



## SOCIAL CAPITAL OF STUDENT TEACHERS IN CHENNAI DISTRICT

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### ABSTRACT :

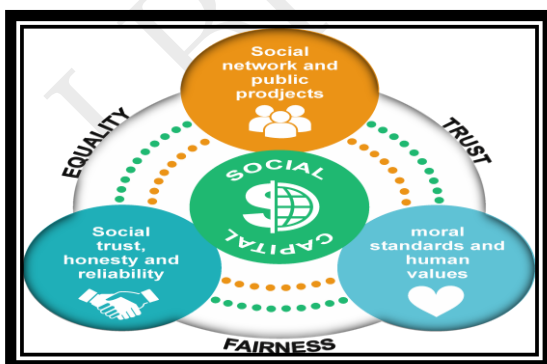
The present study was explored to find out the Social capital of Student teachers in Chennai District. Survey method was conducted on a sample of 200 Student teachers in Chennai District. Social capital scale by Malathi.S (2015) was used for data collection. Descriptive and differential analysis was done. Results found that there is no significant difference in Social Capital of student teachers based on gender, age, educational qualification, type of family and marital status.



**KEYWORDS :** Social capital, B.Ed., Students.

### NEED FOR THE STUDY:

The concept of "Social Capital" became one of the most prominent in nowadays social sciences. It has probably been the most widely used concept in International Sociology and on the intersection of sociology and educational studies. The social capital of a general public incorporates the foundations, the connections, the demeanors and qualities that oversee associations among individuals and add to monetary and social advancement. The thought that social relations, systems, standards and qualities matter in the working and improvement of society has for some time been available in the financial aspects, human science, human sciences and political theory writing. Just in the previous 10 years or something like that, notwithstanding, has the possibility of social capital been advanced as a bringing together idea typifying these multidisciplinary sees. Social capital characterizes, "Associations among people Social systems and the standards of correspondence and dependability that emerge from them". Social capital has great values that improves our lives and make us more productive by creating a nurturing support system that provides greater access to resources, get ideas and motivation to succeed. Social capital cultivate trust, capitalize on unstructured relationship- building moments, engage students in extracurricular opportunities, encourage students to support one another in person. Social



capital supports success and education in the form of the disciplinary and academic climate at school and also the cultural norms and values that motivate students to achieve higher goals. Putnam (2000) states that child and youth development is strongly shaped by social capital in school. It is generally considered beneficial for students' social adjustments. Building social capital as positive consequences in the lives of the students, school and college communities. The efforts schools make to form and strengthen relationships will help all students, regardless of race or social emotional status, flourish

throughout their academic careers.Hence, the present study is taken up.

**OBJECTIVE OF THE STUDY:**

- To find out the significant difference in Social capital of Student teachers with respect to background variables.

**HYPOTHESIS:**

There is no significant difference in Social capital of Student teachers based on gender, age, educational qualification, type of family and marital status.

**SAMPLE:**

A random sample of 200 Student teachersin Chennai District was selected for the study.

**TOOL:**

Social capital scale by Malathi. S(2015). Reliability and Validity was established by the investigator. Cronbach’s alpha reliability method was used and the reliability of Social capital was found out to be 0.60 the validity was found out by computing the square root of the reliability co-efficient which worked out to be 0.77.

**DATA ANALYSIS:**

*Table 1: Social Capital of Student teachers based on background variables.*

Variable	Sub-variables	N	Mean	SD	t-value	Level of significance
Gender	Male	100	74.7400	10.24510	1.300	Not Significant
	Female	100	72.8100	10.75033		
Age	Below 30	103	75.0971	10.75622	1.843	Not Significant
	Above 30	97	72.3711	10.12764		
Educational Qualification	UG	103	74.3540	10.17957	0.88	Not Significant
	PG	97	73.0230	10.95761		
Type of Family	Joint	95	73.9368	10.54051	0.206	Not Significant
	Nuclear	105	73.6286	10.54775		
Marital Status	Married	101	74.0792	10.56000	0.412	Not Significant
	Unmarried	99	73.4646	10.52142		

From Table-1, it is found there is no significant difference in Social capital of Student teachers based on the gender, age, educational qualification, type of family and marital status.

**EDUCATIONAL IMPLICATIONS:**

This study reveals that 56% of the student teachers are low in their social capital and they signs that resemble depression. Students with high Social capital are typically high achieving and very capable. They belong to teams and extracurriculars that improve their overall well-being. Students with low Social capital are considered as lower achieving. So, educational institutions are the great place to teach students and maintain beneficial personal relationships.

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