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**Master of Social Sciences in
Comparative Social Policy (International)**

Academic Year 2021-22

SOC 605 Comparative Social Policy Research Project

**Social Capital and Educational Well-being:
A Systematic Review (2010-2022)**

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1.Introduction

Education is one of the important areas of social policy on account of its huge and long-term impacts to a place. It is considered associating with every aspect of life, such as the cultural and economic development of a country, well-being and life satisfaction of the citizens, crime rate of a place and stability of the society. For the reason of diverse and far-reaching effects brought by education, it is also utilized as a powerful tool in alleviating social problems including drug abuse, inequalities and poverty. The education quality and effectiveness are always one of the concerned issues in policy making. The regimes tried to make a lot of effort on improving the quality of education and pursuing better academic performance. In recent decades, the focus of education policy is no longer only on the academic performance but also on the mental and physical health of the students. Generally, it's universally agreed that education is better to be started at early age and it's significant for the physical and mental development of a person. Well-being in childhood is an important foundation for health and life satisfaction in adulthood (Raver & Zigler, 2014; Moore, 2006). The critical education period is usually understood as 3 years old to 18 years old, which occupied almost the whole childhood of children. Education received by the children are significantly contributing to the well-being of children and heavily affecting the future of the children. Hence, way beyond targeting on the future contribution to the society, the policy makers also noticed the importance of individual well-being in education.

Considering the huge impacts of well-being of children, the general public understood promoting well-being of children including providing welfare to children and keeping children safe are the responsibility of the society. As a result, promoting child well-being became an important target of different regimes. In this context, numerous studies tried to tease out the components of child well-being and discover the factors affecting well-being of children in order to understand what kind of interventions or policies are effective to enhance well-being of children. With a great theoretical base of social capital, scholars started to discover the relationship between social capital and individual well-being in particular child well-being. Well-being is not only influenced by objective environment and personal attributes, but also effected by the interactions between individuals, communities and institutions. Empirical studies consistently agreed there is an association of social capital and child well-being and discussed the contribution of social capital on different dimensions of well-being such as health-related well-being, psychological well-being and societal well-being. In light of that,

this article utilizes a systematic approach to review the current studies examined the association of social capital and child well-being. To tease out the relationship of social capital and child well-being in education, findings found in current studies are studied and compared in order to specify how and to what extent social capital has been associated to educational well-being. After drawing the big picture of the association between two concepts, policy implications in enhancing educational well-being are suggested.

Well-being

There has been growing interest in human well-being studies. The concept of well-being is understood as interchangeable with wellness and quality of life, which is regarded as “a dynamic process, emerging from the way in which people interact with the world around them”(Rees, Bradshaw, Haridhan, & Keung, 2010). Well-being can be simply understood as the combination of feeling good and functioning well (Huppert, 2009). There is a consensus on notions of well-being should be understood as multi-dimensional and ecological. Well-being is a concept goes beyond positive mental health such as happiness and life satisfaction (Ruggeri et al., 2020), also covering objective condition such as living conditions, socioeconomic status. The wide horizon of well-being covered broad dimensions, that includes the presence of positive emotions and moods such as happiness and satisfaction, the absence of negative emotions such as anxiety and depression, satisfaction with life, fulfilment and positive functioning (Andrews & Withey, 1976; Ryff & Keyes, 1995; Diener, 2000; Frey, 2002). Diverse aspects of well-being were studied by the scholars, for example, physical well-being, social well-being and emotional well-being. Empirical studies found that well-being is associated with different factors, including self-perceived health, longevity, mental and physical illness, social connectedness, productivity, healthy behaviours and the physical and social environment (Diener, 2004; Lyubomirsky et al., 2005). Well-being is also understood as linking to numerous benefits on health, study, career, family and economic (Lyubomirsky et al., 2005). As an example, higher levels of well-being are evidenced as associating with lower risk of disease, illness and injury; comparatively better immune functioning; shorter time of recovery; and even long life expectancy (Frederickson et al., 1998; Ostir et al., 2000; 2001; Pressman & Cohen, 2005; Diener, 2008). People with higher levels of well-being are more productive at work and are more willing to contribute to the communities (Frey, 2002; Tov & Diener, 2008). These findings echoed the belief of Ben-Arieh et al.(2001) that individual well-being is not only associated with personal attributes but also with the features of the contextual

factors highlighting the importance of interactions among individuals, peers, family, schools, neighbourhood, the community and the society. The access to social and material resources can be facilitated and hindered by the process and structure of those contexts (Ben-Arieh et al., 2001). Hence, well-being is understood as not only a personal thing but a meaningful outcome to the public.

The measurements of well-being are divided to two main directions that are social indicators as a more objective approach (Ben-Arieh et al., 2001; Bradshaw & Richardson, 2009) and self-report measures as a subjective approach (Cummins, 2010; Currie et al., 2008; Huebner & Diener, 2008). Subjective well-being (SWB) can be divided to cognitive and affective components. The former one refers to life satisfaction with regard to overall subjective assessment of life satisfaction (sometimes is assessed within specific domains), and the latter one refers to the experience of positive and negative emotions (Diener, 1984; Diener et al., 2009). Both dimensions of subjective well-being are regarded as critical and important outcome measure for advanced policy advocacy, designing, monitoring and evaluation (UNICEF, 2001).

Educational Well-being

Child well-being is simply narrowing down the well-being individuals to children. As mentioned above, child well-being can be separate to different dimensions including material well-being, physical and mental health of children, education attainment and participation, social relationships of children such as friends and family, living and housing conditions, involvement of risk behaviours, quality of school life and so on (Bradshaw & Richardson, 2009; Ennett et al., 2008; Land, Lamb, Meadows, & Taylor, 2007; OECD, 2009; Lau & Bradshaw, 2010). Current studies made effort on demonstrating the linkages between life satisfaction of children and health-related quality of life (Zullig et al., 2005), social capital and health-related quality of life (El-Dariry et al., 2012; Lei et al., 2016; Hirota et al., 2020), and associations between school engagement of children and their perceived satisfaction with life (Huebner & Diener, 2008; Lewis et al., 2010). Most of studies on child well-being focused on life satisfaction and health-related quality of life. Beyond these two dimensions, well-being can also separate to different contexts and aspects such as education and safety. As mentioned above, education occupied most of the childhood and brought out significant impacts on development of children.

Educational well-being is an aspect of child well-being that associated with specific contexts, such as schools, teachers, classmates and academic achievement. Similar to other aspects of well-being, educational well-being covered different dimensions including emotional, personal, intellectual, physical, environmental, occupational and social factors (McPherson, 2015; New Hampshire Department of Education, n.d.). Well-being on education is important since education plays a crucial role in assisting students to maintain a healthy lifestyle, make considerate choices and understand the impacts of the choices on their health, well-being and future development (Council of Europe, n.d.). Educational well-being is directly associated with academic achievement, well-being is a critical prerequisite for achievement and vice versa. The significance of educational well-being influence the growth and development of children and is impacted by the interactions between children and schools, teachers, peers and family. Official interventions such as education policies and regulation in schools are also the critical factors in enhancing educational well-being.

Theoretical Background on Social Capital

Social capital, that recognized as “resources embedded in social relations” in the broadest sense, has been broadly explored with diversified dimensions in different disciplines in recent decades. World Bank has defined social capital refers to “the institutions, relationships and norms that shape the quality and quantity of a society’s social interactions”. However, there is lack of consensus upon its definition and dimensions. Different social capital theorists are upholding diverse viewpoints. In studies of social capital, generally, there are three significant theorists contributed to the conceptualization of social capital: Pierre Bourdieu, James Coleman and Robert Putnam.

Bourdieu’s Theory of Social Capital

Bourdieu (1986) first raise the concept of social capital by categorizing resources in different forms of capital include economic capital, symbolic capital, cultural capital and social capital in understanding class distinction. He recognized that the concept of capital is more than only economic and the social exchanges of capital are not merely self-interested and require involvement of other forms of “capital” (Bourdieu, 1984). He defined social capital as “resources that are based on membership in a group” and further explained it as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more

or less institutionalized relationships of mutual acquaintance and recognition” (Bourdieu, 1986). The amount of social capital a person owns depends on the size of the person’s network of social connections that he can effectively mobilize and on the amount of capital in other forms and how these capitals are connected. Bourdieu (1977, 1980, 1986, 1990) emphasized the relationship between education and capital (including cultural capital and social capital). From receiving formal (e.g. schools) and informal (e.g. education from parents) education, the types and levels of cultural capital obtained by children from different classes are different. The people from higher class pass their cultural capital (including high class manners, lifestyle and artistic sense) to secure the social reproduction of their class. Through this way of cultural capital transmission, social capital can be reproduced and their economic capital and classes of society can be maintained. Bourdieu (1984, 1986) highlighted the interactions and transmission between different forms of capital. He understands the production process of social capital involved material and symbolic exchanges through social connection by using resources based on membership and the end product of the production process is the benefits generated during the process.

The theory of social capital from Pierre Bourdieu is criticized as reductionist that privileging of economic capital as the final product through exchanges of other forms of capitals (Jenkins, 1992; Alexander, 1996).

Coleman’s Theory of Social Capital

Follow the theory of Bourdieu, Coleman (1988,1990) also considers social capital as an individual asset and collective resource. Coleman further argued social capital is an aspect of a social structure, and it facilitates certain actions of individuals within the structure (Coleman, 1990). In his definition, social capital “inheres in the structure of relations between actors and among actors... not lodged in the actors themselves or in physical implements of production”. Forms of social capital such as obligations, trust, information channels, norms and sanctions are facilitated by social network structure (Coleman, 1988).

Linked with the economic rational-choice approach, Coleman suggests that social capital is productive and defined by its function, and is specific to certain activities, rather than being transferrable (Coleman, 1988). He considers social capital has a clear instrumental purpose and is utilized when the actors would like to achieve particular targets that is impossible to achieve

without social capital. Therefore, social capital is a type of resources that used with a particular goal. Similar to Bourdieu, Coleman views social capital as critically encompassed in the social structure of social relationships between people. He further argues that social capital acts as a bonding mechanism that facilitating the integration of social structure (Coleman, 1990; 1988).

Expanding from understanding social capital bringing individual benefits by Bourdieu, Coleman considers social capital as a public good that also brings collective benefits. Since the social capital theory of Coleman is based on economic perspective, where emphasizing the actors make rational choice to invest in certain courses of action above others, therefore social capital as a public good is considered as a by-product of purposive exchanges of individuals. By definition, social capital (for public good) is competing for actors' attention with other, presumably more lucrative, forms of capital whose benefits accrue directly and exclusively to the individual who invests in them.

Putnam's Theory of Social Capital

To further extend the understanding of collective aspect of social capital by Coleman, Putnam (1993) defined social capital as “the features of social organization, such as networks, norms, and trust, that facilitate coordination and cooperation for mutual benefit” (Putnam et al., 1993). He appears to be more inclined to value the type of social capital that he sees encapsulated in active and involved membership in civic organizations. Putnam attempts to bring in political perspective in analyzing social capital. He argues that social capital is a collective resource that is able to facilitate interpersonal co-operation. Putnam extended the concept of social capital to a collective level and utilized participation in voluntary associations as an indicator to examine the level of social capital. He further indicates the association of social capital and collective well-being and argues the participation in voluntary associations develop and promote collective norms and trust, which are essential in the enhancement and maintenance of collective well-being (Putnam, 1993; 1995).

Putnam further discussed the specific elements of social capital. He argues trust is the root element of social capital that builds up the foundation for reciprocity, social networks and voluntary associations. According to Putnam's argument, there is a circular relationship between trust, reciprocity and voluntary associations: trust is the basis of reciprocity and voluntary associations; reciprocity and voluntary associations generate trust and strengthen and

maintain the existing trust (Putnam, 1993). He emphasizes the association between social capital and political involvement and suggests the level of collective efficacy at the aggregate level can utilize as an assessment tool measuring level of social capital that reflecting prosperity of a country in societal, political and economic (Putnam, 1993; 1995; 2000). Putnam's theory is significant in extending the concept of social capital to a broader collective level but the measurement of assessing social capital in aggregate way and the direct causation between social capital and societal, political and economic prosperity are criticized by different scholars (Portes, 1998; Bricker, 1999; Swain, 2003).

Dimensions of Social Capital

Structural and Cognitive Social Capital

Social capital is classified in different dimensions, basically including “structural” and “cognitive” (The World Bank Group, 2011) that refer to the properties of the social system and of the network of relations as a whole (Nahapiet and Ghoshal, 1988) and shared values or paradigms that allow a common understanding of appropriate ways of acting (Anderson and Jack, 2002) respectively. “Structural social capital” generally refers to relationships, networks, associations and institutions that connect people and groups (Coleman, 1988). It can be assessed by analysing the density of social networks and linkages (Bourdieu, 1986). It is also understood as a more objective dimension of social capital that can be measured by objective indicators, for example, number of participating voluntary work and social network size. “Cognitive social capital” basically relates to belief and perceptions, can be assessed by the level of trust among people and community, reciprocity and sense of belonging. It is basically understood as a more subjective dimension of social capital that measured by usually self-report assessments of indicators.

Bonding, Bridging and Linking Social Capital

Putnam has classified two forms of social capital which are “bonding social capital” and “bridging social capital”. “Bonding social capital” refers to interactions that consist exclusive identities and in homogeneous groups that with the presence of specific reciprocity or particularized trust such as family members and close friends (Putnam, 2000; De Silva and Harpham, 2007). “Bridging social capital” refers to interactions between diverse individuals

with different backgrounds such as ethnic and occupational backgrounds (Putnam, 2000; Krishna, 2001). This kind of networks stimulate broader reciprocity and generalized trust (doing something without expecting an immediate reward) and are good for accessing information and resources outside of the group. Putnam emphasized that categorizing social capital to bonding and bridging social capital is not dividing social networks distinctly, these are more likely two ‘more or less’ dimensions for comparing different forms of social capital (Putnam, 2001). Based on Putnam’s categories, Szreter and Woolcock (2004) further add on a new form of social capital which called “linking social capital”, it refers to interactive relationships between people and formal or institutionalized power or authority gradients in society (Szreter and Woolcock, 2004). It is also understood as a combination of different forms of bridging social capital that linking two disparate groups.

School-based social capital

School-based social capital is simply referring to social capital in school contexts, which usually conveying social relationships between students and teachers, among students and other people students can meet at the context of school and the resources that are exchanged and aggregated through these relationships. For example, the connectedness and harmony within a class, trust among students and the closeness of the relationship between students and teachers can be utilized as the indicators.

Family-based social capital

Similar to school-based social capital, family-based social capital is simply referring to social capital in family contexts, which usually conveying relationships between children and parents, among family members and the resources and benefits that derive from moral behavior, cooperation, collaboration, and reciprocity within these relationships (Arregle et al., 2007). For example, the closeness between children and parents, and parent involvement are measured in assessing family-based social capital.

Association between Social Capital and Education

Educational achievements are considered associating with different forms of capital including social capital, economic capital and cultural capital (Coleman, 1988; 1982; Doolan, 2009; Eng,

2009; Sullivan, 2001). It is believed that people who have more access to these forms of capital can have better educational achievements (Pishghadam & Zabihi, 2011). The significance of the association of social capital and educational achievements to individuals is emphasized in numbers of scientific papers (Parcel & Dufur, 2001; Pishghadam & Zabihi, 2011; White & Glick, 2000). The differentiation of educational success are considered attributed to different amount or level of existing social capital, which is generated in the networks and connections of the individuals in school and family. For instance, higher level of social capital is associated with greater motivation to achieve higher goals through delivering appropriate school climate and values (Acar, 2011). Social capital in school is considered as the main social capital source of students besides family, therefore the educational context of children is understood as the significant environment for generating and accumulating social capital. The development of student is strongly influenced by social capital that the student owns in the school, community and family (Acar, 2011).

To further delineate the relationship between social capital and education, this paper aims to find out the association of social capital and educational well-being and hence propose some possible interventions in enhancing child well-being through increasing social capital.

2. Objectives

The aim of this review is to examine the association between social capital and educational well-being of children.

Research Questions:

RQ1: Is there association relationship between social capital and educational well-being?

RQ2: How is the association relationship between social capital and educational well-being?

RQ3: How can social capital and educational well-being be enhanced by intervention?

3. Methodology

A study protocol including identification, screening and record assessing for the systematic review was prepared according to the guidelines of PRISMA (Preferred Reporting Items for

Systematic Reviews and Meta-Analyses) (Liberati et al., 2009). The PEO method (population, exposure, and outcome) was applied in describing the eligibility criteria.

2.1 Eligibility Criteria

Population

This review focused on studies with students' population in primary and secondary education. Since there is great difference on education direction and students' attributes between basic education (including primary and secondary education here) and post-secondary education, the population was confined to children studying in primary and secondary education or with a minimum age of 6 years and a maximum age of 18 years. Studies with population of students in university and post-secondary schools were excluded because the differentiation of college students are too wide and adults are not the target group of this research. Adolescent, youth, child, children, student are the terms used in the search terms to narrow the search area. Although young adult is usually used in searching papers about youth, but it is not used as one of the search terms since adults are not considered as eligible population in this review.

Exposure

The exposure is social capital: This includes different elements of social capital such as social networks and social connections. Since the investigating outcome is child well-being, which is mainly measured in individual, the concept of social capital mentioned in this review is mainly focusing on social capital that bringing individual effects but not collective effects. As a result, the interchangeable terms of social capital that in collective perspectives such as collective efficacy and social integration are not used in the search terms. Studies included concept of social capital, social networks, social connections and related concepts are examined in this review.

Outcome

This review study on the outcomes of child well-being, in particular educational well-being. Specific elements of child well-being and educational well-being mentioned in the literature review are utilized in examining the outcome. The interchangeable terms including quality of life, wellness were used as the alternative search terms.

2.2 Inclusion Criteria

book chapters. Grey literature are not included in this review. The searches were limited to papers published in 2010-01-01 to 2022-05-31. No restrictions of geographical location were applied. Under the umbrella term of “social capital”, different related terms or interchangeable words are used to describe social capital. A wide range of search terms, for example, social network and social connection are used. Some related terms are not used in the search since the mismatch coverage of papers. For example, “social networking” is not used because it is usually mentioned in the academic papers about social networking site, “social support” is also not used because it is usually used to describe institutional support in the academic papers, and “social cohesion”, “social integration”, “collective efficacy” and related terms are not used because this review aims to focus on individual’s well-being and social capital in individual level. We believed that those studies examining social capital and child well-being should be picked up by the specific search terms we used.

As the field is broad, the reference of studies were also searched by hand for identifying eligible articles in order to identify a more comprehensive coverage of related papers.

2.3 Data Extraction

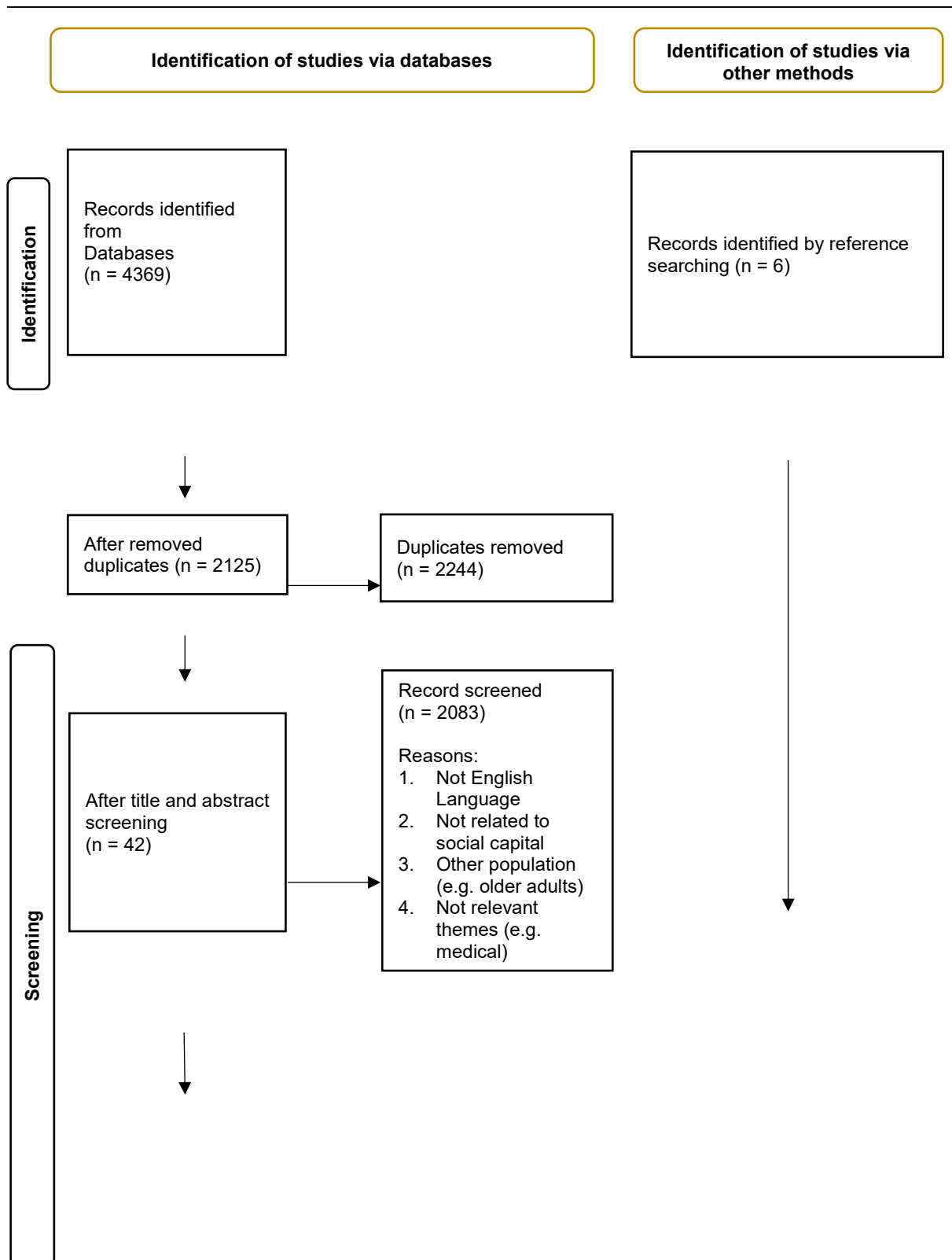
Data extraction of title, author, publishing year, publishing journal, publisher, study designs, methodology (e.g. measurement of social capital and educational well-being) and findings (e.g. relationship between social capital and educational well-being) were conducted by using a data extraction form.

2.4 Data Analysis

Extracted data was synthesized using a narrative format. Since the study aims to obtain a summary estimate of association of social capital and educational well-being, the findings of included papers were compared and summarized. Besides, the review will also analyse the theoretical application in the included studies to understand the exact elements of social capital and educational well-being that are associated.

3. Results

We retrieved a total number of 4369 studies by searching the databases (Table 2). From these studies, 4369 studies were excluded after screening and 10 articles were selected for the systematic review. The exclusion reasons mainly are the paper is not in English language, not related to social capital, the target group does not suit the selected population, the paper is discussing irrelevant themes such as medical issues, the methodology is not quantitative research and the research is not in educational context. Additionally, 5 studies were included for the review by manual reference search.



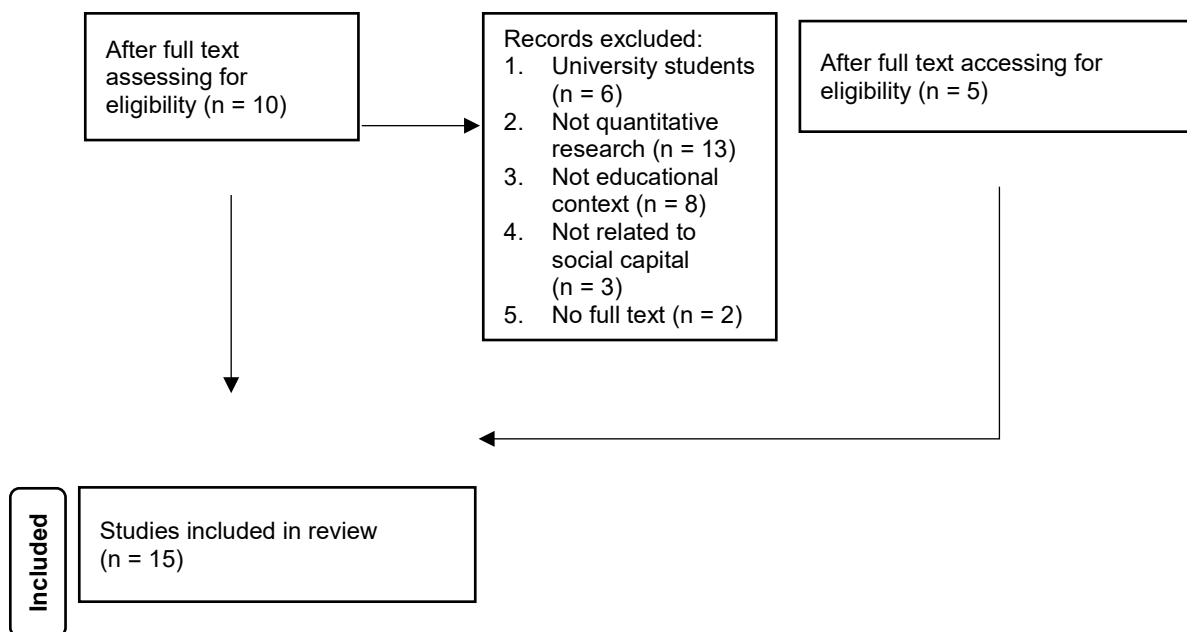


Figure 1. Flow diagram of the process for selecting studies to include in the review.

3.1 Characteristics of the studies selected

3.1.1. Geographical distribution

The studies included were set in diverse countries, including Asian countries such as China and Japan, South American countries such as Chile, different European countries such as Lithuania, the Netherlands, Finland, Chile, Norway and Romania, and North American country U.S.

| <i>Country</i> | N | % |
|--------------------|---|-------|
| China | 5 | 33.3% |
| U.S. | 3 | 20% |
| Lithuania | 2 | 13.3% |
| Netherlands | 1 | 6.7% |
| Finland | 1 | 6.7% |
| Chile | 1 | 6.7% |
| Japan | 1 | 6.7% |
| Norway and Romania | 1 | 6.7% |

Table 1. Geographical distribution of selected studies in the review

3.1.2. Study designs

All studies applied quantitative method or mixed method that consisting quantitative part. 8 out of 15 studies collected first-hand data (Greenhow & Burton, 2011; Lau & Li, 2011; Sun et al., 2018; Lindfors et al., 2018; Novak et al., 2018; Perkins et al., 2021; Mieziene et al., 2022; Zhang et al., 2022), 3 out of 15 studies extracted data from previous studies (Berger et al, 2011; Rossema et al., 2013; Mori et al., 2022) and 4 out 15 studies extracted data from national survey (Dufer et al., 2012; Huang et al., 2013; Ge, 2018; Ma & Wu, 2019).

| Author (Publishing year) | Country | Methodology | Sample |
|---------------------------------|--|---|---|
| Berger et al. (2011) | Metropolitan Santiago, Chile | Cross-sectional data extracted from a large longitudinal study | 674 Elementary school students from third and fourth graders |
| Greenhow & Burton (2011) | U.S. | Mixed method: Quantitative and qualitative | 607 High school students |
| Lau & Li (2011) | Nanshan, Shenzhen, Guangdong, China | Mixed method: Quantitative and qualitative | 1,306 Sixth-grade primary school students and their parents |
| Dufur et al. (2012) | U.S. | Survey data extracted from National Education Longitudinal Study (NELS) | 10,585 Twelve- grade students |
| Rossema et al. (2013) | The Netherlands | Survey data extracted from previous studies | 1,036 Children from elementary schools |
| Huang et al. (2013) | Norway and Romania | Survey data extracted from national survey | 8,455 Grade 7-12 students from Norway, 2639 |

| | | | |
|------------------------|------------------------|---|---|
| | | | Grade 6-13 students from Romania |
| Sun et al. (2018) | Shanghai, China | Quantitative method: Survey | 1,322 Migrant students and 255 local students for control |
| Lindfors et al. (2018) | Finland | Longitudinal study that containing 3 waves of surveys | 4,467 Grade 7-9 students |
| Novak et al. (2018) | Lithuania | Population-based study | 1,854 High school students |
| Ge (2018) | China | Survey data extracted from China Education Panel Survey (CEPS) | 19,487 School-aged children |
| Ma & Wu (2019) | China | Survey data extracted from China Education Panel Survey (CEPS) | 11,027 children who lived in urban areas |
| Perkins et al. (2021) | Massachusetts, U.S. | Quantitative method: Online survey | 320 Grade 6-11 students |
| Mieziene et al. (2022) | Lithuania | Cross-sectional population-based study | 1,483 Grade 5-12 students |
| Mori et al. (2022) | Hirosaki City, Japan | Survey administered by the Research Center for Child Mental Development | 7,709 Students (3,722 from elementary school and 3,987 from junior high school) |
| Zhang et al. (2022) | Eastern China province | Quantitative method: Questionnaire | 1,736 High school students |

Table 2. Study designs of the included studies

3.2 Measures of variables

3.2.1. Dimensions of social capital

In measuring social capital, various indicators are used. To understand the dimensions of social capital measures, three contexts including family, school and community are categorized. School social capital is frequently utilized in measuring social capital of children in a total number of 14 papers (93.3%), which almost utilized in all papers included in this review. Under this type of social capital, peer relation (73.3%) such as school friendship and cohesion in class, student-teacher relation (46.7%) such as conflicts between teacher and student and general trust (33.3%) are most frequently used. Other indicators including parental involvement in school activities, school activity participation, school environment, quality of teacher, friends' behaviors and sense of belonging are also used in measuring level of social capital. The second frequent utilized type of social capital is family social capital, which in a number of 10 that is 66.7% of the total number of included papers. Under this type of social capital, children-parent relation (40%) and parental involvement (33.3%) are usually used in measuring social capital. Another type of social capital that is less frequently used is community social capital. There are 6 papers (40%) out of 15 used community social capital as measuring indicator, 3 of them (20%) used peer relation and 3 of them (20%) used neighborhood relation.

| <i>Indicators</i> | N | % |
|---|-----------|--------------|
| Family Social Capital | 10 | 66.7% |
| Child-parent relation | 6 | 40% |
| Parental involvement | 5 | 33.3% |
| School Social Capital | 14 | 93.3% |
| Peer relation (e.g. social network at school) | 11 | 73.3% |
| Student-teacher relation | 7 | 46.7% |
| General trust | 5 | 33.3% |
| Parental involvement (in school activities) | 2 | 13.3% |
| School activity participation | 3 | 20% |
| School environment | 3 | 20% |
| Quality of teacher | 2 | 13.3% |
| Friends' behaviors | 1 | 6.7% |
| Sense of belonging | 2 | 13.3% |

| | | |
|---------------------------------|----------|------------|
| Community Social Capital | 6 | 40% |
| Peer relation | 3 | 20% |
| Neighborhood relation | 3 | 20% |

*Notes: Multiple indicators are usually used in a study.

Table 3. Indicators of social capital used in selected studies of the review

3.2.2. Elements of educational well-being

In measuring educational well-being, subjective indicators are more often used. There are 10 out of 15 papers used subjective indicators. The most frequently used indicators are self-esteem and self-efficacy (46.7%) and frequency of negative emotions (40%) which used in 7 and 6 papers respectively, and the often-used indicators which all used in 3 papers are life satisfaction (20%), perceived pressure from study (20%), social well-being (20%) and health status (20%). The least used indicator is behavioral problems, which only used in 1 paper (6.7%). The only one objective indicator, academic outcome, is commonly used in 8 out of 15 papers, which is 53.3% of all included papers.

| <i>Indicators</i> | N | % |
|--|-----------|--------------|
| Objective indicators | 8 | 53.3% |
| Academic outcome (e.g. average grade) | 8 | 53.3% |
| Subjective indicators | 10 | 66.7% |
| Life satisfaction | 3 | 20% |
| - Overall life satisfaction | (1) | (6.7%) |
| - Satisfaction at school | (1) | (6.7%) |
| - Learning satisfaction | (1) | (6.7%) |
| Perceived pressure from study | 3 | 20% |
| Frequency of negative emotions (e.g. depression, anxiety) | 6 | 40% |
| Self-esteem/ Self -efficacy | 7 | 46.7% |
| Social well-being (e.g. relationship with friends) | 3 | 20% |
| Health Status (self-reported physical functioning) | 3 | 20% |
| Behavioral problems | 1 | 6.7% |

*Notes: Multiple indicators are usually used in a study.

Table 4. Indicators of well-being used in selected studies of the review

3.3 Association of social capital and educational well-being

All included studies showed the positive association of social capital and educational well-being of children, which including direct effect of social capital on well-being, predicting relationship between social capital and child well-being in educational context, mediating role of social capital on education well-being. Besides the positive sides, the negative effect of social capital on educational well-being is also explored in the included studies.

3.3.1. Direct effect of social capital on educational well-being

Of 15 included studies, 5 indicated there is a direct effect of social capital on educational well-being (Rossema et al., 2013; Huang et al., 2013; Ge, 2018; Ma & Wu, 2019, Zhang et al., 2022). Social capital has statistically and significant positive influences on students' academic development. Community social capital in form of peer relationships and school social capital in form of school climate and student relationship in classroom significantly influence the educational outcome and students' quality of life (Rossema et al., 2013; Ma & Wu, 2019; Zhang et al., 2022). The peer relation with friends in reality exerted a positive effect on educational outcome and students' quality of life, while the peer relation with online friends exerted a negative effect on students' quality of life. Besides, individual-level social capital such as popularity in class and classroom-level social capital such as classroom climate are significantly affect the behavior problems of students (Rossema et al., 2013). Both individual-level social capital and classroom-level social capital of children are considered significantly influences students' behavioral problems externalization, while individual-level social capital plays a more important role than classroom-level social capital of children. In addition, family social capital is also considered as influencing child well-being (Ge, 2018). According to the results of the research of Ge (2018) and Huang et al. (2013), family social capital in form of parental involvement and parent-child relationship has been showed as beneficial in well-being of children, in particular, in mental well-being and academic achievement. Consistently with such findings, Sun et al. (2018) also found that lack of social capital brings negative effect on quality of life of children.

3.3.2. Predicting and associating relationship of social capital and educational well-being

All 15 studies indicated the association relationship between social capital and educational well-being, when 10 found that social capital is positively associated with children's well-being (Berger et al., 2011; Greenhow & Burton, 2011; Lau & Li, 2011; Dufur et al., 2012; Lindfors et al., 2018; Novak et al., 2018; Sun et al., 2018; Perkins et al., 2021; Mieziene et al., 2022; Mori et al., 2022). School social capital, specifically the relationship between teachers and students, school cohesion, trust and reciprocity at school and relationship with peers, is considered as positively and significantly associated with educational well-being of children (Lau & Li, 2011; Dufur et al., 2012; Lindfors et al., 2018; Novak et al., 2018; Sun et al., 2018; Perkins et al., 2021; Mieziene et al., 2022; Mori et al., 2022). Relationship between students and teachers and peer relationship at school are highlighted as important and influential indicators in associating with educational well-being of children (Lau & Li, 2011; Dufur et al., 2012; Lindfors et al., 2018; Sun et al., 2018; Mieziene et al., 2022; Mori et al., 2022). Other indicators including general trust at school, students' participation in extracurricular activities, sense of belonging to school and school environment are also believed that positively associated with students' well-being (Dufur et al., 2012; Novak et al., 2018; Perkins et al., 2021). Family social capital, including parental autonomy support, maternal autonomy support and relationship between children and parents, are positively associated with quality of life and well-being of children (Lau & Li, 2011; Dufur et al., 2012; Sun et al., 2018; Lindfors et al., 2018). Community social capital, especially peer relationships (such as having more friends), neighborhood cohesion and social interactions, is linked up with students' well-being (Berger et al., 2011; Lau & Li, 2011; Sun et al., 2018; Mieziene et al., 2022; Miro et al., 2022). For example, students who have more friends tend to have better learning outcomes (Berger et al., 2011; Mieziene et al., 2022). In overall, social capital is associated well-being of children. Particularly in psychological well-being, higher level of social capital was associated with lower level of negative emotions such as depression and anxiety and higher quality of life in the students (Perkins et al., 2021; Miro et al., 2022). In comparison, the effect of family social capital on child well-being is stronger than the effect of school social capital (Dufur et al., 2012), and school social capital is associated more strongly with child well-being than community social capital in form of neighborhood social capital (Mori et al., 2022).

Adversely, children's well-being is also considered significant in predicting social capital (Greenhow & Burton, 2011). Psychological well-being indicators including life satisfaction and self-esteem are significantly predicting social capital. The strong relationship between

psychological well-being and social capital both in bonding and bridging social capital is evidenced by the great variance of psychological well-being predictors in explaining social capital level (Greenhow & Burton, 2011).

3.3.3. Mediating role of social capital on educational well-being

Of the 15 studies, 4 of them (Ge, 2018; Sun et al., 2018; Ma & Wu, 2019; Zhang et al., 2022) indicated the mediating role of social capital. Social capital is found functioning as a mediator on the effect of migration status on child well-being (Sun et al., 2018; Ma & Wu, 2019). Sun et al. (2018) differentiated the mediating effects of family social capital and community social capital, that community social capital including neighborhood cohesion and trust can partially mediate the effect of migration status on child well-being and maternal autonomy support refers to family social capital can fully mediate the effect. Ma and Wu (2019) further discovered social capital significantly functions as a mediator in all dimensions of family social capital, school social capital and community social capital. School social capital in form of school climate has the highest mediating effect on the relationship between migrant status and educational outcome, family social capital in form of child-mother interactions and community social capital in form of peer relations also have statistically significant effects (Ma & Wu, 2019). Besides, Ge (2018) and Zhang et al. (2022) found that social capital also plays a mediating role on the effect of Socioeconomic status on child well-being. Community social capital in form of peer relation that including both friends in reality and online friends significantly mediated the relationship between socioeconomic status and child well-being (Zhang et al., 2022). Moreover, family social capital also functions as a complete intermediary role between socioeconomic status and child well-being, socioeconomic status does not have direct association with child well-being and only associate with child well-being through family social capital (Ge, 2018).

3.3.4. Negative side of social capital on well-being

Although all of the 15 studies presented the positive effects and relationships between social capital and child well-being, negative effects of social capital on child well-being is also mentioned in 2 article (Rossema et al., 2013; Miro et al., 2022). In the context of classroom-level social capital, a closer friendship network among students possibly lead to more

behavioral problems and the presence of cliques or clique-like structures in class may also lead to lower academic performance. It shows the negative side of social capital in classroom-level on educational well-being of children.

4. Discussion

This review identified the relationships between social capital and educational well-being of children. In general, social capital is positively associated with educational well-being (in most of the contexts) and two variables are interrelated.

Three types of social capital included in this review, family social capital, school social capital and community social capital, are all positively associated with educational well-being of children. It shows that social capital of children in different contexts are contributing to their well-being in education and are important for children's development. From the findings, it is evidenced that there are direct effects, indirect effects such as mediating role and predicting functions of social capital on child well-being. Social capital is significantly contributing to the educational well-being in improving learning outcomes such as learning motivation and learning satisfaction, building up self-esteem and self-efficacy and enhancing psychological well-being and socioemotional well-being such as alleviating depression symptoms, and mediating the effects of family background including socioeconomic status and migration status of the children on their educational well-being. The effect on educational well-being is strongest in family social capital, less strong in school social capital and relatively weakest in community social capital.

Not only with positive effects and associations, the negative effect of social capital is also significantly influencing the educational well-being of children. It shows that the nature of classroom-level social capital is somehow neutral. Since more social capital may draws greater influence in students' behaviors, if the influence is utilized in inappropriate and problematic behaviors, the students may follow those inappropriate and problematic behaviors. As a result, the collective-level social capital in classroom has the risk of bringing negative effects in bringing behaviors problems and lower academic performance. Therefore, we argue that individual-level social capital is more important and significantly contributing to educational well-being of children.

Besides, not only social capital has positive effects on educational well-being, the level of educational well-being such as self-esteem and self-efficacy is also positively related to the level of social capital. This interrelated relationship shows that the relationship between social capital and educational well-being is not unidirectional but bilateral. For this reason, we argue that the relationship between social capital and educational well-being is a circular relationship. The students who have more social capital tend to have better educational well-being and hence can regenerate more social capital. As mentioned, family social capital acts as the most influential role in enhancing educational well-being of students and mediating the negative effects of family background including socioeconomic status and migration status on educational well-being. Once the students have low social capital or low educational well-being, there may be a vicious cycle in negatively interrelating to each other. It brought out an issue that designing interventions on either enhancing social capital or educational well-being has to notice that the interrelationship of social capital and educational well-being of children. The sustainability of the enhancement in intervention is important to bring out a long-term effect.

5. Limitation of the review

The number of current studies studying on the association between social capital and educational well-being that is not targeted on university students are not much, hence the review is possibly only for reference in understanding the association between social capital and educational well-being in the population of students from primary and secondary education but not presenting a complete overview of the relationship between social capital and educational well-being. Moreover, there may be differentiation in the effects and patterns of social capital and educational well-being between students before adolescence and during adolescence, the present review cannot show this differentiation.

Moreover, the demographical distribution of included studies covered in the present study does not diverse enough, for example, Africa is not covered. The included studies are mainly conducted in well-developed or better developed regions, which cannot represent the situation of different regions. In addition, the review only covered the quantitative results on examining the relationship between social capital and educational well-being, only statistical results are investigated and the mechanism of association between social capital and educational well-being is not covered.

Another limitation is that some studies are conducted under the circumstances of COVID-19, the special conditions may vary in the effects and patterns of the association between social capital and educational well-being but it's not covered in this review.

6. Further study

Further study on the interrelation between social capital and educational well-being is suggested to understand the circular relationship between social capital and educational well-being of children since the current studies mainly examined the association in one direction. It would be useful to design more effective policy interventions after understanding deeper in the relationship of social capital and educational well-being. Further study can also study the mechanism of association between social capital and educational well-being such as how social capital acts as a mediator role and how educational well-being adversely influence social capital.

7. Policy Implications

Since it's consistently presented that social capital is positively associated with educational well-being of children, social capital intervention is assumed as a method can enhance educational well-being. Hence, there are several policy implication suggestions in enhancing educational well-being of children.

From the findings of the review, the negative effect of social capital on educational well-being of children is found in the context of classroom-level social capital. Therefore, the policy design should avoid the situation mentioned in this review. According to the review, a closer friendship network in class possibly lead to more behavioral problems and the presence of cliques or clique-like structures, which possibly bring negative effects on educational well-being of children. Therefore, collective-level social capital in classroom is not recommended as a way in enhancing child well-being on education.

Moreover, as mentioned above, the low level of social capital and educational well-being of children are interrelated and with a circular relationship. As family background such as socioeconomic status acts an important role in providing social capital, families with financial

needs and lower social status may cause lower level of social capital of children and further lower educational well-being. Therefore, policy implication should specifically cover these groups of families according to their demand on social capital.

In policy implications, increasing family social capital and school social capital are suggested as the approaches use in intervention of enhancing children's well-being in education context since these two types of social capital play more important role in affecting children's well-being and it's predicted to be more effective. First, family social capital in forms of child-parent relation and parental involvement are targeted to be increased according to the results of this review. Although it is difficult to be increased since it is more likely to depend on the attributes and economic background of parents, there are some suggestions in encouraging families to enhance their relationships. Parent-child activities can be hold by schools and community centers in providing opportunities to the families in improving parent-child relationships. Subsidies can be provided to low-income families in order to encourage their participation. Moreover, workshops for parents learning how to involve in children's education and afterschool lives can be provided to the parents who do not have a close relationship with their children. Besides, it is important to let different parties including parents, children and teachers to know the learning aspirations and expectations of one another. The school is encouraged to provide a session for parents and children to share their learning expectations to each other. Further, the contacts between parents and schools should not only focusing on academic results since it may worsen the relationship between children and parents. Avoiding showing up ranking in academic results is also a method to lower the opportunities of tension between parents and children on academic expectations.

Second, school social capital is the focused implication target since it is considered easier to intervene in this context. Individual-level social capital is emphasized in affecting educational well-being positively and the educational well-being especially self-esteem and self-efficacy can also influence the level of social capital. Activities and workshops focusing on increasing self-esteem and self-efficacy of children are suggested to be compulsory in education syllabus at school. Not only enhancing academic outcomes should be focused, the activities and workshops should also be focused on helping students in finding their own interests and educational aspirations. The government is suggested to provide more options in educational path, such as providing more types of selective subjects and more diverse types of educational institutions in enhancing students' well-being on education and hence increase social capital.

Students can study in a more suitable environment and in the group with similar interests. Furthermore, aiming at increasing level of school social capital, activities besides academic-oriented are suggested. Inter-class and inter-school activities are important to increase the level of social capital and prevent forming cliques or cliques-like structures.

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