Personality Factors as Antecedents in Social Capital of Students

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ABSTRACT

Social capital has been widely discussed across various social sciences research streams, development agencies and research institutions. The study examines personality factors as antecedents of student social capital. The study aimed to check whether the network of relationships among students who study with each other (i.e. social capital) which help in enabling students to work together is affected by personality and various other demographic factors like gender, age, educational qualification, family income and residential status etc. A survey was conducted to collect data from 180 students of various departments of two educational institutes (NIT Kurukshetra and Kurukshetra University) that identified a number of factors like; bonding with friends, acceptance of system, support & cooperation, selfishness and harmony as social capital. PCA, t-test and One-way ANOVA were used to draw inferences. The findings revealed that age, educational qualification, family income and residential status all contributes to affect social capital of students in addition to personality factor. Extroverted students tend to make more friends. The study also analyzed social networks in the classrooms and concludes that educators should put themselves in a position to better understand the social context in which their students operate. In order to appreciate and cultivate the way students interact with each other, educators should Access and management of the students' personality factors can lead to success as individuals and in group settings.

Keywords: Extroversion, Factor analysis, Personality factors, Social capital, Social networks

INTRODUCTION

The theories related to personality includes different kinds of perspectives such as behavioral, psychodynamics, humanistic, biologics perspective etc., but, most of the psychologists and researchers prefer to make use of an eclectic approach. In the study and training related to psychology, the things that are mainly considered are- the factors that affect personality and the factors that develop personality. Vedas, Upanishads, Bhagavad-Gita, and other ancient scriptures and commentaries also refer to human personality, the Gita in particular describes three types of character (Gunatraya vibhaga) and possession of divine as well as demonic qualities in humans which determine human behavior. Astrology, the ancient Sastra derived from Vedangas, also speaks about personality and time of birth. It is not clear whether astrology is causative of a particular personality trait or collection of traits or whether it has an influence on human personality or not. in the more recent times, according to medical practitioners, personalities can be divided into four categories. These four categories consist of people who are hot in temperament, high in confidence, having high mood swings and those who are less reactive. William H. Sheldon in the 1940s tried to relate the body with mind and classified people's personality, as those who are warm

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and having sympathy for all they love to relax and are socially active. Introversion and extraversion trait are a middle aspect of individual personality. Both the extraversion and introversion are characteristically seen as a solitary band, so these are inversely proportional to each other. Amicability is that trait related to personality which shows itself as character which are seen as sorted, understanding, helpful, temperate, as well as thoughtful. Individuals who are high scorer of agreeableness tend to be sympathetic and unselfish. In contrast, people who score low in this trait tend to be self-centered and lacks compassion. Friendliness is measured as a fantastic ordinate trait, means that it is an assemblage of various sub-traits that bunch together statistically. Neuroticism is also among five personality traits.

Social capital plays a very vital role in life of students. Social capital describes the quantity and strength of ties that students hold with one another in the classroom. Various research proves that students who hold heterogeneous kind of relationships tend to have better performance, than those, who are having good relationship with their classmates only. For better academic research, there must be strong relationship not only between students, but also between students and teachers. Studies have proved that if the social capital factor is high in students, then there is a positive and healthy environment set up in the class. For regular motivation, social capital factor must be high in students. Further, studies have proven that not only at school level or university level, social capital is helpful, but it contributes in future also. When students join organizations, then due to high social capital factor, they tend to perform better in organizations. They easily cooperate with other people. They are comfortable in doing teamwork, they are always relaxed and they know how to respect their seniors in the organizations. Various researches have been conducted till date to prove the above-mentioned facts. For a life to be progressive, social capital factor plays a very vital role. Social capital helps to build strong and good relationships, not only at individual or group level, but also at societal level. The study was conducted to analyze personality factors as antecedents of students' social capital in selected educational institutes and explored various personality factors affecting the students' social capital of students.

METHODOLOGY

The study considered a conceptual model for planning and implementation of the present study where some of the personality factors constituting social capital were checked if there was any effect of demographics like gender, age, educational qualification, annual family income and residential status on their social capital.

To achieve the objectives of the study students' survey across the two educational institutes i.e. National Institute of Technology, Kurukshetra and Kurukshetra University, of the Haryana state were selected. For data collection a Google Doc was designed for the students to draw their reverts for the same. The views of respondents were taken from various departments of two educational institutes and non-probability Sampling Design was used. Attempts were made for sample to be more representative, unbiased and proficient. 180, students from various departments of two educational institutes were
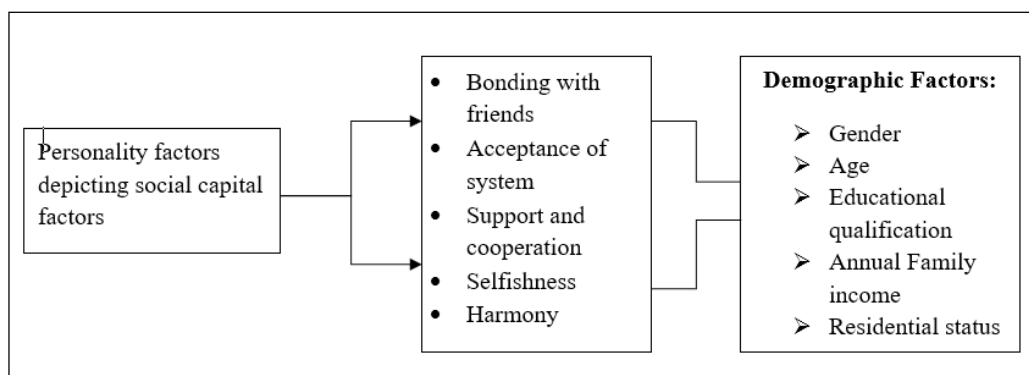

Figure 1: Conceptual Model

selected. The questionnaire was prepared with the help of experts from management and imperial evidences. Questionnaire includes the information regarding the demographics of the respondents and the statements that records the satisfaction level of the respondents regarding various statements related to social capital, that also predicts their personality. A five-point Likert scale, ranging from "strongly agree" to "Strongly disagree" was framed for personality traits. To analyze and interpret the data Jamovi 1.0.0.0, PCA, t-test and One-way ANOVA were used as software tools.

The reliability of scale was determined by calculating the Cronbach's alpha for each construct considered or required in the study, therefore assessing the magnitude of internal consistency. Table 1 shows that Cronbach's Alpha for factor 1 (Support and cooperation) comes to be .905, for factor 2 (i.e. Acceptance of system) comes out to be 0.881, for factor 3 (Bonding with family & friends)comes out to be 0.847, for factor 4 (selfishness) comes out to be 0.750 and for factor 5 (Harmony) comes out to be 0.783 for the 38 statements of the questionnaire used in study.

In addition the uniqueness of the final items for Personality factors was assured and is presented in Table 2.

Table 1: Reliability Statistics

	Cronbach's alpha				
	Personality and social capital related factors				
Factors	**Support and cooperation**	**Acceptance of system**	**Bonding with family & friends**	**Selfishness**	**Harmony**
Reliability Scale	0.905	0.881	0.847	0.750	0.783
			0.916		

Table 2: Personality Factors

Items	Components					Uniqu-eness	KMO overall	P-value
	1	**2**	**3**	**4**	**5**			
S15: Your neighbors trust you.	0.816					0.244		
S17: Your neighbors are ready to help you.	0.806					0.240		
S11: How close are you with your neighbors.	0.764					0.329		
S12: You know what your neighbors are doing in their daily lives	0.694					0.323	**0.841**	**<0.001**
S14: Your neighbors fully participate in social activities.	0.681					0.442		
S16: Your neighbor actively participates in religious activities	0.666					0.339		
S33: You listen to the advice of your neighbors.	0.642					0.378		
S26: You like to spend time with your neighbors.	0.633					0.391		
S18: You like to get help from your neighbors again and again.	0.565					0.446		
S36: Do you have trust in government schemes?		0.809				0.312		
S20: You have trust in law &order situation of the government		0.797				0.252		
S37: Law & order situation of government is satisfactory.		0.796				0.270		
S19: You are satisfied with your government policies.		0.784				0.276		
S21: You feel satisfied with condition of government hospitals.		0.681				0.403		
S35: People do their work efficiently in government offices.		0.652				0.462		
S34: People see their own interests in government activities.		0.335				0.781		
S29: You understand problems of your friends as your own.			0.753			0.353		
S30: You talk freely with your friends.			0.680			0.427		

Table 2 contd....

Items	Components					Uniqueness	KMO overall	P-value
	1	**2**	**3**	**4**	**5**			
S24: Family members become united at the time of crisis.			0.653			0.497		
S10: You obey orders of elders in your family.			0.620			0.532		
S28: You resolve any differences with your friends easily.			0.585			0.442		
S23: Do you feel proud of your family?			0.572			0.579		
S27: You are aware of problems of your friends without any hint			0.568			0.413		
S22: There is brotherhood in your family.			0.555			0.550		
S6: You are always ready to help your friends.			0.454			0.606		
S25: Family members feel jealous of each other's success.				0.720		0.434		
S13: Your neighbors simply take advantage of you.				0.679		0.505		
S9: Your friends are jealous of your success.				0.613		0.472		
S32: You solve your problems without taking anyone's help				0.514		0.603		
31Family members keep their own interest even in collective work				0.471		0.714		
S38: You agree with your friends suppressing your own desires				0.464		0.661		
S7: Will your friends help you at the time of crisis.					0.751	0.336		
S8: All friends come together at the time of crisis.					0.736	0.372		
S4: Your friends are ready to help you when you need them.					0.691	0.391		
S1: You trust your friends.					0.591	0.492		
S5: You go by your friend's advice.					0.578	0.455		
S2: Most of your friends are busy with their selfish behavior				0.511		0.399		
S3: You make friends easily.					0.320	0.824		

RESULTS AND DISCUSSION

The Table 3 shows the impact of demographical factor 'Gender' for various factors of student's social capital. It resulted from the independent sample t-test that all the statements had its p-value greater than 0.05. So, it can be assumed that there is no significant effect of gender on these variables.

The Table 4 shows the impact of demographical factor 'Educational Qualification' for various factors of student's social capital. It resulted from the independent sample t-test that all the statements have its p-value greater than 0.05 except for statement S13. So, it can be assumed that there is no significant effect of educational qualification on these variables, but for statement S13, it has significant effect.

The Table 5 shows the impact of demographical factor "age" for various factors of student's social capital. It resulted from the Levene's test for equality of variance

Table 3: Independent sample t-test for gender

Statements	p-value	Mean		Decision
		Male	**Female**	
Support and Cooperation				
S11	0.532	2.72	2.83	Accepted
S12	0.385	3.32	3.17	Accepted
S14	0.403	2.80	2.67	Accepted
S15	0.776	2.38	2.33	Accepted
S16	0.994	2.17	2.17	Accepted
S17	0.896	2.29	2.31	Accepted
S18	0.679	3.23	3.16	Accepted
S26	0.395	3.10	2.95	Accepted
S33	0.477	2.96	3.09	Accepted
Acceptance of system				
S19	0.942	2.91	2.90	Accepted
S20	0.663	2.74	2.81	Accepted
S21	0.676	3.19	3.26	Accepted
S34	0.246	2.16	2.00	Accepted
S35	0.942	3.16	3.17	Accepted
S36	0.814	2.77	2.73	Accepted
S37	0.986	2.81	2.81	Accepted

Table 3 contd...

Statements	p-value	Mean		Decision
		Male	Female	
Bonding with family and friends				
S6	0.808	1.59	1.62	Accepted
S10	0.484	1.71	1.79	Accepted
S22	0.745	1.80	1.75	Accepted
S23	0.627	1.42	1.48	Accepted
S24	0.187	1.41	1.57	Accepted
S27	0.877	2.23	2.21	Accepted
S28	0.887	2.13	2.11	Accepted
S29	0.417	2.00	1.90	Accepted
S30	0.667	1.75	1.81	Accepted
Selfishness				
S2	0.268	2.93	2.73	Accepted
S9	0.253	3.39	3.17	Accepted
S13	0.310	3.28	3.44	Accepted
S25	0.251	3.81	3.58	Accepted
S31	0.151	2.74	2.49	Accepted
S32	0.402	2.42	2.56	Accepted
S38	0.434	2.86	2.99	Accepted
Harmony				
S1	0.192	1.86	2.02	Accepted
S3	0.971	2.46	2.46	Accepted
S4	0.478	1.97	2.07	Accepted
S5	0.862	2.58	2.60	Accepted
S7	0.663	1.99	1.93	Accepted
S8	0.768	2.25	2.30	Accepted

Table 4: Independent sample t-test for educational qualification

Statements	p-value	Mean		Decision
		UG	PG	
Support and Cooperation				
S11	0.570	2.74	2.84	Accepted
S12	0.702	3.21	3.28	Accepted
S14	0.243	2.65	2.84	Accepted
S15	0.921	2.36	2.34	Accepted
S16	0.768	2.19	2.15	Accepted
S17	0.747	2.28	2.33	Accepted

Table 4 contd..

Statements	p-value	Mean		Decision
		UG	PG	
S18	0.061	3.33	3.00	Accepted
S26	0.973	3.02	3.02	Accepted
S33	0.956	3.02	3.03	Accepted
Acceptance of system				
S19	0.376	2.97	2.82	Accepted
S20	0.488	2.73	2.85	Accepted
S21	0.650	3.26	3.18	Accepted
S34	0.729	2.26	2.21	Accepted
S35	0.750	3.19	3.13	Accepted
S36	0.290	2.82	2.64	Accepted
S37	0.805	2.83	2.79	Accepted
Bonding with family and friends				
S6	0.151	1.66	1.52	Accepted
S10	0.468	1.72	1.80	Accepted
S22	0.239	1.71	1.87	Accepted
S23	0.771	1.44	1.48	Accepted
S24	0.984	1.49	1.49	Accepted
S27	0.300	2.28	2.13	Accepted
S28	0.387	2.17	2.05	Accepted
S29	0.867	1.96	1.93	Accepted
S30	0.846	1.78	1.80	Accepted
Selfishness				
S2	0.543	2.87	2.75	Accepted
S9	0.217	3.37	3.13	Accepted
S13	0.011	3.54	3.11	Rejected
S25	0.510	3.74	3.61	Accepted
S31	0.750	2.63	2.57	Accepted
S32	0.390	2.55	2.41	Accepted
S38	0.170	3.02	2.79	Accepted
Harmony				
S1	0.638	1.92	1.98	Accepted
S3	0.397	2.53	2.36	Accepted
S4	0.496	2.07	1.97	Accepted
S5	0.245	2.66	2.49	Accepted
S7	0.976	1.96	1.95	Accepted
S8	0.914	2.28	2.26	Accepted

Table 5: Test for equality of variances, ANOVA, welch and mean value for age

Statements	Mean			Levene	Anova	Welch
	18-20	20-22	22-24			
Support and Cooperation						
S11	2.82	2.66	2.81	0.468	0.755	–
S12	3.37	3.21	3.17	0.268	0.562	–
S14	2.78	2.52	2.78	0.968	0.418	–
S15	2.43	2.55	2.22	0.274	0.215	–
S16	2.31	2.14	2.10	0.283	0.430	–
S17	2.35	2.24	2.29	0.263	0.871	–
S18	3.41	3.38	2.97	0.761	0.044*	–
S26	3.02	3.14	2.97	0.280	0.785	–
S33	2.98	3.38	2.92	0.606	0.156	–
Acceptance of system						
S19	2.92	3.07	2.83	0.212	0.559	–
S20	2.59	2.93	2.85	0.779	0.296	–
S21	3.20	3.55	3.11	0.190	0.149	–
S34	2.20	2.24	2.26	0.857	0.919	–
S35	3.20	3.31	3.08	0.641	0.634	–
S36	2.76	3.00	2.64	0.940	0.278	–
S37	2.71	3.00	2.81	0.439	0.532	–
Bonding with family and friends						
S6	1.59	1.62	1.61	0.556	0.974	–
S10	1.71	1.79	1.76	0.173	0.877	–
S22	1.53	2.03	1.83	0.244	0.021*	–
S23	1.31	1.62	1.49	0.040*	–	0.170
S24	1.47	1.52	1.50	0.849	0.959	–
S27	2.14	2.52	2.15	0.124	0.120	–
S28	2.12	2.34	2.03	0.077	0.220	–
S29	1.90	2.21	1.88	0.369	0.106	–
S30	1.67	1.90	1.82	0.747	0.496	–
Selfishness						
S2	3.04	2.83	2.67	0.256	0.182	–
S9	3.45	3.38	3.11	0.840	0.254	–
S13	3.53	3.62	3.15	0.811	0.041*	–
S25	3.71	3.69	3.67	0.436	0.978	–
S31	2.63	2.69	2.56	0.670	0.826	–
S32	2.67	2.41	2.40	0.645	0.295	–
S38	2.98	3.07	2.83	0.200	0.532	–

Table 5 contd...

Statements	Mean			Levene	Anova	Welch
	18-20	20-22	22-24			
Harmony						
S1	1.90	1.97	1.97	0.390	0.872	–
S3	2.35	2.79	2.40	0.033*	–	0.354
S4	1.92	2.07	2.08	0.457	0.579	–
S5	2.67	2.59	2.54	0.427	0.725	–
S7	1.82	2.07	2.00	0.347	0.348	–
S8	2.06	2.59	2.29	0.637	0.091	–

that S23 and S3 have its p-value less than 0.05. So, it can be assumed that there is significant variance regarding these variables. So, here on these variables Welch (equal variance not assumed) has been applied. For other variables it has been assumed that value is greater than 0.05. So, Fisher test (equal variance assumed) was applied. Further after the application of ANOVA and Welch and viewing its p-value the post-hoc (tukey) was applied.

It can be observed from the Table 6 that as Tukey was applied for multiple comparison for those variables in which for fisher test we found that there is a significant difference as value is less than 0.05. So, for S18, S22 and S13 we tested it for multiple comparisons for different categories of experience. For S22 it was found that for age category '18-20' and '20-22' there was significant difference as the value is less than 0.05.

The Table 7 shows the impact of demographical factor "annual family income" for various factors of student's social capital. It was found that from the Levene's test for equality of variance that S17, S2 and

Table 6: Tukey post-hoc test

Age category	Multiple comparison	P-value (S18)	P-value (S22)	P-value (S13)
18-20	20-22	0.992	0.023	0.921
	22-24	0.062	0.108	0.105
20-22	18-20	–	–	–
	22-24	0.175	0.493	0.087
22-24	18-20	–	–	–
	20-22	–	–	–

Table 7: Test for equality of variances, ANOVA, welch and mean value for family income

Statements	Mean				Levene	ANOVA	Welch
	Less than 50000	50001-200000	200001-300000	More than 300000			
Support and Cooperation							
S11	2.52	2.66	3.00	2.88	0.665	0.213	–
S12	2.76	3.26	3.54	3.33	0.855	0.025*	–
S14	2.41	2.77	2.89	2.78	0.525	0.236	–
S15	2.21	2.11	2.64	2.43	0.104	0.102	–
S16	2.10	2.11	2.21	2.22	0.954	0.900	–
S17	2.14	2.17	2.46	2.38	0.011*	–	0.345
S18	2.83	3.17	3.50	3.24	0.150	0.107	–
S26	2.69	3.00	3.46	2.98	0.614	0.054	–
S33	2.52	2.89	3.36	3.21	0.075	0.012*	–
Acceptance of system							
S19	2.69	3.09	2.93	2.90	0.589	0.471	–
S20	2.59	2.91	2.46	2.95	0.781	0.136	–
S21	2.97	3.11	3.29	3.40	0.177	0.269	–
S34	2.07	2.31	2.18	2.31	0.347	0.509	–
S35	2.79	3.14	3.29	3.31	0.904	0.216	–
S36	2.66	2.74	2.71	2.81	0.793	0.924	–
S37	2.38	2.89	2.50	3.14	0.574	0.005*	–
Bonding with family and friends							
S6	1.48	1.69	1.54	1.66	0.966	0.424	–
S10	1.83	1.83	1.71	1.69	0.567	0.729	–
S22	1.97	1.97	1.75	1.57	0.426	0.063	–
S23	1.52	1.57	1.36	1.40	0.813	0.619	–
S24	1.59	1.60	1.36	1.45	0.365	0.518	–
S27	2.03	2.17	2.32	2.29	0.892	0.529	–
S28	1.76	2.29	2.36	2.09	0.083	0.023*	–
S29	1.90	2.06	1.82	1.97	0.278	0.629	–
S30	1.72	1.71	1.86	1.83	0.284	0.872	–
Selfishness							
S2	2.34	2.97	2.79	2.98	0.022*	–	0.058
S9	2.48	3.66	3.43	3.36	0.546	<.001*	–
S13	3.00	3.23	3.79	3.43	0.203	0.022*	–
S25	3.21	3.46	3.89	3.97	0.122	0.022*	–
S31	2.48	2.37	2.68	2.78	0.676	0.279	–
S32	2.07	2.60	2.43	2.67	0.979	0.047*	–
S38	2.72	2.77	3.00	3.09	0.715	0.330	–
Harmony							
S1	1.76	2.00	1.96	2.00	0.649	0.563	–
S3	2.45	2.40	2.32	2.57	0.349	0.813	–
S4	1.79	2.03	2.25	2.03	0.025*	–	0.364
S5	2.34	2.89	2.54	2.57	0.593	0.097	–
S7	1.97	2.14	2.07	1.78	0.944	0.168	–
S8	2.21	2.43	2.29	2.21	0.735	0.765	–

S4 have its p-value less than 0.05. So, it was assumed that there was significant variance regarding these variables. On these variables Welch (equal variance not assumed) was applied. For other variables it was assumed that value is greater than 0.05. So, Fisher test (equal variance assumed) was applied. Further after the application of ANOVA and Welch and viewing its p-value the post-hoc (Tukey) was applied.

It can be observed from the Table 8 that as Tukey has been applied for multiple comparison for those variables in which for fisher test we found that there is a significant difference as value is less than 0.05. So, for S12, S33, S37, s28, S9, S13, S25 and S32, tested it for multiple comparison for different categories of annual family income. For S9 it was found that for income category 'less than 50000' and '50001-200000' there was significant difference as the value is less than 0.05. But for S12, S33, S28, S9 and S13 the difference was in between the categories of 'less than 50000' and '200001-300000' as value is less than 0.05. For S33, S37, S9, S25 and S32 significant difference was found in between the experience categories of 'less than 50000' and 'more than 300000'.

Table 9 shows the impact of demographical factor "residential status" for various factors of student's social capital. It resulted from the Levene's test for equality of

Table 9: Test for Equality of Variances, ANOVA, Welch and Mean value for residential status

Statements	Mean			Levene	Anova	Welch
	Rural	Urban	Semi-urban			
Support and Cooperation						
S11	2.66	2.95	2.64	0.733	0.174	–
S12	3.11	3.55	2.92	0.439	0.003*	–
S14	2.69	2.71	2.78	0.144	0.884	–
S15	2.37	2.40	2.28	0.949	0.785	–
S16	2.26	2.14	2.16	0.753	0.808	–
S17	2.29	2.32	2.28	0.612	0.961	–
S18	3.00	3.28	3.22	0.966	0.443	–
S26	2.86	3.22	2.88	0.682	0.151	–
S33	2.80	3.22	2.94	0.139	0.163	–
Acceptance of system						
S19	2.77	3.05	2.82	0.467	0.316	–
S20	2.54	2.83	2.88	0.927	0.308	–
S21	3.14	3.29	3.20	0.886	0.770	–
S34	2.06	2.28	2.32	0.071	0.278	–
S35	3.09	3.22	3.16	0.828	0.860	–
S36	2.57	2.91	2.66	0.781	0.226	–
S37	2.51	2.86	2.96	0.385	0.156	–
Bonding with family and friends						
S6	1.54	1.63	1.62	0.280	0.756	–
S10	1.77	1.74	1.76	0.381	0.972	–

Table 8: Tukey post-hoc test

Annual family income category	Multiple comparison	P-value (S12)	P-value (S33)	P-value (S37)	P-value (S28)	P-value (S9)	P-value (S13)	P-value (S25)	P-value (S32)
Less than 50000	50001-200000	0.198	0.528	0.222	0.050	<0.001	0.795	0.840	0.130
	200001-300000	0.020	0.020	0.972	0.030	0.008	0.017	0.140	0.497
	More than 300000	0.063	0.029	0.010	0.286	0.003	0.227	0.031	0.034
50001-200000	Less than 50000	–	–	–	–	–	–	–	–
	200001-300000	0.690	0.317	0.469	0.985	0.846	0.123	0.481	0.897
	More than 300000	0.988	0.509	0.675	0.657	0.596	0.775	0.200	0.985
200001-300000	Less than 50000	–	–	–	–	–	–	–	–
	50001-200000	–	–	–	–	–	–	–	–
	More than 300000	0.802	0.931	0.044	0.467	0.994	0.407	0.994	0.691
More than 300000	Less than 50000	–	–	–	–	–	–	–	–
	50001-200000	–	–	–	–	–	–	–	–
	200001-300000	–	–	–	–	–	–	–	–

Table 9 contd...

Statements	Mean			Levene	Anova	Welch
	Rural	Urban	Semi-urban			
S22	1.77	1.69	1.88	0.995	0.480	–
S23	1.46	1.45	1.46	0.947	0.995	–
S24	1.60	1.37	1.58	0.024*	–	0.163
S27	2.11	2.25	2.26	0.137	0.712	–
S28	2.00	2.12	2.20	0.062	0.550	–
S29	1.97	1.91	1.98	0.948	0.853	–
S30	1.71	1.72	1.92	0.924	0.411	–
Selfishness						
S2	2.54	2.94	2.86	0.510	0.216	–
S9	2.97	3.35	3.38	0.903	0.215	–
S13	3.06	3.46	3.46	0.037*	–	0.211
S25	3.34	3.94	3.60	0.019*	–	0.064
S31	2.63	2.58	2.62	0.765	0.974	–
S32	2.46	2.45	2.58	0.837	0.748	–
S38	2.83	3.06	2.82	0.165	0.377	–
Harmony						
S1	1.80	1.97	2.02	0.571	0.435	–
S3	2.23	2.68	2.34	0.580	0.134	–
S4	1.97	2.05	2.04	0.845	0.915	–
S5	2.43	2.69	2.58	0.916	0.362	–
S7	1.80	2.00	2.00	0.865	0.462	–
S8	2.17	2.28	2.34	0.186	0.761	–

variance that S24, S13 and S25 had its p-value less than 0.05. So, it was assumed that there was significant variance regarding these variables. So, here on these variables Welch (equal variance not assumed) was applied. For other variables it was assumed that value is greater than 0.05. So, Fisher test (equal variance assumed) was applied. Further after the application of ANOVA and Welch and viewing its p-value the post-hoc (Tukey) has been applied.

From Table 10 it is observed that as Tukey was applied for multiple comparison for those variables in which for fisher test there was a significant difference as value was less than 0.05. So, for S12, multiple comparison for different categories of annual family income was performed. For S12 it was found that for residential status

Table 10: Tukey post-hoc test

Residential status category	Multiple comparison	P-value (S12)
Rural	Urban	0.089
	Semi-urban	0.646
Urban	Rural	–
	Semi-urban	0.002
Semi-Urban	Rural	–
	Urban	–

category 'urban' and 'semi-urban' there was significant difference as the value is less than 0.05.

CONCLUSION

It was found that various factors had effect on social capital. From the analysis ofon 180 students of two educational institutes, it was found that age, educational qualification, family income and residential status all contributes to affect social capital of students. It meant that students of different age groups had difference in degree of maintaining relationship with other students studying with them. Likewise, students who belonged to urban and semi urban areas, tend to have different kinds of relationships with the same students studying with them. Also, students whose annual family income differed also maintained different kind of relationships with their classmates. Personality factor also affected social capital. Extroverted students tend to make more friends. Thus, there were various factors that affected the student's social capital. The study helped to analyze social networks in the classrooms. It is as such recommended that social context in which students operate need to understood and students' personality factors need to be managed. Educators should try to understand the personality factors which their students possess, because it allows educators to help students better understand, how others perceive their interactions and behaviors, and how personality factors impact their success as individuals and in group settings. This may lead to sustained academic success and making positive relationships, that is really necessary in corporate world.

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