



The Role of Social Capital as a Privilege for Being a Well-educated Woman in Terms of Economic Status

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ABSTRACT

A well-educated woman is a part of changes for the civilization of the world and teaching a woman contributes a high revolution. This study elaborates an analysis of the narratives of Indonesian young woman undergoing the supporting system where it is highly related to the parent's support, social support, social capital support and social network. In terms of economic status of the family, given the role of social factors, this article examines how from a social network, social capital, and social support perspective with a particular focus on underrepresented women in higher education. This article is based on a phenomenological review in which evidence suggests that students' networks including family, ethnic and religious affiliation, friends, and the environment in which they live play a role in decision-making as educated women. The article details and explains how network members from underrepresented groups (women) complement each other in terms of the resources offered and contribute to a woman's life.

Keywords: *Social Capital, Social Economic Status, Well-Educated Woman*

INTRODUCTION

In the evolution of the social economy, a facet of the local economy that has garnered heightened theoretical and policy attention in recent years, the connection with social capital seems especially pertinent [1]. So far, it is known that capital is only related to economic or financial issues, but apart from that, it turns out that all cultural elements, traditional and other social elements, are part of a very important capital that can be used as a tool to survive in the world. Sociologists and anthropologists see that economic capital cannot explain the dynamics that occur, for example, why there is a difference between economic growth in one country and another even though each country has the same access in terms of technology, resources, and markets in this modern world. Hence, they try to see the social and cultural elements that are other factors.

This is not much different from the education system itself; it is undeniable that every country has its own education system implementation. Implement everything that will be part of the change for the country. This should make us learn from each other because as is known that the true ability of everyone is born with the same literal. However, it grows and develops in different ways based on the environment that surrounds it. Student learning in higher education is affected by parental engagement, peer assistance, and lecturers' evaluations of agreeableness [2]. This ability is not distinguished between women and men, we all have the same opportunities.

Numerous academics associate social capital theory with education and frequently utilize examples from this domain to analyze the theory [3]. In this study, social capital will be an integral part of the success of an education for a woman. Research from the current literature indicates that various dimensions of social capital can influence all aspects of women's empowerment [4]. It is still very rare to find research that focuses on women's education and its supporting system, where a lot of research talks about supporting systems in general or social capital in education. However, in this context, women are the most important part in changing a generation, not only about the topics

taken, recently, many studies have proven that women have a very large contribution to the economic movement in a country. In fact, the value in the form of numbers that have been contributed by women now has its own place in every statistical bureau in many countries.

This paper will discuss further about how social capital becomes part of the life of an educated woman. The privilege had by woman in terms of social capital will be one of the main topics. In this case, all that is passed to reach the highest point of a woman amidst the onslaught of society and the family economy is not an easy thing. Over the past two decades, extensive research has concentrated on elucidating why individuals from low socioeconomic status backgrounds remain underrepresented despite governmental support and financing, as well as how this situation might be ameliorated [5].

Social capital plays a critical part as a shape of benefit, affecting different viewpoints of person and community improvement. It includes the systems, connections, and standards that encourage collective activity, which can lead to improved openings and results. For occasion, the investigation demonstrates that people with higher social capital tend to involvement more noteworthy victory in self-employment, as social relations can essentially boost profit among microfinance borrowers. It is important to learn about the role of social capital obtaining a privilege to have a well-educated woman where the economic status is running the same point of view.

LITERATURE REVIEW

The Theoretical Framework

The Role of Social Capital

Variations in student or academic achievement can be ascribed to the various degrees of social capital present within the networks and familial relationships that the school engages. Social capital fosters success and education through discipline and academic environment in schools, alongside cultural norms and values that inspire pupils to pursue elevated objectives. The core concept of social capital posits that social networks possess intrinsic worth, highlighting the advantages of these networks, including information, trust, and reciprocity [3]. The notion of social capital was first extensively elaborated by Pierre Bourdieu in his theoretical work [6], where social capital is one in a cluster of concepts that also includes human and cultural capital. Therefore, social capital is depicted as the glue holding society together, without which society at large would be able to collapse.

[7] examines social capital from two distinct perspectives, distinguishing family and environment as the primary sources of social capital, which asserts that social capital within both family and community plays a crucial role in the development of human capital in the younger generations of society. Like being an inseparable part, talking about the younger generation is incomplete without bringing back how a woman will be a part of changing a nation. The woman who dominates every decision made based on her conscience makes her look weak. How many are willing to leave school just because they don't want to see their parents work harder just to send them to school. Moreover, women can be said to be quite easy to be influenced by the surrounding environment. Bringing a good environment will shape her into an extraordinary woman and vice versa.

This is where the role of family, environment and society is needed. How they are all expected to be part of a big change for a woman. We are born of a woman and have the right to uphold the dignity of women. Making her a human being who has no limitations in choosing her path in life, does not make her part of a different vision and how women can stand on their own feet in making decisions. Individuals derive advantages from social capital both inside their families and in the broader society, which encompasses various associational and relational networks, including schools, neighborhoods, and other organizations that furnish social capital at varying levels [3].

Society Social Capital and Academic Success

Social capital is a crucial element, defined as access to resources, and also pertains to the collective acquisition of resources through interpersonal relationships [8]. Indonesia, where women are traditionally neglected due to patriarchy socio-cultural framework, resulting in a gender gap in related socio-economic and development indicators. The last two decades, Education, in terms of gender, should no longer be a topic of problems that needs to be discussed in depth. The increase in people who have chosen to continue with 12 years of education can be said to be high and their existence continues to increase. This is part of a great achievement. Unfortunately, to continue education at a higher level, namely, bachelor, master etc., society still views this as taboo, especially for women, even in villages, men are not required to continue their education to a higher level than high school. They are very satisfied when they hold a high school diploma.

A strong motivation to study, independence, self-regulation, direction, and responsibility are essential traits of effective student learning [2]. Here it can be seen clearly where the influence of the social and family environment is still an inseparable part of decision making in education. Peers serve as a source of emotional support during the teenage transition, offering guidance on numerous issues and facilitating possibilities for adolescents to assume new roles and responsibilities through encouragement [9], [10]. Those who decide to be different often get sentimental comments, what is more worrying is the lack of support from their parents or family. Parental participation encompasses the commitment of parents to their children, including their attention, thoughts, emotions, attitudes, and modeling behaviors [2]. Employing a Bourdieusian framework, modern public policy discourse on Social Capital scrutinizes several concepts from diverse viewpoints and investigates their consequences for education and educational research, grounded in Bourdieu's theoretical approach. A substantial body of literature exists on the subject from many sources, and the issues it presents appear to encompass nearly all facets of existence [11].

RESEARCH METHODS

The application of phenomenology and phenomenography as methodologies in educational research has gained prominence, especially among scholars focused on comprehending and producing insights regarding first-person occurrences, or the lived experiences of students within specific educational settings [12]. Said [13], a phenomenologist prefers to observe symptoms (phenomena). Observing symptoms is the fundamental and essential prerequisite for all scientific endeavors. It is not a science, but rather a perspective, a cognitive approach, a manner of perceiving phenomena. A phenomenologist seeks to persuade individuals of a phenomena by either inviting them to firsthand observe it or by articulating it through language. To comprehend a phenomenon, one must have patience to observe, listen, and immerse oneself in the language it conveys. Brouwer contends that phenomenology is indispensable and constitutes a fundamental prerequisite for anyone contemplating the foundations of scientific inquiry or the essence of their own existence. Moreover, phenomenology instructs us to shift our focus from perceiving objects to observing occurrences.

Phenomenology can be seen as both a life perspective and a scientific methodology. Phenomenology, as a life philosophy, instructs us to remain receptive to diverse information from all sources, refraining from hasty judgments or evaluations based on our preconceived notions. We engage in a discourse with the phenomena we encounter. We permit the phenomenon to "speak," narrating its own story: we inquire, listen, and discern patterns and meanings. The interview serves as a data collection method involving direct dialogues with data sources, conducted in accordance with systematic procedures. Participants are afforded the freedom and opportunity to articulate their ideas and thoughts [14].

Phenomenology comes from the Greek, *phaenesthai*, which means showing itself. Phenomenology is neither realism nor idealism. Phenomenology posits that the world exists as a reality. The world, along with all its elements, exists independently of our thinking. The world

exists independently of our thoughts or beliefs. However, phenomenology differs from realism, which posits that reality exists as an objective entity independent of consciousness. Phenomenology aims to elucidate the significance of individual experience.

Phenomenology is a transcendental philosophy that brackets the natural attitude to enhance comprehension of it. Phenomenon is a display of objects, events, in perception. Something that appears in consciousness. It can be fiction or reality. According to [15], phenomena are entities that manifest in awareness. In Husserl's view, phenomenon is a visible reality devoid of any veil or barrier separating humans from that reality.

Phenomenology employs a systematic approach or sequence of procedures for comprehending phenomena. Initially, perceive phenomena as essence, as unadulterated phenomena. Phenomenologists must do a reduction, an abstraction that involves focusing on certain aspects while disregarding others. The initial reduction involves perceiving a phenomenon as an appearance rather than as an existent entity. The second reduction is that we perceive it as a generic concept. We perceive the essence. We do not observe individuals instructing in the classroom; rather, we perceive it as an educational realm. The third reduction is our willful ignorance of cultural matters. The ultimate reduction, transcendental reduction, is perceiving things from a supra-individual perspective as objects for a universal subject.

The respondent's data in this paper are about 7 women with their intention to continue their study as higher as possible. Two women are coming from East Java, 2 women stay in West Java and two other women stay in UK. The chosen sample is to understand whether the different demographic area of Indonesia puts different opinion with the same topic. The name mentioned for the respondent is chosen as anonymous as it is part of the respondent privacy. The education of women is 1 woman is doing her master degree in UK, 2 women are continuing their master in West Java, 3 of them are doing their Bachelor Degree and the last of them is attending the bachelor degree. They are coming from different background of study, Economics, Nursing & Health, Biologist, agrotechnology, International Business, and Education.

RESULT AND DISCUSSION

Social Capital, Women and Education

Every woman interprets education with its own definition. Everyone who has experienced the pleasures of higher education seems to have become an expert in the field of education. The descriptions they convey are based on what they have lived, experienced, and faced. It is unfair if education is then generalized based on its meaning. In this case, as we all know, each of us interprets education in our own way. Although education has a real meaning, the meaning of patents cannot be changed, but each of us certainly has the right to interpret education as what is within us. This is only about how we are able to describe education based on what we have learned, what we have lived and what we have strived for so far. It demonstrates a forward-looking approach by enhancing human capital and social capital for economic and social advancement [16].

It is undeniable that women who have higher education have become part of changing civilizations. Women, with their higher education, changing mindsets, and prowess have shaped them into the greatest human version of women. Rima, someone who continued her bachelor's degree in the UK and worked there, explains what she has about education.

"Education can build and shape a person's character, because in the end, we will be faced with a variety of different people's characters. With experience from college, we understand how to behave and stay calm with all the conditions we face. In addition, on the other hand, we can also protect our lives, in this case, in the future, we will not only compete with men to get jobs, but the most serious thing is how we can compete with technology. We must have qualified skills to get to that stage."

Social capital emerged as a crucial factor influencing women's empowerment, alongside age, education, religion, marital status, and family structure [4].

"Actually, there are still many of my friends in my environment who still often question a woman's higher education. However, what can you do? We can't avoid their bad statements about us. Especially those who do not come from higher education. "Why are you still in college, when do you get married, men will feel inferior to your education?" Many people have not opened their minds to a woman's higher education. They realize that education is important, but it doesn't have to be at the master and PhD level." Imah, a master student of English Education.

Continued by Suri, an entrepreneur of hydroponic, tells her experience living in such a countryside with all things matter from her environment.

"At this time, when the decision to go to college was never taken. Maybe I will be carried away by an environment where a lot of high school students or those who do not continue their education will decide to work modestly and finally choose to get married. Somehow, I believe I will be at the same point as them if I don't go to college. Currently, we already have a different environment, they have never thought about career paths and education. In another context, when we become mothers, I believe we will have different qualities, different ways of educating. So that it will produce different qualities of children, all of this is none other than because we already have different mindsets."

The significant determinants of women empowerment were social capital, age, education, religion, marital status and family type [4]. It is clearly stated by Sintha where she could choose for her mom being before. She will choose to be risen from a well-educated woman:

"If I could and could choose from whose womb I would be born, I would probably choose to be born to a mother who has a higher education, such as a doctorate or master's degree, rather than a mother who only graduated from high school. Here, I just want to choose the best for myself. However, in another context, I am grateful for my parents, especially my mother, who have always supported me on this long journey, so that I could continue my education to master's level in the UK."

Social Capital and economy

Education is usually the most important predictor of political and social engagement [17]. Education is indeed one of the most important parts in decision making. Those who are educated are considered capable of being the best part of society. Those who are educated also seem to have a special place in the eyes of society. Great, that is how they put the position of educated people. Kima, a master student of Universitas Islam Internasional Indonesia, getting her scholarship to continue her master's degree in economics, states her mind talking about how far education matters in her life.

"Education is the main foundation for us to be able to improve economic status or social status. I was not born into a family with a higher education, my mom and dad only graduated from high school. With education, even though we don't have economic status yet, we already have social status and maybe economic status is a multiplier of those of us with higher education. In addition, with higher education we can get more privileges; get a better job, higher salary, in other words, education is a bridge to improve economic and social status. Lastly, education is part of the biggest investment in life, which we can't enjoy now, but someday."

Academics consistently endeavor to obtain career resources (money, influence, merits, time). Consequently, social capital is a crucial element, including access to resources and the manner in which individuals collectively acquire resources through their interactions. Social capital is, thus, a resource that university academics acquire by their involvement in social networks or other social frameworks [8]. A master student in the UK, getting a fully supported family and now taking a nursing as her career focus, with all things she has, comments that:

"Being an educated woman does not only make us intellectually qualified in the field we are living in. However, being educated will also make us have good qualities to become a woman. They not only have a good impact on themselves, but also for the surrounding

community. Especially in our era, women should no longer have boundaries in doing anything and have the freedom to choose whichever sector they will work in in the future. The critical thinking of a woman will also make women have extraordinary personal values."

On the other hand, Parents from low socio-economic status (SES) backgrounds, in common with other parents, report that they want "the best" for their children's future [5]. Someone who comes from different backgrounds of family, stated that:

"Low economic status is one of the reasons why many people in the neighborhood I live in feel that they do not deserve higher education. They feel that they do not deserve to continue their education to tertiary institutions, and they feel that in reality they are destined to become what they have today, nothing more (in terms of education)."

Imah, talking about her experiences passed her difficulties being in low economic status, will always struggle to continue her study and ensuring that:

"However, again, it is the environment that remains the determining factor in the decision making of each of us. At that time, I was grateful because I was in the right social environment and made me realize the true importance of education. So that it can make me who I am currently able to continue my education up to master's degree."

It has totally different part of view living in the countryside and residential, the way they think it absolutely affects the way they behave. In terms of the economic conditions, they behave differently. Kima, as a residential resident, gives her comment:

"They do not care at all about the affairs of my neighbors, because the people who are now my neighbors are less involved in the lives of their neighbors, they are busy with their own lives. The matter of being able to have intentions for master's is part of the environmental influence during my bachelor's degree."

Now better known as the Coleman report, the study found that parents and home environment are far greater determinants of children's future than the schools. That's how it is, this is directly experienced by Wina, a 7th semester student who comes from one of the not-so-famous cities in Indonesia, with a family background that is extraordinary in her understanding of education. He told how his family was so supportive of his education.

"My parents really supported me to continue my education. At that time, I got a question from my parents, whether I wanted to continue my studies or not, if I did not want to continue, that is okay. But parents really want to continue learning."

As the way they think when they have been a part of well-educated woman, the differences of taking a decision will be harder as they try to consider everything matters. Wina continues her statement regarding her decision-making being a mom ahead:

"Later, when I become a mother, I will oblige my child to study up to high school. After that I will return it to them. Want to go to college, take courses or work. However, I will try to direct them to college. On the other hand, I also want to support his interests and talents. So, after high school I will free him to choose the next level of education."

Obtaining a quality education is a common ambition among parents, irrespective of socioeconomic status. In contrast to parents from middle and upper socioeconomic status backgrounds, who typically possess "educational cultural capital" to facilitate their children's educational ambitions, parents from low socioeconomic status backgrounds frequently struggle to confidently obtain necessary information regarding potential educational pathways both within and beyond the school system [5]. Lisa, coming from a low economic status with her best mom and dad who always try to support her for pursuing her degree, experience her scholarship as mentioned:

"Scholarships are an extraordinary privilege, especially for those who have financial problems in their families to continue their education. Scholarships are a very important part of education and here, I see that scholarships are one part of aid that must be used as best as possible. For example, to buy books and other things. Because we know that going to college

makes everything, we study expensive, like books. Therefore, scholarships are an alternative for those who want to continue their education but do not have financial privileges."

Furthermore, students must ascertain the whereabouts of financial and other support resources that promote entrance to higher education. Enhancing higher education participation among students from non-traditional backgrounds may be achieved through outreach initiatives that foster parents' social capital and "educational cultural" capital [5].

CONCLUSION

It can be concluded that women who have families who always support them in their education make it easier to choose how they should get an education. Even though they come from families with low economic status, higher education is not a problem for them. Because prioritizing education has become an important part of his life. Privilege that other women do not have, and this is what makes social capital very important for a woman's life.

The findings reinforce the importance of social capital as both a facilitator and, in some cases, a barrier to educational success, depending on the socio-economic context in which it operates. Moreover, the study's focus on women's education offers critical insights into the gendered dimensions of social capital, highlighting the unique challenges and opportunities that women face in pursuing higher education. As such, this research not only strengthens existing theories on social capital but also provides practical recommendations for policymakers and educators seeking to enhance educational opportunities for women in disadvantaged communities.

Ultimately, the study underscores the need for further research into the ways in which social capital can be leveraged to promote educational equity, particularly for women in developing countries. By deepening our understanding of how social capital operates across different cultural and socio-economic contexts, future research can contribute to the development of more inclusive and effective educational systems that empower all individuals, regardless of their background, to achieve their full potential.

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