, but it needs to be

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properly prepared. Accordingly, education for better quality, more efficient structures and more capabilities to expand learning, promote knowledge, research development, science production and effective communication with society to continuously improve the process of university education, human resource empowerment and self-modernization requires the use of capital capabilities It is social. (Madandar Arani & Sarkar Arani, 2009, p. 147).

Therefore, in the present study, considering the importance and role of existing investments in society, including school, family, friends, etc. in the motivation and academic achievement of students; an attempt is made to study the indicators of social capital on academic achievement from a sociological perspective. In this regard, considering the necessity of students' social relations and the important role that the quantity and quality of these relations have on their academic achievement; the main question of this article is: Do social capital and its components affect students' academic achievement?

## **2.Review of Literature**

According to the internal and external sources in the field of the studied subject, the following table briefly explains the results in order to enrich the scientific subject.

**Table 1. Background of domestic and foreign experimental literature**

Researcher's name	Findings and results obtained
Amin Beidokhti & et al (2013)	The findings show that about 95% of the population in the study population had moderate social health. The highest average was social cohesion and the lowest was social participation. The social security variable has a lower average than other independent variables. There has been a significant positive and weak relationship between social security and social health (0.047). This variable has had an indirect effect on social health in this study. Also, the average of total social capital and its various dimensions has been lower than the minimum acceptable level of sufficiency. Based on the obtained results, the overall level of academic satisfaction and its various dimensions are significantly lower than the desired level of adequacy for students. From students' point of view, there is a positive and significant relationship between different dimensions of social capital and dimensions of academic satisfaction.
Ghamari (2012)	The results indicate that there is a relationship between social capital and academic achievement. Accordingly, in addition to personal health, people's social connections have affected the social health of the studied people. Social capital also affected people's happiness; The quality of life of the studied people has affected their academic achievement. In addition, increasing social capital causes students to drop out of school. Family investment with children through interaction between family members and creating opportunities to express personal actions and the frequency and duration of action has affected students' academic achievement.
Ghazanfari (2011)	The results obtained from Pearson correlation coefficient test indicate that between the variables of intra-family communication, extra-family communication and the combined variable of family social capital with motivation for academic achievement; There is a statistically significant relationship. Also, based on the results of multivariate regression analysis, the variables of intra-family communication (0.43), extramural communication (0.31), and achievement motivation (0.28) had the highest coefficient of effect of standardized regression on the dependent variable of academic achievement. Based on the value of multiple correlation coefficient ( $R = 0.79$ ), there is a strong statistical correlation between the set of independent variables and the dependent variable of academic achievement. The results and findings of path analysis indicate that the variables of intra-family communication (with 0.43 direct impact factor and 0.26 indirect impact factor) outside family communication (with 0.31 direct impact factor and 0.11 indirect impact factor) They had a statistically significant effect, directly and indirectly, on the dependent variable of academic achievement.
Tamnaeifar & Gandomi (2011)	The results indicate that there is a significant relationship between motivation and academic achievement ( $P = 0.001$ ) The present results showed that there is a significant relationship between achievement motivation and age. There is a difference in motivation between male and female students, so that girls are more motivated to develop than boys. There is also a significant difference between the mean scores of girls 'and boys' academic achievement. Therefore, according to the research and findings, it seems that in examining the factors affecting academic achievement, it is not possible to emphasize only the motivation for achievement, gender and age. Rather, their interaction with other variables such as demographic factors (birth rank, family size, socioeconomic status, parents 'education, and parents' occupation) may increase predictive power.
Researcher's name	Findings and results obtained

Kiamarsi & Momeni (2012)	Social capital and its dimensions have a significant positive relationship with female students' academic achievement ... Happiness also has a significant positive relationship with students' academic achievement. In addition, the two components of social capital (trust and social network) and happiness are the best predictors of academic achievement. These results indicate that probably about 87% of the remaining variance is explained by psychological, social and other variables. In general, the results of this study indicate that people with social capital and happiness show higher levels of academic achievement. In general, social capital and happiness have positive consequences, increase psychological and social well-being in the individual, and as a result, academic achievement increases.
Nazok Tabar & Veisi (2008)	The meta-analysis of the research findings indicates that there is a positive and significant relationship between the dimensions of the independent variable of social capital, the relationship with relatives, relatives and neighbors and the relationship with parents and school teachers and the dependent variable of academic achievement. Among the independent variables, only one component of the independent variable of extramarital affairs (attendance at group and religious ceremonies) has a significant effect on the dependent variable of academic achievement.

According to what has been said and the study of the research background, it is clear that although several studies have been done on the two variables of social capital of academic achievement, but so far a well-researched study has not examined these two variables simultaneously and their relationship. Therefore, according to the research gap, the present study sought to examine the two variables of social capital and academic achievement among students and also the rate of predicting students' academic achievement based on their social capital.

In the continuation of this topic, in line with the theoretical considerations raised for the studied variables, we will briefly refer to the theoretical issues of the variables measured in this research in the following lines.

## 2.1. Social Capital

Social capital is embodied in interpersonal relationships and arises when interpersonal relationships are transformed in a way that facilitates action. Colman considers social organization to be the creator of social capital; he believes that social capital is defined by its function; According to him, social capital is not a single entity, but a variety of things that have two features in common: they are all aspects of the social structure and facilitate certain actions of individuals within the structure. Social capital is productive capital and makes it possible to achieve certain goals. Colman identifies some of the social relationships that can create useful sources of capital, including

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commitments and expectations, potential information capacity, norms, and ideology. Social capital is considered as a multidimensional concept consisting of several dimensions and elements such as networks, trust and trade. Emphasizing on the quality of social relations and the structure of these relations, they believe that social capital is not limited to a specific type of social networks, but The following can be seen: networks in the informal realm; Networks in the generalized realm; Networks in the institutional realm of social networks and social norms are the main elements of social capital and social trust is a part of it (Colman, 2006).

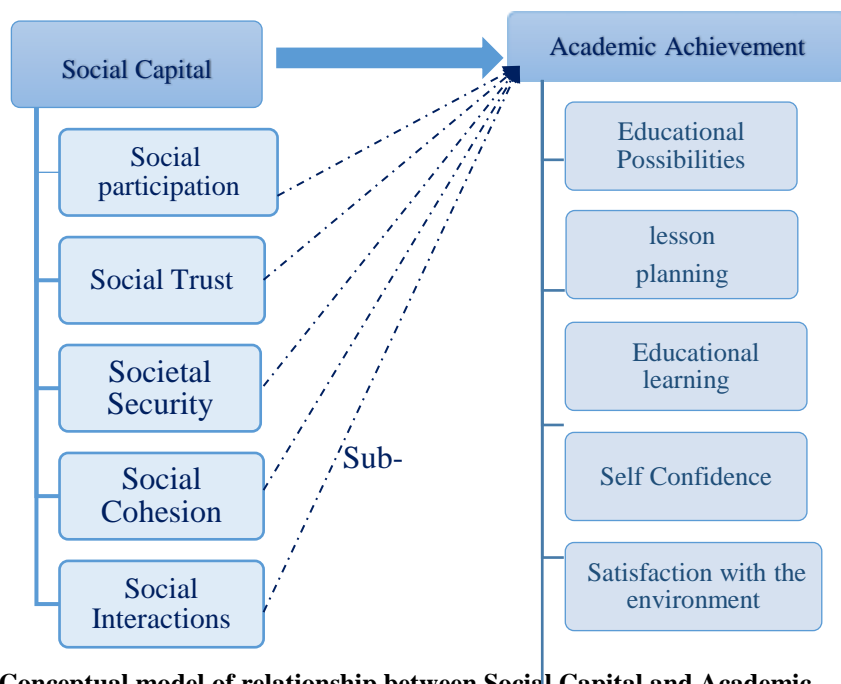
## **2.2. Academic Achievement**

The concept of students 'academic achievement, which expresses the extent of students' positive feelings and attitudes toward the current educational situation. From this perspective, academic achievement is influenced by their overall satisfaction with the extent to which their expectations are met. Students' progress reflects how they perceive their learning experiences, so that, according to research, having students with successful experiences will help maintain and improve their survival in school. Progress is one of the four key elements in creating and developing competitive experiences in a way that will not only help students succeed, but also their loyalty. According to Letcher and Neves, the seven factors affecting academic achievement are: self-confidence; Satisfaction with curriculum planning, training and classes; Satisfaction with the quality of teaching, satisfaction with extracurricular activities, satisfaction with participation, quality of teaching and providing feedback by teachers, satisfaction with the amount of services; Satisfaction with quality and student interactions(Amin Beidokhti et al., 2013).

Based on studies conducted by a group of foreign researchers and experts, it was concluded that between social capital and elements such as participatory problem solving; Effective management of the organization; Commitment of members of the organization, flexibility of the organization, proper management of collective action; Creating high levels of intellectual capital; Job Satisfaction; Quality of Life; social trust; Mental well-being of individuals; knowledge creation; Motivation and ability to combine knowledge; Student

sharing, information and success; Educational activity; Research quality; Intellectual capital; There is a significant relationship. In this regard, considering the importance of the role of social capital in the success of educational organizations to achieve educational benefits and also to create favorable conditions in the development of students' academic achievement, in this study the following hypothetical model of structural relationships between social capital and students' academic success was taken.

Given the above characteristics and considering that today the role of communication in facilitating the flow of information and setting the stage for decision-making is not hidden from anyone, organizations, especially schools and universities, should try to adapt their existing processes to changes and environmental expectations. To provide the necessary capabilities to respond to educational stakeholders and to maintain their survival in today's highly competitive environment by developing an atmosphere of trust among educational liaisons. The following research model is designed to analyze the sociological relationship between social capital and students' academic achievement as a structural effect in the education organization.



**Figure 1: Conceptual model of relationship between Social Capital and Academic Achievement**



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According to what was stated in the previous line and theoretical discussions and the development of a conceptual model, the hypotheses of this research are expressed as follows.

### **2.3. Main Hypothesis**

The greater the social capital of the students; Thus, academic achievement increases.

### **2.4. Sub- Hypothesis**

The more social trust there is among students; so their academic progress will be more.

As Societal Security increases among students; therefore, their academic progress increases.

As Social participation among students increases; As a result, their academic achievement also increases.

As Social cohesion among students is strengthened; thus, their academic achievement increases.

The more social interactions there are among students, the more their academic achievement will increase.

## **3. Methodology**

In this study, quantitative method, survey strategy and standardized questionnaire tool (social Capital) and researcher-made (Academic achievement) were used. The aim of the research was applied, cross-sectional, descriptive and correlational. The statistical population of the study included all male high school students in Ghaen city in South Khorasan. The statistical population was 335 people. The statistical sample size based on Cochran's formula was 155 people who were selected by cluster and random sampling method. The average age of students was 17.87 years, which had a standard deviation (1.52) and the average grade point average of students was 16.22. Respondents' findings are based on descriptive and inferential statistics and using SPSS software. The questionnaire questions are designed based on the Likert scale as strongly agree/ very much (5) and strongly disagree / very little (1). The Cronbach's alpha obtained from the present study is 71%, the alpha of the independent variable of social capital is 73%, and the dependent variable of

academic achievement is about 70%. The following table shows more accurately the alpha level of each of the indicators and components of the independent and dependent variables.

**Table 2. The reliability coefficient of independent and dependent variables**

Component	Questions	KMO
Social Participation	5	.720
Social Trust	5	.750
Societal Security	5	.740
Social coherence	5	.700
Social Interactions	6	.760
<b>Social Capital</b>	<b>26</b>	<b>.734</b>
Educational Possibilities	5	.690
Lesson planning	5	.700
Educational learning	5	.710
Self Confidence	5	.690
Satisfaction with the environment	6	.710
<b>Academic achievement</b>	<b>26</b>	<b>.710</b>

For the formal validity of the questionnaire, after designing the items of each of the relevant variables based on research and theoretical perspectives, especially the current theoretical framework in the field of independent and dependent variables, we have provided questions to professors and experts in this field. The expression of these people and in order to measure the items of each spectrum eventually led to the selection of appropriate items for each spectrum. Accordingly, the correlation range of social capital items with the total score of the questionnaire was 0.63-0.72. Also, the correlation range of academic achievement items with the total score of the questionnaire was 0.63-0.69.

#### **4. Findings**

According to the collection of information from the respondents, the most important findings in terms of the relationship between the studied variables based on the statistics (descriptive and inferential) mentioned in the previous lines can be expressed as follows.

**Table 4. Frequency distribution by research variables**

<b>Component</b>	<b>measure</b>	<b>very Many</b>	<b>Many</b>	<b>Medium</b>	<b>little</b>	<b>very little</b>	<b>Weighted average</b>	<b>standard deviation</b>
Social Participation	Frequency	24	34	30	35	32	63.7	<b>8.56336</b>
	Value percent	15.4	21.9	19.3	22.5	20.6		
Social Trust	Frequency	29	41	49	26	10	61.7	<b>8.30871</b>
	Value percent	18.7	26.4	31.6	16.7	6.4		
Societal Security	Frequency	40	28	20	43	24	68.9	<b>8.32932</b>
	Value percent	25.8	18	12.9	27.7	15.4		
Social coherence	Frequency	34	32	54	21	14	58.6	<b>7.71007</b>
	Value percent	21.9	20.6	34.8	13.5	9		
Social Interactions	Frequency	51	46	32	18	8	74.7	<b>9.47830</b>
	Value percent	32.9	29.6	20.6	11.6	5.1		
<b>Social Capital</b>	Frequency	178	181	185	143	88	65.56	<b>8.47795</b>
	Value percent	22.9	23.3	23.8	18.4	11.3		
Lesson planning	Frequency	25	30	68	20	12	65.7	<b>8.33780</b>
	Value percent	16.1	19.3	34.8	12.9	7.7		
Educational learning	Frequency	53	45	38	19	-	81.8	<b>10.26783</b>
	Value percent	34.1	29	24.5	12.2	-		
Educational Possibilities	Frequency	44	41	52	14	4	78	<b>9.58001</b>
	Value percent	28.3	26.4	33.5	9	2.5		
Self Confidence	Frequency	20	25	70	32	8	76.4	<b>9.30633</b>
	Value percent	12.9	16.1	45.1	20.6	5.1		
Satisfaction with the environment	Frequency	25	38	62	21	9	68.9	<b>8.38298</b>
	Value percent	16.1	24.5	40	13.5	5.8		
<b>Academic achievement</b>	Frequency	167	179	290	106	33	74.16	<b>9.17499</b>
	Value percent	21.5	23	37.4	13.6	4.2		

According to the findings obtained from the table above, among the independent components of social capital in the study population, the promotion of social interactions, social participation, social trust, social security and social cohesion were important, respectively. Also among the dependent variables of educational learning, educational facilities, environmental satisfaction, curriculum planning and self-confidence were important for students, respectively. According to the results of the table, it

should be noted that most of the components of the independent variable (social capital) have an average of more than 50% and these components in the social life of students each have a major and necessary share in their daily lives. Therefore, social capital is very important in the social life of students in various fields; and it will be very effective in shaping the future life of this age group. Among the components of dependent variables (academic achievement), educational learning and attention to this component is very important in academic achievement by the school and family and continuous monitoring of this educational component in promoting academic success. Also, the existence of educational and training facilities by the social institution of the family and school will have a great impact on the academic success of students.

In the following table, we test the comparison of the mean between the components of the independent variable.

**Table 5. Test comparing the average of different dimensions of social capital variables**

Components of social capital	Number	Average	F	Sig
Social Interactions	155	50.48		
Social Participation	155	45.6		
Social Trust	155	35.8	14.66	<b>0.000</b>
Societal Security	155	21.9		
Social coherence	155	15.6		

The results of the above table compare the test of the mean of the variable dimensions of social capital among the students of the study community. The results indicate that there is a significant difference between the mean scores of various dimensions of social capital. This means that the average score of the social interaction component was higher than other components among students. In general, observable differences can be found between the means of each dimension and this difference has been confirmed based on F test with a value of 14.66 and a significance level of 0.000. According to these results, creating a suitable platform for students' academic achievement through the expansion of social networks (family, school, friends, etc.) encourages students to participate in various areas of social life, including at home, school etc. Adequate bedrock to enhance the level of trustworthy attitude towards activities that can be formed by family, school and even the community has raised the level of trust among students. The more these three factors are

strengthened at the school and family level, the more indicators of social capital will be promoted, resulting in academic achievement (human capital) through social capital.

In the following table, Pearson correlation test is used to analyze the hypotheses based on the relationships between the research variables.

**Table 6. Pearson correlation coefficient between research variables**

Social Capital		Academic achievement				
		Educational Possibilities	Lesson planning	Educational learning	Self Confidence	Satisfaction with the environment
Social Trust	The amount of correlation	0.38	0.19	0.42	0.35	<b>0.14</b>
	Significance level	0.000	0.62	0.000	0.002	<b>0.52</b>
Social Participation	The amount of correlation	0.18	0.36	0.23	0.30	<b>0.12</b>
	Significance level	0.65	0.004	0.000	0.63	<b>0.003</b>
Societal Security	The amount of correlation	0.026	0.36	0.16	0.78	<b>0.45</b>
	Significance level	0.68	0.72	0.000	0.000	<b>0.003</b>
Social coherence	The amount of correlation	0.16	0.43	0.56	0.29	<b>0.54</b>
	Significance level	0.62	0.000	0.002	0.55	<b>0.000</b>
Social Interactions	The amount of correlation	0.21	0.45	0.55	0.04	<b>0.64</b>
	Significance level	0.57	0.023	0.000	0.000	<b>0.000</b>

(Significance level=95%)

Due to the fact that the cells of the table are colored, it means that there is a standard relationship between the components of the independent variable and the components of the dependent variable.

Given that this study sought to study the effect of social capital on academic achievement of male students, examination of the test of components of independent variable (social capital) which is at the level of sequential measurement shows that there is a significant relationship between some dimensions of social capital with the indicators of academic achievement in the table above.

The components of social security have a significant relationship with educational learning - self-confidence and environmental satisfaction in this study. Social cohesion index has a significant relationship with curriculum

planning, educational learning and environmental satisfaction. In addition, social interactions of the independent variable have a significant relationship with the indicators of educational learning, self-confidence and environmental satisfaction.

According to the results of regression analysis between the independent variables and the dependent variable of the research, we can observe the analytical results of this research as follows.

**Table 7. Multivariate linear regression of independent and dependent variables indicators**

Independent variables	Non-benchmark coefficients		benchmark coefficients	T	Significance level	
	B	Standard error	Beta			
Social Trust	0.254	0.044	0.164	4.532	0.000	
Social Participation	0.158	0.043	0.322	5.662	0.000	
Societal Security	0.197	0.054	0.257	5.107	0.000	
Social coherence	0.071	0.011	0.294	2.264	0.000	
Social Interactions	0.335	0.062	0.316	3.506	0.000	
Durbin Watson	Sig	F	Std. Error of Estimate	Adjusted R Square	R Square	R
1.756	000	393.113	0.25067	0.354	0.396	0.692

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Based on the calculated beta values of the multivariate regression equation in the present study, the relationship between social capital and academic achievement can be drawn as follows: Social interactions (0.335) + Social participation (0.158) + Social trust (0.254) + Social security (0.197) + social cohesion (0.071).

The value of correlation coefficient (R) between variables was 0.692, which shows that there was a very strong correlation between the components of the independent variable and the dependent at the time of research. The value of the coefficient of determination (R<sup>2</sup>) is equal to 0.596, which is close to the coefficient of 1 and indicates that the independent variables have been able to explain a large amount of variance of the dependent variable. Also, the adjusted coefficient of determination is equal to 0.354, which indicates that the components of the sense of security have been able to explain about 35.4% of the changes in the dependent variable (academic achievement). The value of F statistic (393/113) which is significant at the error level less than 0.01, It can be concluded that the regression model of the research consisting of independent variable components has high explanatory power and can explain the amount of variance and variance of the dependent variable. The value of the Durbin Watson test is equal to (1.765), so the concept of independence of the variable of this research has been proven and it means that the results of the observation have no effect on other observations.

## 5. Conclusion

Social capital as one of the important sources in academic achievement and success during education has a significant role in the civic development of society from early childhood and adolescence and accelerating the process of sustainable development of society will play this social component at the community level.

The results showed that social capital and its dimensions have a positive relationship with the academic achievement of male students; That is, with the increase of social capital indicators, students' academic progress will increase. These results are consistent with the research findings of Nazoktabar & Weisi (2008) Kiamarsi & Momeni (2012) Ghamari (2012) and... In the mentioned

researches, it has been concluded that social capital affects the performance of students' academic achievement; accordingly, the promotion of social capital among students will bring academic performance, the emergence of social creativity, self-confidence, quality of social life, social communication, and participation in the norms and adaptations of family and society.

The results also showed that the three components of social capital (social interaction network, participation and trust) were the most important predictors of students' academic success in this study, respectively. This means that increasing the levels of these three dimensions of social capital increases students' academic achievement and these variables explain 35% of the variance of male students' academic achievement. This result indicates that about 65% of the remaining variance is probably explained by psychological, social and other variables.

Finally, it should be noted that social capital in five components (interaction, participation, trust, cohesion and security) has a significant and direct relationship with academic achievement. Thus, it can be said that the main hypothesis of the research is based on the idea of Colman who states (with the increase of social capital in society and family, the human capital of education is moving towards improvement).

According to these results, solutions can be expressed.

- Holding a training workshop in order to improve the social relations between parents and the academic staff of the school.
- Considering the identity and organizational trust of the school and the emphasis on teamwork among students, flexibility and improvement of students' academic achievement can be observed.
- Encourage students to strengthen their participation in cultural, social, professional and scientific centers during their studies
- Improving the level of psychological well-being and happiness of students during their studies.
- Material, spiritual and social support from the social institution of the family and school during the school days.
- Paying attention to promoting self-esteem and strengthening the spirit of academic self-confidence among students.



- Emphasis on order, unity of behavior and observance of values and norms at the school level.
- Attention to social creativity and its cultivation by the school and the social institution of the family.

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