



Preparedness Of Student-Teachers To Life In Relation To Their Human And Social Capital Development

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Abstract:

The impact of various capitals formed through education such as human capital, psychological capital, social capital, and physical capital has a profound effect on the success of the future life of students. This study focuses on preparedness through social and human capital formation on the Life orientation of Student- teachers. A plethora of research is identified in capital formation in relation to satisfaction in the job, emotional well-being, and other fields. Data on the extent of capital materialized through the Education undergone by the students was assessed by harnessing the questionnaires. Subjecting it to further statistical analysis reveals the extent of the contribution of each of the capital developed. Adequate human and social capital formed has an impact on the student-teachers life. Subsequently, the capitals fabricate in the student teachers develops the capability to transform it into the next generation of young learners. Further research is needed for the unambiguous operationalization of the capital formed through Education.

Keywords: Social Capital, Human Capital, and Life Orientation

Introduction:

People experience meaning on the affective, cognitive, and motivational levels of functioning that are experienced through Education. (O'Connor and Chamberlain, 1996) The success of Education in any Nation lies in the preparedness of Individuals for Life. The information available to Learners is escalating in geometric ratio eventually; education cannot be relying on rote learning anymore. It is the duty of Education providers to prepare intuitive students to face a realistic future. Secondly, Women folk of a Nation are considered to be the backbone of the family, society, and country from a macro perspective. Thus, it is essential to know whether the prevailing Education system is competent enough to prepare students for Life. In the present study, would-be teachers are chosen to be the sample as they are the makers of tomorrow. This study envisages the contribution of Human capital and Social Capital in the preparation process for the Life of Student-teachers. Formation of Humans as an important capital for the future prospects and development of oneself, social capital in them to liberate from irrelevant and unwanted relationships and to strengthen the relationship with others plays a pivotal role in preparing for Life. As student-teachers are responsible to prepare the future pillars of a Nation, therefore, samples selected are drawn from the population of would-be teachers. Studying their preparedness spotlighting from the perspective of human capital, social capital towards preparedness for life is the major essence of the current study.

Human Capital

Teachers consider teaching not as a profession but as their heart and soul. They believe that, providing quality education is their prime and utmost duty. (Hargreaves & Fullan, 2012) coined human capital as one constituent of teachers' professional capital. Human capital is determined directly by knowledge, skill, competencies, and experiences (Reichenberg & Andreassen, 2018; Uba & Chinonyerem, 2017). (Hargreaves & Fullan, 2012) have further expressed that teachers' human capital is their knowledge in teaching, understanding of their subject concepts, and emotional and social capabilities to support students coming from diverse backgrounds. Therefore, teachers as United Nations (2016) pinpointed the origin of the human capital concept as an individual's intangible asset delineated in terms of their knowledge and abilities goes back to the work of Adam Smith in the eighteenth century. Human capital helps individuals in enhancing their personal, and organizational skills, in addition to the knowledge and ability required to be successful in any field of job (Health field, 2011). Teachers' human capital is considered to be important for improving students' and schools' success (Crocker, 2006). (Uba & Chinonyerem, 2017) mentioned learning, training, and development opportunities for teachers in order to improve their individual, team, and school performance. (Hargreaves, A., & Fullan, M. 2013) learning-teaching climate has a relatively stronger influence on teachers' human capital development compared to school leadership and institutional safety. Further, remarks establishing a supportive professional learning-teaching climate for teachers are suggested to boost their human capital which in turn will enhance student learning and achievement. (Vandenbussche, J., Aghion, P., & Meghir, C., 2004) explored that upgrading technologically can improve human capital and reach the threshold level. Based on these impressions human capital of Teachers is considered to be pivotal in the development of desired qualities, and competencies of the preparation of future citizens the students of a nation. The researcher invigorates the competencies as capital that the education system has developed in the Teachers who are the creators of a healthy future world.

Social Capital

Education that believed only in intellectual development all through the years has now shifted its visible horizon in making the students acquire desired skills to make them fit in society. The acquired social skill develops trust that is required to improve thinking and increase innovativeness and creativity among the group members. Social capital is an intangible resource developed and made available in form of a credit slip which can be encashed whenever and wherever necessary. Thus, the new structures in modern society are made possible because of the linkages in the form of social capital. Social capital is a form of educational resource as it is necessary to develop cordial relationships with the outside community. Further, it could be concluded that social capital is more desirable for reducing psychological distress that they encounter during different phases of life.

Education is not only preparing individuals cognitively. They must be prepared to work and live with others. Our society has shared norms, values, and trust that facilitate the exchange possible. Social Capital plays a dominant role in the post-learning phase (Plagens, G. K., 2011). It is believed that built social capital is above financial and human capital required for the success of a business or an individual, as no one in this universe is independent and each one is dependent on others at various points of their life. In fact, it is one important capital desirable to impart entrepreneurial education as supported by (Ndofirepi, Takawira Munyaradzi 2020). Other Capital such as human capital, and financial capital can be outsourced in desired quantity but networking with people as social capital cannot be outsourced.

Life Orientation

The holistic approach of any system or form of Education is focused on Life. Education strives to kindle the interest in students and equips them with essential skills, knowledge, and values to understand one's role and influence on other members of society. Education provides an enormous scope through the provision of adequate activities to engage in, exposure to making informed decisions, and taking action so as to be successful in society. Erikson a Psychosocial Psychologist studied the psychosocial factors that influenced individuals. Erikson's epigenetic principle believes that the preparation of individuals in a sequential pattern is influenced by larger society to face in the future.

Orienting an individual to live is a form of developing intrinsic motivation in them that keeps them participative and develops the valor to face challenges in life. The fact remains that preparation for life is not

a one-strike at a point rather, it encompasses preparedness in the perspectives of being ready personally, socially, intellectually, and emotionally, thus ready for all dimensions of life. By way of preparing as mentioned above will develop a correct attitude, and an outlook toward life that makes individuals optimistic to face challenges they would encounter in the future.

Purpose

Students around the world imbibe qualities required right from their schooling till their graduation for their future. Quite often, they are not adequately prepared for the world. The emphasis on bookish knowledge fails to unfold through the traditional system of education. Conservative education does not cover the modern skills required for today's world, resulting in a skills mismatch. It is imperative to stress the qualities that will be turned into capital in the future. This study examines the influence of the capitals accoutered through the system of education, specifically human, psychological, social, and physical capital. Students who are little leveraged are subjected to academic stress, which leads to failure in all endeavors they encounter. As a result, it is decided to assess the extent to which each capital developed through education contributes to the life orientation of student-teachers.

Research Objectives:

To determine the relationship between human and social capital to the life orientation of B.Ed. student-teachers;

To explore the extent of the contribution of human and social capital in orienting student-teachers for life;

To determine the difference in the capital of student-teachers based on the types of management of the Institution;

Method

With the informed consent of the participants, the current research adopted a survey method to select 1241 samples at random from the population of student-teachers through a systematic sampling technique.

Analysis and Results

Table 1: depicting the relationship between the variables adopting an inter-correlation matrix.

Variables	Life Orientation	Human Capital	Social Capital
Life Orientation	1	0.136*	0.321**
Human Capital	*	1	0.169**
Social Capital	*	*	1

The tables reveal the relationship between the variables chosen for the present study namely the dependent variable life orientation of student-teachers and the independent variables namely the human and the social capital. All the variables were found to be significantly correlated. Life orientation is correlated to human capital at 0.05 levels of significance and with social capital at 0.01 levels of significance. On analyzing the relationship between the two independent variables it is evident that both variables are related at 0.01 levels of significance. The results drawn from the selected samples reveal that the life orientation of student-teachers is correlated to human and social capital acquired by them through the system of education.

Table 2 the extent of the contribution of human and social capital in the life orientation of student-teachers

Step No.	Dependent Variable	Independent Variables	R	Coefficient of Determination	B Coefficient	t-value	P Value
1	Life Orientation	Human Capital	0.216	0.047	0.157	2.141*	0.033
2		Human Capital, and Social Capital	0.431	0.186	0.289	9.809**	<0.001
3		Gender			Excluded		
4		Type of Management			Excluded		
5		Groups			Excluded		

Step wise regression was carried out to identify the extent of the contribution of each independent variable toward the dependent variable. Multiple correlations (R) obtained by entering the variable human capital is

0.216. This value R indicated the extent of the relationship between the dependent variable Life orientation and the independent variable human capital to the extent of 21.6 percent. And to an extent, 4.7 percent of the variation in life orientation can be accounted to human capital. Further, social capitals along with human capital contribute to the extent of 43 percent and to an extent of 18.6 percent variance in life orientation can be accounted to human and social capital. Other demographic variables of the current study were found excluded. Hence, it is interpreted from the β coefficients that the most important predictor is human capital which influences life orientation for the whole sample followed by social capital. These variables put together have significantly influenced life orientation of student teachers. The variables such as gender, type of management, and groups have not exhibited any significant contribution toward the life orientation of student-teachers.

Table 3 differences in the human and social capital of student-teachers based on the types of management of the Institution.

Variables	Type of Management						F-Value	P-Value	Groups differ significantly
	Government		Government Aided		Self-Financing				
	Mean	SD	Mean	SD	Mean	SD			
Life Orientation	70.62	16.128	76.21	16.064	71.89	16.122	10.579	<0.000**	(1&2),(3&2)
Human Capital	68.43	14.171	70.95	13.097	67.97	13.298	9.631	<0.000**	(3&2),(1&2)
Social Capital	56.21	5.155	60.87	10.901	58.62	8.9103	17.374	<0.000**	(1&2),(2&3) (1&3)

On analyzing the data for the existence of differences in the human and social capital formed it was found that there exists a significant difference at 0.01 level of significance. Student-teachers from Government- aided Institution were found to be better than the student-teachers from Government and Self-Financing Institution in both the independent variables Social and human Capital and the dependent variable Life orientation.

Implications

The implication of previous research holds good for the present study as well and is considered useful for future practices of developing the human and social capital in students with the aim to have a successful future life. As per the implications of (Kalaitzaki, A., Tsouvelas, G., & Koukouli, S., 2020) social capital is associated with less perceived stress and plays a significant role in resilience and life satisfaction. Thus building social capital from the initial stages of Education of a Child it is evident to equip them for being more resilient and face the hurdles and challenges they would encounter and thus be optimistic to face life. (Pérez-Macías, N., Fernández-Fernández, J.L., & Rúa-Vieites, 2020) shared the implication of shared influence of social capital on entrepreneurial intentions similarly on developing good social capital in students can kindle their entrepreneurial skill to choose their professional work for their betterment in the future. Thus, the School authorities, by focusing more on the building up of social capital are sure to build up the human capital of the individuals directly and influence the life of the students. Thus, it is imperative for every education system to concentrate more on the development of social capital and Human capital formation from the initial stage of education in the life of an individual learner so as to focus more on the future. Thus, the orientation to the life of a well-built student community is said to contribute significantly to the development of the future of the Nation. (Health field, 2011) rightly implied that human capital improves knowledge, attitude, and skill both at the personal and organizational levels. Thus, developing these skills right from the beginning ensures the successful life of an individual and as mentioned in the present study the development of these skills in teachers is sure to contribute to the success of future of all the children whom they would encounter in life.

Organizing a number of activities to develop interpersonal skills so as to enhance their entrepreneurial skill. Integration of Industry along with education from the initial stages of education can promote better social capital was suggested by many previous researchers. (Suseno, Y., Standing, C., Kiani-Mavi, R., & Jackson, P., 2020) emphasized improving personality and entrepreneurial intention to increase entrepreneurial skill and knowledge and act as a catalyst for their future. Efforts by arranging special lectures and simulations from early stages can promote better human capital. Eventually, the social and human capital of Student- teachers can have a significant impact on the development of future students.

Conclusion

The present research reveals that the impact of promoting social and human capital of student- teacher through Education has a significant impact on the development of future citizens of this nation. Subsequently, emphasizing the need to prepare oneself for future Education should develop the various dimension of the life of students such as social, emotional, psychological, and physical aspects as the formation of capital which will orient them for Life. Educational Institutions are responsible for the development of the right attitude, behavior, and required skillsto face future life in the desired field. Education by stretching arm wide improves the learners holistically.

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