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**Title** University Ranking, Hukou System, College Geography and College Policies: Factors of Affecting Students' Social Capital—Based on A Study of Chinese Eleven Colleges

**Submitter** Mr. Shilin Lu

**University Ranking, Hukou System, College Geography and College Policies:  
Factors of Affecting Students' Social Capital—Based on A Study of Chinese  
Eleven Colleges**

**Research purposes**

The purpose of this study is to study the differences in the social capital of students in different colleges in China. This paper researches the differences of social capital of students in 11 Chinese colleges and explores the reasons for the differences. The paper may put forward some suggestions to cultivate college students' social capital.

**Research question**

The research question examined in this study are listed as follows:

- 1) What are the differences in social capital of students in different colleges and universities?
- 2) What are reasons for the differences in the social capital of students in different colleges?

**Literature review**

Bourdieu (1986) argues that social capital refers to the actual resources and potential resources that are owned by individuals as a unique identity of their members in a social network. He argues that the stock of social capital owned by the individual is related to his social network and to their economic and cultural status. Lin (2001) points out that Bourdieu sees social capital as the control mechanism that the ruling class transcends the general public and maintains its dominance. Coleman (1988) argues that social capital contains a series of resources embedded in social structures

that help social members achieve their goals and analyzes the impact of family and school social capital on high school dropout rates. According to Brown and Davis (2001), social capital is the social renewable resource, such as knowledge, achievement, or formal and informal relations and networks. Through social capital, individuals and organizations can obtain support from the social network (Brown & Davis, 2001).

Lin (2000) argues that not all individuals or social groups can obtain social capital and expected feedback from their organization, and social capital is unequal for different groups in social organizations. Veenstra (2002) argues that social capital has an explanatory power for health, wealth, income inequality, and regional health management. Cleaver (2005) found that the social capital of different groups was unequal and that the social capital of the poor groups plunged them into a long-term poverty cycle. In general, social capital is very important to the development of individuals, groups and organizations, but different identities lead to different social capital, and social inequality leads to social inequality.

China's existence of household registration system, urban and rural students of social capital differences, these differences make them in employment and other aspects of the face of different situations (肖璐 & 范明, 2015). Liu (2005) argues that the household registration system deprives the rural population of access to education and urban employment, and that the household registration system is the main factor causing rural-urban inequality.

Social capital has a very important impact on the growth and development of students. For example, community social capital and human capital are of vital importance to students' ability to go to college (Smith, 1995). Social capital has the significant impact on undergraduate employment (黄敬宝, 2012). Some factors of teacher social capital have an impact on the improvement of student performance (Leana & Pil, 2006).

Many studies have found that social capital has a certain impact on students' academic performance, for example: Sun (1999) argues that communities with different cultural

backgrounds have an impact on student performance; parents, families and community social capital have different educational outcomes for students (Israel, 2001; McNeal, 1998; Pong et al., 2005); Palmer and Gasman (2008) study found that social capital in black schools promoted the academic performance of African American males.

College students' social capital is very important to the soft power of the colleges. Social capital owned by a college student will promote reciprocity and harmony among members.

### **The theoretical approach or methodology adopted**

The paper aims to help us to better understand the college students' social capital by a survey. Based on the social capital scale of Putnam, this study used the quantitative and qualitative methods to research the social capital of students from 11 Chinese colleges. The researcher of this study employed STATA (a data analysis software) to analyze data.

### **Results and findings**

The main findings are as follows based on the survey: 1) Peking University students' social capital is far more than other colleges and universities. The students from private colleges have little social capital. Students' social capital may be related to the university ranking. 2) Generally speaking, the social capital of the urban students is higher than that of the small cities and the rural students. 3) The social capital of college students in the eastern universities is significantly higher than that of the western universities. 4) The tolerance of different college students to minority students may be influenced by the president office of the colleges.

### **Implications**

Based on the survey of eleven colleges, we can find the differences of college students' social capital in different colleges, and the emphases of cultivating college

students' social capital in different colleges. It can be concluded that clarifying the differences of college students' social capital in different colleges, and cultivating the college students' social capital on purpose may promote the construction of harmonious colleges.

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