Investigating the social capital of Farhangian University students and its relationship with their academic resilience

Roghayeh Alaei; Assistant Professor, Department of Educational Sciences, Farhangian University of Ardabil Province, Ardabil, Iran
Email: Dr.alaei@cfu.ac.ir

Parviz Ansari Rad1
Assistant Professor, Department of Biology, Farhangian University, Tehran, Iran
Email: ansarirad1346@gmail.com

Abstract:
The purpose of this article was to investigate two important elements of social capital, namely trust and participation among students of Farhangian University of Ardabil Province as a qualitative case-study method (using in-depth interview tools and students' academic information) in the first half of 1400 to relate them to analyze students' academic resilience. According to the research findings, the relationship between the main elements of social capital on students with high and moderate academic resilience was more than students with low academic resilience. On the other hand, we see the good capacity and potential of horizontal and vertical participation along with horizontal and vertical trust among students that we need the support of formal structures, society and government of this huge capacity for the development of society. The results show that in the current reality of society, despite the huge capacity of students horizontally, social capital among them, especially vertically, is low and needs the attention of those in charge.

Keywords: social capital, trust, participation, academic resilience.

Introduction and problem statement:

The importance of social capital is not hidden from anyone. The factor in the absence of which society and community cannot continue. Therefore, its study is more and more important among important groups such as students.

Social capital can be described as the quantity and quality of social resources (e.g., networks, membership in groups, social relations, and access to wider institutions in society) upon which people draw in pursuit of livelihoods (Frankenberger & Garrett 1998).

Social capital has been defined as the "collective value of all 'social networks' (who people know) and the inclinations that arise from these networks to do things for each other 'norms of reciprocity' (Putnam, 1993).

The issue of academic resilience as one of the dimensions of social resilience has been one of the topics in the plan of recent years in Iranian universities, especially in Farhangian Universit.

Social capital binds together people in society and is based on strong perceptions of local embeddedness, self-regulating moral codes, and the norms, reciprocity and trust that exist between individuals and groups at the community level (Chaskin, 2008). Social capital influences community level resilience (Aldrich, 2012; Elliott et al., 2010; Magis, 2010; Wilson, 2012).

Resilience is defined by Masten et al. (1990: 426) as "the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances," and by Riley and Masten (2005: 13) as "referring to patterns of positive adaptation in the face of adversity."

Academic resilience is defined as students' ability to deal effectively with setbacks, challenges, and pressure in the school setting over time (Fallon, 2010: 40).

The resilient students excelled academically because they believe that they could understand the material and information presented in class and that they could do well in homework and tests (Gordon, 1996, as cited in Fallon, 2010: 41).

Durham (2009) aimed at identifying the key factors that contributed to the academic resilience of the African-American students at the University of Kansas. Findings of the study clarified that the major factors were connection to the campus community, being involved in student organizations and activities, and the spirituality or religious beliefs.

Aldrich (2012) identifies three separate but interrelated forms of social capital - bonding, bridging, and ridging linking, each of which are characterized by different types inking of formal and informal interactions with distinct but interrelated horizontal and vertical associations. Horizontal links, often found in bonding and bridging social capital, are between people and groups of equal authority and status. Vertical links, found in linking social capital, are hierarchical linkages, often between a network and some form of authority.

Hence, trust and participation is a useful concept in explaining the concept of social capital.

People based on mutual trust, information, norms and values are the same in their exchanges. Trust is essential for the formation of social bonds and treaties.

Veenstra (2002) also points to participation and trust as two important factors in social capital.

Most studies that investigated academic resilience dealt with samples from school students, but only few studies dealt with university students, which examined the individual and school factors and features associated with academic resilience (Ali Khalaf, 2014).

Previous research demonstrates that the extent and application of social capital strongly influences resilience (Aldrich, 2012; Elliot et al., 2010; Magis, 2010; Wilson, 2012).

At the university level, social capital is viewed as vital capacities that has a direct bearing on resilience. However, amid the complex and dynamic interactions that take place within and between larger populations, social capital can also have a predominantly strong influence on the attainment of resilience at the community level (Aldrich, 2012).

One of the advantages of this article is the use of qualitative method (with structured interview tools) in the form of a case study of Farhangian University students, which examines academic resilience among them and shows its relationship with social capital (trust and social participation vertically and horizontally).

In terms of the background of the research topic, we see a lot of good research on academic resilience (like) in Iran and the world, and their results show how important and vital the discussion of academic resilience is for the future of students.

However, little research has been done on the relationship between academic resilience and social capital. It is hoped that this research will be a step towards helping to further explain and legislate this issue among students.

Research questions

The general purpose of this study is to investigate the relationship between the basic elements of social capital, namely trust and participation in the academic resilience of students of Farhangian University in Ardabil province.

Given this general finding, existing research suggests that students with higher levels of social capital are more socially resilient than other students and are more successful at various stages of class participation and academic achievement. And according to the available facilities and information about the educational status of students, the basis of academic resilience was considered the academic progress of students and the qualitative knowledge of the researcher as their teacher.

Therefore, such questions can be asked:

- What is the situation of vertical trust (up and down) of students with low academic resilience?
- What is the situation of vertical trust (up and down) of students with average academic resilience?
- What is the situation of vertical trust (high and low) of students with high academic resilience?
- What is the situation of vertical participation (up and down) of students with low academic resilience?
- What is the situation of vertical participation (up and down) of students with average academic resilience?
- What is the situation of vertical participation (up and down) of students with high academic resilience?

Methodology:

Given the above, and the choice of qualitative research method (case study and the use of structured interviews and student educational information), to examine the academic resilience of Farhangian University students and the relationship between

the elements of social capital, we focus on the common elements of increasing academic resilience and social capital, namely we have focused on building trust and participation in this research.

Considering that academic resilience shows in academic achievement, we therefore based our comparison on the relationship between academic achievement and social capital.

The qualitative case study was used as it is the most prominent among other ways because it deals with intensive analysis of the person who has great knowledge of the specific event studied, who could share that knowledge exclusively to trusted individuals, by way of his opinions, direct exposure and feelings on the experience (Hancock, 2002).

This research was conducted among primary school students of Farhangian University of Ardabil province in the 1400 semester (about 300 people) who had a class with a researcher in this semester.

In this study, purposive sampling has been used. Thus, Sample selection (32 in-depth interviews) purposefully (with data saturation) among students of 10 classrooms (30 students each on average) with academic achievement (low (9), average (11) and good (12) to happen randomly.

The validity and reliability of the interview were discussed according to routine methods such as theoretical saturation and the participation of participants in compiling analyzes and results.

Due to the nature of this research, open and axial coding was performed to analyze the collected data. In this way, after reviewing the data, sentences related to the components of social capital were extracted and similar concepts were coded with a common code in the form of 37 concepts. In fact, the original codes and categories created in open coding were merged with similar ones, defining the relationship between subcategories and forming a class with new concepts. Coding data were collected through interviews about participation (vertical and horizontal participation) and trust (vertical and horizontal trust) among students. Eventually, classes were formed with new concepts. Continuous comparisons were made in axial coding and the researcher compared the codes with each other and grouped them into 9 categories.

Finding:

The analysis of the obtained data can be coded and analyzed according to the table below.

Table 1. Conceptualizing research data (open coding) and broad categories of concepts (axial coding)

Extensive class				code	Concepts / subclasses	Row
Have a limited comment	participation	Horizontal participation (Relationships between people in the community)	Down	P2-	Many students do not have the opportunity to work together as a team and get fired	1
				I3-	Some students do not expect to see another success	2
Face-to-face relationships and high mechanical correlation			Top	P4+	Some students are interested in joining student organizations	3
				P7+	Students collaborate with professors in writing scientific articles and materials	4
				P8+	Students are at the forefront of material and spiritual assistance to the people of the community	5
				I5+	When an argument breaks out between students, they reach an understanding sooner	6
				P9+	Most students have a culture of nightlife and chatting	7
				I15+	Students are mostly supported by their families	8
				P11+	Students have a positive attitude towards marriage	9
Do not use students' views / Breaking the norm		Vertical participation (People-government relationship)	Down	P6-	Students' opinions and ideas are less used in university management	10
				P10-	It is usually the case that students are forgotten after university and much less is paid to graduates	11
				P1-	Students usually have no contact with officials	12
				I1-	In the environment around us, the feeling of security is reduced, such as snatching phones, or suffocation that is occasionally heard and seen	13
				I8-	The high cost of living for students has also caused many difficulties.	14
				I2-	There are different types of social harms such as addiction, theft, etc. in society	15
				P5-	Some students are less inclined to attend scientific events such as scientific conferences	16
High civic participation			Top	P3+	Students are more involved in holding university meetings and programs	17
				P13+	Students participate well in university religious ceremonies	18
				P12+	Students are more likely to participate in political processes such as elections	19
				P14+	Students are active members of local institutions such as mosques and mobilizations	20
				I14+	Students have high hopes for the future and progress of the country compared to other people	21
				I11+	Students support just and literate professors	22
High level of trust within the group	trust	Horizontal trust (relationships between people in the community)	Top	T5+	Students have more trust in each other	23
				T6+	Students trust professors more than any other section of society	24
				T7+	Students have greater trust and respect for parents and family members	25

				T10+	Students have better communication and trust with the opposite sex of their classmates	26
				T11-	Usually, students are more inclined to marry their fellow university students if the conditions are right	27
Low level of trust in the community			Down	T3-	In the case of marriage, not everyone can be trusted	28
				T4-	You cannot leave the car or equipment outside the house for a moment without the alarm tool	29
Having high social responsibility		Vertical trust (people-government relationship)	Top	I9+	Students support reform efforts at the university	30
				I10+	Students usually do not damage or destroy university property	31
				I13+	Students do much less damage to public property	32
Lack of trust in state bureaucratic structures			Down	T1-	In recruitment, most parties are played, and because of this, people's trust is very low	33
				T9-	Students are given less opportunity to develop non-scientific abilities	34
				T2-	Officials are not accountable for hiring	35
				I12-	Some students have less respect for official and governmental customs and ethics	36
				T8-	Usually less attention is paid to students' opinions and ideas in solving problems and issues of society	37

According to the table above, it can be said that the existing components of social capital of students of Farhangian University of Ardabil province are the result of this study:

- Have a limited comment
- (Face-to-face relationships and having high mechanical correlations
- Do not use students' views
- norm breaking
- High civic participation
- High level of trust within the group
- Low level of trust in the community
- Having high social responsibility
- Lack of trust in government bureaucracy structures

Table 2. Relationship between components and academic resilience

Components	high academic resilience	average academic resilience	low academic resilience
High vertical participation	85%	73%	35%
Low vertical participation	40%	35%	20%
High horizontal participation	72%	65%	12%
Low horizontal participation	12%	20%	70%

High vertical trust	86%	91%	75%
Low vertical trust	35%	31%	23%
High horizontal trust	90%	85%	24%
Low horizontal trust	70%	78%	68%

To compare our students, we have presented the results of the analysis of the interview data as a percentage of their total sample so that the comparison can be used for future studies. For example, we have expressed a high percentage of vertical participation among students with high resilience, and the rest have been compared accordingly.

According to the results according to table 2, more than 70% of students with low academic resilience, have low horizontal participation and are not able to participate and work in groups with other students, while this figure is 20 for students with moderate and high academic resilience, respectively. And 12 percent. In high horizontal participation, we also see the participation of 72% of students with high academic resilience in relation to the community and the university and professors, which is 65% among students with average academic resilience.

In the discussion of low vertical participation, unfortunately, the power structure and government pay the least attention to the abilities and opinions of students, and this issue is observed in the low percentage of vertical participation among all three groups, especially students with moderate and high resilience with 40 and 35%. It becomes. While in high vertical participation, more than 85% of students with high resilience and 73% of students with medium resilience have high vertical participation potential or in other words a lot of civic participation in society.

High horizontal trust among students has high and average academic resilience above 85%, which indicates the great capacity of these students to advance issues in the university and society. Also, the low horizontal trust, which is seen between all three groups, is due to the worrying social situation of the society, which is a warning for the executives and the government to take effective measures in this regard.

In high vertical trust, a kind of social responsibility can be seen among students of all three groups, especially in the group of students with moderate and high academic resilience with 91 and 86 percent. But in the low vertical trust, we see its low among all three groups of students, which indicates a lack of trust in the government structure and non-compliance with the laws by the government itself and the loss of students' rights in society.

According to the results of data analysis, it can be said that the two main dimensions of social capital among students, namely trust and participation, face a fundamental challenge called "behavioral and mental contradiction", meaning that students have good intra-group trust. On the other hand, their trust in government institutions and structures is very low. In the other dimension, participation, we see such a situation, that is, we see a lot of responsibility and civic participation of students on the one hand, and a lack of belief and use of students' capacities and potentials on the other hand.

In one sentence, it can be said that the social capital of students, especially among students with moderate and high academic resilience, is high in terms of vertical relations (relations between individuals in society), but low in terms of relations (people-government relationship).

Conclusion and Suggestions

According to the research results, 9 pivotal categories of concepts extracted from the text of interviews with students of Farhangian University of Ardabil province, show the thought-provoking situation of the two main indicators of social capital, namely trust and participation in two axes: vertical (relationships between people) and horizontal (people relationship). -Government).

According to the theory of limited goodness (Foster, 1965) in the discussion of horizontal participation, we see an atmosphere full of hostility and mistrust among students of Farhangian University in Ardabil province, and this makes them unable to work together in a cooperative way. On the other hand, like many developing societies, we see face-to-face relationships and high mechanical solidarity among students who have not yet fully entered into Durkheim's organic solidarity (Scull,

2013) (large differences between community members and great cultural diversity).

In vertical participation, we see that norm-breaking in society is increasing and the bureaucratic and administrative structure does not use the views and opinions of students. If students have a high capacity for civic participation and the government, it can make good use of this huge and powerful capacity.

In terms of horizontal trust, students have a high level of intra-group trust in their friends, family, and classmates. However, the important point is the low level of trust in the society as a whole, and the occurrence of social harms and petty crimes such as snatching and suffocation has further aggravated the low level of trust in the society.

Many social factors such as social capital during the student period can affect the level of socially responsible behavior of students (Eghdampour and others, 2018). In vertical trust, despite the high social responsibility of students, we see a lack of trust in the structures of government bureaucracy by students, which results in the loss of capabilities and potential of social capital of students in society.

According to research (Hemmati and Ghaffari, 2016), the effect of social capital on academic resilience has been direct and moderate to high.

Explaining the effect of social capital on academic resilience, based on existing research (Hemmati and Ghaffari, 2016) can be said that the discussion of trust and participation has an important role in increasing academic resilience of students and students with personality and social characteristics such as high trust and sense of participation. High in students can play an important role in increasing their resilience.

How to select a sample (32 in-depth interviews) purposefully (with data saturation) among students of 10 classrooms (30 students each on average) with academic achievement (low (9), average (11) and good (12)) It happened by accident.

As the results showed, the relationship between social capital and the academic resilience of average and good students is much better than low students, and people who have a sense of trust within the group, responsibility and participation have more academic resilience and see academic progress. They are good.

As the results showed, the relationship between social capital and the academic resilience of average and good students is much better than low students, and people who have a sense of trust within the group, responsibility and participation have more academic resilience and see academic progress. They are good.

Durham (2009) examines the main factors describing academic resilience among African American students at the University of Kansas and concludes that most resilience-related factors are related to academic communities, including student activities and organizations, and to religious or spiritual beliefs.

As research results and data from students' academic achievement have shown, students who have high social capital also have high academic resilience.

Suggestions:

Based on the research results, the following suggestions are made:

- Using students' perspectives in government management and executive structures Using the social responsibility capacities of students in managing and solving community problems

- Finding the root of students' distrust of state institutions and strengthening their institutional trust

- More importance of the government to solve social ills in society

- Establishing a continuous and stable relationship with students by the government and the executive body

Reference:

Aldrich, D. (2012). Building resilience: Social capital in post-disaster recovery. Chicago: University of Chicago Press.

Ali Khalaf, Mustafa (2014). Validity and Reliability of the Academic Resilience Scale in Egyptian Context. US-China Education Review B, ISSN 2161-6248 March 2014, Vol. 4, No. 3, 202-210.

Durham, T. (2009). This too shall pass: Academic resilience after a perceived failure. Unpublished doctoral dissertation, School of Education, University of Kansas.

Eghdampour, R., Kashti Ararai, N., Esmaeili, R. (2018). 'Identifying factors affecting social responsibility of higher education student's ', Qualitative Research in Curriculum, 3(9), pp. 139-169. doi: 10.22054/qric.2018.9680

Elliott, J., Haney, T., & Sams-Abiodun, P. (2010). Limits to Social Capital: Comparing Network Assistance in Two New Orleans Neighborhoods Devastated by Hurricane Katrina. Sociological Quarterly 51(4):624-648.

Fallon, C. M. (2010). School Factors that Promote Academic Resilience in Urban Latino High School Students. Doctoral Dissertation paper 122, Loyola University, Chicago.

Foster, George M. (1965) Peasant Society and the Image of Limited Good, American Anthropologist New Series, Vol. 67, No. 2, Apr., pp. 293–315

Frankenberger, T., & Garrett, J. (1998). Getting connected: Reducing livelihood insecurity by investing in social capital. December.

Hancock, B. (2002). An Introduction to Qualitative Research. Nottingham, UK: Trent Focus Group.

Hemmati, R., Ghaffari, M. (2016). 'Multilevel Analysis of Effective Factor on Academic Resilience among High School Students of Underdeveloped Regions of Mobarakeh', New Educational Approaches, 11(2), pp. 87-106. doi: 10.22108/nea.2016.21383

Magis, K. (2010). Community resilience: An indicator of social sustainability. Society and Natural Resources 23:401-406.

Masten, A. S., Best, K. M., and Garmezy, N. (1990). Resilience and development: contributions from the study of children who overcome adversity. Dev. Psychopathol. 2, 425–444. doi: 10.1017/s0954579400005812

Putnam, R. (1993). Making Democracy Work. Princeton, NJ: Princeton University Press.

Chaskin, R. (2008). Resilience, community, and resilient communities: conditioning contexts and collective action. Child Care in Practice 14(1):65-74.

Riley, J. R., and Masten, A. S. (2005). "Resilience in context," in Resilience in Children, Families, and Communities: Linking Context to Practice and Policy, eds R. D. Peters, B. Leadbeater, and R. McMahon (New York: Kluwer Academic/Plenum), 13–25.

Scull, Andrew (2013). Durkheim and the law. p. 1. ISBN 9781137031815. OCLC 857109661.

Veenstra, Gerry (2002). Explicating Social Capital: Trust and Participation in the Civil Space. The Canadian Journal of Sociology / Cahiers canadiens de sociologie. Vol. 27, No. 4 (autumn, 2002), pp. 547-572 (26 pages)

Wilson, G. (2012). Community resilience and environmental transitions. London, England: Earthscan from Routledge Press.