

**EDUCATION AND SOCIAL REPRODUCTION: ROLE OF
PUBLIC AND PRIVATE SCHOOLS**



Scholar: *Saima* Saima Yasmeen

Supervisor: Dr. Rabia Gul

Reg No.:41-FSS/PHDSOC/F18 Co-Supervisor: Prof. Dr. N. B. Jumani

**DEPARTMENT OF SOCIOLOGY
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD, PAKISTAN**



Accession No 7425520 ~~V4~~



OLD
306.43
SAE

Education Psychology
- Education ... firms and agencies
- Education ... schools ... society

**EDUCATION AND SOCIAL REPRODUCTION: ROLE OF
PUBLIC AND PRIVATE SCHOOLS**



Scholar:  Saima Yasmeen

Supervisor: Dr. Rabia Gul

Reg. No.: 41-FSS/PHDSOC/F18 Co-Supervisor: Prof. Dr. N. B. Jumani

**DEPARTMENT OF SOCIOLOGY
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD, PAKISTAN
2022**

**EDUCATION AND SOCIAL REPRODUCTION: ROLE OF
PUBLIC AND PRIVATE SCHOOLS**



Saima Yasmeen

41-FSS/PHDSOC/F18

This thesis is submitted for the partial fulfillment of the degree of Doctor of
Philosophy in Sociology at

**DEPARTMENT OF SOCIOLOGY
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD, PAKISTAN**

2022

APPROVAL SHEET
EDUCATION AND SOCIAL REPRODUCTION: ROLE OF PUBLIC
AND PRIVATE SCHOOLS

By

Saima Yasmeen

41-FSS/PHDSOC/F18

This thesis has been accepted by the Department of Sociology, Faculty of Social Sciences, International Islamic University Islamabad in partial fulfillment of the degree of **PhD Sociology**.

Supervisor: _____

Dr. Rabia Gul

Co-Supervisor: _____

Prof. Dr. N. B. Jumani

Internal Examiner: _____

Dr. Amber Ferdoos

External Examiner I: _____

Prof. Dr. Naimatullah Hashmi

External Examiner II: _____

Prof. Dr. Hafeez ur Rehman

Dated: _____

Chairperson
Department of Sociology
International Islamic University
Islamabad- Pakistan

Dean
Faculty of Social Sciences
International Islamic University
Islamabad- Pakistan

DEDICATED TO

**My Beloved Prophet Mohammad (S.A.W.W) who is the light
house for teaching us the love, support, and guidance.**

CERTIFICATE

This thesis entitled "Education and Social Reproduction: Role of Public and Private Schools" by Saima Yasmeen Reg. No. 41-FSS/PHDSOC/F18 in partial fulfillment for the requirements of Doctor of Philosophy in Sociology has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow her to submit her thesis for further process as per IIUI rules and regulations.

Signature: _____

Supervisor: Dr. Rabia Gul

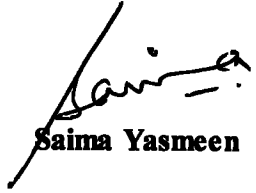
Signature: _____

Co-supervisor: Prof. Dr. N.B. Jumani

ACKNOWLEDGEMENTS

Above all, my humblest praise is to Allah Almighty, The Omnipotent, The creator of all things, and Darood-o-Salaam is upon the Holy Prophet (SAWW), the greatest Human ever.

I gratefully acknowledge the academic guidance, scholastic and professional support with the encouraging attitude of her supervisor Dr. Rabia Gul and Prof. Dr. N. B. Jumani for compilation of this research. I am thankful to all administrators, teachers, and students of public and private schools who supported a lot in the process of data collection. Finally, I am also thankful to all family members and friends who have supported her directly or indirectly in the successful completion of this thesis.



Saima Yasmeen

Abstract

In the field of sociology, Bourdieu's (1986) theory of economy of practice (which contains three main elements i.e. field, capital, and habitus) has attempted to capture the structural contexts and the difference among diverse groups. This research explored the difference between the role of public and private schools in social reproduction and the extent to which this difference can be explained in line with Bourdieusian theory. Building on the theories and models on which Bourdieu's literature has been based, the purpose of this study was to connect forms of field, capital, and habitus in Bourdieu's model. It should be noted, however, that this study is not truly testing these theories per se, instead, it is testing whether proxies for the theoretical constructs differentially affect students' overall capital. Objectives of this study were to analyze the value contents, sources, and the tendency of value education implementation during secondary education (i.e. HSSC and O/A levels); to examine "fields" of education that different types of Pakistani schools (i.e. elite/private and public) constitute in terms of knowledge, culture, and the provision of academic and physical facilities; to determine the effect of school type on experiences and dispositions of students towards a class-based society; to comprehend the role of school type in shaping students' habitus for social reformations, future roles/prospects; to delineate how one form of capital reinforces the activation of other forms of capital and explore the difference in field selection, forms of capital and habitus based on students' socioeconomic background. Sequential exploratory design of mixed methods approach was employed as the research design. All the teachers and students of Public Higher Secondary schools (9) and Private schools (20) offering O/A levels constituted the population of the study. A proportionate sampling technique was used to select schools; a

random sampling technique was applied to select students and teachers from the higher secondary and secondary schools of Islamabad. The questionnaire was used to collect quantitative data from students and qualitative data were obtained using face-to-face interviews with teachers. Quantitative data analysis was done by statistical analysis and qualitative data were analyzed by applying thematic analysis. Findings revealed that though teachers are using various pedagogies still they need the training to get familiarized with innovative teaching-learning strategies. Data collected from students revealed that there is a negative association between parents' income and field selection but field selection has a significant effect on students' habitus. And results also showed that socioeconomic status influences students' field selection but there is no effect of socioeconomic status on students' capital and habitus. Based on findings, it is recommended that still training sessions regarding various pedagogical techniques may be arranged for teachers so that they can make students behave according to cultural norms and values.

Keywords: Social Reproduction, School, Field, Capital, Habitus

Table of Content

Abstract.....	i
List of Figures.....	vi
List of Tables	vii
List of Appendices.....	viii
CHAPTER 1	1
INTRODUCTION.....	1
1.1 Social Reproduction and Habitus.....	3
1.2 Education System in Pakistan	5
1.3 Statement of the Problem.....	6
1.4 Objectives of the Study	7
1.5 Research Questions	8
1.6 Hypotheses	8
1.7 Significance of the Study	8
1.8 Delimitations of Study	9
CHAPTER 2	10
LITERATURE REVIEW	10
2.1 Theoretical Framework	11
2.1.1 Bourdieu's Theory of Practice	11

2.2 Empirical Review.....	30
2.2.1 Education System and Social Reproduction	33
2.2.2 Effect of Family Background and Peer Group on Child Education	40
2.2.3 Language and Linguistic Capital	53
2.2.4 Cultural, Social and Academic Capital	58
2.3 Summary	66
CHAPTER 3	67
RESEARCH METHODOLOGY	67
3.1 Theoretical Stance.....	67
3.2 Research Design.....	69
3.3 Population of the study	71
3.4 Sample size and sampling of the study	71
3.5 Tool of the study and Data Collection	73
3.6 Data Analysis	74
3.7 Field Experience	75
3.8 Ethical Considerations	76
CHAPTER 4	78
DATA ANALYSIS AND INTERPRETATION	78
4.1 Qualitative Data Analysis	79
4.2 Quantitative Data Analysis	108

4.3 Discussion	139
4.4 Summary	144
CHAPTER 5	145
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	145
5.1 Summary	145
5.2 Conclusions	152
5.3 Recommendations	153
REFERENCES	156
APPENDICES	182

List of Figures

Figure 2.1: Theoretical Framework of the Study	29
Figure 3.1: Sequential Exploratory Design (Creswell & Plano Clark, 2015).....	70
Figure 3.2: Research Plan	70
Figure 4.1. Representation of teachers from private and public schools	80
Figure 4.2 Parental Income Chart	109
Figure 4.3. Type of school	110
Figure 4.4 Students' Habitus.....	114
Figure 4.5 Future role of students	115
Figure 4.6 Comparison between public and private school students	115
Figure 4.7: Moral Values	122
Figure 4.8: Field Selection.....	123
Figure 4.9: Socio-Economic Status.....	128
Figure 4.10: Public and private students' capital.....	133
Figure 4.11: Overall comparison among private and public school students	138

List of Tables

Table 4.1: Demographic Information of Teachers	79
Table 4.2 Students Habitus	111
Table 4.3 Correlation Analysis Summary for association between parental income and selection of school	117
Table 4.4 Regression Analysis Summary for influence of School type on students' habitus	118
Table 4.5 Regression Analysis Summary for influence of School type on students' future roles.....	118
Table 4.6 Moral values among Private and Public School Students	119
Table 4.7 Socio-Economic Status (SES).....	124
Table 4.8 Students' Capital	129
Table 4.9 Regression analysis summary for influence of socio-economic status on field selection	134
Table 4.10 Correlation analysis summary for association between capital of the student and socio-economic status	134
Table 4.11 Regression Analysis Summary for influence of socio-economic status on students' habitus.....	135
Table 4.12 Comparison of private and public school	136

List of Appendices

Appendix 1: List of Public Higher Secondary Schools	182
Appendix 2: List of Private Schools	183
Appendix 3: Questionnaire for Students	184
Appendix 4: Interview Guide for Teachers.....	188
Appendix 5: Transcribed Interviews and Focus Group Discussions	193

CHAPTER 1

INTRODUCTION

This research aims to explore the role of public and private schools in social reproduction through the lens of Bourdieusian theory. Building on the theories and models on which Bourdieu's literature has been based, the purpose of this study is to join forms of field, capital, and habitus in Bourdieu's model. In the field of sociology, Bourdieu's (1986) theory of practice (which contains three main elements i.e. field, capital, and habitus) have attempted to capture the structural contexts and the difference among diverse groups. According to Bourdieu, "capital is a social relation" by making it equivalent to the energy that could be operational in the most related field where it is produced and reproduced, i.e.; reproduction is one of the factors that characterize the dominant class. Maintaining that the structure and functioning of the social world can only be understood by taking into account all forms of capital. Bourdieu (1986) distinguishes three fundamental forms of capital: economic, cultural, and social. Economic capital is directly convertible into money and maybe manifest in family income and wealth (Akerhielm, Berger, Hooker, & Wise, 1998; Ellwood & Kane, 2000; Orr, 2003). In Bourdieu's conceptualization of economic capital, he selected physical possessions as indicators of capital that encompassed income, homeownership, stock, property, etc.

Additionally, in the theory of practice, the land was also integrated as one of the foremost indicators of economic capital. Cultural capital is defined as symbolic resources or goods that are transmitted from generation to generation among the middle and upper classes to maintain class status (Bourdieu, 1977; McDonough, 1997). According to Bourdieu, cultural capital is a significant resource in the educational field to obtain

academic credentials, incline to reproduce, as one of the essentials of reproduction, prestige, status, privilege, honor, etc., or mostly inequality. The definitions of social capital generally center on social networks and relationships, although scholars, including Bourdieu and Coleman, differ in their specific conceptualization (Dika & Singh, 2002; Portes, 1998). Nevertheless, they both share parallel properties of social capital i.e.; resources consumed to accomplish a certain end. Coleman's social capital is productive as it enables actors to achieve their preferred end. Bourdieu's conceptualization is also marked that group membership is capable to produce power that can be used effectively as a resource to accomplish a certain end.

In empirical work, social capital may be measured both by relationships within the family and external to the family (e.g., peers, counselors, and teachers) (Coleman, 1994; Stanton-Salazar, 1997; Tierney & Venegas, 2006; Farid, 2019; Farid & Abbasi, 2019a, & 2019b). The criticism of cultural and social capital results from its initial strengths; originally, the value of a focus on cultural and social capital was that it countered an overly heavy emphasis on economic factors. At the same time, this focus on cultural and social capital can overlook the very factors that shape these forms of capital, such as family finances in the formation of cultural capital and the role of financial aid in college enrollment (St. John, 2006). Overall, although these theories and models have illuminated students' educational achievement, one other influential theoretical construct has received relatively little attention in this research, namely the influence of habitus. Habitus is the lasting, intrinsic values system common to a member of one's social class, and is directly influenced by a wider community (McDonough, 1997). Bourdieu grabbed educational institutions as his basic component of exploration for habitus creation – that well ahead

stretched to family and structure – and production and reproduction of culture in the lens of inequality.

1.1 Social Reproduction and Habitus

Habitus has been defined in various ways by Bourdieu as he claimed it a carrier of individual history, ingrained dispositions, feel for that game, structuring structure, and structured structure (Bourdieu, 1998; 1977). At one place he also said that it's a kind of feeling that what is to be done within a given context. Habitus operates in two key ways: i) it is structured by one's circumstances, and ii) it is structuring in that it shapes one's present and future practices. The former suggests that students' school (field) choice process should be understood in their situated contexts, including the volume and type of capital they possess. The later helps to understand how a student's habitus shapes his/her personality in future practices. Through the concept of habitus, Bourdieu aims to transcend dichotomies of structure and agency, statics and dynamics, consciousness and the unconscious, or the individual and society. It intermediates between agents and structure. (Bourdieu, 1990b; Bourdieu & Wacquant, 1992; Brubaker, 1993; Hillier & Rooksby, 2005; Horvat, 2001; Farid, 2019; Farid & Abbasi, 2019a & 2019b).

Considering these various definitions, habitus reveals its variegated role in the theory of economy of practices such as the bilateral interplay between structure and habitus, its role construction as well as in the transmission of practices from one generation to the next. However, the most important role of habitus is the reproduction of the existing structure of inequality because habitus constructs practices being aligned with the already established structure (Bourdieu, 1998). Thus, it produces and reproduces the practices which favor the already established structure whereby the consumption of accumulated

capitals and the practices associated with them, particularly highbrow and lowbrow practices corresponding with the highbrow and lowbrow cultural, economic, and social capital, reproduce the already established structure of unequal distribution of resources. Many studies have demonstrated that while school (field) enrollment has increased among all income groups, the enrollment gains among low-income groups are far below those of high-income groups (Gladieux, 2004). High-income students are more likely to enroll in selective private schools, whereas their low-income peers are more likely to enroll in public schools (Ellwood & Kane, 2000). Although there are research findings of the type of school that students are likely to attend, how students from different social status groups choose these schools involves a complex, lengthy process, where the stakes are perceived as very high, and where the ultimate decision has a lasting influence on both individuals and society as a whole (Hossler, Schmit, & Vesper, 1999).

Bourdieu mentions social reproduction as a reproduction of the differences between classes or reproduction of social hierarchies. To reproduce social hierarchies, the education system requires such agents who have to reproduce cultural capital in the educational field. However, this reproduction of cultural capital is connected with the line of the capital because its transmission can only be possible if parents already possess the capital (Farid, 2019). Furthermore, higher economic capital is not positively related to cultural capital as Bourdieu explored in distinction but recent researches found their positive relationship. The education system produces academically such products (agents) of segregation. They were skilled to be privileged and honored that they practice in society as their right and social duty.

1.2 Education System in Pakistan

In Pakistan, nearly 70 different native languages are spoken along with four major provincial languages (Punjabi, Sindhi, Balochi, and Pashto) and two country's official languages which are Urdu and English. Since colonial time, medium of instruction is English at elementary and secondary levels. English is being used predominantly in private schools but in public schools it has been replaced with Urdu as medium of instruction. Besides it, depending on location and situation, various native languages are also being used for medium of instruction at schools (Hunter, 2020). If we look toward academic calendar of elementary and secondary schools then it can be observed that there are two major session in schools that are from February to June and from September to January. It has been reflected in official statistics that nearly 35% of total students have been enrolled in private schools and curricula of these schools is comparatively different from the curricula of government schools. Admissions in government secondary schools required completion of 8 years of education (till grade 8th) and same is the case for O level.

Normally students of age 14-15 years are enrolled for secondary in government and O level in elite private schools and students from 16-17 years are enrolled for higher secondary and A level. Along with compulsory subjects English, Urdu, Pakistan studies and Islamic education; various science and arts subjects are being offered to students at secondary and higher secondary levels, while the private schools for O and A level follow the syllabus prescribed by Cambridge. After Nigeria, highest number of out of school children ratio exists in Pakistan and major reason of that situation is due to inequalities that are due to socioeconomic status and gender. It is so alarming situation that in Islamabad Capital Territory, ratio of out of school children is 12% and in rural and far-flung areas this

ratio is comparatively very high. In capital, this ratio is comparatively low because here difference in social class is not as higher as in provinces.

This study aims to examine the experiences of students at Secondary level schools that eventually lead them to participate in a class-based society. In doing so, it aims to find out the core values that are expected of them, the space that is promoted in achieving these values, and ultimately continue to the society as active citizens. This is an important area of investigation since it allows us to understand the role of educational institutions in the transformation of individuals into positive and productive citizens.

1.3 Statement of the Problem

This research aims to explore the role of public and private schools in social reproduction through the lens of Bourdieusian theory. Building on the theories and models on which Bourdieu's literature has been based, the purpose of this study is to join forms of field, capital, and habitus in Bourdieu's model. It should be noted, however, that this study is not truly testing these theories per se, instead, it is testing whether proxies for the theoretical constructs differentially affect students' overall capital. Unless specifically noted otherwise, throughout the dissertation field, "forms of capital" ("economic capital," "cultural capital," or "social capital") and "habitus" should be understood to refer to the proxies used, rather than measures of the theoretical constructs themselves. Bourdieu's analysis also provides an understanding of the socially stratified character of the education system (Salmon, 2017). For instance, he frequently discusses elite schools and argues that more than other types of schools, these schools recruit their students in large part from the dominant class and prepare them for leadership roles in society.

He argues that the “type and prestige of the educational institution attended are as influential for later careers as many years spent in schooling” (Swartz, 1997, p. 193, emphasis in original). Bourdieu explains that elite schools provide both physical and mental exercises to students and, in doing so, instill an “ascetic culture” of self-control in preparation for control over others. In this way, all activities are designed to nurture a charismatic quality of entitlement. The students experience a kind of social and intellectual life that fosters social homogeneity, a common culture, a shared sense of entitlement, and a common symbolic capital. Hence, in this research I was interested to find out how the public and private schools in Islamabad are preparing pupils differently and the kind of culture they instill in individuals during the process of schooling. To achieve this aim following objectives were proposed.

1.4 Objectives of the Study

- i. To analyze the value contents, sources, and the tendency of value education implementation during secondary education (i.e. HSSC and O/A levels)
- ii. To examine “fields” of education that different types of Pakistani schools (i.e. elite/private and public) constitute in terms of knowledge, culture, and the provision of academic and physical facilities
- iii. To comprehend the role of school type in shaping students’ habitus for social reformations, future roles/prospects
- iv. To delineate how one form of capital reinforces the activation of other forms of capital
- v. To investigate the differences in field selection, forms of capital, and habitus based on students’ socioeconomic background

1.5 Research Questions

- i. What kind of values do schools aim to include among students at secondary level schools?
- ii. Which types of strategies are being practiced at secondary school to ensure the successful implementation of value contents mentioned in the curriculum?
- iii. What are the institutional activities, i.e. intra-curricular, extra-curricular, development of the culture, and their collaboration with the community?
- iv. To what extent does one form of capital reinforce the activation of other forms of capital?

1.6 Hypotheses

- H₁ Parental income is associated with the selection of types of schools
- H₂ The types of school influence the habitus of students
- H₃ The types of schooling influence student's future roles
- H₄ Field selection is dependent on the socio-economic status of students
- H₅ Capital of the student is associated with the socio-economic status of parents
- H₆ Socio-economic status of students influence their habitus

1.7 Significance of the Study

Even though a substantial number of studies have examined the effects of cultural capital and other capitals on students' overall capital, a substantial portion of those research studies did not incorporate Bourdieu's concept of habitus, which was of central importance to Bourdieu's research. Although, some studies in Pakistan dealt with a similar issue, and researchers (e.g. Farid, Abbasi, & Mahmood, 2021; Ullah & Skelton, 2016) built a triptych model of social class reproduction for evaluating Bourdieu's reproduction theory and

explored social reproduction concerning gender hierarchies respectively. But studies concerning the role of education in social reproduction and the implication of Bourdieu's theory of social reproduction are minimal in number.

This study would illuminate how one form of capital reinforces the activation of other forms of capital and how habitus plays a role in this process. This would be an important contribution to the field of Sociology of Education. Additionally, the findings from this research may call attention to the need to rethink the influence of parents' involvement in the school-choice process. The investigation of parent involvement, along with the consideration of parents' capability to be involved, given economic, cultural, and social barriers, leads to a greater understanding of the role of parent involvement in the student school-choice process and how educational practices can mitigate inequalities in student's educational outcomes. The finding may also be useful for rethinking the role of schools in shaping and transforming pupils' personalities and hence would be worth use for policymaking in the field of education.

1.8 Delimitations of Study

This study was delimited to:

- i. HSSC students (9th - 12th grades) and those studying in O/A levels in selected schools
- ii. Two public and four private schools of Islamabad Capital Territory offer higher education.

CHAPTER 2

LITERATURE REVIEW

The cultural reproduction theory of Bourdieu has proved very influential in literature as it has generated a large amount of theoretical and empirical research studies. In the present research study, I have examined this theory and empirical databases have been utilized regarding education systems and stratifications have been made accordingly. In the broader contexts of educational attainment and class inequalities and class reproduction in progressive societies, Bourdieu's work has been discussed extensively (Sullivan, 2002). In this modern era of globalization and high-tech insurgency, education is considered a basic and vital step for human capital development. It also reflects offers considerable opportunities for the person's grooming and better life. It has been argued by some educationists, social scientists, and political bureaucrats (Ullah, 2013) that vertically stratified and pluralistic societies in Pakistan demand more than one education system. And according to Malik (2015), some educationists and social scientists are not only supporting the multiplicity in the education system but they are also supporting the idea to offer more opportunities and choices for students in the field of education.

In this chapter, I will discuss, with the help of available literature, the role of higher secondary public and private schools in the context of education and social reproduction, mainly based on Bourdieu's theory of practice. In this chapter, I will also discuss the Bourdieu model of other main concepts, such as field, capital, and habitus and will also explain these concepts from the lens of empirical review of others scholars.

2.1 Theoretical Framework

2.1.1 Bourdieu's Theory of Practice

Bourdieu's Theory of Practice was first published in 1972 and over the following five years; it was developed and translated into English. His works introduce the idea of the 'field, capital, and habitus as a larger organizational structure that reconciles the dualism of social class structures with the agency (Bourdieu, 1977). Bourdieu defines the field as a network, or a configuration, of objective relations between positions, objectively defined, in their existence and in the determinations they impose upon their occupants, agents or institutions, by their present and potential situation, in the structure of the distribution of power (or capital), whose possession commands access to the specific profits that are at stake in the field, as well as by their objective relation to other positions (Bourdieu & Wacquant, 1992).

This interplay can be viewed through an equation of practice introduced by Bourdieu in his theory of practice or theory of economy of practice:

$$\{(Habitus) (Capital)\} + Field = practice \text{ (Bourdieu, 1984, p. 101)}$$

Among the theoretical concepts developed by Bourdieu, the field is one of the most important areas. For specific surroundings, it offers a spatial metaphor where habitus operates. It may be also described as a particular arena or setting where competitions and interaction amid people take place regarding the division of limited resources. According to Bourdieu (1992), it can be pronounced as a configuration or network of impartial relationships among various positions; in a field, positions are defined objectively about determinations which are imposed upon agents, institutions, or occupants keeping in view the current situations and structure of power distribution, as these situations and structures

offer opportunities to get maximum benefits from limited available resources (p. 97). Besides these characteristics, Bourdieu has also defined it as a distinct social universe that has its laws and regulations independent of economy and politics; he (Bourdieu, 1993, p. 162) further argued that it may be also described as an autonomous universe that has its principals for the evaluation of work and practices.

According to Winkle-Wanger (2010, p.7) field can be described as a space where value and worth are given to produce cultural competence, dispositions, knowledge of particular tastes, and norms. Furthermore, it has been argued by Swartz (1997, p. 117) that a field may be pronounced as the arena of producing, circulating, and appropriating services, goods, competitive positions, status, and knowledge, that are detained by agents to monopolize and accumulate various kind of capital. For the success or failure; a field has three momentous implications which can be experienced by members of groups to ascend the ladder of the highest social class (Swartz, 1997; Grenfell, 2008). Moreover, it has been indicated by Bourdieu (1977) as doxa that all the fields cannot be similar as each of them contains its particular unrecorded plans/ guidelines which are expected from members of the group to comprehend and follow to become successful in that particular field.

Implications associated with the field provoked the idea that within each field, there is a competition of power among various groups. And the group that exerts the highest power display a definite form of habitus keeping in view the requirements of their field. The more able a person is to decipher or decode the rules of a particular field the more he/she will be able to attain the valued capital of that particular field. According to different viewpoints, a prerequisite for conformity between habitus and field can be marked as a

reward or socioeconomic penalty. This duality has been also captured by Bourdieu (1984) as he indicated that keeping in view the requirements of a field; individuals must be competent enough as their incompetence can produce problems for them (p. 86). In the same scenario, it has been provoked by Swartz (1997) that dominant group in a field will always strive to retain its position as they have to face a lot of challenges due to other groups who are striving to overtake them, this type of struggle among various groups turned a field into an arena of competition for power.

In a field; keeping in view the power struggles, the dominant class employs a variety of strategies to retain its position. For example, it has been contended by Bourdieu (1984) that dominated classes may be blocked by the dominant class to join social clubs, and it can be done by raising the entry fee (which will not be in the range of dominant classes) or by gaining the endorsement of various clubs which are unknown for the people of dominant classes. In this way, several deliberate barriers are established by the dominant class for the members of lower classes to prevent them to join their domains of uniqueness. In this scenario, it has been argued by Bourdieu (1984) that people belonging to lower classes may face greater difficulties as they usually live the areas which are far furlong from educational institutions and remain unaware of the market value of educational credentials (p.142). In a given field people of numerous social classes compete not only for treasurable resources but also for the wider acceptability of their social class. This wider acceptability will make them popular among other social classes as people of dominance remain in direct link with the leading members of that particular field.

The concept of class centrism has been provoked by Bourdieu (1993) for describing the perception of various social classes about legitimacy as it is quite relevant with human

nature and matter of course. He stated that general perceptions which are acquired through education can be institutionalized or non-institutionalized, specific or diffuse, conscious or unconscious (p.217). The dominant class can establish various boundaries in a field and exercise a great monopoly over legitimacy as it has the authority to decide which individuals will be regarded as members of that particular field. Furthermore, they have great power and privilege of defining the status of other classes by having control over the demands of a field. And it has been debated by Suarez (2008) that having the advantage of self-description and ability to be a field expert is a very powerful thing because people who have attained a lower class educational degree, earn a very lower-income, and belongs to lower classes have very rare chances to be selected as an expert of a field (p.362).

Discussion of labeling according to Apple (2004) can serve as important means to understand the implications associated with the ability to define others. Teachers and schools have a fabulous amount of power as they have the power to place children into various categories developed by themselves and this practice is surprisingly considered a norm of middle-class people. Anglo centrism is the term denoted by Apple (2004) to reflect the power of one group to label another group and according to him, a school is a form of ethnocentrism where the people of a specific class demand that activities of all other people should be measured keeping in view their lifestyle, history, language, normative structure, and values (p.129). Moreover, he asserted that the label of dull or gifted students (which is given to students at schools) has a destructive or constructive effect on students' personalities throughout their whole academic career. And it is an ordinary trend that students coming from lower or middle families are attributed as dull students as compared to students coming from families having high socioeconomic status.

By establishing the hierarchical social structure and enjoying acceptability by non-dominant classes, the dominant class becomes able to set the standards for acceptable and non-acceptable things and things as people of non-dominant classes become habitual to take it as objective, natural or normal. And as a result, it becomes very easy for the people of the dominant class to promote their habitus as an accepted norm and devalue the habitus of individuals who are coming from lower or middle classes. Obsequium is the term utilized by Bourdieu (1984) to reflect the acceptance of dominated classes for adopting the living styles prescribed by dominating class and this term has been defined as entrenched respect to following the set standards (p.456). He further argued that due to unawareness; the habitus of elite class families is misappropriated by the people of lower classes as the people of non-dominant classes always remain unaware of the fact that habitus of upper classes is being imposed upon them by snatching the ability to promote their self-habitus.

Bourdieu further elaborated these misappropriations by declaring that people of higher social moral order who are politically incompetent have more tactics to appear as conservative and remain popular among the list of successful people as compared to those people who belong to lower social order (p.431). Keeping in view these circumstances, it has been stated by Wagner (2010) that a specific type of field having very unambiguous behavioral and attitudinal requirements is represented by schools. And this field gives advantages to only those students who belong to higher or middle classes and generally neglect the students coming from socially disadvantaged families.

Each field has a differing degree of autonomy (Calhoun, 2003, p. 295; Wacquant, 2006) which Bourdieu (1983) argues is the critical phase in the emergence of a field. Autonomy means that the field can be engaged in the play of its own distinctive game, can

produce its distinctive capital, and cannot be reduced to immediate dependency on any other field. Bourdieu argues that in the way in which fields are organized or structured and how they function or operate, there are many homologies between them. For example, each field has a dominant class and certain subjugated classes struggle for usurpation or exclusion, mechanisms of reproduction, and so on. But every one of these characteristics takes on a specific irreducible form in each field. Jenkins (1992) says that homology between fields; the resemblance, which is bound up with difference has two sources. First, it is a reflection of certain commonalities in dispositions (*habitus*) and practices as they are translated within the differing logics of separate fields. Second, it is a consequence of the power of dominant fields, particularly the field of power (politics), to impinge upon weaker fields and the structure that occurs within them.

According to Hay (2013) field is one of the important concepts that have been described in the intellectual work of Bourdieu. According to him, Bourdieu (1989) has interpreted field as a social ground of relationships and practices among people; and these relationships are framed keeping in view the rules and organizational forces set for the people who will enter in that particular field, the education system is one example of such types of fields. *Habitus* and field are mutually constitutive and there is a two-way relationship between these two concepts. Perceptions of the field are defined by *habitus* and field is considered a structural space that structures the *habitus* of a particular class.

The notion of cultural field can be interpreted as services of rules, institutions, categories, conventions, appointments, titles, and designations that authorize certain activities and discourses and are also considered as constituents of objectives hierarchy. And the idea of the cultural field according to Bourdieu is not static but is dynamic.

Furthermore, he elaborated that the cultural field is not only the combination of rules and institutions but it also entails the interactions among rules, practices, and institutions (Schirato, Danaher, & Webb, 2012). Habitus is also considered a reflection of actors, class position, or locale in diverse fields and it highlights the structures of dominance or subordination class (p. 204-205). As it is a general fact that habitus of a family can vary from to class; therefore cultural capital f only those children is valued who come from elite of middle-class families (Tzanakis, 2011).

Though the idea of habitus is also one of the most important points in Bourdieu's theoretical concepts it has never been defined clearly. According to Bourdieu and Wacquant (1992, p.16) habitus is a combination of historical relations that have been deposited in an individual's body in the form of physical and mental schemes of appreciation, action, and perception. All agents bring their habitus with them when they get entered in a field and this habitus is personified form of capital that a person attains as a result of self-improvement (Kapitzke, 2015). Habitus is also defined by the history and route of an agent in a field. Therefore, the field is considered a highly competitive place where a great amount of capital is transformed and exchanged among agents to exert and build power from their positions. The central idea for field and habitus is capital and it can take four major forms which are as follows: symbolic, cultural, social, and economic capital (Bourdieu, 1984). Though economic capital plays an important role in an individual's life it is not considered an intervening form of capital.

Within a home environment, habitus is also transferred like cultural capital. The key difference between cultural capital and habitus is that the first element contains the control on legitimate knowledge while the second is a combination of values and attitudes.

And the habitus that contains the attitudes and values practiced by the leading class is called the dominant habitus. A positive attitude towards education is the major component of the dominant habitus. To conserve the cultural capital, dispositions towards schools and investments in terms of effort, time, and money are considered a common interest (Bourdieu, 1977a, p. 495). It has been noted by Bourdieu (1977) that the dropout tendency is at the highest level among the students coming from the working class as compared to students belonging to middle and elite-class families.

And this trend is common despite the better academic performance of these students; therefore it has been argued that failure in exams is not the major reason for lower class' students' dropping out from school (Bourdieu & Passeron, 1990, p. 153). And according to Bourdieu in terms of the working class habitus, this phenomenon can be explained effectively. Objective chances of success shared by the people of the working-class shape their habitus to a great extent and consequently the actions of a specific class are also determined by its habitus. Negative attitudes towards schools also give birth to self-elimination from school among students and usually these attitudes get developed among those students who do not possess enriched cultural capital (Bourdieu, 1977a, p. 495)

Furthermore, Calhoun states that the most fundamental social changes have to appear not only as changes in the formal structures but also as changes in habitual orientations to action (Calhoun, 2003, p. 294). The debates on whether habitus is predominantly static or whether it is mutable have been persistent (Hillier & Rooksby, 2005). Bourdieu asserts that habitus is "durable but not eternal" (Bourdieu & Wacquant, 1992, p. 133), and that habitus is "not a fate, not a destiny" (Bourdieu, 2005, p. 45). Being

a product of history, it may be modified by historical action; the habitus is the “past which survives in the present” (Bourdieu, 1977b, p. 82). As shown in his conceptualization, Bourdieu identifies both aspects of statics and dynamics and past and present and emphasizes that the possibility of change in habitus exists.

Bourdieu's theory of social reproduction has been further expanded by introducing the concept of habitus theory (Collins, 2009; Henry, 2014). The theory of habitus refers to behavioral tendencies that are developed among individuals when they ensure their participation in some specific social class. All these components of social reproduction theory demonstrate the capital and identity of each social class and also explain the transformation and reproduction process of social identity. It has been recommended by Bourdieu that the process of social reproduction should be contextualized within the education system, as in the modern era, for the reproduction of all social classes schools have become the most important agency (Collins, 2009; Nash, 1990). According to the general beliefs of the public, schools are considered great equalizers but Bourdieu's theory of social reproduction disseminates the idea that social inequality is being promoted by schools. Though, it has been suggested by Webb et al. (2002) that lower-class families must make it their priority to spend available resources for the education of their children. But Bourdieu (1998) argued that it will be like gambling and the results of this action will remain ineffective. Because even after full efforts, parents will be able to educate their children only, they will not be able to change the habitus of their children and this habitus of the lower social class will always become a barrier in the way of children success at higher education institutions and afterward in their professional life (Webb et al., 2002).

Habitus is the structural view that postulates practice provoking dispositions, or dispositions to act in a certain way, to grasp experience in a certain way, to think in a certain way. Robbins (1993) affirms that habitus not only is a form of social inheritance, but it also implies habit, or unthinkingness in actions, and dispositions. Simply put, habitus denotes a social process of matching dispositions to the positions in the social order. Each individual learns to play the role that fits with his or her status. This helps people accept their position in social life and sincerely see it as that for which they were suited. Habitus is a way of being that takes structure and propensity for granted (Bellamy, 1994). We do not think about or question our place because "habitus trumps cognition" (Frank, 2002, p. 390). Bourdieu saw habitus as a principle of both social continuity and discontinuity (Wacquant, 2006). However, the possibility of change in subjective habitus must be viewed by considering its relationships to the objective world of other people and things because Bourdieu suggests that habitus is the site of the internalization of reality and the externalization of internality (Bourdieu & Passeron, 1990).

The habitus of the French working class was analyzed by Bourdieu and based on that analysis he concluded that as compared to the habitus of middle classes, the habitus of lower classes is less adaptable to change. As the habitus of the working class is deeply ingrained among its people, therefore Bourdieu (1984) stated that people of the working class cannot change their habitus despite their efforts directed to increase social status/capital. This paradox has been further characterized by Bourdieu (1984) as he pointed out the resistance to change habitus of the working class by stating that having a lot of money does not necessarily mean that you have become able to live a luxurious life (p.374). Ways to compete for limited resources in a field and attempt to climb over the

social ladder get affected by differences in the evolution of habitus to great extent. As people belonging to those classes who have adaptable and flexible habitus are more likely to perform well in the journey of increasing social capital.

It has been comprehensively discussed in the social reproduction theory of Bourdieu and according to this theory; it may be described as practices and cultural codes of parents that may be transmitted to children for securing the practices of their elders. Furthermore, it has been argued that cultural capital represents the overall investments in disposition, practices, and aesthetic codes that are transferred towards children via the socialization process of a family. Keeping in view the terminologies provided by Bourdieu, the socialization process of a family may be also termed as habitus; which is denoted as a significant type of cultural heritage (Bourdieu & Passeron, 1977).

Possession and knowledge of elitist culture prescribed by Bourdieu reflected that unequal division of education and social classes has been made, institutionalization has been allowed, and extra privilege and rights have been attributed to those who are in power and hold great authority. Therefore, this argument can be established that economic, human, and social factors are not the only promoter of social inequalities, but along these factors, cultural capital is also reproducing inequalities among society members. Two major terms i.e. transformation and reproduction have been utilized by Bourdieu to explain the concept of capital' competition across various fields. Largely, expectations of agents get adjusted regarding capital' which are supposed to attain keeping in view principles that have been imposed by their class position, position in the practical field, social connections, educational background, and so on.

As a result, to great extent, dramatically, it has been observed that people who do not have strong cultural capital seems more satisfied and less ambitious and according to Bourdieu objective prospect of profit play an imperative role in adjusting their subjective courage for profit (Bourdieu, 2000; P.216). Symbolic domination' reproduction has been prescribed by Bourdieu as disposition, realistic and fatalistic or resigned; that can lead the people of elite families to compete with objective circumstances which are considered revolting or intolerable by the people of middle or low-class families and which can produce the situation of oppression again (Bourdieu, 2000, P.217). This situation can reproduce the habits of gambling and malpractices among common people for strengthening their position in the field. For example, a layman who is not well educated but suddenly gains a very high position at a well-reputed institution; then this job can automatically uplift his value as well as cultural capital within a short period (Webb, Schirato, & Danaher, 2002).

It has been highlighted by Bourdieu and Passeron (1977) unevenly elitist culture is being rewarded and recognized at educational institutions. And due to it, those students are at a great advantage who are coming from families having elite culture as a teacher usually neglect those students who lack strong cultural capital and they reward the other one. This attitude and teaching style of teachers tend to students of middle and low-class families to compete for acquiring the characteristics of that culture which is recognized well. Nevertheless, this teaching style is considered legitimate and meritocratic. Due to misrecognition, the culture of the dominant class is not being conceptualized as it is (Bourdieu, 1974, 1977, p 32). Due to the promotion and utilization of such criteria of valuation by teachers; it has been contended that educational institutions are introducing

biases in the assessment system; as instead of using scholastic performance as key indicator teachers generally reward students based on their cultural capital (Tzanakis, 2011).

And due to these prevailing dilemmas; Bourdieu claimed that a specific form of stratified outcomes and intergenerational communal movement is being reproduced by educational institutions. Conversely, Bourdieu's theory of social reproduction explains that those from lower social class backgrounds are at a disadvantage economically and culturally, and, thus, have lower expectations regarding successfully gaining the capital necessary to succeed in the education system. Therefore, the children from lower social classes mostly give up on schooling once they have identified that they cannot compete with the other students (Ogbu, 1978). In contrast, upper-middle-class youth internalize their social advantages as expectations for academic success and, as a result, stay in school (Ogbu, 1978; Farid, 2019; Farid & Abbasi, 2019a, Farid & Abbasi, 2019b). In this regard, educational selection occurs through self-selection (Bourdieu, 1990).

Finally, Bourdieu's Theory of Practice describes how agents engage in the transaction of various forms of capital to maximize their position within a field. In considering, the power relations embedded into education and determining whether the value system can succeed in dissolving the power relations to produce a more equitable education system, Bourdieu's ideas of field, habitus, and capital are essential. By considering these concepts, in terms of an enduring education system, we can better understand the acceptance of existing models and why, through social reproduction, we continue to reinforce inequality.

The concept of economic capital is also important to understand in those situations where cultural capital has been associated with higher education. Strong cultural capital

can be represented as having those values that may be exchanged or traded for achieving desired outcomes in a specific field. A valid point to distinguish between economic and cultural capital is that a huge amount of money (that is representation of economic capital) can be spent within one night at a luxurious restaurant, whereas, a university degree (which is a representation of cultural capital) can benefit an individual for several years. Cultural capital may also enable an individual to assist others in making success in relevant fields. Education is a field of great importance as it enables students to strengthen their economic, social as well as cultural capital. Furthermore, it can be also argued that education is not only strengthening the capital of an individual but capital produced by it can be also measured about relevant objects and institutions.

The capital of students can be measured by their character, knowledge, accents, and dispositions. Capital of objects can be measured regarding infrastructural facilities such as a library, playground computers, and machines, etc. While the capital of an institution can be measured concerning health centers, gymnasium, etc. which generally elite class institutions possess. The concept of “cultural capital” is one of the most original and distinctive features of Bourdieu’s theory, which encompasses a broad range of skills, knowledge, and practices that also act as class markers. Bourdieu (1977) describes cultural capital as the tool that an individual can utilize to gain the resources that are typically valued by society (e.g. educational credentials). However, Bourdieu did not provide a straightforward definition of cultural capital; instead, his definition of the concept is rather “intriguing, slippery and high-faulting” (Rikowski, 2002, p. 57). Social capital refers to the individual as well as family social networks, acquaintances, and connections that provide not only educational benefits but also facilities for the pursuit of social outcomes in the

status attainment process (Bourdieu, 1986, 1990; Dhesi, 2000; Green & Vryonides, 2005).

As compared to his explanation of cultural capital, Bourdieu's definition of social capital is much more straightforward (Rikowski, 2007); it is as follows:

Social capital is 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—or in other words, to membership of a group—which provides each of its members with the backing of the collectively-owned capital, a 'credential' which entitles them to credit, in the various senses of the word (Bourdieu, 1997). Beyond these three principal forms of capital (economic, cultural, and social), Bourdieu (1984, 1988, & 1998) also uses the concept of academic capital. However, compared to his detailed explanations of other forms of capital (e.g., cultural capital), Bourdieu's work, overall, does not evidence particular attention to academic capital. While scholars, including Bourdieu, have not formally defined the concept of academic capital, an examination of how academic capital has been applied in the literature may help more fully understand the concept (Bourdieu, 1984).

Bourdieu operationalizes academic capital as the duration of schooling (Bourdieu, 1984) or graduation from a prestigious school (Bourdieu, 1988). The former may be understood as the quantitative amount of education, and the latter may reflect the quality of that education in addition to its quantity. Following Bourdieu's conceptualization, several scholars use academic capital to represent educational credentials (Cote, 1997) or higher education qualifications (Collinson, 2000). As education is a great source to transmit values and culture from one generation to other, therefore Bourdieu considered it very important for a society. The position of Bourdieu regarding educational concepts is more

complex than the perception of other experts. As, on one side, being a committed thinker politically, he regarded education as a source of culture as well as social relation transformation by stating that it provides equal opportunities to all students. And, on the other side his various education-related projects indicated that' according to him, educational institutions are reproducing inequalities across societies. But, Bourdieu's concept of school and social inequalities cannot be considered as opposition to those experts who regarded education as the greatest tool for ensuring changes in societies.

Keeping in view the comments of Bourdieu, there is a dire need to understand that due to which reasons educational institutions are promoting social inequalities and that are adversely affecting all educational stakeholders including bureaucrats, educational leaders, administrators, teachers, parents, as well as students. As, these inequalities are creating hurdles in ensuring desired changes within societies, therefore they must be minimized on a priority basis. As Bourdieu has highlighted the importance of social relations within educational institutions, therefore, it is clear that he is too much interested in exploring information related to students' social backgrounds as these phenomena play an important role in setting the foundations of the field. For example, in his research studies that were conducted at the French school system, Bourdieu has stated the parents' employment type plays a contributive role in determining the success level of students at educational institutions.

Though, there are several other indicators to explore student social background such as their living area, income of their parents, religious and cultural practices of their families, number of vehicles their family own, etc. But, the indicator selected by Bourdieu (which is employment type) to explore students' social background has been considered

very considerable by other experts as well; as it establishes clear distinction among the students coming from diverse classes. For instance, parents who belong to the teaching profession are classified as members of the knowledge class, whereas parents who belong to the field of agriculture are classified as labor class. Terms of subordination and dominance have been utilized by Bourdieu to map a relationship between the children of diverse classes. This classification has been made based on specific cultural characteristics that each group holds.

It has been stated by Hamre (2008, p.9) that attitudes and decisions of an individual to adopt technological and other advancements are being influenced by the social capital of their social networks (Murphy & Chang 2002). Furthermore, symbolic capital is also considered important for the successful adoption of technological advancements. In the same scenario, it has been argued by Seale (2013) that in the majority of cases digital, social, and cultural capital overlap each other and digital capital can be interpreted concerning all four forms of capital presented by Bourdieu.

Central to Bourdieu's theory is the social space, or field, in which an individual and their habitus act, the field and habitus are said to be relational and not dichotomous. Such relationship among field, habitus, and practice can be easily determined through the interplay of these terms in which habitus and field are reciprocally related which determine the practices of an individual within a field that, simultaneously, being structured through this reciprocity and effecting on the construction and re-construction of habitus (Burke, 2015). The social and cultural reproduction theory presented by Bourdieu has been utilized in the present study to understand disparities in educational and work-related probabilities in Pakistan. According to Sullivan (2001), cultural reproduction theory is the greatest tool

not only to highlight the associations between original and ultimate class memberships but also to describe the mediator effects of the education system on that association.

The education system becomes the cause to recycle inequalities among students and hence this system is considered a major reason in the reproduction and perpetuations of varied social structures (Bourdieu, 1984; Swartz, 1997). Cultural capital is a major factor that is utilized by schools to determine the social status, values, hierarchy, and class of an individual. And due to this indicator, it has been argued by Bourdieu and Passeron (1990) that dominant habitus and cultural capital are two major ways to succeed in an education system. Therefore, it can be stated that education is also a form of cultural capital that can be attained by spending money, great effort, and quality time and quality education can also pave the way for a profitable and prestigious career in the future (Swartz, 1997). In the same scenario, it has been stated by DiMaggio (1982) that strong cultural capital can be easily attained through the education system if a student possesses enriched cultural capital in terms of money and status inheritably.

Through systems' classification, educational institutions are promoting the trend of social hierarchy or class system among societies (Naidoo, 2004). Therefore, keeping in view these arguments, it can be stated that in social reproduction cultural capital is equally important as economic capital as cultural capital is a major source to reflect disparities among social classes. In the emerging capitalist economy of Pakistan, it can be argued that undoubtedly cultural capital of parents has significant effects on children, and afterward cultural capital of children is transformed into educational qualifications, which are serving key indicators in the process of social reproduction. As Bourdieu (1977) indicated that as compared to children of the middle and lower class; children belonging to the elite class

receive enriched cultural capital in terms of knowledge, skills, and dispositions. And this possession enables children of the elite class (Zweigenhaft, 1992) to become wealthier than their ancestors in the future.

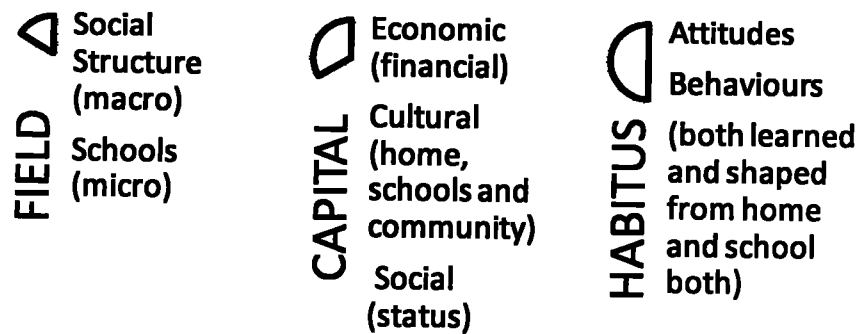


Figure 2.1: Theoretical Framework of the Study

Cultural reproduction has been defined by Bourdieu as social process, which influences the socialization among various institutions and ensures the reproduction of culture across next generations. Keeping in view the concept of cultural reproduction explained by Bourdieu, it has been observed that major social institution is school which is working for transmission of cultural to next generations with the help of students coming from various social classes. As cultural reproduction reproduced the entire culture of societies, structural, ecological and cultural characteristics with the major aim of ensuring social change, therefore it is considered the part of social reproduction. Social reproduction has been interpreted by Marxist perspective as an economic process (Bourdieu, 2018). Therefore, keeping in view above mentioned arguments, it can be stated that social reproduction is a broader concept which includes language, religious institutions as well as cultural products of a society.

Concept of power defined by Bourdieu has been derived from the idea of cultural integrity and it legalizes the process of agencies and institutions. Habitus defines the process of societies through which they feed values, and how these values direct the thinking and life styles of its people (Shankar, 2020). Along with structure and ideology, situation and time can also be discussed under the umbrella term of habitus. It is a dilemma that social capital is not consistently distributed in all societies and it usually goes with those people who are in power or have high status in society. It has been identified by Bourdieu that capital and class classification are those basic things which define the hierarchy and structure of a society, therefore it can be interpreted that capital is not only economic in nature but it also entails social relations. It has been contended by Adityajain (2020) that according to Bourdieu's view on distinction, naturally social capital is not collective but it belongs to an individual and is associated with a specific class or situation. In daily life activities, this kind of social capital can be seen in the struggle of people to achieve high social status or power. Habitus of an individual helps him to react in a particular situation or social environment. Besides it, a person's choices regarding food, art, and fashion are also described by the habitus which he/she adopts. Bourdieu further claimed that diversity in people's choices regarding various things develop class system in societies.

2.2 Empirical Review

Though from the era of Karl Marx till now, many scholars have contributed to the development of social reproduction theory, according to Collins (2009), French sociologist, Pierre Bourdieu is considered one of the most prominent originators of this theory. Following Bourdieu's concept, the intergenerational transmission of symbolic and physical property can be termed as social reproduction (Nash, 1990). There are specific

areas of privilege such as linguistic, cultural, and social capital, in which the property of families can be broken. According to Henry (2014), all these capitals are slightly more abstract, except the economic capital, as it deals with financial assets straightforwardly.

As Bourdieu and Passeron (1977) highlight education is one mechanism for exercising symbolic violence and suggests education can be considered as the process through which a cultural ignorant is historically reproduced through the medium of the production of the habitus productive of practices conforming with that cultural arbitrary. If the incorporation of moral values in education was supposed to reform the structures that preserve inequality, we should consider what would become of the habitus and established mindset in the associated fields (Delva, Forrier, & De Cuyper, 2021).

Increased competition between schools, expansion of parents' freedom regarding the selection of schools for the education of their children, and the possibility for schools to classify or select students has resulted in the evolution of education systems in various developed countries. It has been argued by various scholars (i.e. Felouzis & Perroton, 2007; Felouzis, Maroy, & van Zanten, 2013) that these changing circumstances and dynamics of choice, as well as competition, gave birth to new terminology in the field of education which is denoted as "education market". Provision and search of quality training for students have become a baseline for competition among parents and schools (Falabella, 2014). And due to this competition parents are in search of a school that may provide a virtuous environment for students and administrators of schools are in search of quality learners that may prove supportive in ensuring institutions' fame.

It has been argued by Felouzis and Perroton (2007) that the concept of the market must be more nuanced in the field of education due to its hybrid character. The reason

behind this argument is that, in the market of goods and services laws of supply and demand to regulate the quality of goods and services are being defined by the government instead of partners (Ball, 1993). While, such types of laws are not part of educational institutions that why many renowned authors (such as Bradley & Taylor, 2002; Whitty, 1997) have suggested the term quasi-market. Though in public policies, the term "education market" is being used frequently it has remained a point of conflict among higher education researchers. It is a general argument of researchers (Chubb & Moe, 1988) especially in the United States that for reducing inequities in access to quality education schools must have competition and freedom of choice. Similarly, a meta-analysis was conducted from 41 studies by Belfield and Levin (2002) and they have explored that there is a significant relationship between student performance, competition at school, graduation, and dropout rate.

On the other hand, it has been argued by critics that some forms of social segregation promote the concept of the education market. In other developed countries such as Great Britain and Australia, various studies have been conducted to explore the effect of competition at the school level (Teelken, 1999; van Zanten, 2006, 2009). In the Britain context, it has been explored by Bradley and Taylor (2002) that in 1992 the institutionalization of competition at British high schools, regardless of the initial level of the institution, has resulted in the form of improved academic performance of students. But on the other hand, researchers also revealed that the drawback of this competition in terms of equity is disparities between institutions. And the major reason for these disparities in the division of students according to their social origin.

Likewise, the effects of social and ethnic segregation on the orientation and academic acquisition of students have been explored in French schools by Felouzis and Perroton (2007). It has been revealed that in a small of schools, competition has resulted in the concentration of most disadvantaged and weakest students. It has been concluded by researchers that this marginalization leads to a drop in the quality training by teachers, management of institutions, and by lowering requirements and expectations for success. For implementing strategies by middle and upper-class families to avoid ethnic and social diversity, the education market is considered a powerful tool of academic and social segregation (Bernal, 2005; Felouzis & Perroton, 2009).

According to Draelants (2013), it is motivating middle and upper social class families to control access routes of prestigious institutions and university education. Following public policies as well as the cultural and social traditions which reinforce these policies, the extent of the education market and its effect on segregation varies from context to context (van Zanten, 2006). Furthermore, comparative studies in Europe conducted by Dronkers and Avram (2009) reflected that the element of segregation is less attributable to the concept of competition than the division of students according to social origin which results from practices of traditional organization and selection criteria of school systems. Even, within the same context, the importance of the education market and simultaneously the extent of its effects on the production of inequalities vary from time to time.

2.2.1 Education System and Social Reproduction

The social reproduction theory proposed by Bourdieu became highly questionable as it focused on the generalization of field metaphor. It has been argued by Bourdieu (2010) that it should not be a perception that other indicators such as necessary misrecognition

and competitive games that occur with field metaphor reduce the entirety of social relations. As a result, it seems unbelievable that as a general account of social reproduction symbolic power can work as misrecognition. Along with the idea of misrecognition, Bourdieu offered an institutionally rooted and more specific theory of reproduction that focuses on the education system (Diamond, 2020). He fostered the idea of modern society transformation by converting family reproduction mode into school reproduction mode.

The logic behind that conversion was that property and resources pass down through families in family reproduction mode. While, on the other hand in the school reproduction mode, at least some amount of property is being invested in education than providing a certificate to the inheritor (Lombardozzi & Pitts, 2020). Therefore, it has been argued by Bourdieu that as compared to the family mode of reproduction, school mode of reproduction offers greater acceptability to dominant classes, and with time this legitimacy can be increased to the level that the dominant economic class can take direct control over the education system and this system can become more autonomous.

According to Bourdieu (2010) if schools recognize higher-level competencies and higher-level academic techniques are utilized to measure these competencies, then this system could build a strong relationship between educational qualification and performance of an individual. At educational institutions, class inequalities are translated through schooling and examinations into inequalities of merit and then these inequalities are introduced as official laws for subordinate and dominant classes ((Diamond, 2020); Farid, Abbasi, & Mahmood, 2021). Bourdieu stated that the dominant class of modern time to a larger extent is a credentialed elite.

School type also plays an important role in shaping students' habitus as it has been declared by Harvey, Drew, and Smith (2006) that positive and integrative experiences of students at the school level can enable students to reformulate their educational commitments and goals for selection of a future course of study. For highlighting the role of students' habitus in students' better academic performance Pather and Chetty (2015) reflected that social capital and habitus are prominently connected with students' academic and social abilities to get integrated into a new situation. Students' habitus shapes their institutional experiences and academic performance. They further promoted the idea that habitus refers to shaping up students' past and present experiences to attend to the current situation only. Therefore, in this context, if a student's habitus is coordinated with the institutional habitus, then the student will grow positively towards their institutional experience and academic performance but the student's overall habitus and intentions about the selection of profession in the future did not get very much influenced by school type.

For strengthening the social capital of students Sari (2013) indicated that teaching moral values at school is very essential to make student's behavior improve because it leads the students towards the betterment of their lives and in top-performing educational institutions teachers are formally trained for promotion of ethical and moral values among students. In the same scenario, Hamre and Pianta (2001) stated that effective relations between students and teachers can play an important role in developing social/cultural values among students. Besides it, they also suggested that universal moral values can be also made an important part of the school curriculum. To make students morally strong, teachers are expected to serve as role models (Suherdi, 2012) for students and their personality must have the reflection of all moral and ethical values.

Under the theme of parents' socio-economic status effect on capital of students, it has been reported by St. John (2006) that the socio-economic status of families plays an important role in firming the cultural capital of students. Desjardins and Toutkoushian (2005) also stated that students belonging to families having different socioeconomic statuses always reflect diverse attitudes for field selection. Dumais (2006) highlighted that parents' status and habitus have a strong influence on students' habitus. Therefore, it can be concluded that like other factors, the socioeconomic status of parents has also a profound effect on the cultural capital of students, their future, and overall habitus.

In reproducing capitalism, the school has become a key institution. The relationship among social, economic, and cultural capital is not replicable but transformational. For example, an individual who knows some influential or important people and who has some appreciated social networks is considered that / have social capital. This type of social capital has been also proving very beneficial to economic capital (Bourdieu, 2010). It has been observed that those persons can gain valuable experiences and qualifications that belong to well-settled families as their parents can finance them to study abroad and gain enriched experiences by coordinating with experts. And such kinds of opportunities can prove very supportive in enriching cultural capital. Individuals enriched with cultural capital also got ample opportunities to work at high ranks in companies and this situation depicts how cultural capital can support an individual to enrich his/her economic capital.

Cultural capital pertains to the cultural knowledge that is derived from social surroundings and functions as a product of social class. Furthermore, researchers (Stanton-Salazar & Dornbusch, 1995) indicated that cultural capital emphasized the acquisition of socially transmitted knowledge and emphasized promoting social relations as these

relations enable individuals to access socially transmitted knowledge. Classical economic theories assume that students compare the expected benefits and costs of higher education, and behave in a way that maximizes their utility (Becker, 1993; Schultz, 1961). Thus, according to the traditional economic model, in the school-choice, decision-making process students choose to go to school if the benefits of doing so outweigh the costs. While the expected benefits of higher education include monetary benefits and non-monetary benefits, the expected costs of school education include both direct costs e.g., tuition, fees, books, and lodging expenses, and indirect costs e.g., foregone earnings, foregone leisure (Becker, 1993; Young & Reyes, 1987).

Enriched cultural and economic capital enables an individual to build up his/her social circle by expanding social networks and this activity results in upgrading social capital. So from this discussion, it can be deduced that there is a transformational relationship among social, cultural, and economic. The three forms of capital are interlinked and prove very imperative in making an individual a productive and respectable citizen (Farid, Abbasi, & Mahmood, 2021). But on the other hand, Bourdieu's (1993) point of view regarding these forms of capital is also noteworthy and it is clear from his writings that all these forms of capital exist with their context and independent logic and are non-replicable as well. For example, cultural capital is valuable only in some particular situations and special scenarios and it cannot be replaced straightforwardly by social and economic capital.

For the promotion of cultural capital; a key indicator is to promote the habit of intercultural interactions among students and Cuc (2013) reflected that by using various strategies such as reflection exercises, portfolios, electronic sources, and project method

and discussion sessions; teachers can enable students to improve their intercultural interactions with students coming from diverse cultures/backgrounds. In the same scenario, it has been also described by Butnaru (2009) that though promoting the habit of intercultural interactions among students is a challenge for teachers and it may become the reason for oppression and tension. But, this target may be achieved by developing moral values among students as to when they will become morally sound then they will be able to respect each other viewpoints and feelings. Furthermore, it has been also indicated by Mahmud (2009) that by ensuring a balance between the local and ethnic systems of values; teachers can promote the values of tolerance and acceptability of other views among students, which are positive signs for the formation of bicultural competencies and mutual enrichment.

Martono et al. (2003) stated that for promoting national culture and strengthening the cultural capital of students; freedom may be offered to various cultural groups for developing a system of sustaining and mounting cultural values. For improving multilingual competencies of students, Ollerhead & Taylor-Leech (2019) suggested that teaching practices conducted in multilingual ways such as reading, writing, and speaking permit students to avail the cultural resources which promote the personal grooming of their classroom work, and also improve the knowledge through texts in more than one language. They also highlighted that if students will be prevented to use mother languages for concept clarification; then this action may be considered a form of denying the human right.

Furthermore, focusing only on the promotion of dominant cultural language can also prevent teachers from ensuring an effective learning environment based on student's

experience and knowledge. Ensuring religious harmony among students is also a strong predictor for promotion of cultural capital as Sumbulah and Purnomo (2018) reflected that the understanding of religion is to respect other religious communities, to tolerate and a comprehensive religious understanding can promote equality among majority and minorities to promote religious freedom on the field (institution) and in society. According to UNESCO (2004), it has been acknowledged by government and donor agencies that the public education system is facing many challenges related to outdated curriculum and scarcity of physical facilities. It has been also highlighted in the National Education Policy (2009) that the standard of the public sector education system is very low and due to this reason elite class parents always prefer to send their children to private English medium schools as they are taught foreign curricula and are following updated examination system.

Due to this situation, even in major cities of Pakistan, public schools are catching the attention of only middle and lower-class parents for their children's education (Rahman, 2004). Social class differences prevailing in society leave no other option for children of socially disadvantaged classes except to get enrolled in Islamic Madaris or public schools (Rahman, 2006; Ullah, 2013; Malik, 2015). The aristocratic view of education has been adopted by inherited English schools and chief colleges, as they are educating only the children belonging to the ruling class (Khattak, 2014; Ullah, 2013). Moreover, these institutions enjoy the additional support of the ruling class and receive more funds and facilities as compared to public schools to ensure the development of effective English language skills among elite class children and provision of high-quality education for them (Rahman, 2004; Malik, 2012; Khattak, 2014). High-quality education

and English language skills are considered a gateway to a profitable job at private as well as public organizations.

As compared to the higher class, children who belong to the lower social class are not being provided social and economic opportunities (Malik, 2015; Curle, 1966) that's why they remain socially and economically disadvantaged. Keeping in view the dichotomy in the education system, the need for an integrated, just and egalitarian system has been felt. In this regard, various education commissions have been appointed periodically by the government for eradicating social segregation, ensuring the establishment of an integrated education system at the national level and social mobility of disadvantaged social groups (Khattak, 2014). Despite all these efforts at the national level, in Asia public schools of Pakistan are the most backward and deficient educational institutions (Ullah, 2013) and this situation is reflecting the supremacy of elite class schools (The Economist Intelligence Unit, 2007). Lack of commitment for achieving the goal of the integrated education system has been also acknowledged in National Education Policy (2009) and due to its gender as well as sector-wise disparities and dropout rate is increasing day by day. Poor quality education at public schools is being criticized by various research scholars (Ullah, 2013; Jones, 2001; Malik, 2015). Students are facing many problems at government schools (Khattak, 2014) such as stuffy classrooms, shortage of reading material, untrained teachers training, lack of washroom, and clean drinking water.

2.2.2 Effect of Family Background and Peer Group on Child Education

Young students especially those belonging to low-income families always consider the expenditures of higher education as empirical evidence for liquidity constraints viewpoint. It has been observed that as compared to high schools graduates of lower tuition

levels states, graduates of high tuition levels states enter college as soon as possible (Li & Xie, 2020; Kane, 1996). Students who belong to low-income white and black families suffer a lot due to delays in college entry as it affects the costs and benefits of higher education. It has been explored by Kane (1996) that there is a negative correlation between the timing of college and tuition level.

Furthermore, it has been argued that as compared to children coming from middle and high-income families, college enrollment rates are more sensitive to children who belong to low-income families(Kane, 1994 & 1995) due to tuition and geographic proximity of a college (Card, 1995). Researcher Ellwood and Kane (2000) declared that though a large portion of the association between children educational attainment and parents' income is explained by differing college enrollment it does not completely disappear even when academic preparation of children is controlled for(Li & Xie, 2020; Christian, 2007).

But on the other side, it has been argued by some researchers (such as Burke, 2015) that previous studies reflected that there is a strong relationship between children's educational attainment and their parents' income (Oliver & Shapiro, 1990). Though this relationship is obvious there are many other unobserved characteristics such as cognitive skills of students that have a strong effect on the educational attainment of children. In these scenarios, it has been declared that the cognitive skills of high-income parents are better than the cognitive skills of lower-income parents and the same abilities are transferred to their students. Besides this, the superior economic status of high-income parents tends them to prepare their children for higher education institutions (Delva, Forrier, & De Cuyper, 2021).

Therefore, based on the above discussion, it can be concluded that liquidity constraints are not the only reason for the low achievement level of students coming from low-income families. Many other factors have direct as well as indirect factors that have a strong effect on the educational attainment of children. As parents' assets play a key role in financing children's education that's why lack of attention toward this concept is puzzling. To cover the high education, even among high-income families, income always remains insufficient and these are the assets that usually fill the gap between current income and college expenses (Agostinelli, Doepke, Sorrenti, & Zilibotti, 2020). If families face unemployment or economic loss then in this situation by providing an economic buffer, assets encourage children to continue their school routine.

Other variables such as the good location of the school and homeownership in a decent area often motivate children to continue their studies up to college-level (Conley, 1999; Keister, 2000; Oliver & Shapiro, 1990; Shapiro, 2004; Sherraden, 1991). Furthermore, having assets ownership creates ample opportunities for families to access credit. Families having liquid assets do not need to borrow money for the education of their children but on the other hand families with larger home equity are required to borrow a great amount of money for the education of their children (Cha et al. 2005). It has been explored by Zhan and Sherraden (2003) that there is a positive relationship between household savings, homeownership, parental expectations, and children's academic performance. And the effect of income becomes unimportant about child education if families have a lot of assets.

Various studies have been conducted to explore the impacts of mediating roles and parental assets on child educational achievement at the school level such as Orr (2003) has

reported that there is a clear cut gap between the test scores of African Americans and White Americans and the major factor behind this scenario is total property of family Zhan and Sherraden (2009). While mediating factors associated with students' test scores are extra-curricular activities such as outing, playing, debating, etc. which are also called cultural capital opportunities. Depending upon children's academic ability or age, involvement of parents in education may vary, e.g. at higher grades due to a higher degree of parental involvement children face difficulty. It has been argued by Zhan (2006) that reading and math scores of children are positively associated with family total property and parents' expectations from students are mediating factors on both test scores.

Individual belonging to the diverse family background has a different understanding of the world as family education serves as a baseline for the development of taste among individuals (Bourdieu, 2000). Therefore it can be concluded that the surroundings of an individual unconsciously influence his cultural capital and it is mainly gained through family education during the initial years. Prestigious educational institutions develop a high level of taste among their students to reflect the values of schools in an appreciable way (Agostinelli, Doepke, Sorrenti, & Zilibotti, 2020). Furthermore, it has been argued by Bourdieu (1986) that the Social status and cultural trajectory of an individual is reflected through his/her artistic performance and preferences for culture and diet. For example, it has been explained that the capability of playing musical instruments and appreciation of art is not only linked with long-term preferences of the individual but is also associated with the concept of economic means such as power holders and spending money for leisure.

Children who belong to a higher class group have less or more knowledge to appreciate artworks such as Beethoven symphony or Monet painting as compared to the children who belong to the low-class group. As it has been explained by Webb, Schirato, & Danaher (2002) family status and the nature of education that a child receives from his/her family is closely associated with their taste for art and ability to appreciate art. Bourdieu argued that difference in confidence is due to differences in family status and schooling that has been provided to students at an early stage of life as these things have a strong impact on social confidence and conceptual skills (Burke, 2015). Due to poor economic conditions, some people cannot get a chance to be familiar with music and art as art and music classes are very expensive. Hard work is required from lower-class parents for covering the basic expenditures of their family, consequently, their children remain unfamiliar with the concept of leisure. Due to this reason, whenever the children of lower-class families get free time, they always prefer to take a rest to prepare themselves for the next tasks and their priority always remains to work for survival.

Researchers (such as Garzon, 2006, Kahlenberg, 2006; & Kirkup, 2008) have explored the effect of socioeconomic status (SES) on students' academic performance and resulted that students having high socioeconomic status perform better as compared to students having middle or low socioeconomic status (Hanes, 2008). They further described that parents' high SES is a strong indicator of students' better academic performance as compared to other factors such as peer factors, school factors, and students' personality (Farooq, Chaudhry, Shafiq, & Berhanu, 2011). Effect of demographic variables such as age, gender, living areas, etc. has also remained a point of great attention for researchers (Parri, 2006; Blevins, 2009) and it has been indicated that due to changing values of quality

and diverse viewpoint of educational stakeholders their exact effect is very complex to describe.

A series of characters that influence the expectations of a person regarding social life may be termed *habitus*. Therefore, a middle-class person can talk to professionals such as professors and lawyers in a more comfortable way as compared to persons who belong to the working class. Bao (1997) reflected that ease in conversation is due to the same background, which leads to the similarity in individuals' and professionals' education, life experiences, and values. Likewise, the baseline of effective interaction among faculty members and students is also their values and family background. Bourdieu's concept of cultural capital is also linked with these arguments as it states that criterion and standard that is required for a faculty position demand similar educational background from faculty members which is determined by their family status. That's why similarity regarding cultural capital cannot be determined by the same educational background. For instance, the level of understanding in this world of a Ph.D. degree holder coming from a poor family background will be different from the level of a Ph.D. holder who has a rich family background.

Morgan and Sorenson (1999) have explored that the social network compactness of parents cannot surely enhance the academic achievement of children but Carbonaro (1998) and Sun (1999) have explored a positive relationship among these two variables. Supportive and positive relations have been emphasized by child-parent social capital among adult actors in the social network of children. While the difference between non-mobile and mobile students has been emphasized by peer child social capital regarding types of adults who may serve as role models for educational failure or success. Various

researchers (e.g. Bank et al., 1990; Duncan et al., 1968; & Ryan, 2000) have found that there is a clear association between educational aspirations as well as the behavior of child and characteristics of the peer group. Recent research studies rigorously focus on identifying the effects of peer networks on the behavior of children, while the focus of some researchers has remained specifically delinquency. For example, it has been explored by Haynie (2001) that friends delinquency is closely associated with adults' involvement in delinquent behavior. The nature of friendship ties also lessens or heightens the involvement of adults in delinquent activities. As, it has been concluded by Demuth (2004) that as compared to non-loners, loner adults with no or very few friendship binds do not get engage frequently in delinquent activities but they make worse grades due to less attention towards their studies.

Additionally, in new schools and communities, mobile children get fewer chances to be identified or selected as close friends of their classmates and they have to struggle for becoming the center of attention in social networks. Only the students who cannot exhibit high academic performance and who have considered slow learners in class allow mobile students to be integrated with their social group. Eckert (1989) as well as Adler and Adler (1998) based on their ethnographic studies have explored that there is a clear status hierarchy in the majority of schools and that status is determined by dominant group and placement of students in school hierarchy is often based on students involvement in a social group (Eder, 1985). Due to this reason, new arrival students always remain behind in this scenario.

As a result, when mobile students join the group having weak academic performance then they are being encouraged to get involved in delinquent behavior. In this

situation, by imitation process the behavior of adults gets influenced by their peer group, they get involved directly or indirectly in delinquent activities by internalizing or inculcating the attitudes and norms which are favorable to such behavior. It has been explored by Haynie and South (2002) that as compared to a social group of non-mobile adults, the social group of mobile adults always have low college expectation and low academic grades. But despite all these facts, yet it is unclear whether either there is a negative impact of students' mobility on dropout from school or not (French & Conrad, 2001; South et al., 2001). A study conducted by Pribesh and Downey (1999) to explore the impact of students' mobility on their academic behavior revealed that students' mobility detracts them from overall attachment, better academic aspirations, and performance. Furthermore, McNeal (1995) asserted that mobile students show less participation in co-curricular activities, and due to these reasons they drop out of schools in a short period (Rumberger & Larson, 1998).

Adolescence is considered a turning point in the life of individuals, as during this period they have to struggle for finding supportive and appropriate peer groups, to establish their self-image, and in some cases to begin physical, psychological, and emotional separation from their parents. That's why at that stage, mobility from one community to another has been considered a stressful event for them, as they have to build up new relationships regarding peers, teachers, and social groups (Fenzel, 1989; Raviv et al., 1990) and this action has threatened their self-esteem and self-concept. Keeping in view these considerations, a study has been conducted by Hendershott with students of sixth to eighth grade and it has been explored that residential mobility has negative effects on children's

self-esteem, self-denigration, and mastery over the environment (Frothin, Lessard, & Marcotte, 2010).

Mobility creates psychological distress among children as feel isolated regarding the social group (Raviv et al., 1990) and it has been declared by researchers (Rumberger & Larson, 1998) that this psychological distress is the major cause of high dropout. In children's schools, the level of mobility has an independent influence on dropout from school (Kerbow, 1996). Mobility from one community to another community not only inhibits the sharing of human resources but also detracts from the cohesiveness of family social networks (Sun, 1999). The discrepancy of social networks that are associated with mobility limits the social support that students can receive from other parents or community members (Sampson et al., 1999). Moreover, in some highly populated schools, even many non-mobile students face serious problems regarding class routines and curriculum, therefore in such a situation, it becomes a challenge for mobile students to continue their studies (Lash & Kirkpatrick, 1990; Whalen & Fried, 1973). Based on the above discussion, it can be concluded that there is not any study that clearly described the effect of mobility on the dropout rate, but the majority of the arguments support the fact that it has a great impact on student achievement.

According to Henry (2009) parents' low socioeconomic status, absenteeism and lack of education-related facilities also cause the poor academic performance of students. Stearns and Glennie (2006) stated that due to various contextual and structural factors, students start to consider their school a hostile place. Students' health-related problems, weak motivation from siblings and parents, and inadequate education-related and physical facilities can also lead to the poor academic performance of students (Neamțu, 2003).

According to Temitope and Christy (2015), the peer group has a strong influence on child academic performance, and the educational assistance that students receive from their peers depends on the educational background of their peers. Besides it, students' expectations, their relationship with peers, and their perception of social values are also considered determinants of peer group influence.

With time, the influence of peer groups is taking various forms; in some cases, it has been proved very productive and in some other situations it has negatively influenced students' personalities. The influence of peer groups can be seen in every aspects aspect of students' personality; i.e. from dressing to eating habits. It is the responsibility of parents at home and teachers at educational institutions that they must have an eye on the social circle of students; so that negative influences of the peer group may be avoided. It has been indicated by literature that if students will have peers having the same educational interest then their relationship may prove very beneficial for their academic and professional life. As Mapesa (2013) indicated that peers having the same educational interest can prove very supportive in preparing course material and arranging study group sessions.

Peer groups may be also regarded as a social force that has a significant effect on the beliefs, behavior, and attitude of students. As previously mentioned, their influence may be of both types positive as well negative. And it has been explored by Mosha (2017) that the influence of peer groups has been found very high at public schools as compared to private schools. He further argued that students' habit of socialization, their relationship with peers, school environment, and impact of globalization at educational institutions are considered key determinants of students' academic performance. If we talk about the effect of school type and educational services (provided by parents and schools) on students'

academic performance then it has been highlighted by researchers (i.e. Tsinidou, Gerogiannis, & Fitsilis, 2010) that their influence is not tangible and very difficult to measure as these indicators are very crucial for modifying students behavior, developing life skills among them and ensuring the effective transformation of knowledge. Therefore, parents and school administrators must ensure the provision of adequate educational facilities.

Proponents of reproduction theory argued that instead of focusing on the bottom-up agency by small groups or individuals, schools always rely on the top-down structural determination (Collins, 2009). It has been argued that despite exhibiting effort and talent; schools do not support the social ascension of students who come from disadvantaged families. Implicit factors of culture, language, policies, and economy are working on a large scale to heighten the difference among students coming from various classes rather than mitigate the achievement gap among students. It is a general view that curriculum, daily structure, and tracking are a reflection of certain social classes' experience that plays an important role in organizing school activities (Collinson, 2000). As a result, children who are incorporated into these social systems at the school level are eventually prepared for dominated places in the economy. It has been indicated by Nash (1990) Centrality of habitus is also another important factor that defines the nature of activities within the school.

Now a day, schools are playing an important and active role in strengthening the habitus of children, though previously, it was considered a mainly family-driven concept. The major reason for this changing circumstance is that schools are generating that particular habitus among all students which the dominant student population brings with

it. Habitus of the dominant student population and those who have designed school settings has become prominent in school settings to that extent, that if any student wants to succeed in class, he/she must eventually interiorize that habitus (Nash, 1990). When at school students are expected to follow the rules and regulations of the dominant group, then in that case those students suffer a lot who come from those families who do not abide by the norms, rules, and regulations of that dominant group habitus. It has been argued that if schools are controlled by dominant class habitus, then that group of students is considered "school ready", who came from that home environment which inculcates the habitus of the same class.

Students coming from non-dominant classes are labeled as culturally derived and having learning deficiency because they do not come with a habitus of dominant class which is prevailing at school and they have not adequate means of accessing learning and acquiring socially developed knowledge. Inaccurately, these deficiencies are considered the child's weaknesses. Bourdieu makes an argument against this concept and states that these deficiencies are not due to a child's weaknesses but they develop among students due to pedagogic practices that are adopted for the behavioral dispositions and mental formation of children (Nash, 1990). Consequently, the lower academic performance of students is attributed to schools by Bourdieu as they do not support and address individual differences among students.

Likewise, similar influence is exerted to school dominant habitus by the culture of power of the school setting. As the culture of power connotes various types of powers that the dominant class holds over others and is created by the dominant social class, therefore, it is acceptable for only a specific setting. This culture of power enables individuals of a

specific setting to direct themselves for attaining more power to rule society. It is extremely difficult to access resources for those persons who are not a member of that specific culture of power (Delpit, 1995) its rules are transferred and known to only those members who belong to the dominant social class. Another dilemma that has been highlighted is that people of dominant culture rarely address and follow the rules and regulations which are imposed on individuals coming from deprived families. As all advantages and comforts are provided to children belonging to a class having a culture of power (Pearce, Spiro, & Ebrey, 2020) that's why these children always shy away from discussing the reasons for their acquisitions with non-members of that culture.

The concept of "culture of power" is evident not only in schools but in the classroom setting. Middle-class white teachers, who hold great capital or power at school, can easily transmit their traditions to students who belong to a class having dominant culture ((Pearce, Spiro, & Ebrey, 2020; Delpit, 1995). The potential of gaining privilege remains very low in that school/classroom setting for those students who come from different backgrounds as compared to those who belong to the dominant culture. As children from socially deprived classes are not familiar with rules of power and codes that are being practiced at schools such as interactional styles, appropriate dress, taboo actions or words, and embedded meaning, they are not being proper chances to negotiate these rules with their fellows or teachers due to class gap. Contrariwise, teachers belonging to a class having dominant culture are not being trained in such a way that they can address power differential among students and can use teaching strategies keeping in view the background knowledge and mental capabilities of students coming from diverse cultures.

Consequently, social inequalities get increased when teachers become vague about their directions and responsibilities to minimize the apparent difference of power among students. Due to these types of conflicts in the classroom setting, schools remain to fail to ensure a true exchange of power among all students despite their class difference (Pearce, Spiro, & Ebrey, 2020). According to Delpit (1995) leaving behind to those students who belong to deprived social classes, access to capital is passed from generation to generation of those students who belong to classes having the power of culture. Besides, dominant culture, language is another main element of the culture of power and school habitus. Therefore, if the home language of the child is different from the language of school norms then children face a lot of adaptation difficulties. The detail of language-related views is as follows:

2.2.3 Language and Linguistic Capital

A language facility is considered one of the major perpetrators of social reproduction, therefore it plays an imperative role in the creation of social identity. According to Collins (2009), it is an important tool that enables individuals to adjust to the culture of a larger community and motivates them to build a relationship with society members. In the area of education, language has a great influence on children's education as it serves as a basis in an educational institution for transmission of knowledge through the teaching-learning process (Collins, 2009). Basil Bernstein (1964) who is a renowned British Sociologist has significantly contributed to reproduction theory in his research on language with relation to social class. It has been stated that there are two levels of language: the first is concerned with elements such as syntactic devices that may be used for the organization of language and the second element is related to vocabulary or

objective reference (Shah & Lerche, 2020). Speech that builds off of language in its entirety, demonstrates the process by which individuals put language structure and vocabulary together in the instant moment.

Regarding the concepts of speech and language, Bernstein (1964) stated that in every instance of speech social structure is working actively. The form in which social relationship proceeds regulates the options that are selected by speakers at both vocabulary and structural levels. It has been indicated that specific codes of language, organization of speech, and predetermined planning are utilized by particular social classes. Language codes that exist within speech are highly dependent on social structure and according to the nature of the relationship, they may take various forms. Major linguistic codes which have been described by Collins (2009) and Bernstein (1964) are two: elaborated and restrictive codes. As the speaker employs a limited range of organizational features such as syntax for developing his/her point, that's why restricted codes are considered highly predictable, while vocabulary codes are usually narrow in scope. Meanings that are delivered through restricted speech are not explicit and are frequently developed and assumed through nonverbal methods of communication.

Lacan, Sheridan, and Bowie (2020) argued that general forms of speech that are developed through restricted codes are narrative, concrete, and descriptive and play an imperative role in such social situations where social status within the members of the community are predictable and already known. As compared to restrictive codes, speech that is produced by elaborated codes is generally abstract or analytical and is represented by unpredictable structures of language. Speakers, who employ elaborated codes, can draw meaning from a large store of organizational vocabulary and options for making their

speech more meaningful (Shah & Lerche, 2020). As it develops the ability to elaborate and expand meaning among speakers, so they become able to transmit more discrete points of their speech. Based on these arguments, it has been stated by Bernstein (1964) that restricted codes are status-based and that elaborated codes are person-oriented. Therefore, elaborated codes enable individuals for restructuring their speech to individuate among various social relationships.

It has been argued by Bernstein (1964) regardless of social class, all children grow up inconspicuously in verbalized environments. The social structure to which a child belongs always reinforces child listening and speaking capabilities. Therefore, children always follow the language codes practiced by their parents through constant observation. As the language codes that are used by parents determine their children's social, intellectual, and affective orientation, therefore child not only uses these codes for speaking but also for shaping their reality (Lacan, Sheridan, & Bowie, 2020; Bernstein, 1964). For their intellectual capacity, these codes are not always indicative but they are indicators of the linguistic patterns that are being practiced in their surroundings. The children who belong to the middle or upper social class tend to use elaborative codes with control over restricted codes and the children who came from lower social classes remain limited to restrictive codes of language.

Linguistic codes that are used by children regardless of their social background represent the work and educational experiences of their parents as well as their familial background (Collins, 2009). Students from lower social class families often remain behind students of high or middle social classes due to communication gaps as their parents transmit restrictive codes and they do not align with the language used in academic settings

or schools. Therefore, it can be reflected that languages codes which children use at schools are representative of their home environment but do not necessarily represent their intellectual abilities (Shah, & Lerche, 2020). Unluckily, rather than a diverse communication style, a restrictive code of language indicates that there is a sort of deficiency. Therefore it can result from that language codes that children practice in the early years of their life have a subsequent effect on their academic performance in later years.

It has been also established by researchers (such as Darnon, Wiederkehr, Dompnier, & Martinot, 2018) that children coming from families shaving low SES scores less in mathematics and language-related subjects as these subjects demand practice at home. Furthermore, it has been explored by Jetten, Mols, Healy, and Spears (2017) that extreme anxiety level has been found among the students that are coming from families having low socioeconomic status and it became the major reason for their poor academic performance. To explore the multilingual competencies of students, various studies have been conducted and it has been explored by Roy (2017) that learning the second language is always a challenge for those students who have inadequate educational facilities as compared to those who have many resources to learn the second language.

Besides resources, the home environment also has a significant role in this regard; as in rural areas students have very few opportunities to speak and learn languages other than their mother tongue. The impact of students' cultural capital on their language-related proficiencies has been explored by various researchers (De, 2017; Khodadady & Ashrafborji, 2016; Salameh, 2012) and they have found that enriched cultural capital of students plays a significant role in students' better performance for language learning. It

has been established by Dumais and Ward (2010) as well Pishghadam, Noghani, and Zabihi (2011) that students having high cultural capital perform better and show improved language-related proficiencies as compared to students having low cultural capital.

Economic prejudices are often created by people coming from elite class families (Billiet, Meuleman, & De Witte, 2014; Kuppens, Spears, Manstead, & Tausch, 2018) and high economic inequalities make people of elite classes less substantial to others due to their attitude (Cote, House, & Willer, 2015). Besides economic conditions, the ideology of families also has a significant influence on students' behavior and cognition (e.g., Wiederkehr, Bonnot, Krauth-Gruber, & Darnon, 2015) and these ideologies also influence administrative staff at schools and workplace environments in markets. Due to these reasons, students coming from disadvantaged and middle-class families got fewer opportunities to improve their educational and social status. Keeping in view these circumstances it has been suggested by Manstead (2018) that there is a dire need to review existing educational policies and take initiatives that may play a role to break the cycle of deprivation that is becoming the reason for pulling behind poor students and also targeting to national cohesion.

It has been assumed in classical economic theories that expected costs and benefits are compared by students at the start of higher education and then they behave in accordance to the way that will exploit its utility (Becker, 1993; Schultz, 1961). Likewise, the traditional economic model reflected that while deciding to select schools, students will select that school whose benefits will compensate for the costs. As the monetary and non-monetary type of benefits is expected from higher education, that's why expected costs of education at the school level include both types of costs i.e. books, fees, and lodging

expenses that are included indirect costs and costs of foregone leisure, foregone earnings, etc. that are included in indirect costs (Young & Reyes, 1987). The next theme of literature is the cultural capital and its detail is as follows:

2.2.4 Cultural, Social and Academic Capital

The concept of cultural capital entails various indicators such as the availability of cultural goods, adoption of specific behavior patterns, and educational credentials. Across generations, students can use their cultural capital to obtain, sustain and upgrade their cultural and social positions. The best possible strategy that may be utilized by students coming from socially disadvantaged families to sustain a higher position in the social circle is to obtain prestigious education. Students coming from elite families obtain such type of education just to transfer their cultural heritage towards the next generations and such degrees also play an important role in getting a better position during professional life (Farid, Abbasi, & Mahmood, 2021). Due to these reasons, it is perceived that the education system is contributing towards the reproduction of inequalities as educational institutes are accepting preferably those students who have enriched cultural capital.

Besides it, parents having low socio economies status also show very less concern to get feedback from teachers about their children's performance and this act is negatively influencing the cultural, economic, and social capital of students (Amato, 2010; Kim, 2011; Sun & Li, 2009). Another factor that influences students' academic performance to great extent is single-parent families as they cannot give adequate attention to students and it leads to distress among students (McLanahan & Percheski, 2008). Therefore, it can be concluded that the effect of family on students' academic performance is obvious

(Bjorklund, Ginther, & Sundström, 2007; Francesconi, Jenkins, & Siedler 2010) and its role in modifying students actions and behavior cannot be neglected at any cost.

One of the most distinctive and original features of Bourdieu's theory is cultural capital as it includes a wide range of practices, knowledge, and skills that serve as a baseline of the class system. According to Bourdieu (1977), it is a tool that is classically valued by society i.e. by educational institutions and that can be utilized by individuals to gain resources. Though a straightforward definition of cultural capital has not been provided by Bourdieu, his definition of cultural capital is "highly slippery and intriguing" (Rikowski, 2002, p. 57). As compared to the definition of cultural capital, the definition of social capital has been clearly described by Bourdieu and it has been stated that social capital refers to the family as well as individual acquaintances, social network, and connections which provide quest of social outcomes in the attainment process of status along with educational benefits (Bourdieu, 1986, 1990; Dhesi, 2000; Green & Vryonides, 2005). Furthermore, it has been that the aggregate of potential or actual resources is called social capital, and these resources are linked to ownership of a durable network or existing relationships of mutual recognition and acquaintance.

The obvious connection between actors that are useful for the social and cognitive development of the child and that are involved in community organization and family relations can be conceptualized as social capital (Coleman, 1990). The enduring and strong connection among children, their parents, friends, teachers, and other society members may serve as a baseline of emotional, financial, and social support as well as normative guidance, which play an important role in ensuring the positive development of children. According to Coleman (1998) connections among children, their parents, friends, and

teachers are of great importance and may be termed as intergenerational closure. According to Coleman's theory, residential mobility can become a problem for children as their mobility to a new school or new community has a great effect on their social relations that connect children, their parents, teachers, and friends and consequently, it becomes the reason of child weak social capital. Based on these arguments, it is indicated that residential mobility broke the social relations of children at each move and can be considered a strong indicator of determining the social capital of children, as social capital is dependent on social relations to a great extent (Hagan et al., 1996). On the other hand, it is a general belief that student mobility should be treated as a latent indicator of ensuring child access towards enriched social capital.

But as in the majority of cases, residential mobility has a deficit social capital of children, therefore it has been hypothesized that it harms the behavior of school-going children and has increased dropout rate at the school level (Crosnoe, 2004). That's why the evidence of linking children's social capital with their educational performance at a higher level seems quite appropriate. And whenever the family-based social capital of a child is considered as a unique characteristic of a child, then this argument becomes too much strong. Researchers (such as Astone & McLanahan, 1991; Muller, 1993; Smith et al., 1995; Teachman et al., 1997; McNeal, 1999; Crosnoe, 2004) have explored that student educational performance, retention at school, and attendance at the college level are positively linked with various dimensions of family-based social capital such as frequency, strength, and duration of compassionate parent-child interactions.

In other words, it can be explained that these resources are linked to the association of a group that may provide backing of the mutually owned capital to its members or a

credential that may be entitled to them in various forms (Bourdieu, 1997). The concept of cultural capital reflected that in the initial years of growing up, parents play the role of children's first teachers, and families are considered the institutions of child learning. At this stage, training in etiquette and behavior is considered the main focus of education. For example, children are trained to show respect for their elders. There are great differences between these two modes of education; education that is provided at home and the education and knowledge that a student gain from formal institutions such as school or university. It has been argued by Bourdieu and Wacquant (1992) that the enriching cultural capital of an individual family plays an important role.

For example, children who belong to the elite class, they got support from their parents for studying in exclusive educational institutions and abroad as well as to grasp prestigious knowledge and qualifications. There are three major forms of cultural capital and these are termed as objectified state, embodied state, and institutionalized state (Bourdieu 1986). Material objects such as paintings, books, and ceramics are included in the objectified state. As these cultural products (goods) are closely associated with cultural capital, therefore by possessing them an individual can become culturally strong. The second form of cultural capital that is known as embodied state comprised various elements i.e. habitus, skills, way of talking, and way of interacting with others. The adoption and practice of these characteristics depend upon the bodily hexis of persons (Bourdieu, 1990). These bodily hexis are bodily movements, forms of body, and demeanor that are aligned with set standards of culture (Schirato, Danaher, & Webb, 2012), and such kind of hexis is being developed by school and family.

An institutionalized state is considered the third form of cultural capital and it is recognized as a license or certificate. This form of cultural capital is exchangeable and comparable and it has a great possibility of transforming cultural capital into economic capital. Along with these three basic types of capital that are economic, cultural, and social, Bourdieu (1984, 1988, & 1998) also promoted the idea of academic capital. But, it is clear from the literature that due attention like other types of capital i.e. social and cultural has not been paid to academic capital. There is not enough literature that may describe that how Bourdieu and other renowned scholars have explained the concept of “academic capital”. Available writings reflected that the term academic capital has been operationalized by Bourdieu (1984) as graduation from a prominent school or duration of schooling. The former idea may be understood as a quality of education along with its quantity and the later idea reflected the quantitative amount of education. Keeping in view the main ideas conceptualized by Bourdieu about academic capital, various scholars have used this concept for representing qualifications about higher education (Collinson, 2000) or educational credentials.

The concept of habitus is utilized in a structural view that assumes dispositions to act in diverse situations or practice provoking dispositions, to think in various ways, and to grasp the experience of diverse situations. It has been affirmed by Robbins (1993) that habitus is not only the form of social inheritance but it also implies dispositions, habits, or unthinkingness in actions. In the social order, the process of matching dispositions to the positions is denoted as habitus. Individuals are required to play their roles according to their social status. Habitus motivates people to work at those positions in social life that suit them. It has been argued by Bellamy (1994) that in human life habitus is a way that

takes propensity and structure for granted. Frank (2002) declared that habitus trumps the cognition of individuals that's why they cannot question or think about their place. According to Bourdieu, habitus is the principle of both discontinuity and continuity (Wacquant, 2006). As Bourdieu and Passeron (1990) suggested that habitus is the site of externalization of internality and internalization of reality. Therefore, in subjective habitus, the possibility of change can be viewed by considering its relationship to other people's objective world.

It has been argued that formal structure alone cannot ensure fundamental social changes but habitual orientations to actions are also the main indicators of social change (Calhoun, 2003). Debate on the nature of habitus has remained persistent and it is not clear yet that either it is mutable or predominantly static (Hillier & Rooksby, 2005). Based on research studies, it has been declared by Bourdieu and Wacquant (1992) that habitus is not eternal but it is durable and it has neither destiny nor a fate. Another point of view is that habitus is past that serves to survive the present and as it is a product of history, therefore, historical actions can modify it (Bourdieu, 1977). Concepts of past and present as well as static and dynamic have been emphasized by Bourdieu concerning habitus and the possibility of change exists in habitus.

Along with habitus, the concept of field has been also defined by Bourdieu and it has been viewed as a configuration or a network of objective relations between positions (that are objectively defined) and determinations (that are imposed by potential and present situations on institutions, agents or occupants) in the structure of power distribution. These objective relations command access to other positions and specific profits which are at the stake in the field (Bourdieu & Wacquant, 1992). In the emergence of the field, the degree

of autonomy in each field is considered a critical phase (Bourdieu, 1983). In its distinctive phase, autonomy clarifies that the field can be engaged according to the situation, produce idiosyncratic capital, and cannot be reduced to instantaneous dependence on any other field. There are many homologies between the ways fields are structured or organized and the way they operate or function, i.e. each field has one dominant class along with various dominated classes, mechanisms of reproduction, and struggle stories for exclusion or usurpation, etc. (Calhoun, 2003; Wacquant, 2006). In each field, these specific characteristics work in an irreducible form.

Similarities or differences among fields have two sources: the first source is related to reflection of various commonalities in practice and dispositions as the various logics of different fields translate it and the second source reflects that these similarities and differences are due to the power of dominant fields as it is imposed upon the structure of dominated fields (Bourdieu, 1983). Based on the above-mentioned arguments, it can be concluded that the social reproduction theory of Bourdieu explained that children who come from disadvantaged backgrounds remain culturally and economically weak as compared to children coming from higher or middle social classes (Farid, 2019). Due to this reason, they have lower expectations and cannot gain the capital which is necessary for ensuring success in the field of education. When children from lower social classes realize that they cannot compete with children who belong to middle or high social classes, they prefer to leave school instead of continuing their studies (Ogbu, 1978; Farid & Abbasi, 2019a, Farid & Abbasi, 2019b). In this situation, children of middle and high social classes stay in school and internalize their social advantages as prospects for academic success, and select courses of study according to their interests (Bourdieu, 1990).

Along with students' cultural capital, teachers' cultural capital can also play a significant role in developing multilingual proficiencies among students (Hassanzadeh, 2017 & Roy, 2017). As they are the teachers who provide required input and facilities to students for learning the rules and applications of a second language. During the learning of a second language, students required support at various stages and it has been argued by Kiley (2019) that an attractive environment and utilization of various teaching styles in classrooms can have a positive influence on students' learning of a second language. Students coming from disadvantaged areas show more interest in learning a second language as they consider it effective for being educated in the real sense and getting jobs (Teng, 2017). In contrast to previously mentioned research studies, it has been found by Mali (2021) that in rural settings, cultural capital has no significant effect on students' second language learning as it is very difficult to create cultural competence gap among various subjects or students.

If a sense of belongingness will be developed among students and they will be guaranteed with love and affection (Aruma & Hanachor, 2017) then their confidence and courage will get boosted up and they will positively contribute to developing a community within their classroom. The self-concept of a student is shaped by various factors such as the environment at their school, home, and classroom (Stephens, Markus, & Phillips, 2014). And it is believed that if a positive self-concept will be developed among students then it will strongly impact their actions, feelings, and thinking that may positively contribute to strengthening their cultural and social capital. Another thing that is playing an important role to reproduce social class differences among students is the concept of meritocracy (Kraus, Piff, & Keltner, 2011) as it plays a significant role in placing students

at various sections and denoting their social ranks. These social ranks play an important role in modifying students' emotions, thoughts, and behavior. And it has been described by Dubois, Rucker, and Galinsky (2015) that students coming from higher class families also reflect unethical behavior and tend to take unethical decisions for their benefit during the division of social ranks. And it has been also highlighted that students who enjoyed extraordinary better academic and physical facilities during their educational life, usually become self-centered and ignore the welfare of others for their benefit.

2.3 Summary

This chapter is based on an extensive review of studies related to cultural capital, social, capital, field selection, habitus, and factors affecting students' choices regarding subject and field selection and the role of schools in social reproduction. Initially, to draft the theoretical framework of the study, Bourdieu's theory of practice has been discussed in detail. Afterward, experts' views regarding disparities in the school education system, the effect of family status and peer network on education, social reproduction, and linguistic, cultural, social, and academic capital have been described in the section of empirical reviews. In the end role of the education system, teachers' instructional practices, value system, religious integrity and parents' income in strengthening the capital of students has been discussed in detail.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, I discuss the research methodology employed to conduct this research. It includes the theoretical stance that guides this study, explanation of mixed methods research design, population, sample, instruments, data collection, and data analysis techniques that have been carried out to assess the role of education in social reproduction. The reason to utilize mixed-method research methodology in this research was to collect both types of data qualitative and quantitative to explore in-depth information about the role of educational institutions in social reproduction from teachers' perspective while also getting a sense of the views and understanding about the issue. The purpose of this study is to contribute to exiting research studies/ literature that has been conducted to explore the role of education in social reproduction. Along with ontological and epistemological assumptions, reserment of research questions, subject selection, pilot study, and ethical considerations concerning human participation have been also described in detail.

3.1 Theoretical Stance

It is very important to define the concept of ontology before describing the detail of ontological assumptions that have been utilized for this study. According to Crotty (2003), ontological assumptions can be described as the study of being and it is concerned with the nature of reality. It also entails the ways of exploring information about the kind of world, structure of reality, and nature of existence. It has been argued by researchers (such as Guba & Lincoln, 1983, p. 83) that ontological assumptions include knowledge that provides answers about reality, its nature, and characteristics. Epistemological

assumptions are related to questions that are concerned with knowledge. They provide detailed information about knowledge-related questions such as what is knowledge, how we can attain knowledge, what are the ultimate sources of knowledge (Crotty, 2003).

These assumptions also clarify which kind of knowledge is possible to attain/research, what are the most adequate ways to explore and acquire this knowledge, and how the legitimacy and adequacy of acquired knowledge can be ensured (Maynard, 1994 in Crotty, Ibid, 8). As such all researchers have certain philosophical positioning while researching with human subjects. For instance, qualitative researchers take an interpretive approach drawing from inductive reasoning to develop a theory. According to Crotty (2003), the concept of constructionism can be defined as a view of all meaningful reality and all types of knowledge. Furthermore, it has been argued that this concept is based on human practices and is constructed as a result of human beings' interaction with the world. And within a basic social context, the concept of constructionism can be developed and communicated.

Therefore, it can be concluded that the meaning of actual knowledge is always constructed and cannot be discovered. On the other hand, quantitative researchers take a positivist approach arguing that knowledge is created scientifically and they use deductive reasoning intending to test an existing theory. Nevertheless, often mixed-method researcher finds it difficult to locate their theoretical positioning and in this respect, pragmatism is considered an easy way out. The difference between positivism and interpretivism places the two in opposite directions but it has been argued by many that the research process is not polarized as such. A pragmatic researcher moves back and forth between the two approaches as they try to make sense of reality (Morgan, 2007).

This study is informed by pragmatism since the focus of the current study was not only to explore the experience of teachers that are responsible to educate students at educational institutions but also focused on collecting data from students regarding their habitus. To obtain detailed data regarding capital, field, and habitus; both types of instruments i.e. questionnaire and interview were used. Multiple realities of participants were explored by using a mixed-method approach. Likewise, intermediary ontological and epistemological assumptions were also utilized. This intermediary approach includes the educational ideas of both paradigms i.e. positivism and interpretivism. This approach has enabled the researcher to explore the associations between social reproduction and education. Furthermore, it has also offered opportunities to consider teachers and students a part of the social world and their viewpoints were utilized in understanding the complex associations that prevail among social reproduction and education. This theory also emphasized that for generating new ideas do things in the real world, therefore I applied this theory in present research for exploring the ideas of teachers and students about social reproduction.

3.2 Research Design

The research design I used in this study was a sequential exploratory research design (Creswell & Plano Clark, 2015). This design required from researcher to collect initially qualitative data and following it collect the quantitative data and at the end interpret both types of data for composing findings and results. The major reason to select this design was that I aimed to collect the themes for quantitative data from the data collected from teachers in qualitative form Pictorial description of that design is as follows:

Sequential exploratory design

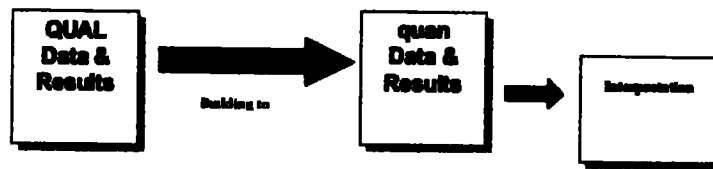


Figure 3.1: Sequential Exploratory Design (Creswell & Plano Clark, 2015)

Keeping in view the considerations of this design, I initially collected qualitative data, and afterward, based on qualitative data, a tool for collecting quantitative data was developed, and after ensuring the validity and reliability of that tool quantitative data were collected. Then I analyzed both types of data separately and then examines whether the findings confirm each other by comparing the obtained qualitative and quantitative results (Creswell & Plano Clark, 2015). The model for sequential exploratory design employed in this study is as follows:

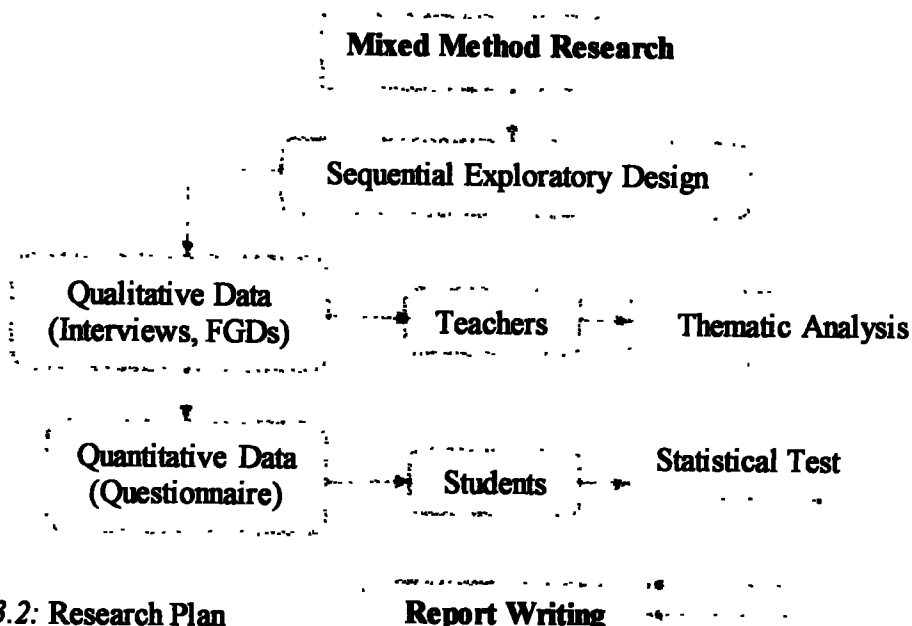


Figure 3.2: Research Plan

3.3 Population of the study

All the secondary and higher secondary level students from public schools and those studying at O and A levels at private schools operating in Federal Capital City named Islamabad constituted the population of the study (lists of public and private schools have been given in Appendix 1 & 2) for the quantitative part of the study. The total number of students was 11623, which comprised of 4731 students studying in public sectors schools (offering 9th, 10th, 11th and 12th grade of schooling) and 6892 from schools operating in private sectors (offering O/A levels of schooling). Similarly, the teachers teaching at these levels in the two streams of schools were the population for the qualitative part of the study. The total number of teachers was 228, which comprised 108 teachers teaching in public sectors schools (offering 9th, 10th, 11th and 12th grade of schooling) and 120 from schools operating in private sectors (offering O/A levels of schooling).

3.4 Sample size and sampling of the study

Owing to the sequential exploratory research design the study followed by a phase of quantitative data collection and analysis, with a final phase of integration or linking of data from the two separate strands of data. For qualitative research, I selected four teachers from each school which comprised of one teacher from each class (9th, 10th, 1st year, and 2nd year). In this way, 24 teachers were randomly selected by using the sample selection rule of Gay and Diehl (1992) as they stated that for descriptive research 10% of the total population may be selected as a sample of the study. Two focus group discussions and 14 in-depth interviews were conducted for the qualitative part of the study.

As for as the quantitative research part is concerned, I randomly selected two schools from public sector schools and four from private sector schools. From the total

population, the sample of 600 students was selected by using the Taro Yamane formula (1973). The calculated sample was proportionately allocated to six randomly selected schools using a proportionate random sampling technique. These selected students and teachers were approached using a simple random sampling technique. The details are as follows:

- i. In the first stage Federal capital city, Islamabad was selected purposively.
- ii. At second stage two schools operating in the public sector and four schools operating in the private sector were selected from the list of schools obtained from the Federal Directorate of Education (FDE) and Private Educational Institutions Regulatory Authority (PIERA) using a simple random sampling technique from the sampling frame obtained from Federal Directorate of Educate and Private school Regulatory Authority.
- iii. At the third stage using stratified random sampling technique, the study sample was allocated to the two-stream of school, followed by its allocation to the individual selected school.
- iv. In the fourth stage, the respondents (teachers) were selected using a convenient sampling technique for an interview and a purposive sampling technique for focus group discussion.
- v. In a fifth stage, the respondents (students) were drawn using a simple random sampling technique from the sampling frame obtained from each selected school and as per allocated sample for each school.

3.5 Tool of the study and Data Collection

The questionnaire was used to collect quantitative data from students (detailed questionnaire has been given in Appendix-3) and for qualitative data collection in-depth interview guide and question guide for focus group discussions (FGDs) were utilized (detailed interview guide has been given in Appendix-4). Major themes of the students' questionnaire were: demographic detail, socio-economic status, and students' habitus (students' behavior and classroom' environment), moral values, and capital of students (academic and physical facilities). For ensuring the reliability of the close-ended questionnaire, the instrument was pilot tested by getting data from 20 students. Cronbach's Alpha was used for checking the reliability of the instrument, and its calculated value was 0.78 that is considered good for operating the same tool with the aim of final data collection.

Major themes of the interview guide and focus group discussions were pedagogical techniques, the cultural capital of students, the scholastic performance of students, participation of students in culture-related activities, language diversity, multilingual language proficiencies, involvement of parents, the concept of equality, uniformity of language and communication patterns, cultural activities, occupational/technical mobility, religious harmony, teacher students' relationships, instructional activities, and development of productive individuals. For ensuring the validity of open-ended instruments, expert opinion was taken before the finalization of instruments. Changes in the layout of instruments, order of questions were made based on experts' recommendations and a brief introduction of cultural capital was also added at the start of the interview guide.

I personally visited sampled institutions for data collection. Prior permission was taken from university supervisors and heads of respective institutions (private and public schools). Questionnaires were distributed among students for the collection of quantitative data and I facilitated them to understand the terms. For collecting qualitative data from teachers, in the first round, a meeting was conducted to disseminate the nature and purpose of the research, and appointments were scheduled, in the second round, I conducted the interviews with teachers on scheduled date and time. And in the third round, focus group discussions were conducted with selected teachers of public and private schools. Confidentiality of collected data was ensured by me.

3.6 Data Analysis

For the analysis of qualitative and quantitative data, the following data analysis techniques were utilized: thematic analysis and statistical analysis. The detail is as follows:

3.6.1 Thematic Analysis

The qualitative data were analyzed through thematic analysis. In the thematic analysis, I identified the most appropriate themes from the collected data, followed by sub-themes and relevant verbatim of participants. The major steps of thematic analysis were reading, describing, and classifying (Gay, 2015) and research has followed that step-by-step process for data qualitative data analysis.

3.6.2 Statistical Analysis

The quantitative data were analyzed by employing various descriptive and inferential statistical techniques. Descriptive analysis techniques mean scores were used and inferential statistical techniques Pearson product-moment correlation and simple linear regression were used. The purpose of using Pearson product-moment correlation was to

determine the differences in mean scores of various groups (private and public) and regression analysis was used to investigate the influence of independent variables (students' habitus, socioeconomic status) on the dependent variable (students' capital).

3.7 Field Experience

For my data collection, I selected public and private schools in Islamabad. As generally public schools represent the middle class while private schools represent the high class in our society. In this way, I get the opportunity to interact with teachers and students of diverse educational and cultural backgrounds as well as socio-economic statuses. After the selection of the sample, I wrote a permission letter to the heads of my selected schools. As I got permission, I started my in-depth interviews with teachers. All the teachers which I chose for my data collection were very cooperative. Each interview that was conducted took almost 60-90 minutes without any outside interference.

Questionnaires were used to collect quantitative data while an interview with the teacher was conducted to collect qualitative data. Interviews were also recorded after getting the consent of teachers and these recordings play an important role in helping me to avoid confusion, hesitation, and ambiguities in the transcribing process of interviews. As my study required two FGDs, which I enjoyed a lot, as these made an open educational forum and free discussions which at the end were converted into a very friendly environment. They offered me to join a snack and tea time with them which I humbly accepted.

After completing my qualitative data and coding, it took me some time for developing the questionnaire for my quantitative data collection from students. In this matter again teachers helped me a lot and made my data collection comparatively easier.

Students took around 20-25 minutes for filling up their questionnaires. It was also a very refreshing experience as I feel more energetic while amongst the youngsters. After completing the questionnaires, mostly I and students had general chitchat on a lighter note. Overall these both experiences were very unique and knowledgeable in their domain. School heads, teachers, and students all were very helpful and cooperative. The respondents were very flexible, comfortable, and blunt/straightforward while sharing their experiences and feelings. Although it took a time when I contacted teachers for the interviews due to their class schedules even then once the data collection started it went in a go which saved my time to a great extent.

3.8 Ethical Considerations

Throughout the research process, research participants and researcher participated mutually (Hatch, 2002). At the initial stage, the researcher has clarified participants about the purpose of the research and throughout the research, the process researcher remained active to respond to the queries of participants. Confidentiality of collected data was ensured and it was communicated to participants that collected data will be utilized only for research purposes. Participants were asked to give a candid, honest and open response, and adequate guidance was provided to them to fill the research instruments (Creswell, 2007).

The purpose of this study was also to address various social and ethical issues and prior permissions were taken from research participants through briefing letters and consent forms. Sampled participants were also requested to sign a letter for ensuring that their participation in the present research is voluntary and they are allowed to withdraw from this process at any time. It was also assured to participants that they will not be abused

or harmed (both physically and psychologically) during the data collection process of that research (Langos, 2014). I tried my level best to create an environment of comfort, respect, and openness.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Chapter four deals with the detailed analysis and interpretation of the research data. In the following chapter, the collected obtained data (qualitative and quantitative) is analyzed following the objectives and reach questions of the study. Key objectives of the study were 1) to analyze the value contents, sources, and the tendency of value education implementation during secondary education (i.e. HSSC and O/A levels); 2) to examine “fields” of education that different types of Pakistani schools (i.e. elite/private and public) constitute in terms of knowledge, culture, and the provision of academic and physical facilities; 3) to comprehend the role of school type in shaping students’ habitus for social reformations, future roles/prospects; 4) to delineate how one form of capital reinforces the activation of other forms of capital; 5) to investigate the differences in field selection, forms of capital and habitus based on students’ socioeconomic background. Detailed transcription of interview guides and focus group discussions has been given in annexure - 5.

The research questions were i) what kind of values do schools aim to include among students at secondary level schools; ii) which types of strategies are being practiced at secondary school to ensure the successful implementation of value contents mentioned in the curriculum; iii) what are the institutional activities, i.e. intra-curricular, extra-curricular, development of the culture, and their collaboration with the community; iv) to what extent does one form of capital reinforce the activation of other forms of capital? Detailed transcription of interviews and focus group discussions has been given in Appendix-5.

While in the forthcoming lines the interpretation of obtained data is given in form of thematic analysis, tables, and figures.

There are three major sections in this chapter, the first section is related to qualitative data and three objectives (1, 2, & 4) have been addressed in this section. While the second section is based on quantitative data and two objectives (3 & 5) had been discussed in that section. The detail of these sections is as follows:

4.1 Qualitative Data Analysis

This section contains data analysis related to objectives one, two, and four. Objective wise detailed analysis is as follows:

Table 4.1: Demographic Information of Teachers

S.No	Gender	Qualification	Experience	Area of Work	School Type
1.	Male	MS/M.Phil.	Above 5	Administration, Teaching	Public
2.	Male	MS/M.Phil.	Above 5	Teacher	Public
3.	Male	MS/M.Phil.	Above 5	Teaching	Public
4.	Female	MS/M.Phil.	Below 5	Teaching	Public
5.	Female	Doctorate	25 years	Teaching	Public
6.	Male	MS/M.Phil.	5 years	Teaching	Public
7.	Female	Masters	10 years	Teaching	Public
8.	Female	MS/M.Phil.	Below 5	Teaching	Public
9.	Female	Ph.D. Doctor	19 years	Teacher	Private
10.	Female	Double Masters	25 years	Administration, Teaching	Private
11.	Male	Graduate	5 years	Teaching	Private

12.	Male	Graduate	Below 5	Teaching	Private
13.	Female	Graduate	Above 5	Teaching	Private
14.	Female	MS/M.Phil.	Above 5	Teaching	Private

Interpretation

Table 4.1 illustrates the overall demographic information of teachers who were interviewed personally by the researcher. There was a total of eight teachers from public schools and six teachers participated from private schools; most of the teachers who participated in the study had more than five years' experience in the field of teaching, most were highly qualified, and six were male and eight were female teachers. Overall representation of participants for the interview is illustrated in Fig. 4.1 such as public school teachers covered 57% of overall participants and private school teachers were 43%.



Figure 4.1. Representation of teachers from private and public schools

4.1.1 Objective 1: The value contents, sources, and the tendency of value education

Participants of the study were posed various queries to achieve the research objective “to analyze the value contents, sources and the tendency of value education implementation during the secondary education (i.e. HSSC and O/A levels)” in form of focused grouped discussion and one to one interviews were conducted with the public and

private school teachers. After an exhaustive analysis of the responses of participants various themes were generated and illustrated in the forthcoming lines:

4.1.1.1 Sub-Theme 1: Various pedagogical techniques that can promote cultural capital

Teachers were asked to share various pedagogical techniques which promote cultural capital among students. A list of various pedagogies is derived from the responses of teachers such as 'roleplay, flipped classrooms, learning by doing, self-learning, personalized learning, inquiry-based learning approach, questioning, continuous motivation, encouragement, smart labs, enriched libraries, classroom discussions, and continuous feedback.

One of the participants expressed as *"Yes pedagogical technique holds considerable value as these are the most effective method of exploring learners as well as understanding their abilities wit skills. Motivation, exposing and sometimes challenging them is a few of the techniques I have used."* Another expressed *"The cultural capital of students can be effectively controlled by various pedagogical techniques based on student-centered teaching and learning. When the focus is student, his behavior development is expected. Continuous motivation, encouragement, and relaxation from economic problems are key techniques, I am using for cultural growth."* This point of view reflected that for strengthening the cultural capital of students, those teaching strategies may be utilized that focus on students' centered activities.

One of the participants expressed that *"I use personalized learning and inquiry-based learning, i.e. I encourage them to participate in class by asking questions and deal with their personal problems and solve them."* Some of the participants highlighted that

the curriculum of teachers' training is not updated and contained the least content and instructional strategies related to cultural capital. Some of the participants expressed that there is a need for high-quality content relevant to cultural needs and social activities. The obtained data indicated that many teachers are very much conscious and aware of various instructional strategies which could help promote cultural capital among students.

Participants of the private schools replied that they can use many instructional strategies to promote cultural capital among students such as providing students hands-on activities, technology-integrated learning experiences, group activities, and individual activities such as verbatim of one participant supported this *"We engage students in group activities as well as individual activities to promote cultural capital"*. Another explained that *"Hands-on activities, practical demonstration with the students, probing questions technique, and conduct a lot of quizzes."* Some of the participants were of the view that schools are not supporting cultural capital of students such as expressed by some participants *"Education system is only focusing on the academics, which do not promote the cultural capital of students, we do not have such kind of social activities in the school, and we are actually lacking it. Our pedagogical strategies are not promoting cultural capital of students, they are just focusing on promoting memorization skills among students"*.

Above mentioned data reflected that teachers are using various pedagogies such as 'role play, flipped classrooms, learning by doing, self-learning, personalized learning, inquiry-based learning approach, questioning, continuous motivation, encouragement, smart labs, enriched libraries, classroom discussions, and continuous feedback for promoting cultural capital among students.

4.1.1.2 Sub-Theme 2: Language diversity in classrooms

The participants were asked to discuss how they tolerate language-related diversity in their classrooms especially when teaching the content related to the national or foreign languages. Many respondents (from the public sector) explained that they encourage their students to follow national language for their conversation with others as one of the participants expressed *"Learning is not possible before providing a peaceful learning classroom environment. This is the principle our institution is following. So, students are made to follow class rules and regulations and use only national language for avoiding any misconduct."* Another participant explained *"I always encourage students to speak Urdu in class, no word of Punjabi is allowed. I also ask them to use English words in the classroom with each other"*; one of the participants explained, "rigorous correction of mistakes is done to enhance language skills." It was perceived that most teachers can't tolerate language diversity in the classroom due to limited time for instructional tasks and to promote a harmonious learning environment and encourage unity.

Most of the participants expressed that they encouraged the use of a single language as a medium of instruction mostly and even for common communications among students and teachers. One of the participants uttered *"As a teacher, it is very difficult as students come from various backgrounds but I think making them speak English, talking to them in English, giving them various languages related it works because different students have different mother tongues. But if we will make them speak only English then it will really work."* Furthermore, one participant expressed that *"there are multiple ways to convey information like visuals, text base, slides, videos"* and through *"peer feedback, providing*

assignment sheets, prepare tasks and opportunities for revision after feedback” are some of the strategies which they employ to deal with language diversity.

In the government sector, there is a much-controlled system to stop students from bullying others based on their language. Language diversity is controlled “by offering equal opportunities for all students to participate in group discussion.” Another said that “in our institutions, both types of languages (English and Urdu) are being used as a mode of conversation. There is no specification regarding the use of only language.” This data reflected that for handling the issue of language diversity in the classroom, teachers encourage their students to follow national language for their conversation.

4.1.1.3 Sub-Theme 3: Strategies to develop multilingual proficiencies among students

The participants of the study were asked to discuss some effective strategies to promote multilingual proficiencies among students. The responses of teachers illustrated that discussion, roleplaying, sharing ideas, *“reading and creative writing on different topics promote proficiency in the usage of Multi languages”* group work, lab/ practical work, and mixed-language classes can be some of the effective strategies to develop multilingual proficiencies among students. One of the participants elucidated that *“Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population.”* Another clarifies that *“students are encouraged to have group interact with each other. It is also practiced that when a student learns something, he is advised to teach and share it with his fellow in his language and extent to their frankness. This act has been found useful to enhance students' linguistics skills and proficiencies.”* So, it can be concluded that teachers allow their

students to communicate with each other in their languages so that their multilingual skills can be promoted.

One of the participants explained that *“a good teacher has to make a blend of verbal and nonverbal strategies to make the students able to understand the topic. For example, group tasks and lab work in which students have to do hand on activities by using their mother language are more realistic and practical in this regard.”* Few participants insisted that in their classrooms only one language is allowed to use for instructional and common conversation and that is only English language such the verbatim of one participant elucidated that *“I think you can talk subject with them in English but in person whenever they talk to you should emphasize on national language.”* However, most of the participants emphasized that a safe classroom enables the educators to promote social-emotional learning to create more accepting classrooms where young people feel empowered by allowing them to talk in their language.

Participants also shared some ways to promote Multilanguage proficiency among students such as some expressed this can be achieved through *“consistency and practice reading, writing and speaking, share to understand how languages are different or similar”* another uttered, *“by repeating the subject-related vocabulary and recalling the concepts”*. Data related to this theme reflected that for promoting multilingual proficiencies among students, teachers practice the techniques of discussion, roleplaying, sharing ideas, “reading, and creative writing for different topics.

4.1.1.4 Sub-Theme 4: Strategies to ensure equal participation of all students in classroom activities

It was inquired from the participants to share some strategies to ensure equal participation of all students in classroom activities irrespective of their family background. The participants responded that there could be many activities that can ensure the equal participation of each learner such as discussions, competitions, practical activities, questioning, involvement of every student, and ensuring participation of introverted students especially. This is elucidated by one participant that *“designing different activities according to the mental ability of students”*; *“by asking questions from every student”*. Another responded that *“discussing and challenging would help students to participate. More than that making group and throwing competition between them make them able to put their thoughts out”*; and *“we try to frequently asked questions from those students who are average or below average for their better understanding.*

Likewise, one respondent uttered that *“teachers are required to keep all students active during class as if some students will get ignored then teaching cannot prove effective. I do not highlight that specific student who commits a mistake, but guide him or her indirectly.”* One of the participants indicated that only encouragement and motivation for students to participate in various activities is not enough; rather they need some physical resources and assistance that help them to materialize their participation in various social and instructional activities the verbatim the participant is as *“In my area, majority students belong poor background. So motivation and encouragement are not enough only. We have to facilitate students, then students can compete and take part in all activities irrespective of their background.”* Another said that *“all students should be given an equal chance of*

voicing their opinions. This can be ensured by picking on students to share views rather than just listening to the outspoken ones all the time."

Few participants stressed out that the family background does nothing with students' participation in the classroom and various instructional activities as one of the participants uttered as *"I don't think that classroom participation relates with family backgrounds. Usually, the majority of teachers don't even have student's background in their mind during class academics."* One of the participants said that

"in government schools, there is not a big difference in the groups of students from different social classes but still minor differences are there and the management overall is taking good care to reduce the impact of class difference among students. However, the student who has a good backup for studies at home will perform better in class, but this performance is not backed up by social class only there are many other factors and in my view, the most important factor is the level of education of the parents. I have twin sisters who are among the top-performing students but their father is not a big earner. The difference comes from the mother who is very vigilant for their daughter's education. So I think minor ups and downs of the money do not count. The awareness for better education counts more."

The above discussion represents that most participants agree that family background does not matter in the students' participation in-class activities and various instructional tasks. But to some extent, it contributes as a key factor in students learning so various strategies can be employed to manipulate the impact of family background on students' learning. Most of the participants expressed that equal participation of students

can be ensured through *“inclusive teaching and learning strategies in which we make mix ability groups whenever an activity is given we choose students of different intelligence level, make their groups and then they can help each other in completion of tasks and we also keep on shuffling the groups on regular basis.”* Data reflected that through guidance and counseling teachers can provide every student various opportunities to take part in most curricular and co-curricular activities, and that guidance can enable students to perform well according to their abilities.

4.1.1.5 Sub-Theme 5: Ways to promote equality among students to strengthen their Social Capital

I interviewed the participant to share various ways to promote equality among students to strengthen their social capital and the responses of most of the participants revealed that there could be several ways to ensure equality among students such as fair and equal opportunities, transparency, meritocracy, sharing, designing multiple games, equal access of all curricular and co-curricular activities, creating awareness among students that equality is important for a social bond. One of the participants expressed as *“Students are motivated to work in groups, also learning by activities and sitting on the same desk, and sharing their knowledge are factors students learn. It is also our grading and examination system that forces them to believe in equality”*.

Another expressed that equality can be promoted among students *“by removing the label of brilliant or slow learner from students and by minimizing the difference among students having branded things and normal things i.e. laptops, tablets, etc.”* one explained *“giving them instructions to make an effective society by telling the importance of bond needed between them and designing multiple games to make them a team can help them a*

lot." One participant emphasized that the government schools promote equality among students because *"in the government set up as all the sources or most of the resources are provided by the government and teachers are also selected by the authentic sources so the opportunities are equal to all."* Another said, *"schools arrange different curricular and co-curricular activities which ensuring equal access to opportunities to enable students to fully participate in the activities."* Therefore, it can be concluded that both types of institutions are trying their best to promote equality among students to strengthen their social capital.

Some of the participants elaborated that during school days students don't bother social class of each other as one uttered: *"concept of equality among the students of elite and middle class remain limited till school as they end usually end up their friendship when they leave school after completing their grade."* Nevertheless, some participants were at the view that our education system is promoting social class discrimination among students especially public, private, and Madrasa systems of education as expressed by one participant *"I think it is not being promoted at all rather we are promoting the concept of discrimination by our education system right from the word go."* The obtained data revealed that most of the participants were in the view that generally schools as a separate entity do not promote inequality among their students instead they offer the same opportunities and facilities for learning.

Participants responded that a teacher should develop the concept of mutual respect among students and *"treat all students equally, he/she must not favor any student, must not make someone special in front of others. This act will also enhance teachers' positive image and respect among students."* Data collected from public and private teachers stated

that many ways are being practiced to ensure equality among students such as fair and equal opportunities, transparency, meritocracy, promoting the habit of sharing, designing multiple games, equal access to curricular and co-curricular activities, and creating awareness among students about the importance of equality.

4.1.1.6 Sub-Theme 6: Initiatives of schools to create religious harmony among students

The participants of the study were also inquired about the role of schools in promoting religious harmony among students and the responses illustrated that religious harmony can be ensured through promoting tolerance, brotherhood, respecting all beliefs, and respect for all religions. One of the participants expressed that we can promote religious harmony *"by teaching to treat all religions respectfully and not allowing to criticize any religious belief."* Another expressed *"we encourage every student belonging to any background and religion and provide them equal opportunities to acquire education and in co-curriculum activities. No favoritism is the key to religious harmony."* These views showed that for ensuring religious harmony among students, schools are promoting the values of tolerance, brotherhood, respecting all beliefs, and respect for all religions.

One participant conveyed that students are treated based on their academic performance instead of their cultural and religious basis as uttered by a few participants *"welcoming everyone based on equality, arranging them only based on academic record and starting the day with a special pattern."* Another stated, *"Every person is free to practice their religious activities and the school also allow to do those things which are acceptable for all religious concern."* It has been argued by one participant that *"well there is no such particular initiative but we have some good practices like on Christmas we make*

them feel we are with them.” The responses of most of the participants concluded that schools promote religious harmony by promoting respect for other religions and allowing them to practice and celebrate their religious rituals without any dread.

4.1.1.7 Sub-Theme 7: Instructional activities for ensuring ideal teacher students’ relationship

Participants were inquired to share some instructional activities that build strong relationships among teachers and students and the responses of participants revealed that positive and strong relationships among student-teachers can be promoted by interactive teaching-learning approach, friendly environment, the role of the teacher as a mentor, group discussions, activity-based learning, and involving learners in self-directed learning. One of the participants stated that *“teacher students’ relation is vital in character building and education. We offer a very friendly environment to every child and our concern is to polish his hidden abilities in whatever field he is interested in...Similarly, the students which have interest in co-curricular activities, they are provided opportunities to interact with their teachers in a free environment.”*

One participant suggested that *“practically implementing their knowledge, giving team examples from real life by relating it with them, putting possible efforts to develop an empathy relation by understanding their hurdles and queries”* could help in promoting positive and good relationships among students and teachers. Another participant emphasized that if teachers *“teach their students with passion and enthusiasm; know about their interests”* could improve the relationship among teachers and students. One of the participants stated that personal counseling of students could lead the positive feeling for the teachers and *“strong teacher-student relation is developed by keeping a close contact*

with students; helping them identify their weaknesses and suggesting effective strategies to bring improvements."

Most of the participants were in the view that positive relationship among students and teachers could be the great source of cultural capital development among students; some of the participants explained that *"constant interaction with students is very important, regular feedback will help to develop such relationships"*; one respondent was in the opinion that *"actually teacher is a role model for students, we self-practice those things which we want to develop among them and then we ask them to reverse that role by calling them a teacher or act as a teacher"*. Therefore, it can be concluded that a positive and strong relationship among student-teachers is being promoted by interactive teaching-learning approach, friendly environment, the role of the teacher as a mentor, group discussions, activity-based learning, and involving learners in self-directed learning.

4.1.2 Objective 2: 'Fields' of education in elite/private and public in terms of knowledge, culture, and the provision of academic and physical facilities

The participants were asked some sub-questions related to objective two "to-examine "fields" of education that different types of Pakistani schools (i.e. elite/private and public) constitute in terms of knowledge, culture, and the provision of academic and physical facilities" and the obtained responses are interpreted in forthcoming text:

4.1.2.1 Sub-Theme 1: Kinds of initiatives taken by schools for the promotion of both dominant and minority cultural capital

The participants were inquired about the role of schools in promoting both dominant and minority cultural capital among students and most of the responses revealed through 'educational equity, merit-based performance, creating cultural harmony, good

manners, and developing good communication' are the key factors to promote cultural capital. One of the participants explained that *"When students from minority cultures are given friendly environment and they are provided facilities along with students with the dominant culture, an equal cultural development is evident. Also, friendly interaction among the students and strict discipline are key factors our institution is following without causing any conflict between two different cultures."*

Another explained that *"we ensure that our student tries to develop a friendly relation with others having any contradictory roots. We invite any exception and listen to their beliefs and also appreciate as much as possible."* It can be specified that by ensuring educational equity, merit-based performance, creating cultural harmony, good manners, and developing good communication skills among students cultural capital is being promoted. One of the participants explained that the *"cultural capital is something inbuilt very small amount can be created or produced, so in my view teacher can only facilitate to make a student able to use the ability to be adjusted in the class."* It is further explained that *"Our school is treating everyone equally no difference between cast, creed, and religion; the elite culture is found in the private sector, By the Grace of Almighty Allah, we are well trained and well aware of our role as society makers we do not show such gradations."* Most of the participants expressed that schools' policies don't promote any discrimination among dominant and minor cultures among students rather they put their efforts into creating harmony and promoting equity in the school environment.

4.1.2.2 Sub-Theme 2: Ways to motivate the students from disadvantaged families to ensure their active participation in culture-related activities

The participants were asked to share certain ways which are being used to motivate students belonging to disadvantage families to participate in cultural activities; and the responses of participants revealed that they use many ways such as appreciating students' achievements, positive reinforcement, praising their every effort, helping them to explore their hidden talent, ensure the participation of every individual in various curricular and co-curricular activities, and making learning as fun for students.

One of the participants elucidated that *"The key factor for students to forget everything about their cultural background is to keep them busy in activities that might be curricular or extracurricular. So motivation and competition keep them active and busy."* Another stated *"I will go for motivation technique which supports them to forget the worst and dig the best. Making it fun for the children to keep them away from all the disadvantages they had in their mind."* Therefore, it can be specified that according to teachers extrinsic motivation is a great source for ensuring active participation of students in co-curricular activities. Some of the participants reported that creating councils and students' associations can be a good source in eliminating cultural differences among students as one of the participants explained *"There is a good forum of students' council, who has members of all classes, showing best manners so they help the students in their problems of settlement and other related issues."* Another said, *"Girls Guide (council) helps the students to participate in the different festival and social activities and also physical teachers practice different physical competitions in schools"*. At both types of schools, various committees such as students councils, girls guide section are playing a

pivotal role in ensuring active participation of students in curricular and co-curricular activities.

Some of the participants accentuated that teachers can play an important role in motivating the students who belong to disadvantaged families by realizing their different thoughts, viewpoints, and ideas related to their diverse culture and social perspective. One of the participants expressed that students are motivated *"by communicating their problems with them and dealing with them as they understand the lesson, and by ensuring class equality."* One participant explained *"I motivate students through personal counseling. I usually tell them that they have to accept the different opinions and open-heartedly accept the cultural differences. Such motivation gives them confidence."* One of the respondents elaborated that *"A multicultural society is best served by a culturally responsive curriculum. Schools that acknowledge the diversity of their students; understand the importance of promoting cultural awareness. Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they have to genuinely care about their cultural, emotional, and intellectual needs."* The obtained data revealed that most teachers realize the key role of teachers and its importance to motivate the students to protect their cultural diversity.

Participants expressed that the confidence of students can be raised through involving students in various group and individual activities; giving them opportunities to present their work in front of others; *"by praising them on performing good tasks, by giving them extra attention in completion of classwork, by involving them in group discussion, and by ensuring their active participation in all curricular and co-curricular activities"*. Above mentioned data indicated that teachers are using multiple ways such as appreciating

students' performance, positive reinforcement, praising their every effort, helping them to explore their hidden talent, and ensuring the participation of every individual in various curricular and co-curricular activities and making learning as fun for students.

4.1.2.3 Sub-Theme 3: Involvement of parents for strengthening academic capital of student

Participants were asked to share their perceptions about the role of parents in promoting and strengthening the academic capital of students. Most of the participants reacted that the role and active involvement of parents is very important to achieve the educational objectives and to enhance students learning. Such as one of the participants elucidated that *"Parent has a key role to make their kids succeed in all fields of life. It is because of this fact, our institution has made it possible for the active participation of parent's in their child education by making teacher-parent meetings on monthly basis. So, students work hard to show excellent progress to their parents. It has a strong effect."* It indicated that at both types of schools, frequent parent-teacher meetings are organized for updating parents about their children's progress/performance.

Another participant explained *"Parents are the best tool for encouragement. Our institute makes it possible to satisfy parents and request them to appreciate their child as to make them shine more. Support from family make their mental ability fresh and blossom."* Most of the participants were in the view that by "maintain a continuous contact with a parent"; and "parents-teacher meeting" it is possible to improve the academic capital of the students. One of the participants explained as

"The parents are much more important than the institution. Educated parents can help the students to overcome the deficiencies of academic staff

and make the student able to cope with the psychological and philosophical problems faced by him/her at the institution. No one knows the child better than the parents so there are forums in our institution which involve the parents like PTA and the parent-teacher councils which work together for helping the needy students to overcome any adjustment problems so that the academic progress can be ensured."

Some participants highlighted that usually, parents of government school children do not take an active part in their children's daily activities and education. Whereas, it is very important to involve parents in children's overall development and especially academic activities. This is reflected with the verbatim of a participant as *"Parents involvement is limited till grades. Otherwise, they do not focus on the daily life activities of their children. Parents are required to motivate their children for making the timetable to pay equal attention towards all subjects"*. One participant highlighted that parents can contribute to the promotion of academic capital by *"the right communication and by counseling their children time to time in a right way"*.

Almost every participant agreed that parents play a very significant role in the overall grooming and development of students. One participant expressed *"involvement of parents is very important, decision making and developing parents as leaders are very important. Because communicating with the school and voluntarily help for school programs and which learn at home providing ideas and info to assist in cultural and homework activity."* Another uttered *"Obviously, parents are the first teacher, they are always with students. They have a lot of responsibilities in their academics and establishing*

their cultural values. Therefore we always must keep parents in the loop, tell them to monitor their children in doing different tasks."

Participants illustrated that they do share students' records and provide feedback to the students' parents "time to time and writing notes on diaries about the progress of the child and then calling them for the meetings because frequent communication with parents can be helpful in this regard. Therefore, it can be deduced that contributing role and active involvement of parents can play an important role to achieve the educational objectives and enhancing students learning.

4.1.2.4 Sub-Theme 4: Kind of cultural activities schools are arranging for strengthening cultural capital of students

Furthermore, I inquired from the participants to explain which kind of cultural activities their schools organize for promoting cultural capital among students. Most participants illustrated that the main activities that schools generally organized to promote their cultural capital are national events; folk songs dances, and dramas; language-related activities; funfairs; and cultural festivals and exhibitions, etc. As one of the participants stated, *"cultural capitals can be promoted by celebrating local or folk events and funfair and national days."* Another explained that *"Cultural activities are crucial to bring awareness in the students about their identity and self, they learn a lot from their cultural festivals and different competition programs are arranged."* They defined cultural capital as *"In the field of sociology, cultural capital comprises the social assets of a person (education, intellect, style of speech, style of dress, etc.) that promote social mobility in a stratified society."* Another participant explained *"well these activities realize them their*

true culture and identity and develop some sense of uniformity in them. Our institution is doing some good work by celebrating all cultural days and national days”.

Some of the participants endorsed that the cultural capital promotes harmony among different social groups as uttered by a participant *“in my view the cultural capital is the ability to get adjusted in a different culture so the cultural activities enhance the awareness about the social setup and interests and it’s a great opportunity to get attached.”* Some of the participants stressed that cultural capital can be promoted through self-reporting and personal involvement of students in various arts, music, and literature as one of the participants highlighted that *“schools organize different festivals according to different cultures like cultural exhibitions for the students that make them familiar with their cultural capital. It also helps the students to represent their background and participate actively.”* Nevertheless, some of the participants elaborated that in past more cultural activities were conducted and students were involved in social and cultural learning but now mainly marks and grades are considered important and source of a successful life as reflected by verbatim of one participant *“previously, such type of activities was conducted but now they are not being arranged. These activities are limited till early grades. Schools are not taking initiatives in this regard, as they never bother about the cultural capital development of students”.*

Participants reported that they are used to organizing various cultural activities like “arrange trips, visits and co-curricular activities for students, and school assembly to promote cultural capital among students. They stressed that many events are conducted in an organized manner and well planned so that the objectives of these activities can be achieved. The participants of government schools emphasized that teachers don’t

differentiate among students based on their economic and family status as uttered by one of the participants *"Irrespective of students' background, we treat all students based on equality. We condemn development of inferiority or superiority complex among students."* and *"if any student from upper class underestimates other students just due to his/her poor family background then we as teachers strongly condemn this"*. This data indicated that generally, schools are organizing various activities such as national events; folk songs dances, and dramas; language-related activities; funfairs; and cultural festivals and exhibitions, etc. to promote the cultural capital of students.

4.1.2.5 Sub-Theme 5: Striving for high achievements of students exams

As educational attainment is known as one of the important keys to improving social reproduction of students; so participants were asked to share certain ways through which they ensure the high achievement of students in their exams as expressed by one participant *"the degree of social reproduction varies considerably between countries, raising the question of which institutional regulations promote or restrict this process. Education is considered the main mediator of social reproduction."* The participants' responses exposed that by improving critical thinking, problem-solving, and reasoning skills, we can improve the social reproduction of students that lead to social values and norms development. One of the participants supported this by saying *"to attain education which is specified as a goal of social reproduction, this implies students must be high in values and norms, which is a guarantee of good results in exams. As, being a disciplined student, he/she will care of his/her study."* By improving the critical thinking, problem-solving, and reasoning skills of students, both types of schools are trying their level best to

improve the social reproduction of students that leading to the practice of social values and norms development.

Most of the participants expressed that the students' high achievement in academics can be ensured by indulging them in discussions, asking them various questions, and encouraging them to participate in-class activities. Some explained that they use various assessment techniques, class quizzes, and evaluating the students' group work to ensure good marks in exams as expressed by one of the participants *"consistent assessment tasks and correction of mistakes is done to prepare them for the examination."* Another expressed *"obviously by hard work and giving them a tough time in preparations and make them feel like exams before exams so that they know what they have to face."* Participants reflected that teachers can ensure high achievement of students by adopting various techniques such as consistent feedback, high expectations, quizzes, and formative assessments and by motivating students.

4.1.2.6 Sub-Theme 6: Schools offering training for ensuring occupational/technical mobility of students

Participants were asked to share if their schools offer some type of training/introductory sessions for confirming occupational/technical mobility of students and most of the participants responded that unfortunately, their schools do not have such training sessions which particularly ensure occupational mobility of their students in the job market as supported by one of participant's verbatim *"we are just offering academics and syllabus for which they have to appear in the terminal exam. There are as such no opportunities for their technical/occupational training."* Some participants were in the view that their educational institutions provide such opportunities to some extent as

expressed by one participant *"yes, to some extent" ...in our campus, they don't but in main campuses, they have counselors which do so."* This data indicated that though all schools campuses do not have a counseling facility, counseling sessions are arranged by school administrative annually at the end of the academic year.

Few participants agreed that their schools are offering some training sessions to prepare students for the job market such as explained by one of the respondents *"yes by offering activities about the construction of different handmade static and movable projects including models and machines and artwork innovations."* It can be concluded that both types of schools do not have such training sessions which can particularly ensure occupational mobility of their students in the job market. There are as such no opportunities for technical/occupational training of students.

4.1.3 Objective 4: How one form of capital activates the other forms of capital

The participants were enquired about how one form of capital can be the source of other forms of capital and to answer this question various sub-questions were asked to participants regarding objective 2 *"to delineate how one form of capital reinforces the activation of other forms of capital"*. The following text illustrates various sub-questions and responses of the participants in the form of their verbatim.

4.1.3.1 Sub-Theme 1: Dealing with cultural diversity to promote cultural capital

One question asked from participants was about dealing with cultural diversity and how they ensure that children with different cultural backgrounds have similar cultural capital that is defined in the field of sociology as a group of individuals' social assets including education, intellect, speech, and dress, etc. that promotes their social mobility in a stratified society. Most of the participants expressed that they don't show any favor to a

particular individual especially based on their economic or cultural background, rather they provide equal opportunities to students for their comprehensive development as one of the participants expressed that *"Students are not dealt according to their financial or social status in the society but rather through their interest and academic performance."* One of the participants stated that *"the grouping of students is done based on students' abilities and interests; there is not a hard and fast rule for grouping or any particular pattern. All students receive opportunities to complete the task and they are considered and served as a student, not a societal member from a particular class."*

Some explained that it is hard to completely handle individual differences and their multi-cultural demands, however, some strategies can be employed to deal with this matter as expressed by one of the participants *"Since not all children in a classroom belong to same background, so similar cultural capital development is impossible, but efforts can be made. So, we have to deal with different teaching techniques ranging from heuristic to force teaching."* Therefore, it can be expressed that besides lecture or discussion methods, some other teaching methods may be also utilized keeping in view the diverse background of students. Another said, *"Teachers cannot cope up diverse students and as a result students prefer to leave school."* One explained *"Repeat the answer in English & Urdu, Eye contact, Recap & Consolidation at the end of discussion"* are some strategies that are being used to deal with cultural diversity.

Some participants articulated that effective dealing with cultural diversity is a key element that could assist in character-building students. one comment participant endorses this point such as *"Cultural difference is the strong element which can be used as a tool for character building of students by teaching them how to deal with anything not match*

to their properties. So we try our very best to remove cultural barriers by giving examples of each other, making them explore multiple positive factors of different cultures." Another participant expressed *"we maintain consistent communication and also acknowledge to every student. We also give freedom and flexibility to the students."*

Many participants highlighted the importance of cultural diversity and effective dealings with this matter as one participant stated *"In our increasingly diverse and multicultural society, it's more important than ever for ... awareness and inclusion help students with different backgrounds and needs."* Another explained that *"Most people would say it's to learn the three R's: reading, writing and 'arithmetic. But a school culture that promotes diversity in the classroom teaches students something more important."* One emphasized that *"By providing students ethical knowledge, which is important for all, help to ensure equality in the classroom, keeping their level in mind and dealing them accordingly."* Data showed that teachers don't show any favor to particular individuals especially based on their economic or cultural background, rather they provide equal opportunities to students for their comprehensive development.

4.1.3.2 Sub-Theme 2: Impact of elite culture on the academic results of the students

Participants of the study were asked to share their view on 'to what extent elite family background impact the competencies development and the grades of the students. It was perceived that many participants are of the view that overall an elite class family background does not affect the competency development among students and on their grades such as one participant stated *"Grading and competencies do not depend upon elite culture"*; another described that *"teachers are professionally trained and the scores and grades that each pupil obtains measure the degree of their academic achievement and*

performance.” One of the participants expressed *“Our institutes have not the reflection of this belief as our intentions are highly involved to remove cultural barriers and filter competitions on the academic basis.”* Another articulated *“In public sector schools all students are treated equally.”*

The interview data also revealed that despite this belief that elite cultural does nothing with the high grades of the students; some of the participants expressed that somewhat the family background and elite status indirectly influence the students’ competency development and overall their academic achievements such as verbatim of one participant indicated that *“Elite or any other culture has nothing to do with the grading of students in our institutions. Grading is characterized purely on the scholastic performance as the focus is, building the foundation of our nation, but a minor culprit group cannot be ignored for involving their acts.”*

Some participants believe that students from elite classes have more opportunities and facilities to arrange extra support for their learning such as gadgets, tuition, etc. some of the participants expressed that *“but elite class students have more opportunities than middle-class students”*; *“Elite class students can perform better due to better facilities such as tuitions, etc.”* Another participant stated that *“according to me, students have strong backgrounds, are more confident, and are quick learners but grading them just because of their background is not right.”*

The participants from the public school sector also highlight that to some extent the better home environment positively impact the students’ scholastic achievement as they could have better opportunities and facilities in form of learning support but it does not mean that such students are treated as exceptional due to their strong economic family

status. They emphasized that in school every student is dealt with on an equal basis and only based on their scholarship and academic achievements some students are treated as special. So it could be summed up that teachers do not give privilege to students based on their elite background and equally treat everyone; however, they do believe that the family background of students matters a lot and have a great impact on their overall learning and grades.

Most of the participants were in the opinion that the social status and economical condition of a family do not impact the academic achievement of students and schools do not support this culture, all students are dealt with on an equality basis only discriminations are made based on students' hard work and good results. It can be deduced that elite class family background does not affect the competency development among students and their grades.

4.1.3.3 Sub-Theme 3: Suggestion on how teachers can motivate students of diverse backgrounds for promoting distinctive cultural capitals

Participants were asked to suggest some ways through which teachers and school administration promote the cultural capital of students' a large extent. The responses of various participants highlighted many important suggestions such as respecting others' viewpoints; realizing the cultural differences and accepting them open-heartedly; as expressed by one of the participants *"For this, we have to respect each other background and there must be respect for each other and one should not have complex of superiority."*

Most of the participants emphasized that there are many activities, which can be helpful to enhance or polish the cultural capital of students at the secondary level, and some are in practice also but there is always room for more. One participant said *"I think the*

institutional management can arrange cultural exchange program at the province level or public-private sector level to make students aware of different cultural experiences at this age. This can surely polish their ability of adjustment in different institutions in future.” It can be assumed that for familiarizing students with diverse cultures, arranging national events is a very good idea.

There is a need to make a different strategy for teaching for students’ personality grooming and also follow international standards for the development of creative learning. Another participant expressed that *“socialization among different students can be enhanced through making some groups of students with different social backgrounds and assigning them tasks of interests so that they can talk to each other _and make themselves comfortable in the class and the institution.”* So, it is clear that teachers are motivating students of diverse backgrounds to respect distinctive cultural by inculcating the values of respecting others’ viewpoints; realizing the cultural differences, and accepting them open-heartedly.

Field trips and study trips at a distance from hometown can also provide an opportunity to socialize at this age. Most of the participants expressed that to promote cultural capital among students we should have some sort of community programs in which students can participate and there is a need to create awareness among the students of elite class so that they can take part in activities related to social work. All students must be realized that if society is giving you many things then you should also try to return something for the welfare of society. Some of the participants stressed that it is important for teachers to develop an active and friendly relationship with students and also makes easy access for them to communicate with the teacher. Few suggested that teachers should

not judge their students on basis of their economic background rather judge them fairly on merit and never make a student special in front of others because this would improve students' confidence and groom their overall personality.

It is also suggested that teachers should always have proper knowledge about students' problems, strengths, and weaknesses. By dealing with their problems, students can build trust in teachers which can help teachers to bring positive change in their personality and ultimately promote their cultural capital. Some of the participants also pinpointed that it is the dilemma of our education system that it is just providing education to students and not training, we mainly focus on completion of the syllabus but students' character building, and due to heavy workload teachers cannot pay required attention for personality development of students. Though the education system and institutions can contribute a lot to minimizing class differences, government institutions are required to take serious initiatives in this regard.

4.2 Quantitative Data Analysis

This section contains data analysis related to objectives three and five. Objective wise detailed analysis is as follows:

4.2.1 Objective 3: The role of school type in shaping students' habitus for social reformations, future roles/prospects

For addressing this objective, data were collected from students and they were analyzed quantitatively. The participants were enquired about the research objective three "to comprehend the role of school type in shaping students' habitus for social reformations, future roles/prospects" through the questionnaire. Based on the objective three following hypotheses were formulated to analyze participants' perception:

- H₁ Parental income is associated with the selection of types of schools
- H₂ The types of school influence the habitus of students
- H₃ The types of schooling influence student's future roles

Detailed analysis of students' responses related to these hypotheses along with interpretation has been given in the upcoming line. Firstly descriptive analysis related to all variables has been given, afterward inferential analysis has been described. Key variables in these hypotheses were:

- Parental income,
- Type of school,
- Students' habitus, &
- Students' Future roles.

Detail analysis has been given in upcoming lines.

4.2.1.1 Parental Income: Students were asked about the income of their parents and figures were provided to them to give a rough estimate of their parent's income. The detail of students' responses regarding this question is reflected in Fig. 4.2:

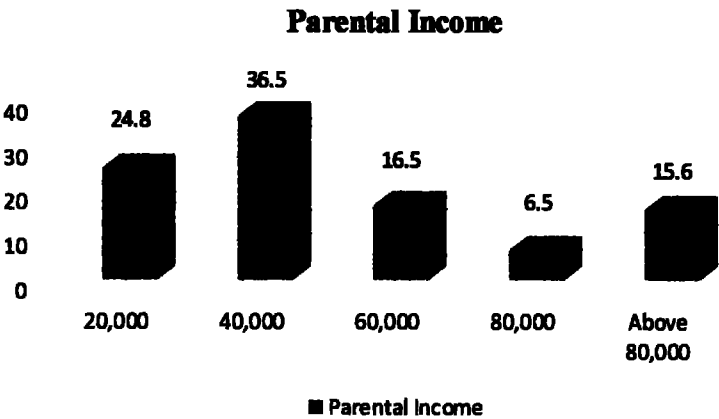


Figure 4.2 Parental Income Chart

Results of figure 4.2 reflected that according to students' data parental income of 25% of students was 20,000. Parental income of 36% students was 40,000, it was 60,000 according to 16% respondents. 6% of respondents stated that the income of their parents is 80,000 and 15% stated that the income of their parents is above 80,000. This data reflected that half of the students who are studying at Islamabad public and private schools are coming from families where the income of family members is above 40,000 and the income of the second half is below 40,000.

4.2.1.2 Type of school: I explored from students about the type of school in which they are studying. Students' responses about the type of school are as follows:

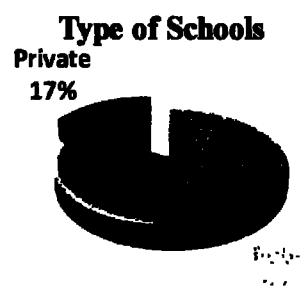


Figure 4.3. Type of school

This pie chart shows (Fig. 4.3) that the majority of the students (83%) who participated in this were studying in public schools and 17% of students were studying in private schools.

4.2.1.3 Students Habitus: Habitus of students was explored by asking multiple statements and Table 4.2 illustrates the comparison between the perception of private and public school students about their habitus

Table 4.2 *Students Habitus*

Students' Habitus	Private School Students (Mean scores)	Public School Students (Mean scores)	Overall Mean Scores
I only like to sit by certain people in the class	2.12	2.37	2.32
I laugh when someone else in class makes a mistake or doesn't understand something	1.46	1.43	1.44
I try to keep classroom things/materials neat and clean	2.47	2.81	2.75
I feel sorry whenever someone gets hurt due to me	2.69	2.82	2.80
I pay gratitude to others when they support me in the completion of tasks (academic as well as non-academic)	2.60	2.66	2.65
Teachers encourage me to participate in classroom discussion	2.40	2.58	2.55
I can share my problems with my teachers easily	1.98	2.41	2.33
Teachers encourage me to take responsibility for academic/non-academic activities	2.22	2.47	2.43
Teachers share their personal experiences about student life	2.18	2.58	2.51
Total N.	99	457	556

Interpretation

The first statement of students' habitus was related to students' habit of sitting with specific students, the mean score of private schools students was 2.12, and the mean score for public school students was 2.37. While overall mean score regarding this statement was

2.32. All these values of mean scores are in the category of below-average which reflects that no matter from which type of school students belong; they like to sit with specific students and do not have a strong habit of socialization. The second statement of students' habitus was related to the habit of making fun of others' mistakes among students in the class, the mean score of private schools students was 1.46, and the mean score for public school students was 1.43. While overall mean score regarding this statement was 1.44. All these values of mean scores are in the category of below-average which reflects that students do not laugh at the other students' mistakes or misunderstandings.

The third statement of students' habitus was related to the habit of students to keep classroom stuff clean, the mean score of private schools students was 2.47, and the mean score for public school students was 2.81. While overall mean score regarding this statement was 2.75. All these values of mean scores are in the category of average which reflects that usually, students have a habit of cleanliness. The fourth statement of students' habitus was related to the habit of feeling sorry among students when they hurt someone, the mean score of private schools students was 2.69, and the mean score for public school students was 2.82. While overall mean score regarding this statement was 2.80. All these values of mean scores are in the category of average which reflects that they hurt someone they often feel sorry for them. The fifth statement of students' habitus was related to the habit of students for becoming thankful when others help them in completion of tasks (academic as well as non-academic), mean score of private schools' students was 2.60, and the mean score for public school students was 2.66.

While overall mean score regarding this statement was 2.65. All these values of mean scores are in the category of average which reflects they usually acknowledge others

helping attitude towards them. The sixth statement of students' habitus was related to that teachers encourage their student's in-class participation, the mean score of private schools students was 2.40, and the mean score for public school students was 2.58. While overall mean score regarding this statement was 2.55. The values of private mean scores are in the category of below-average which reflects teachers do not encourage them the participation in the class discussion whereas the values of public and overall mean scores are in the category of average which shows that teachers usually encourage their students to participate in class discussion.

The seventh statement of students' habitus was related to the habit of problems' sharing with teachers among students, the mean score of private schools students was 1.98, and the mean score for public school students was 2.41. While overall mean score regarding this statement was 2.33. The values of private mean scores are in the category of below-average which reflects that they cannot share their problems with their teachers easily while the values of public and overall mean scores are in the category of average which shows that the students generally share their problems with teachers easily. The eighth statement of students' habitus was related to that teachers encourage their students to be responsible, the mean score of private schools' students was 2.22, and the mean score for public school students was 2.47. While overall mean score regarding this statement was 2.43. The values of private mean scores are in the category of below-average which reflects that they are not being encouraged for taking responsibilities while the values of public and overall mean scores are in the category of average which shows that usually teachers encourage their students to take responsibilities in academic/non-academic activities.

The last statement of students' habitus was related to that teachers share their personal experiences about student life with students; the mean score of private schools students was 2.18 and the mean score for public school students was 2.58. While overall mean score regarding this statement was 2.51. The values of private mean scores are in the category of below-average which reflects that teachers do not share their personal experiences about student life while the values of public and overall mean scores are in the category of average which shows that teachers generally share their personal experiences about student life. A pictorial description of students' responses regarding their habitus is as follows (Fig 4.4):

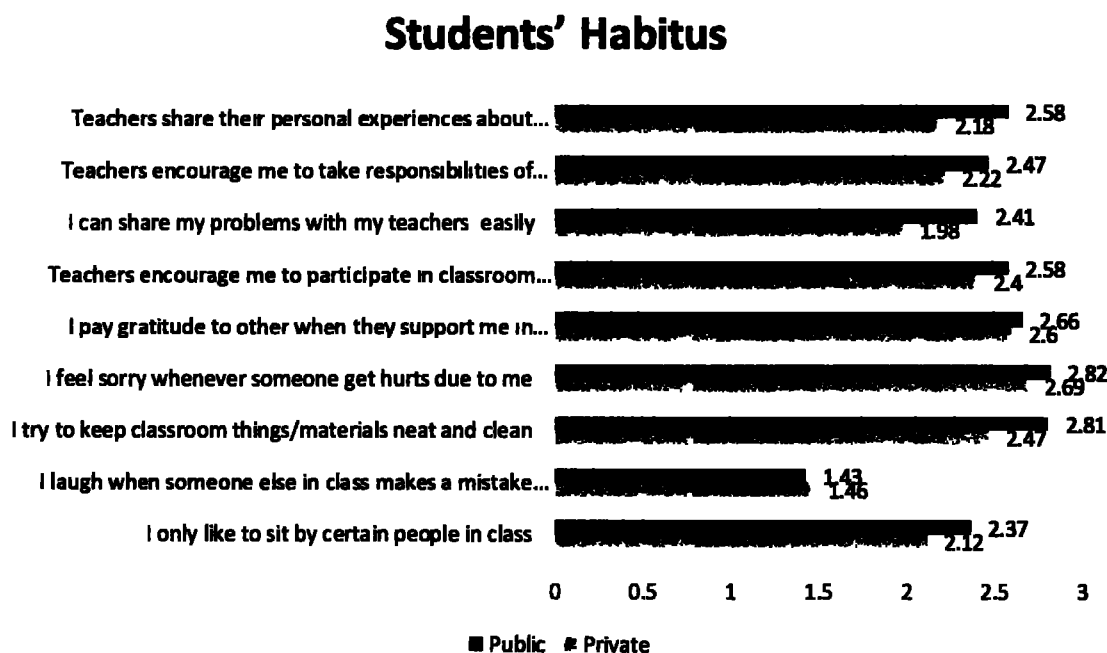


Figure 4.4 Students' Habitus

4.2.1.4 Future role of students: It was explored by asking a question from them about a profession that they want to adopt in the future, students responses regarding future roles are as follows:

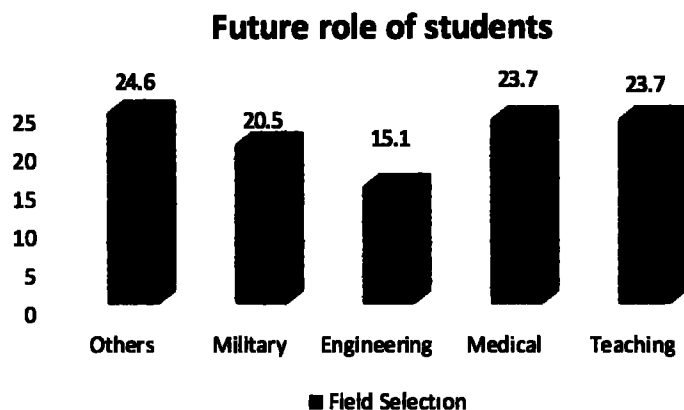


Figure 4.5 Future role of students

Interpretation

This Fig. 4.5 shows students’ responses regarding their professional selection choices that 23.7% want to choose the teaching profession and the same ratio want to choose the medical profession. 15.1% of students were interested to go for engineering, 20.5% wanted to serve military while 24.6% were interested in other different professional choices. A pictorial description of students’ responses regarding their professional selection choices is as follows:

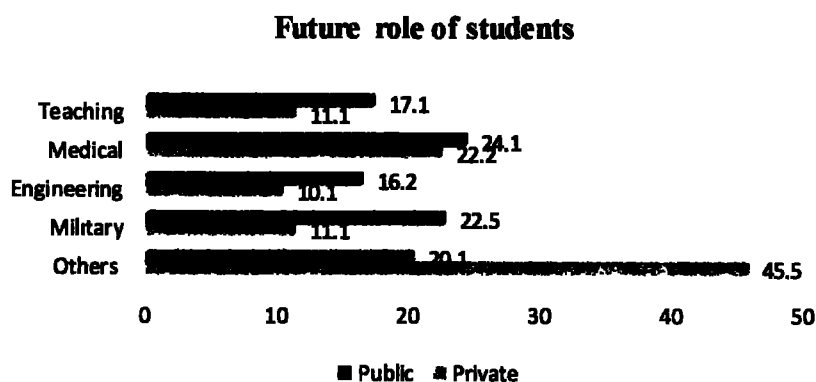


Figure 4.6 Comparison between public and private school students

Interpretation

Figure 4.6 reflects that 17.1% of public school' students want to adopt the teaching profession, while the ratio of this profession selection among private students is 11.1%. In the medical profession, there is a 24.1%ratio of public school students and a 22.2% ratio of private school students. 16.2% of public school' students want to be an engineer in the future while the ratio of this profession selection among private students is 10.1%. 22.5% of public school' students want to join the military but only 11.1%of private school students want to join this profession. 20.1% of public school students and 45.5% of private school students want to adopt other different professions.

Detail of "others" professions that students expressed to join in future are as follows:

Air hostess	Animation	Architecture	Artist
Astrology	Banking	Biosciences	Biotechnology
Businessman	Chemist	Civil Services	Clerk
Computer sciences	Cricket	CSS officer	Designing
E commerce	Entrepreneur	Farming	Fashion designing
Freelancing	Govt job	Graphic Designer expert	IT expert
Job on airport	Journalist	Lawyer	Manga writing/illustration
Mechanical work in future	Media TV	Medical store	Nursing
Office work	Psychiatrist	Actress	Pure Sciences
Self-business	Shop	Software Engineer	State life Officer

H₁ Parental income is associated with the selection of types of schools

Table 4.3 *Correlation Analysis Summary for association between parental income and selection of school*

Variables	Mean	Std. Deviation	N	Pearson Correlation	Sig. (2- tailed)
Parents' Monthly Income	2.52	1.348	556	-.373**	.000
Type of School	1.82	.383	556		P< 0.05

Interpretation

Results of table 4.3 reflect that the mean score for parents' monthly income is 2.52 which is in the range of average mean scores and the mean score for type of school is 1.82 which reflects that the mean score is below average. The standard deviation for parents' monthly income is 1.348 and for the type of school is .383 and it shows the deviation of mean scores from average. For testing the association between parental income and selection of school person product-moment correlation was applied and the value of correlation $r(556) = -.373$, $P < 0.05$ reflected that there is a negative association between these variables. The alpha value is also below 0.05 which indicates a very low significant negative association between these variables. Based on these results we can conclude that parents' income did not affect child selection of school and students whose parent's income is low, are also attending elite class schools.

H₂ The types of school influence the habitus of students

To explore the influence of school type on the habitus of students, regression analysis was applied through SPSS; detail of data analysis along with interpretation is as follows:

Table 4.4 *Regression Analysis Summary for the influence of School type on students' habitus*

Variables	B	Df	95% CI	P	F
Constant	1.948	Regression=1	[1.801 2.096]	.000	33.259
Type of School	.232	Residuals=554	[.153 .311]	.000	
					P< 0.05

Note: R² adjusted= 0.55. CI= confidence interval for B.

Dependent Variable: Students' Habitus

Interpretation

A simple linear regression was used to predict the influence of school type on students' habitus. Results of Table 4.4 indicated that type of school influence the student's habitus, F (1,554)=33.259. P< 0.05, R² adjusted= 0.55. The regression coefficient B=.232, .95% CI[.153 .311] reflected that if the school type will be upright then the student's habitus will be also appreciable.

Table 4.5 *Regression Analysis Summary for the influence of School type on students' future roles*

H₃ The types of schooling influence student's future roles

Variables	B	df	95% CI	P	F
Constant	4.106	Regression=1	[3.530 4.681]	.000	11.336

Type of School	-0.530	Residuals=554	[-0.839 -0.221]	.001
				P< 0.05

Note: R² adjusted= .018 CI= confidence interval for B.

Dependent Variable: Students’ future roles

Interpretation

A simple linear regression was used to predict the influence of School type on students’ future roles. Results of Table 4.5 indicated that type of school influence the student’s future roles F (1,554)=11.336. P< 0.05, R2 adjusted= .081. The regression coefficient B=-.530, .95% CI [-.839-.221] reflected that good school type doesn’t influence students’ future roles.

4.2.1.5 Moral Values (Students Habitus)

For exploring detailed information about students’ habitus, one research question was also formulated; which is as follows: what kind of values do schools aim to include among students at secondary level schools? that has been answered by students. Detailed data related to that questions have been given in the upcoming line which reflects the status of moral values that are being developed by public and private schools among students.

Table 4.6 *Moral values among Private and Public School Students*

Moral Values	Private School Students (Mean scores)	Public School Students (Mean scores)	Overall Mean Scores
Speaking truth	2.53	2.87	2.81
Keeping promises	2.30	2.73	2.65
Remaining honest in all dealings	2.49	2.84	2.78

Cooperation with fellows and friends	2.54	2.77	2.73
Helping others (poor and needy people)	2.57	2.79	2.75
Speaking gently with all	2.47	2.77	2.72
Maintaining self-control when someone is bullying or teasing	2.33	2.63	2.58
Respecting elders	2.76	2.92	2.89
Total N.	99	457	556

Interpretation

Table 4.6 illustrates moral values among private and public school students. The first statement of students' moral values was related to the habit of speaking the truth among students, which means a score of private schools students was 2.53 and means score for public school students was 2.87. While overall mean score regarding this statement was 2.81. All these values of mean scores are in the category of average which shows that most students are being taught to speak the truth. The second statement was related to promoting the habit of keeping promises among students. The mean score of private schools students was 2.30 and the means score for public school students was 2.73. While overall mean score regarding this statement was 2.65. The values of private mean scores are in the category of below average while the values of public and overall mean scores are in the category of average which shows that students are being taught to keep their promises.

The third statement of students' moral values was related to promoting the habit of remaining honest in all dealings among students. The mean score of private schools students was 2.49 and the means score for public school students was 2.84. While overall mean score regarding this statement was 2.78. All these values of mean scores are in the category of

average which shows that students are being taught to remain honest in every matter. The fourth statement of students' moral values was related to promoting the habit of cooperation with fellows and friends among students. The mean score of private schools students was 2.54 and the means score for public school students was 2.77. While overall mean score regarding this statement was 2.73. All these values of mean scores are in the category of average which shows that students are being taught to cooperate with fellows and friends.

The fifth statement of students' moral values was related to promoting the habit of helping others (poor and needy people) among students. The mean score of private schools students was 2.57 and the means score for public school students was 2.79. While overall mean score regarding this statement was 2.75. All these values of mean scores are in the category of average which reflects that students are being taught to help poor and needy people. The sixth statement of students' moral values was related to promoting the habit of speaking gently with all among students. The mean score of private schools students was 2.47 and the means score for public school students was 2.77. While overall mean score regarding this statement was 2.72. All these values of mean scores are in the category of average which reflects that they are being taught to speak gently with all.

The seventh statement of students' moral values was related to promoting the habit of maintaining self-control among students when someone is bullying or teasing. The mean score of private schools students was 2.33 and the means score for public school students was 2.63. While overall mean score regarding this statement was 2.58. The values of private mean scores are in the category of below average while the values of public and overall mean scores are in the category of average which shows that they are being taught to maintain self-control when someone is bullying or teasing them. The eighth statement of students' moral values was

related to promoting the habit of respecting elders among students. The mean score of private schools students was 2.76 and the means score for public school students was 2.92. While overall mean score regarding this statement was 2.89. All these values of mean scores are in the category of average which reflects that they are surely being taught to respect their elders. A pictorial description of data related to moral values is as follows:

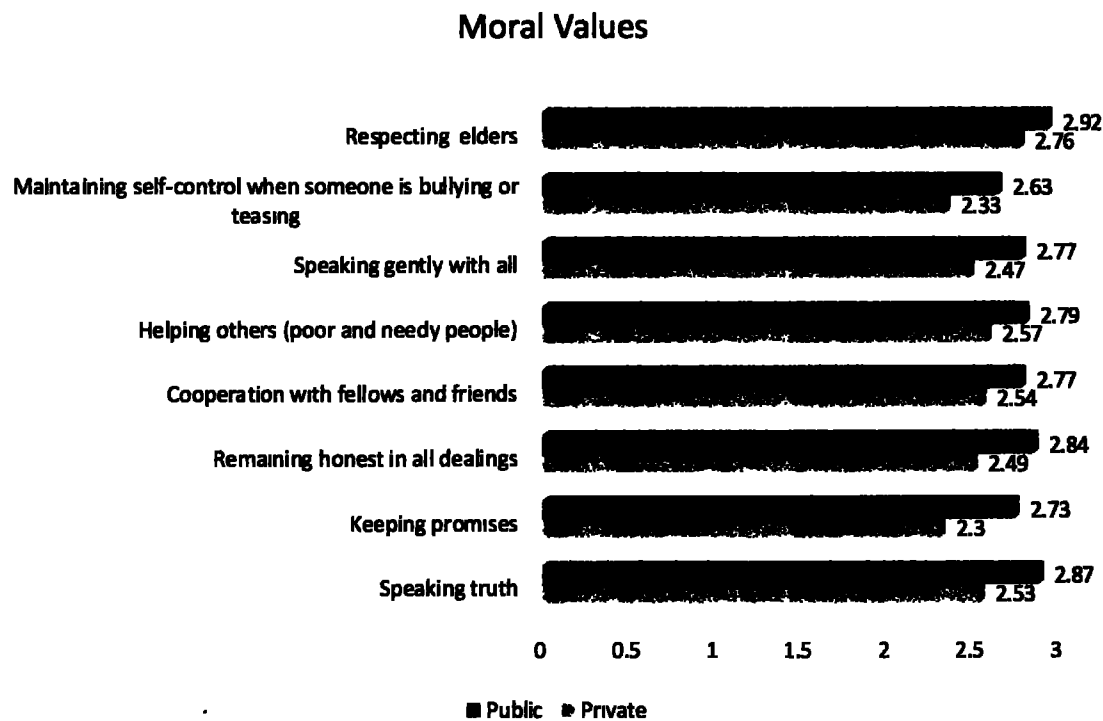


Figure 4.7: Moral Values

4.2.2 Objective 5: To investigate the differences in field selection, forms of capital, and habitus based on students’ socioeconomic background

To achieve objective five “to investigate the differences in field selection, forms of capital and habitus based on students’ socioeconomic background”, I conducted a survey, and participants of the study were requested to fill the given questionnaire. Based on the objective three following hypotheses were formulated to analyze participants’ perception:

H₄ Field selection is dependent on the socio-economic status of students

H₅ Capital of the student is associated with the socio-economic status of parents

H₆ Socio-economic status of students influence their habitus

Detailed analysis of students' responses related to these hypotheses along with interpretation has been given in the upcoming line. Firstly descriptive analysis related to all variables has been given; afterward inferential analysis has been described. Key variables in these hypotheses were:

- Field selection
- Socio-economic status
- Capital of the student

4.2.2.1 Field selection

To explore students' priority for field selection, students were inquired about the field of study in which they are enrolled. Students' responses regarding field selection have been described below given graph:



Figure 4.8: Field Selection

Interpretation

Figure 4.8 reflected that majority of the respondents 61% were students of 1st and 2nd-year classes. 26% of respondents were students of 9th and 10th grades and only 13% of the respondents were from O and A levels.

4.2.2.2 Socio-Economic Status

For exploring the socio-economic status of students multiple questions were asked from students, detailed analysis of students' responses is as follow:

Table 4.7 Socio-Economic Status (SES)

Socio-Economic Status	Private School Students (Mean scores)	Public School Students (Mean scores)	Overall Mean Scores
What is the highest level of education of your father?	4.08	3.08	3.26
What is the highest level of education of your mother?	3.71	2.24	2.50
Can you give a rough estimate of your household income per month?	3.60	2.28	2.52
You Live in which type of house?	1.64	1.91	1.86
Your family-owned usual conveyance and vehicle are?	2.75	2.25	2.34
Do your family members participate in social/cultural functions held in your locality/city?	1.77	1.72	1.72

With which class of people do the elder members of your family keep contact?	2.89	3.11	3.07
What is the opinion of your friends and others about your family?	2.40	2.41	2.41
Are your family members, are members of social/cultural organizations?	2.04	2.19	2.16
What should be the basis of social status according to your family members?	2.33	2.36	2.35
Total N.	99	457	556

Interpretation

Table 4.7 reflects the socio-economic status of students. The First statement of SES was related to the highest level of education of the student's father, the mean score of private schools students was 4.08, and the mean score for public school students was 3.08. While overall mean score regarding this statement was 3.26. All these values of mean scores are in the category of above-average which reflects that students' fathers have a good level of education. The second statement of SES was related to the highest level of education of the student's mother, the mean score of private schools students was 3.71, and the mean score for public school students was 2.24. While overall mean score regarding this statement was 2.50. The values of private mean scores are in the category of above-average whereas the values of public mean scores are in the category of average. But the overall mean scores are in the category of above-average which shows that most of the mothers have the highest level of education.

The third statement of SES was related to the rough estimate of their monthly household income, the mean score of private schools students was 3.60, and the mean score for public school students was 2.28. While overall mean score regarding this statement was 2.52. The values of private mean scores are in the category of above-average whereas the values of public mean scores are in the category of average. But the overall mean scores are in the category of above-average which shows that the monthly income of students' families is adequate to fulfill their educational needs. The fourth statement of SES was related to the type of house in which they live, the mean score of private schools students was 1.64, and the mean score for public school students was 1.91. While overall mean score regarding this statement was 1.86. All these values of mean scores are in the category of below-average which indicates that there is no major difference in the living style of students.

The fifth statement of SES was related to which type of vehicle their family owns, the mean score of private schools students was 2.75, and the mean score for public school students was 2.25. While overall mean score regarding this statement was 2.34. The values of private mean scores are in the category of average whereas the values of public mean scores and overall mean scores are in the category of below-average which reflects that families of private students own better vehicles as compared to families of public students.

The sixth statement of SES was related to their family's participation in local social/cultural functions, means a score of private schools' students was 1.77 and means score for public school students was 1.72. While overall mean score regarding this statement was 1.72. All these values of mean scores are in the category of below-average which reflects that the student's family's participation in local social/cultural events is not

very much effective. The seventh statement of SES was related to the class of people with which the elder members of your family keep contact, which means a score of private schools students was 2.89 and means score for public school students was 3.11. While overall mean score regarding this statement was 3.07. The values of private mean scores are in the category of average whereas the values of public mean scores and overall mean scores are in the category of above-average which reflects that elder members of students' families keep contact with people of great repute.

The eighth statement of SES was related to the opinion of their friends and others about their family, which means a score of private schools students was 2.40 and means score for public school students was 2.41. While overall mean score regarding this statement was 2.41. All these values of mean scores are in the category of below-average which reflects that the students were not assured regarding people thinking about their family. The ninth statement of SES was related to the student's family members who are members of social/cultural organizations, means a score of private schools' students was 2.04, and means score for public school students was 2.19. While overall mean score regarding this statement was 2.16. All these values of mean scores are in the category of below-average which reflects that the student's family members are not frequent members of social/cultural organizations.

The last statement of SES was related to the basis of social status according to their family members, the mean score of private schools students was 2.33, and the means score for public school students was 2.36. While overall mean score regarding this statement was 2.35. All these values of mean scores are in the category of below-average which reflects that the students are not much assured about the basis of social status according to their

family members. A pictorial description of public and private students’ SES is reflected in Fig 4.9:

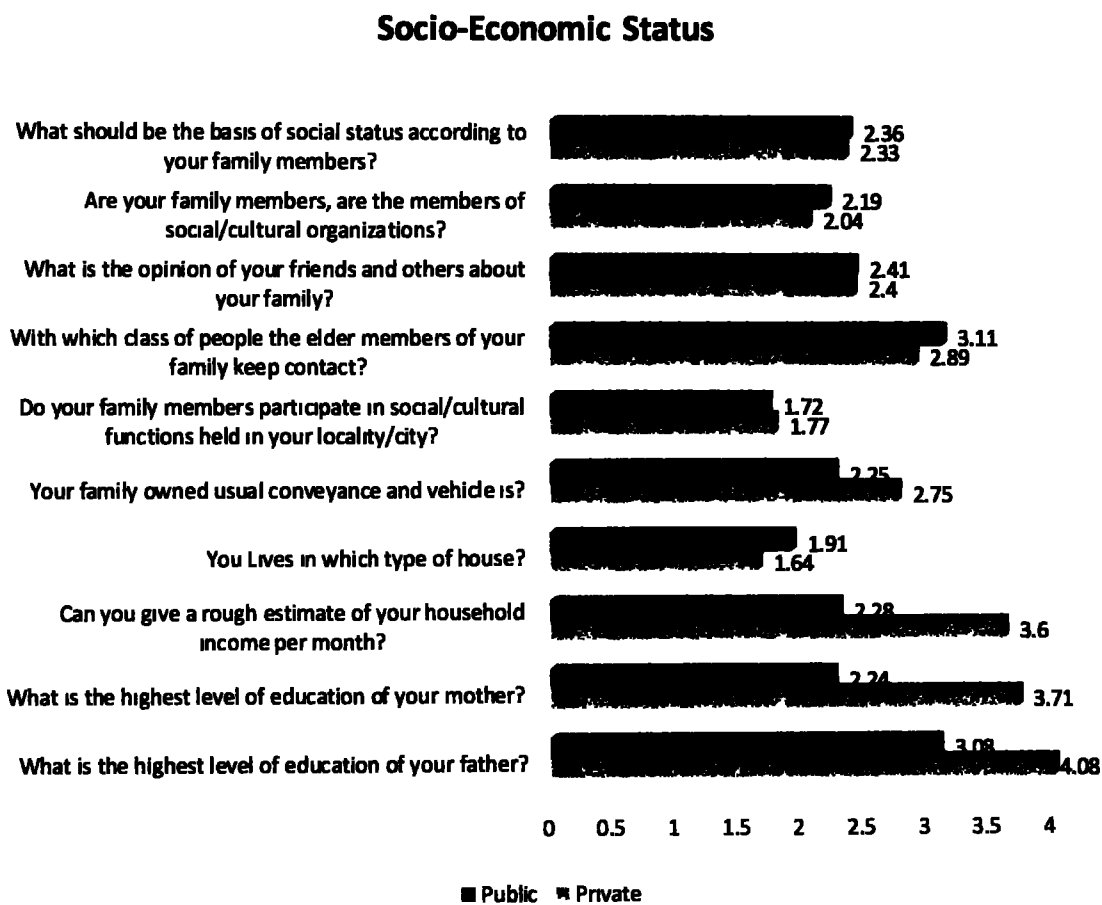


Figure 4.9: Socio-Economic Status

4.2.2.3 Students’ Social Capital

To get information about students’ social capital, they were asked to provide data about the facilities which they are availing as they are reflecting their capital. The detail of students’ responses is reflected in Table 4.8:

these values of mean scores are in the category of average which reflects that their friends/relatives celebrate their academic achievements.

The last statement of students' was related to students' interest in performing tasks (either they are academic or non-academic), means a score of private schools' students was 2.61 and means score for public school students was 2.57. While overall mean score regarding this statement was 2.57. All these values of mean scores are in the category of average which shows that they take interest in performing tasks (either they are academic or non-academic). A pictorial description of public and private students' capital is presented in Fig. 4.10:

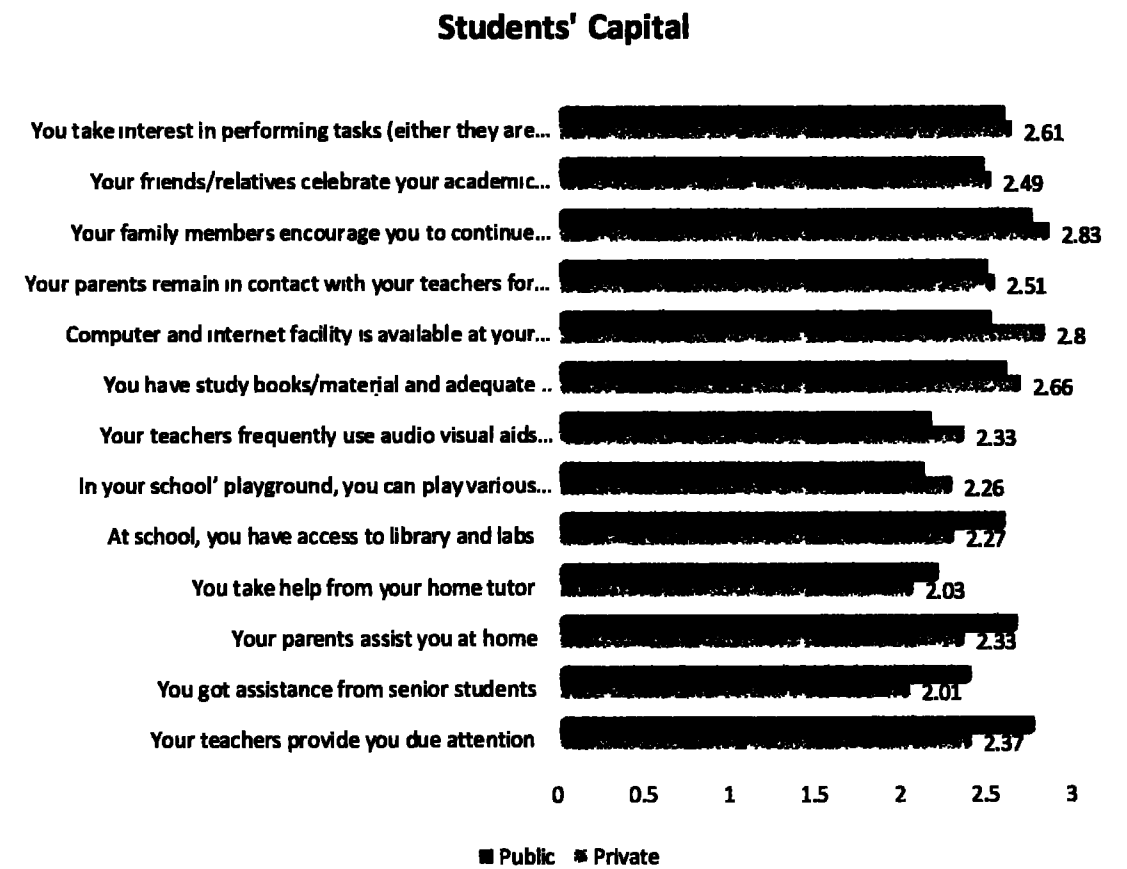


Figure 4.10: Public and private students' capital

H₄ Field selection is dependent on the socio-economic status of students

Table 4.9 *Regression analysis summary for the influence of socioeconomic status on field selection*

Variables	B	Df	95% CI	P	F
Constant	1.374	Regression=1	[.696 2.052]	.000	26.964
SES	.730	Residuals=554	[.454 1.006]	.000	
P< 0.05					

Note: R² adjusted= 0.45 CI= confidence interval for B.

Dependent Variable: Field selection

A simple linear regression was used to predict the influence of socioeconomic status on field selection. Results of Table 4.9 indicated that socioeconomic status influences the student's field selection $F(1,554)=26.964$. $P<0.05$, R^2 adjusted= 0.45. The regression coefficient $B=-.730$, .95% CI [.454 1.006] reflected that socioeconomic status influences students' field selection.

H₅ Capital of the student is associated with the socio-economic status of parents

Table 4.10 *Correlation analysis summary for the association between the capital of the student and socio-economic status*

Variables	Mean	Std. Deviation	N	Pearson Correlation	Sig. (2-tailed)
Capital of the student	2.44	.360	556	-.141**	.001
SES	2.42	.423	556		P< 0.05

Results of table 4.10 reflected that the mean score for the capital of the student is 2.44 and the mean score for socioeconomic status is 2.42. The standard deviation for the

capital of the student is .360 and for socioeconomic status is .423 and it shows the deviation of mean scores from average. For testing the association between the capital of the student and socio-economic status product-moment correlation was applied and the value of correlation $r(556) = -.141, P < 0.05$ reflected that there is a negative association between these variables. The alpha value is also below 0.05 which indicates a very low significant negative association between these variables. Based on these results we can conclude that the capital of the student is not very much dependent on their socio-economic status.

H₆ Socio-economic status of students influence their habitus

Table 4.11 *Regression Analysis Summary for the influence of socioeconomic status on students' habitus*

Variables	B	Df	95% CI	P	F
Constant	2.507	Regression=1	[2.326 2.688]	.000	2.236
SES	-.056	Residuals=554	[-.130 .018]	0.135	
P> 0.05					

Note: R² adjusted= .002 CI= confidence interval for B.

Dependent Variable: Students' Habitus

A simple linear regression was used to predict the influence of socioeconomic status on students' habitus. Results of Table 4.11 indicated the influence of socioeconomic status on students' habitus $F(1,554) = 2.236, P < 0.05, R^2 \text{ adjusted} = .002$. The regression coefficient $B = -.056, .95\% \text{ CI } [-.130 .018]$ reflected that socio-economic status does not influence students' habitus.

Comparison Of Private and Public School Students about all Key Variables

Table 4.12 *Comparison of private and public school*

Key Variables	Private School Students (Mean scores)	Public School Students (Mean scores)	Overall Mean Scores
SES	2.72	2.35	2.42
Students behavior and classroom Environment	2.18	2.41	2.37
The teacher tells about the benefits of Moral Values	2.50	2.79	2.74
For completion of academic tasks	2.19	2.48	2.43
Academic and Physical Facilities	2.53	2.45	2.47
Capital of Students	2.35	2.46	2.44
Total N.	99	457	556

Table 4.12 presents an overall comparison of private and public school students about various variables of the study. The first variable of comparison between private and public school students was related to the students' socio-economic status. The means score of private schools students was 2.72 and the means score for public school students was 2.35. While overall mean score regarding this statement was 2.42. The values of private mean scores are in the category of average while the values of public and overall mean scores are in the category of below-average which shows that generally, the socio-economic status of students is below average.

The second variable of comparison between private and public school students was related to the student's behavior and classroom environment mean score of private schools students was 2.18 and the means score for public school students was 2.41. While overall mean score regarding this statement was 2.37. All these values of mean scores are in the category of below-average which reflects that students' behavior and classroom environment are quite normal.

The third variable of comparison between private and public school students was related to the benefits of moral values taught by the teacher. The mean score of private schools students was 2.50 and the means score for public school students was 2.79. While overall mean score regarding this statement was 2.74. All these values of mean scores are in the category of average which reflects that in both types of schools teachers tell students about the benefits of moral values.

The fourth variable of comparison between private and public school students about all keys was related to the completion of academic tasks, the means score of private schools students was 2.19, and the means score for public school students was 2.48. While overall mean score regarding this statement was 2.43. The values of private mean scores are in the category of below average while the values of public and overall mean scores are in the category of average which shows that students seldom focus on timely completion of academic tasks.

The fifth variable of comparison between private and public school students was related to available academic and physical facilities for students. The mean score of private schools students was 2.53 and the means score for public school students was 2.45. While overall mean score regarding this statement was 2.47. All these values of mean scores are

in the category of average which reflects that students have normal academic and physical facilities. The sixth variable of comparison between private and public school students was related to the capital of students, the means score of private schools students was 2.35, and the means score for public school students was 2.46. While overall mean score regarding this statement was 2.44. The values of private mean scores are in the category of below average while the values of public and overall mean scores are in the category of average which shows that students of both types of schools have average social and academic capital. A pictorial description of this comparison data is as presented as Fig 4.11:

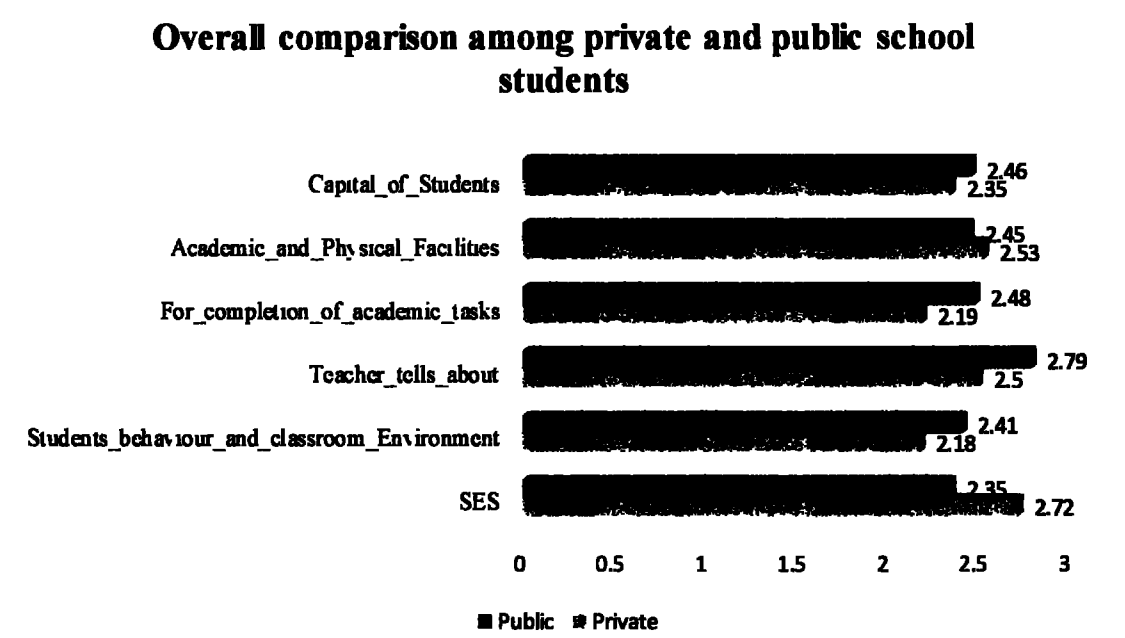


Figure 4.11: Overall comparison among private and public school students

Data analysis revealed that

Concerning the variable “students capital” the overall mean score of public schools students was 2.46, while for private schools students were 2.35. For the variable “academic and physical facilities” the overall mean score of public schools’ students was 2.45, while

for private schools' students was 2.53. For the third variable "completion of academic tasks," the overall mean score of public schools' students was 2.48, while for private schools' students was 2.19. For the variable "promotion of moral values," the overall mean score of public schools' students was 2.79, while for private schools' students was 2.5. For the fifth variable "student behavior and classroom environment," the overall mean score of public schools' students was 2.41, while for private schools' students was 2.18. For the last variable which was "socio economic status of parents" the overall mean score of public schools' students was 2.35, while for private schools' students was 2.72.

For four variables which were students capital, completion of academic tasks, promotion of moral values, and student behavior/classroom environment; mean scores of public schools' students were slightly high as compared to private schools' students. While for two variables which were academic and physical facilities and socio-economic status of parents, mean scores of private schools' students were slightly high as compared to public schools' students. Cumulatively it was deduced there was not too much mean scores difference in the students of public and private schools regarding study' variables. The major reason for this slight mean difference is that data for this study were collected from the students of Islamabad Capital Territory and the majority of the people living in the federal area are employed/businessmen.

4.3 Discussion

This study was conducted to find out that how the public and private schools in Islamabad prepare pupils differently and the kind of culture they instill in individuals during the process of schooling. Findings of this study declared that at public and private schools teachers are using various innovative pedagogical strategies (such as role-play,

learning by doing, self-learning, personalized learning, inquiry-based learning approach, questioning, continuous motivation, encouragement, classroom discussions, etc.) to strengthen cultural capital of students. Teachers are using various pedagogies such as 'role play, flipped classrooms, learning by doing, self-learning, personalized learning, inquiry-based learning approach, questioning, continuous motivation, encouragement, smart labs, enriched libraries, classroom discussions, and continuous feedback for promoting cultural capital among students.

Some of these findings correlate with previous studies, for example, a study was also carried out by Delpit (1995) to explore pedagogical strategies that teachers utilized to promote cultural capital among students, and his study findings declared that teachers are not trained enough about innovative pedagogical strategies to promote strengthen cultural capital of students. Likewise, findings of a research study conducted by Cuc (2013) reflected that by using various strategies such as reflection exercises, portfolios, electronic sources, and project methods and discussion sessions; teachers can enable students to improve their intercultural interactions with students coming from diverse cultures/backgrounds.

Findings revealed that for handling the issue of language diversity in the classroom, teachers encourage their students to follow national language for their conversation and they are not allowed to speak mother languages. In contrast to these findings, it has been identified by Delpit (1995) that language is a very important element of the dominant culture and school habitus. Therefore if students' mother language is different from the language of the dominant group then it is difficult for students to cope up. In the present research, I explored that teachers are using various strategies to promote multilingual

proficiencies among students. Various strategies such as discussions, competitions, practical activities, questioning, etc. are being utilized by teachers at both types of schools to ensure equal participation of students in classroom activities. These findings are also supported by the findings of Ollerhead & Taylor-Leech (2019) as they suggested that teaching practices conducted in multilingual ways such as reading, writing, and speaking permit students to avail themselves the cultural resources which promote the personal grooming of their classroom work, also improving the knowledge through texts in more than one language.

The present study's findings reflected that for ensuring religious harmony among students schools are promoting the values of tolerance, brotherhood, and respecting all believes and religions. These findings are also aligned with the findings of a research study conducted by Sumbulah and Purnomo (2018) as they reflected that the understanding of religion is to respect other religious communities, to tolerate and a comprehensive religious understanding, to promote equality of majority and minorities, to promote religious freedom on the field (institution) and in society. Positive and strong relationship among student-teachers is being promoted in both types of schools.

Findings described that by ensuring educational equity, merit-based performance, creating cultural harmony, good manners, and developing good communication skills among students cultural capital is being promoted. But according to the findings of a research study conducted by Farid (2019) cultural capital can be enjoyed only in the case if the parents of students already have the facilitation of cultural capital. Results of the current study showed that teachers are using multiple ways for ensuring the participation of every individual in various curricular and co-curricular activities and making learning

fun for students. In contrast, according to McNeal (1995) findings reflected that some students take very less participation in co-curricular activities due to low grades and fewer motivations/aspirations which resulted in their dropping out from school. Contributing role and active involvement of parents can play an important role to achieve the educational objectives and enhancing students learning. Likewise, Coleman's (1998) findings also ensured that a strong relationship between children, parents, and teachers may lead to sound emotional, social, educational support and guidance towards the children's positive development and growth as an overall complete personality.

Both public and private schools are ensuring uniformity regarding the language of their school culture. Both types of schools are organizing various activities such as national events to promote the cultural capital of students. Both types of schools do not have such training sessions which can particularly ensure the occupational mobility of their students in the job market. These findings have been also supported by the findings of a study conducted by Felouzis and Perroton (2007) who have reflected that non-existent training sessions/low quality of training sessions, poor management of institutions may lead to an unsuccessful life.

Findings revealed that parents' income did not affect child selection of school and students whose parent's income is low; they are also attending elite class schools. Likewise, the findings of the researchers Ellwood and Kane (2000) indicated that if parents are not economically strong, even then they try to maintain an association between their child's educational attainment and their income. The findings of the present study reflected that if the school type will be good then the students' habitus will be also appreciable. These findings are supported by the findings of Pather and Chetty (2015) as they reflected social

capital and habitus are prominently connected with students' academic and social abilities to integrate into their new situation. The student's habitus shapes his institutional experiences and academic performance. According to the findings of present research school type doesn't influence students' future roles. According to Pather and Chetty's (2015) findings, habitus refers to shaping up students' past and present experiences to attend to the current situation only. Therefore, in this context, if a student's habitus is coordinated with the institutional habitus, then the student will grow positively towards their institutional experience and academic performance but students' overall habitus and intentions about the selection of profession in the future did not get very much influenced by school type.

Findings of the present research reflected that in both types of schools teachers tell students about the benefits of moral values. And these findings are supported by the viewpoint of Sari (2013) who indicated that teaching moral values at school is very essential to make student's behavior improve because it leads the students towards the betterment of their lives and in top-performing educational institutions teachers are formally trained for promotion of ethical and moral values among students. Findings reflected that teachers don't show any favor to particular individuals especially based on their economic or cultural background, rather they provide equal opportunities to students for their comprehensive development. Elite class family background does not affect the competency development among students and their grades. Nevertheless, the findings of various researchers (e.g. Rahman, 2004; Malik, 2012; Ullah, 2013; & Khattak, 2014) reflected that dominant class safeguards the development of operative English language

skills among the students which is the good source of good quality education. Teachers are motivating students of diverse backgrounds to respect distinctive cultural.

Besides the above-mentioned facts, findings also reflected that students of both types of schools have average social and academic capital. The present study reflected that socioeconomic status influences students' field selection but has no influence on students' habitus. These findings are supported by Desjardins and Toutkoushian (2005) as they stated that students belonging to families having different socioeconomic statuses always reflect diverse attitudes for field selection but findings of the present study are in contrast to the findings of Dumais (2006) as he highlighted that parents' status and habitus has a strong influence on students' habitus. The present study fostered the idea that the social or cultural capital of the student is not very much dependent on their socio-economic status but on the contrary, it has been reported by St. John (2006) that the socio-economic status of families plays an important role in firming the cultural capital of students.

4.4 Summary

This chapter is based on data analysis of qualitative and quantitative data along with a discussion related to key results. There are three major sections in this chapter, the first section is related to qualitative data and three objectives (1, 2, & 4) have been addressed in this section. While the second section is based on quantitative data and two objectives (3 & 5) had been discussed in that section. In the end, discussion related to key results had been documented keeping in view the results of previously conducted research studies.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

This research explored the difference between the role of public and private schools in social reproduction and examined the extent to which Bourdieusian theory can explain this difference. Building on the theories and models on which Bourdieu's literature has been based, the purpose of this study was to join forms of field, capital, and habitus in Bourdieu's model. Objectives of this study were to analyze the value contents, sources, and the tendency of value education implementation during secondary education (i.e. HSSC and O/A levels); to examine "fields" of education that different types of Pakistani schools (i.e. elite/private and public) constitute in terms of knowledge, culture, and the provision of academic and physical facilities; to determine the effect of school type on experiences and dispositions of students towards a class-based society; to comprehend the role of school type in shaping students' habitus for social reformations, future roles/prospects; to delineate how one form of capital reinforces the activation of other forms of capital and explore the difference in field selection, forms of capital and habitus based on students' socioeconomic background. The sequential exploratory parallel design of the mixed methods approach was employed as the research design. All the teachers and students of Public Higher Secondary schools (9) and Private schools (20) offering O/A levels constituted the population of the study. A proportionate sampling technique was used to select schools; a random sampling technique was applied to select students, and a convenient sampling technique was employed to select teachers from the higher secondary

schools of Islamabad. The questionnaire was used to collect quantitative data from students and qualitative data were obtained using face-to-face interviews with teachers. Quantitative data analysis was done by statistical analysis and qualitative data were analyzed by applying thematic analysis.

The key findings are being summarized below about the study objectives.

5.1.1 Findings related to objective 1

Objective one of this study was “to analyze the value contents, sources and the tendency of value education implementation during the secondary education (i.e. HSSC and O/A levels)”. Data related to this objective was collected from teachers through an interview guide. For the analysis of data, various themes were generated. Key findings related to these objectives are as follows:

1. Teachers stated that they are using various pedagogies such as ‘role play, flipped classrooms, learning by doing, self-learning, personalized learning, inquiry-based learning approach, questioning, continuous motivation, encouragement, smart labs, enriched libraries, classroom discussions, and continuous feedback for promoting cultural capital among students.
2. For handling the issue of language diversity in the classroom, teachers encourage their students to follow the national language for their conversation. Students are made to follow class rules and regulations and use only national language for avoiding any misconduct.
3. To promote multilingual proficiencies among students, teachers illustrated that discussion, roleplaying, sharing ideas, “reading and creative writing on different topics promote proficiency in the usage of Multi languages” group

work, lab/ practical work, and mixed-language classes can serve as the most effective strategies.

4. For ensuring the equal participation of all students and especially the participation of introverted students in classroom activities various strategies such as discussions, competitions, practical activities, questioning, etc. are being utilized at both types of schools.
5. Many ways are being practiced to ensure equality among students such as fair and equal opportunities, transparency, meritocracy, promoting the habit of sharing, designing multiple games, equal access to curricular and co-curricular activities, and creating awareness among students about the importance of equality.
6. For ensuring religious harmony among students schools are promoting the values of tolerance, brotherhood, respecting all beliefs, and respect for all religions.
7. Positive and strong relationship among student-teachers is being promoted by interactive teaching-learning approach, friendly environment, the role of the teacher as a mentor, group discussions, activity-based learning, and involving learners in self-directed learning.

5.1.2 Findings related to objective 2

Objective two of this study was “to examine “fields” of education that different types of Pakistani schools (i.e. elite/private and public) constitute in terms of knowledge, culture and the provision of academic and physical facilities”. Data related to this objective

was collected from teachers through an interview guide. For the analysis of data, various themes were generated. Findings related to these objectives are as follows:

1. Responses revealed by ensuring educational equity, merit-based performance, creating cultural harmony, good manners, and developing good communication skills among students cultural capital is being promoted.
2. Teachers are using multiple ways such as appreciating students' performance, positive reinforcement, praising their every effort, helping them to explore their hidden talent, ensuring the participation of every individual in various curricular and co-curricular activities, and making learning fun for students.
3. Contributing role and active involvement of parents can play an important role to achieve the educational objectives and enhancing students learning. The involvement of parents is the best tool for encouraging students towards better performance.
4. Generally, schools are organizing various activities such as national events; folk songs dances, and dramas; language-related activities; funfairs; and cultural festivals and exhibitions, etc. to promote the cultural capital of students.
5. By improving the critical thinking, problem-solving, and reasoning skills of students, both types of schools are trying their level best to improve the social reproduction of students that leading to the practice of social values and norms development.
6. Unfortunately, both types of schools do not have such training sessions which can particularly ensure the occupational mobility of their students in the job

market. There are as such no opportunities for technical/occupational training of students.

5.1.3 Findings related to objective 3

Objective three of this study was “to comprehend the role of school type in shaping students’ habitus for social reformations, future roles/prospects. Data related to this objective was collected from students through the questionnaire. For accomplishing these objectives three hypotheses were formulated. Findings related to hypotheses and key variables are as follows:

1. Half of the students who are studying at Islamabad public and private schools are coming from families where the income of family members is above 40,000 and the income of the second half is below 40,000.
2. The majority of the students 83% who participated in this were studying in public schools and 17% of students were studying in private schools.
3. The overall mean score regarding students’ habitus was 2.37. Values of mean scores reflect that students’ behavior and classroom environment are quite normal.
4. Students’ responses regarding their professional selection choices reflected that 23.7% want to choose the teaching profession and the same ratio want to choose the medical profession.
5. Value of correlation ($r(556) = -.373, P < 0.05$) reflected that there is a negative association between these variables. And parents’ income did not affect child selection of school and students whose parent's income is low, they are also attending elite class schools.

6. The regression coefficient $B=.232$ reflected that if the school type will be upright then the student's habitus will be also appreciable.
7. The regression coefficient $B=-.530$ reflected that school type doesn't influence students' future roles.
8. The overall mean score regarding moral values was 2.74 and this value is in the category of average which reflects that in both types of schools teachers tell students about the benefits of moral values.

5.1.4 Findings related to objective 4

Objective four of this study was "to delineate how one form of capital reinforces the activation of other forms of capital". Data related to this objective was collected from teachers through an interview guide. For the analysis of data, various themes were generated. Findings related to these objectives are as follows:

1. Participants expressed that they don't show any favor to a particular individual especially based on their economic or cultural background, rather they provide equal opportunities to students for their comprehensive development.
2. Elite class family background does not affect the competency development among students and their grades.
3. Teachers are motivating students of diverse backgrounds to respect distinctive cultural by inculcating the values of respecting others' viewpoints; realizing the cultural differences and accepting them open-heartedly.

5.1.5 Findings related to objective 5

Objective five of this study was "to investigate the differences in field selection, forms of capital and habitus based on students' socio-economic background". Data related

to this objective was collected from students through the questionnaire. For accomplishing this objective; three hypotheses were formulated. Findings related to hypotheses and key variables are as follows:

1. The majority of the respondents 61% were students of 1st and 2nd-year classes. 26% of respondents were students of 9th and 10th grades and only 13% of the respondents were from O and A levels.
2. Overall mean score regarding socio-economic status was 2.42 and it is in the category of below-average which shows that generally, the socio-economic status of students is below average.
3. The overall mean score regarding the capital of students was 2.44 and it is in the category of average which shows that students of both types of schools have average social and academic capital.
4. The regression coefficient $B = -.730$ reflected that socioeconomic status influences students' field selection.
5. Value of correlation ($r(556) = -.141, P < 0.05$) reflected that there is a negative association between these variables. And the capital of the student is not very much dependent on their socio-economic status
6. The regression coefficient $B = -.056$ reflected that socio-economic status does not influence students' habitus.

5.1.6 Cumulative Findings

Data analysis of section "Overall comparison among private and public school students" revealed that there is no significant mean difference between the students of public and private schools concerning major variables of the study. The major reason for

this slight mean difference is that data for this study were collected from the students of Islamabad Capital Territory and the majority of the people living in the federal area are employed/businessmen. Therefore it was deduced that there was not too much great difference in the family income and socio-economic background of students who are studying in the public and private schools of the federal area.

5.2 Conclusions

Teachers are using various pedagogies/strategies for promoting cultural capital and equality among students, developing their multilingual proficiencies, and ensuring their active participation in classroom activities. For handling the issue of language diversity in the classroom, they are encouraging students to follow national language for their conversation. And positive relationship among student-teachers is being promoted by interactive teaching-learning approach.

Cultural capital among students is being promoted by ensuring educational equity, merit-based performance, creating cultural harmony, good manners, and developing good communication skills. Besides it, schools are organizing various activities/events and contributing roles as well as the active involvement of parents is also being assured in this regard. Results indicated that there is a negative association between parents' income and field selection. Field selection has a significant effect on students' habitus that if the school type will be upright then the students' habitus will be also appreciable. Meanwhile, it has been also explored that school type doesn't influence students' future roles.

Teachers don't show any favor to a particular individual especially based on their economic or cultural background, rather they are providing equal opportunities to students for their comprehensive development irrespective of their diverse background. And it has

been also explored that elite class family backgrounds have no significant effect on the competency development of students. Results showed that socioeconomic status influences students' field selection but there is no effect of socio-economic status on students' capital and habitus.

5.3 Recommendations

Based on findings and conclusions, the following recommendations were drawn:

1. Though findings reflected that teachers are putting their efforts to promote cultural capital, but it is recommended that still training sessions regarding various pedagogical techniques may be arranged for teachers so that they can make students behave according to cultural norms and values.
2. Findings revealed that according to teachers contributing role and active involvement of parents can play an important role to achieve the educational objectives and to enhance students learning, therefore it is recommended that educational administrators at educational institutions may take initiatives to ensure active involvement of parents for better performance of students in curricular as well as co-curricular activities.
3. Findings reflected that both public and private schools are ensuring the uniformity regarding the language of their school culture (private are emphasizing on English medium while the public are focusing on Urdu medium) which is not a good predictor for ensuring national integrity therefore it is recommended that at both types of schools activities may be arranged for developing multilingual language proficiencies among students.

4. Findings reflected that both types of schools do not have such training sessions which can particularly ensure occupational mobility of their students in the job market. As the higher secondary level is considered the baseline for selecting a future profession, therefore it is recommended that adequate career counseling facilities may be offered for students at both types of schools.

5. Findings showed that most of the students want to join teaching or medical as a profession in the future, therefore it is recommended that as much as possible teaching and medical oriented degree programs/diplomas may be introduced at colleges/universities keeping in view the enrollment of students at the higher secondary level.

6. Findings revealed that school type has a great influence on students' habitus, therefore concerning authorities may take sufficient measures for improving the status of physical and infrastructural facilities at both types of schools.

7. Findings revealed that socioeconomic status influences students' field selection and due to economic-related barriers most of the students cannot attend better-performing educational institutions, therefore, scholarships and fee waivers may be offered for students coming from families having low socioeconomic status.

8. Findings reflected that moral values can play an important role in forming the cultural capital of students. Therefore, it is recommended that multiple strategies and methods such as developing principles for character building of students, introducing moral education model, and developing caring relationships among students and teachers may be utilized for the promotion of ethical and cultural values among students.

5.3.1 Recommendations for Future Researchers

1. This study has been conducted at the federal level to explore the role of public and private schools in the education and social reproduction of students. Future researchers may be conducted at the provincial level as well to explore the role of public and private schools in this regard.
2. This study was conducted at the secondary and higher secondary level to explore the effect of family background as well as the type of educational institutions on the social capital of students. Future researches may be conducted at the primary and middle levels to explore the effect of these variables on students' social capital as these are considered transition/ baseline levels in shaping students' personalities.
3. Due to time constraints, data for the present study were collected from teachers and students. In future researches; parents may be also involved in the research process for getting a clear picture of factors that influence the social capital of students.

REFERENCES

- Adityajain. (2020). *Bourdieu's Distinction*. Retrieved from Bourdieu's Distinction – socioanthroblog (home.blog)
- Adler, P. A., Adler, P., & Adler, P. (1998). *Peer power: Preadolescent culture and identity*. New Brunswick: Rutgers University Press.
- Agostinelli, F., Doepke, M., Sorrenti, G., & Zilibotti, F. (2020). *When the great equalizer shuts down: Schools, peers, and parents in pandemic times* (No. w28264). National Bureau of Economic Research.
- Akerhielm, K., Berger, J., Hooker, M., & Wise, D. (1998). *Factors related to college enrollment: Final report*. Washington, DC: Government Printing Office.
- Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, 72(3), 650–666.
- Apple, M. (2004). *Ideology and Curriculum*. New York: Routledge.
- Aruma, D.E.O., & Hanachor, D.M.E. (2017). Abraham Maslow's hierarchy of needs and assessment of needs in community development. *International Journal of Development and Economic Sustainability*, 5(7), 15-27.
- Astone, N. M., & McLanahan, S. S. (1991). Family structure, parental practices and high school completion. *American sociological review*, 56(3), 309-320. doi: 10.2307/2096106
- Ball, S. (1993). Education markets, choice and social class: The market as a class strategy in the UK and the USA. *British Journal of Sociology of Education*, 14(1), 3–19.
- Bank, B. J., Slavings, R. L., & Biddle, B. J. (1990). Effects of peer, faculty, and parental influences on students' persistence. *Sociology of education*, 63, 208-225.

doi:10.2307/2112838

- Bao, Y. M. (1997). *Cultural capital and social alchemy*. (Y. M. Bao, Trans.). Shanghai: Shanghai ren min chu ban she. Baroque (n.d.). Retrieved from <http://nakenote.blogspot.com/p/pierre-bourdieu.html>
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education*. Chicago: University of Chicago Press.
- Belfield, C. R., & Levin, H. M. (2002). The effects of competition between schools on education outcomes: A review for the United States. *Review of Educational Research*, 72(2), 279–341.
- Bellamy, L. A. (1994). *Capital, habitus, field, and practice: An introduction to the works of Pierre Bourdieu*. In Erwin, L. & MacLennan, D. (1994). *Sociology of education in Canada: Critical perspectives on theory, research, and practice*. Toronto, ON: Copp. Clark, Longman Ltd.
- Bernal, J. L. (2005). Parental choice, social class and market forces: The consequences of privatization of public services in education. *Journal of Education Policy*, 20(6), 779–792
- Bernstein, B. (1964). Elaborated and restricted codes: Their social origins and some consequences. *American Anthropologist*, 66(6), 55-69.
https://doi.org/10.1525/aa.1964.66.suppl_3.02a00030
- Billiet, J., Meuleman, B., & De Witte, H. (2014). The relationship between ethnic threat and economic insecurity in times of economic crisis: *Analysis of European Social Survey data*. *Migration Studies*, 2(2), 135–161.
<https://doi.org/10.1093/migration/mnu023>

- Björklund, A., Ginther, D. K., & Sundström, M. (2007). Family structure and child outcomes in the USA and Sweden. *Journal of Population Economics*, 20(1), 183–201.
- Bourdieu, P. (1977a). *Cultural reproduction and social reproduction*. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education* (pp. 487-511). New York: Oxford University Press.
- Bourdieu, P. (1977b). *Outline of a theory of practice*. Cambridge: Cambridge University Press.
- Bourdieu, P. (1983). The field of cultural production or economic world reversed. *Poetics*, 12, 311-56
- Bourdieu, P. (1984). *Distinction: A social critique of the judgment of taste*. Cambridge, Mass: Harvard University Press.
- Bourdieu, P. (1986). *The forms of capital*. In J. G. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241–258). New York: Greenwood Press.
- Bourdieu, P. (1986). The Forms of Capital. Retrieved from <https://www.marxists.org/reference/subject/philosophy/works/fr/bourdieu-forms-capital.htm>
- Bourdieu, P. (1988). *Homo Academicus*. Stanford, CA: Stanford University Press.
- Bourdieu, P. (1989). *Distinction: A Social Critique of the Judgement of Taste*, transr. Nice. London: Routledge.
- Bourdieu, P. (1990a). *In other words. (Various Trans.)*. Cambridge: Polity Press.

- Bourdieu, P. (1990b). *The logic of practice*. Stanford, California: Stanford University Press.
- Bourdieu, P. (1993). *The Field of Cultural Production* (various translations). New York: Columbia University Press
- Bourdieu, P. (1993a). *The field of cultural production: Essays on art and literature*. Columbia: University Press.
- Bourdieu, P. (1997). *The forms of capital*, in: A. Halsey, H. Lauder, P. Brown & A Stuart Wells (Eds.) *Education: Culture, Economy and Society*. Oxford: Oxford University Press.
- Bourdieu, P. (1998). *The state nobility: Elite schools in the field of power*. UK: Polity Press.
- Bourdieu, P. (1998). *The state nobility: Elite schools in the field of power*. Palo Alto: Stanford University Press.
- Bourdieu, P. (2000). *Pascalian meditations*. California: Stanford University Press.
- Bourdieu, P. (2005). *Habitus*. In J. Hillier & E. Rooksby (Eds.), *Habitus: A sense of place*. VT: Ashgate Publishing.
- Bourdieu, P. (2018). Cultural reproduction and social reproduction. In *Knowledge, education, and cultural change* (pp. 71-112). Routledge.
- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society, and culture* (2nd Ed). UK: Sage Publications.
- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society and culture* (Vol. 4). London: Sage.
- Bourdieu, P., & Wacquant, L. (1992). *An invitation to reflexive sociology*. Chicago: University of Chicago Press.

- Bradley, S., & Taylor, J. (2002). The effect of the quasi market on the efficiency-equity trade-off in the secondary school sector. *Bulletin of Economic Research*, 54(2), 295–314.
- Bradley, S., Draca, M., & Green, C. P. (2004). School performance in Australia: Is there a role for quasimarkets? *Australian Economic Review*, 37(3), 271–286.
- Brar, V. (2016). *Using Bourdieu's theory of practice to understand academic under achievement among inner-city students in British Columbia: A conceptual study* (Doctoral dissertation, Education: Faculty of Education).
- Brubaker, R. (1993). *Social theory as habitus*. In C. Calhoun, E. LiPuma & M. Postone (Eds.), *Bourdieu: Critical perspectives*. UK: Polity Press.
- Burke, C. (2015). Bourdieu's theory of practice: Maintaining the role of capital. In *Bourdieu: The next generation* (pp. 8-24). Routledge.
- Butnaru, S. (2009). *Education for cultural diversity, in Cuco, Constantin (coord.), Psychopedagogy for examinations finalization and didactic degrees. Romania: Polirom Publishing House.*
- Calhoun, C. (2003). Pierre Bourdieu, In Ritzer, G (ed.). *The Blackwell Companion to Major Contemporary Social Theorists*, Malden. USA: Blackwell Publishing
- Carbonaro, W. J. (1998). A little help from my friend's parents: Intergenerational closure and educational outcomes. *Sociology of education*, 71(4), 295-313.doi: 10.2307/2673172
- Card, D. (1993). *Using geographic variation in college proximity to estimate the return to schooling* (No. w4483). National Bureau of Economic Research.

- Card, D. (1995). *Using geographic variation in college proximity to estimate the return to schooling, Aspects of labor market behavior: Essays in honour of John Vanderkamp*. Working Paper: 5164, pp. 28.
- Cavendish, M. (2010). *Islamic beliefs, practices and cultures. Muslims world*. Marshall Cavendish: ISB.
- Cha, K. W., Weagley, R. O., & Reynolds, L. (2005). Parental borrowing for dependent children's higher education. *Journal of Family and Economic Issues*, 26(3), 299-321. doi: 10.1007/s10834-005-5900-y
- Christian, M. S. (2007). Liquidity constraints and the cyclical of college enrollment in the United States. *Oxford Economic Papers*, 59(1), 141-169.
doi: 10.1093/oep/gpl021
- Chubb, J. E., & Moe, T. E. (1988). Politics, markets and the organization of schools. *The American Political Science Review*, 82(4), 1065-1087.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American journal of sociology*, 94(1), 95-120. doi: 10.1086/228943
- Coleman, J. S. (1994). *Foundations of social theory*. Cambridge: Harvard university press.
- Collins, J. (2009). Social reproduction in classrooms and schools. *Annual Review of Anthropology*, 38, 33-48.
<https://doi.org/10.1146/annurev.anthro.37.081407.085242>.
- Collinson, J. A. (2000). Social science contract researchers in higher education: Perceptions of craft knowledge. *Work, Employment and Society*, 14(1), 159-171.
- Conley, D. (1999). *Being Black, Living in the Red*. Los Angeles: University of California Press.

- Cote, J. E. (1997). An empirical test of the identity capital model. *Journal of Adolescence*, 20, 577-597.
- Cote, S., House, J., & Willer, R. (2015). High economic inequality leads higher-income individuals to be less generous. *Proceedings of the National Academy of Sciences*, 112(52), 15838–15843. <https://doi.org/10.1073/pnas.1511536112>
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2015). *Designing and conducting mixed methods research*. Turkey: Anı Yayıncılık.
- Crosnoe, R. (2004). Social capital and the interplay of families and schools. *Journal of Marriage and family*, 66(2), 267-280. doi: 10.1111/j.1741-3737.2004.00019.x
- Crotty, M. (2003). *The Foundations of Social Research: Meaning and Perspectives in the Research Process*. London: Sage Publications, 3rd edition, 10.
- Cuc, M.C. (2013). Educational strategies to promote cultural diversity. *Procedia - Social and Behavioral Sciences*, 92, 220 – 224.
- Curle, A. (1966). *Planning for education in Pakistan: A personal case study*. London: Tavistock Publications.
- Darnon, C., Wiederkehr, V., Dompnier, B., & Martinot, D. (2018). 'Where there is a will, there is a way': Belief in school meritocracy and the social-class achievement gap. *British Journal of Social Psychology*, 57(1), 250–262. <https://doi.org/10.1111/bjso.12214>
- De, M.B. (2017). *The Impacts of Parents' Social and Cultural Capitals on School Choice and English Acquisition Strategies: Evidence from two Government Secondary*

- Girls' Schools in Kolkata, India*. A PhD thesis submitted to the Institute of South Asian Studies, HUFS, South Korea.
- Delpit, L. (1995). *The silenced dialogue: Power and pedagogy in educating other people's children*. In *Other People's Children: Cultural Conflicts in the Classroom*. New York: The New Press.
- Delva, J., Forrier, A., & De Cuyper, N. (2021). Integrating agency and structure in employability: Bourdieu's theory of practice. *Journal of Vocational Behavior*, 127, 103579.
- Demuth, S. (2004). Understanding the delinquency and social relationships of loners. *Youth & Society*, 35(3), 366-392. doi:10.1177/0044118X03255027
- DesJardins, S. L., & Toutkoushian, R. K. (2005). Are students really rational? The development of rational thought and its application to student choice. In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (pp. 191-240).
- Dhesi, A. S. (2000). Social capital and educational achievement: The case of India. *Canadian and International Education*, 29, 47-67.
- Diamond, A. H. (2020). The social reproduction of science education outcomes for high school students in Israel. *British Journal of Sociology of Education*, 41(7), 1029-1046.
- Dika, S. L., & Singh, K. (2002). Applications of social capital in educational literature: A critical synthesis. *Review of Educational Research*, 72(1), 31-60.
- DiMaggio, P. (1982). Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students. *American Sociological Review*, 47 (2), 189-201.

- Draelants, H. (2013). The school effect on the construction of higher education aspirations. *L'orientationscolaireetprofessionnelle*, 42(1), 3–32.
- Dronkers, J., & Avram, S. (2009). Choice and effectiveness of private and public schools in seven countries. A reanalysis of three PISA data sets. *Zeitschrift für Pädagogik*, 55(6), 895–909.
- Dubois, D., Rucker, D. D., & Galinsky, A. D. (2015). Social class, power, and selfishness: When and why upper and lower class individuals behave unethically. *Journal of Personality and Social Psychology*, 108(3), 436–449.
<https://doi.org/10.1037/pspi0000008>
- Dumais, S. A. (2002). Cultural capital, gender, and school success: The role of habitus. *Sociology of Education*, 75(1), 44–68.
- Dumais, S. A., & Ward, A. (2010). Cultural capital and first-generation college success. *Poetics*, 38(3), 245–265.
- Duncan, O. D., Haller, A. O., & Portes, A. (1968). Peer influences on aspirations: A reinterpretation. *American Journal of Sociology*, 74(2), 119–137.
[doi:10.1086/224615](https://doi.org/10.1086/224615)
- Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school*. New York: Teachers college press.
- Eder, D. (1985). The cycle of popularity: Interpersonal relations among female adolescents. *Sociology of education*, 58(3), 154–165.
Retrieved from: <https://www.jstor.org/stable/pdf/2112416.pdf>
- Ellwood, D., & Kane, T. J. (2000). *Who is getting a college education? Family background and the growing gaps in enrollment*. In S. Danziger & J. Waldfogel (Eds.), *Securing*

- the future: Investing in children from birth to college (pp. 283–324). New York: Russell Sage Foundation.
- Falabella, A. (2014). The performing school: The effects of market & accountability policies. *Archives/ Archivos Analíticos de Políticas Educativas*, 22, 1–26.
- Farid, S. (2019). *Family, Capitals and Education: A Triptych Model of Class Reproduction*. An unpublished PhD Dissertation, Department of Sociology, International Islamic university, Islamabad.
- Farid, S. and Abbasi, S.R.S (2019a). Structure of Punjab and Social Reproduction: Role of Capital. *Pakistan Journal of Social Science*, 39(4), 1811-1822.
- Farid, S. and Abbasi, S.R.S. (2019b). Class Reproduction in South Punjab. Accepted for publication in *FWU Journal of Social Sciences*, 14(1).
- Farid, S., Abbasi, S. U. R. S., & Mahmood, Q. K. (2021). Modelling Bourdieusian Social Reproduction Theory. *Social Indicators Research*, 1-37.
- <https://doi.org/10.1007/s11205-021-02649-z>
- Felouzis, G., & Perroton, J. (2007). Les «marchés scolaires»: Une analyse en termes d'économie de la qualité ["School markets": An analysis in terms of quality economics]. *Revue de sociologie*, 48(4), 693–722.
- Felouzis, G., & Perroton, J. (2009). Grandir entre pairs à l'école. Ségrégation ethnique et reproduction sociale dans le système éducatif français [Growing up with peers at school. Ethnic segregation and social reproduction in the French education system]. *Actes de la recherche en sciences sociales*, 180(5), 92–100.

- Felouzis, G., Maroy, C., & van Zanten, A. (2013). *Les marchés scolaires: Sociologie d'une politique publique d'éducation [School markets: Sociology of a public education policy]*. Paris: Presses Universitaires de France.
- Fenzel, L. M. (1989). Role strain in early adolescence: A model for investigating school transition stress. *The Journal of Early Adolescence*, 9(1-2), 13-33. Retrieved from: <https://rb.gy/vuyv2r>
- Fortin, L., Lessard, A., & Marcotte, D. (2010). Comparison by gender of students with behavior problems who dropped out of school. *Procedia-social and behavioral sciences*, 2(2), 5530-5538.
- Francesconi, M., Jenkins, S. P., & Siedler, T. (2010). Childhood family structure and schooling outcomes: Evidence for Germany. *Journal of Population Economics*, 23(3), 1073–1103.
- Frank, A. (2002). Memorial: Pierre Bourdieu remembered: 1930 – 2002. *Journal for the Social Study of Health, Illness, and Medicine*, 6(3), 389-393.
- French, D. C., & Conrad, J. (2001). School dropout as predicted by peer rejection and antisocial behavior. *Journal of Research on adolescence*, 11(3), 225-244. doi: 10.1111/1532-7795.00011.
- Gay, L.R., & Diehl, P.L. (1992). *Research Methods for Business and Management*. New York: Macmillan.
- Gladieux, L. E. (2004). *Low-income students and the affordability of higher education*. In R. D. Kahlenberg (Ed.), *America's untapped resource: Low-income students in higher education* (pp. 17-42). New York: The Century Foundation Press.

- Green, T., & Vryonides, M. (2005) Ideological tensions in the educational choice practices of modern Greek Cypriot parents: The role of social capital. *British Journal of Sociology of Education*, 26(3), 327–342.
- Guba, E. G. & Lincoln, Y. S. (1989). *Fourth Generation Evaluation*. Newbury Park, CA: SAGE.
- Hagan, J., MacMillan, R., & Wheaton, B. (1996). New kid in town: Social capital and the life course effects of family migration on children. *American sociological review*, 61(3), 368-385.doi: 10.2307/2096354
- Hamre, B. K. & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eight grade. *Child development*, 72, 625-638.
- Hamre, L.J. (2008). *Exploring the use of social capital to support technology adoption and implementation*. Thesis (DBA). University of Bath.
- Harvey, L., Drew., & Smith, M. (2006). *The First Year Experience: A Literature Review for the Higher Education Academy*. Heslington, UK: The Higher Education Academy.
- Hassanzadeh Tavakoli, F., Pahlavannezhad, M. R., & Ghonsooly, B. (2017). A mixed methods study of the relationship between cultural capital of senior high school english teachers and their self-efficacy in Iran's english language classrooms. *Sage Open*, 7(3), 2158244017719932.
- Hay, P., & Penney, D. 2013. *Assessment in physical education: A socio-cultural perspective*. New York: Rutledge.

- Haynie, D. L. (2001). Delinquent peers revisited: Does network structure matter? *American journal of sociology*, 106(4), 1013-1057.doi: 10.1086/320298
- Haynie, D. L., & South, S. J. (2002). Friendship Networks of Mobile Adolescents. In *annual add health workshop, Bethesda, MD*.
- Hendershott, A. B. (1989). Residential mobility, social support and adolescent self-concept. *Adolescence*, 24(93), 217-232.Retrieved from: <https://rb.gy/x946vn>
- Henry, R. T. (2009). *Relationships and dropping out: The voice of at-risk youth*. University of Nevada, Las Vegas.
- Henry, S. (2014). *Children's Bodies in Schools: Corporeal Performances of Social Class*. Palgrave Macmillan. "Hispanics: Education Issues." National Education Association,
- Herbers, J.E., Reynolds, A.J., & Chen, C-C. School Mobility and Developmental Outcomes in Young Adulthood. *Dev Psychopathol*, 25(2), 501–515.
- Hillier, J., & Rooksby, E. (2005). *Habitus: A sense of place*. VT: Ashgate Publishing.
- Horvat, E. M. (2001). *Understanding equity and access in higher education: The potential contribution of Pierre Bourdieu*. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 16, pp. 195-238). New York: Agathon Press.
- Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore: Johns Hopkins University Press.
- Hunter, R. (2020). *Education in Pakistan*. Retrieved from <https://wenr.wes.org/2020/02/education-in-pakistan>

- Jenkins, R. (1992). Pierre Bourdieu, London: Routledge Paulsen, M. B., & St. John, E. P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. *Journal of Higher Education*, 73(2), 189-236.
- Jetten, J., Mols, F., Healy, N., & Spears, R. (2017). Fear of falling”: Economic instability enhances collective angst among societies’ wealthy class. *Journal of Social Issues*, 73(1), 61-79. <https://doi.org/10.1111/josi.12204>
- Jones, M. (2001). Community participation in frontier education planning. *Education Management and Administration*, 19 (3), 160-165.
- Kane, T. J. (1995). *Rising public college tuition and college entry: How well do public subsidies promote access to college?* (No. w5164). National Bureau of Economic Research.
- Kane, T.J. (1994). College entry by Blacks since 1970: The role of college costs, family background, and the returns to education. *Journal of Political Economy*, 102(5), 878-911.
- Kane, T.J. (1996). College cost, borrowing constraints and the timing of college entry. *EasternEconomic Journal*, 22(2), 181-194.
- Keister, L. A. (2000). *Wealth in America: Trends in wealth inequality*. New York: Cambridge University Press.
- Kerbow, D. (1996). Patterns of urban student mobility and local school reform. *Journal of Education for StudentsPlaced at Risk*, 1(2), 147–169.
- Khattak, G. S. (2014). A Comparative Analysis of the Elite-English-Medium Schools, State Urdu-Medium Schools, and Dini-Madaris in Pakistan. *International Journal of Multidisciplinary Comparative Studies*, 1(1), 92- 107.

- Khodadady, E., & Ashrafborji, M. (2016). Social capitals and English language learning in an Iranian language institute. *Journal of Language Teaching and Research*, 7(2), 328-339.
- Kiley, M. (2019). Cultural Capital And English Language Learner Educational Outcomes. *School of Education Student Capstone Projects*. 313.
https://digitalcommons.hamline.edu/hse_cp/313
- Kim, H. S. (2011). Consequences of parental divorce for child development. *American Sociological Review*, 76(3), 487–511.
- Kraus, M. W., Piff, P. K., & Keltner, D. (2011). Social class as culture: The convergence of resources and rank in the social realm. *Current directions in psychological science*, 20(4), 246-250. <https://doi.org/10.1177/0963721411414654>
- Kuppens, T., Spears, R., Manstead, A. S. R., & Tausch, N. (2018). Education and lower prejudice towards immigrants and ethnic minorities: A question of increased enlightenment or reduced economic threat? *Unpublished manuscript, University of Groningen*.
- Lacan, J., Sheridan, A., & Bowie, M. (2020). *The function and field of speech and language in psychoanalysis*. In *Écrits* (pp. 33-125). Routledge.
- Langos, S. (2014). Athens as an international tourism destination: An empirical investigation to the city's imagery and the role of local DMO's. *MSc in Marketing Management, University of Derby*.
- Lash, A. A., & Kirkpatrick, S.L. (1990). A classroom perspective on student mobility. *Elementary School Journal*, 91(2), 177–191.

- Li, W., & Xie, Y. (2020). The influence of family background on educational expectations: a comparative study. *Chinese Sociological Review*, 52(3), 269-294.
- libreriauniversitaria. it Edizioni.
- Lombardozi, L., & Pitts, F. H. (2020). Social form, social reproduction and social policy: Basic income, basic services, basic infrastructure. *Capital & Class*, 44(4), 573-594.
- Mahmud, S. H., Warchal, J. R., Masuchi, A., Ahmed, R., & Shoelmerich, A. (2009). Values-A Study of Teacher and Student Perceptions in Four Countries. *US- China Education Review*, 6(7), 29-44.
- Mali, B. (2021). Effect of Cultural Capital on Linguistic Performance of ESL Learners. *Journal for Research Scholars and Professionals of English Language Teaching*.
- Malik, H. A. (2015). *A Comparative Study of Elite-English-Medium Schools, Public Schools, and Islamic Madaris in Contemporary Pakistan: The Use of Pierre Bourdieu's Theory to Understand "Inequalities in Educational and Occupational Opportunities* (PhD Thesis, University of Toronto, Ontario, Canada). Retrieved from https://tspace.library.utoronto.ca/bitstream/1807/34798/1/Malik_Akhtar_H_201211_EdD_thesis.pdf.
- Manstead, A. S. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behaviour. *British Journal of Social Psychology*, 57(2), 267-291.
- Martono et al. 2003. *National life and ethics multicultural*. Surabaya: Indonesian Chancellors Forum Knot.

- Maynard, M. (1994). "*Methods, Practice and Epistemology.*" Pp. 10–26 in *Researching Women's Lives from a Feminist Perspective*, edited by M. Maynard and J. Purvis. London, England: Taylor & Francis.
- McDonough, P. M. (1997). *Choosing colleges: How social class and schools structure opportunity*. Albany: State University of New York Press.
- McLanahan, S., & Percheski, C. (2008). Family structure and the reproduction of inequalities. *Annual Review of Sociology*, 34, 257–276.
- McLanahan, S., & Sandefur, G. (1994). *Growing Up with a Single Parent. What Hurts, What Helps*. Cambridge: Harvard University Press.
- McNeal Jr, R. B. (1999). Parental involvement as social capital: Differential effectiveness on science achievement, truancy, and dropping out. *Social forces*, 78(1), 117-144.doi: 10.2307/3005792
- McNeal Jr., R.B. (1995). Extracurricular activities and high school dropouts. *Sociology of Education*, 68, 62–80.
- Retrieved from: <https://www.jstor.org/stable/pdf/2112764.pdf>
- Morgan, S. L., & Sørensen, A. B. (1999). Parental networks, social closure, and mathematics learning: A test of Coleman's social capital explanation of school effects. *American Sociological Review* 64(5), 661-681.doi: 10.2307/2657368
- Morgan, D, L. 2007. "Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods." *Journal of mixed methods research*, 1(1):48-76.

- Muller, C. (1993). Parent involvement and academic achievement: An analysis of family resources available to the child. In *Parents, their children, and schools* (pp. 77-114). Routledge.
- Mulwa, F.W. (2008). *Demystifying Participatory Community Development*. Nairobi: Paulines Publications Africa.
- Murphy, G. & Chang, A. (2002). "Enterprise Systems and Social Networks: Extending User Acceptance Theory. *AMCIS 2002 Proceedings. Paper 126*.
- Murphy, J. (2016). Bourdieu's Theory of Practise and the Impact of Educational Technology Policy. *Working Papers Series International and Global Issues for Research*.
- Naidoo, R. (2004). Fields and institutional strategy: Bourdieu on the relationship between higher education, inequality and society. *British Journal of Sociology of Education*, 25(4), 457-471.
- Nash, R. (1990). Bourdieu on education and social and cultural reproduction. *British Journal of Sociology of Education*, 11(4), 431-447.
<https://www.jstor.org/stable/1392877>
- National Education Policy. (2009). *National Education Policy*. Islamabad: Ministry of Education, Government of Pakistan.
- Neamțu, C. (2003). *School deviation*. Polirom: Iași.
- Ogbu, J. (1978). *Minority education and caste: The American system in cross-cultural perspective*. New York: Academic Press.

- Oliver, M. L., & Shapiro, T. M. (1990). Wealth of a nation: A reassessment of asset inequality in America shows at least one third of households are asset-poor. *American Journal of Economics and Sociology*, 49(2), 129-151.
doi: 10.1111/j.1536-7150.1990.tb02268.x
- Ollerhead, S., & Taylor-Leech, K. (2019). *Promoting multilingual approaches in teaching and learning*. Retrieved from <https://www.ukfiet.org/2019/promoting-multilingual-approaches-in-teaching-and-learning/>
- Orr, A. J. (2003). Black-white differences in achievement: The importance of wealth. *Sociology of education*, 76(4), 281-304. doi:10.2307/1519867
- Pather, S., & Chetty, R. (2015). The habitus and social capital of first-year students: A case study. *Alternation Special Edition*, 17, 54-76.
- Pearce, S., Spiro, A., & Ebrey, P. (2020). *Culture and Power in the Reconstitution of the Chinese Realm, 200–600*. BRILL.
- Pishghadam, R., Noghani, M., & Zabihi, R. (2011). An Application of a Questionnaire of Social and Cultural Capital to English Language Learning. *English Language Teaching*, 4(3), 151-157.
- Portes, A. (1998). Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology*, 24(1), 1-24.
- Pribesh, S., & Downey, D. B. (1999). Why are residential and school moves associated with poor school performance? *Demography*, 36(4), 521-534.
Retrieved from: <https://rb.gy/lnlz6b>
- Rahman, T. (2004). *Denizens of alien worlds: A survey of the education system of Pakistan*. London: Taylor & Francis Group.

- Rahman, T. (2006). *Denizens of alien worlds: A study of Education, inequality and Polarization*. Karachi: Oxford University Press.
- Raviv, A., Keinan, G., Abazon, Y., & Raviv, A. (1990). Moving as a stressful life event for adolescents. *Journal of Community Psychology*, 18(2), 130-140.
Retrieved from <https://rb.gy/pamxmv>
- Rikowski, G. (2002). *Education, capital and the transhumant*, in: D. Hill, P. McLaren, M. Cole & G. Rikowski (Eds.) *Marxism against Postmodernism in Educational Theory*. Lanham, Md: Lexington Books.
- Rikowski, G. (2007). *Critical Pedagogy and the Constitution of Capitalist Society*, a paper prepared for the „Migrating University: From Goldsmiths to Gatwick“ Conference, Panel 2, „The Challenge of Critical Pedagogy“, Goldsmiths College, University of London. Retrieved from
<http://www.flowideas.co.uk/?page=articles&sub=Critical%20Pedagogy%20and%20Capitalism>
- Riley, D. (2017). Bourdieu's class theory. *Catalyst*, 1(2), 107-136. Retrieved from: <https://rb.gy/qfmlf8>
- Robbins, D. (1993). *The Work of Pierre Bourdieu*. Buckingham: Open University Press.
- Roy, N. (2017). Challenges in Indian Classrooms to teach English as a Second Language. In *Conference proceedings. ICT for language learning* (p. 496).
- Rumberger, R. W., & Larson, K. A. (1998). Student mobility and the increased risk of high school dropout. *American journal of Education*, 107(1), 1-35. Retrieved from: <https://www.jstor.org/stable/pdf/1085729.pdf>

- Ryan, A. M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist*, 35(2), 101-111. doi: 10.1207/S15326985EP3502_4
- Salameh, W. (2012). The Impact of Social and Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai Public Secondary Schools. *Unpublished Master's thesis, The British University, Dubai, United Arab Emirates.*
- Salmon, U. (2017). *An exploration of familiness through a bourdieusian mixed methods study of innovation in SME manufacturing firms in the United Kingdom.* (Doctoral Dissertation). England: University of Salford.
- Sampson, R.J., Moreno, V, J.D., & Earls, F. (1999). Beyond social capital: spatial dynamics of collective efficacy for children. *American Sociological Review*, 64, 633–660.
- Sari, N. (2013). The importance of teaching moral values to the students. *Journal of English and Education*, 1(1), 154-162.
- Schirato, T., Danaher, G., & Webb, J. (2012). *Understanding Foucault*. Sydney: Allen & Unwin.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51, 1-17.
- Seale, J. (2013). When digital capital is not enough: reconsidering the digital lives of disabled university students. *Learning, Media and Technology*, 38(3), 256-269.
- Shah, A., & Lerche, J. (2020). Migration and the invisible economies of care: Production, social reproduction and seasonal migrant labour in India. *Transactions of the Institute of British Geographers*, 45(4), 719-734.

- Shankar, A. (2020). *Bourdieu's Distinction*. Retrieved from Bourdieu's Distinction – socioanthroblog (home.blog)
- Shapiro, T. M. (2004). *The hidden cost of being African American: How wealth perpetuates inequality*. USA: Oxford University Press.
- Sherraden, M. W. (1991). *Assets and the Poor*. New York: M.E. Sharpe.
- Smith, M. H., Beaulieu, L. J., & Seraphine, A. (1995). Social Capital, Place of Residence, and College Attendance 1. *Rural sociology*, 60(3), 363-380. doi: 10.1111/j.1549-0831.1995.tb00578.x
- South, S. J., Lutz, A., & Baumer, E. P. (2005). Adolescent residential mobility and premature life-course transitions: The role of peer networks. *Sociological studies of children and youth*, 11, 23-25. doi:10.1016/S1537-4661(05)11002-2
- South, S.J., Haynie, D., & Bose, S. (2007). Student mobility and school dropout. *Social Science Research*, 36(1), 68-94.
- St. John, E. P. (2006). Contending with financial inequality: Rethinking the contributions of qualitative research to the policy discourse on college access. *American Behavioral Scientist*, 49(12), 1604-1619.
- Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard Educational Review*, 67(1), 1-40.
- Stanton-Salazar, R. D., & Dornbusch, S. M. (1995). Social capital and the reproduction of inequality: Information networks among Mexican-origin high school students. *Sociology of Education*, 68(2), 116-135.
- Retrieved from <https://www.jstor.org/stable/2112778>

- Stearns, E, Glennie E. J. (2006). When and Why Dropouts Leave High School. *Youth & Society*, 38(1), 29-57.
- Stephens, N. M., Markus, H. M., & Phillips, L. T. (2014). Social class culture cycles: How three gateway contexts shape selves and fuel inequality? *Annual Review of Psychology*, 65, 611–634. <https://doi.org/10.1146/annurev-psych-010213-115143>
- Suarez,R. (2008). Holding up a mirror to a classless society. In A Lareau & D. Conley, (Eds.) *Social Class: How does it work?* New York: Russell Sage.
- Suherdi, D. (2012). *Reconstruction of language education*. Bandung: Celtics press.
- Sullivan, A. (2002). Bourdieu and education: How useful is Bourdieu's theory for researchers?. *Netherlands Journal of Social Sciences*, 38(2), 144-166.
- Sumbulah,U., & Purnomo, A. (2018). *Building Social and Religious Harmony for Students in Indonesia: Study of Interfaith Harmony Forum's Role of Malang, East Java*. Paper presented at the 1st International Conference on Recent Innovations. doi: OI: 10.5220/0009924302190228
- Sun, Y. (1999). The contextual effects of community social capital on academic performance. *Social Science Research*, 28(4), 403-426.
doi:10.1006/ssre.1999.0661
- Sun, Y., & Li, Y. (2009). Parental divorce, sibship size, family resources and children's academic performance. *Social Science Research*, 38(3), 622–634.
- Swartz, D. (1997). *Culture & power: The sociology of Pierre Bourdieu*. Chicago, IL: The University of Chicago Press.
- Teachman, J. D., Paasch, K., & Carver, K. (1997). Social capital and the generation of human capital. *Social forces*, 75(4), 1343-1359.doi: 10.2307/2580674

- Teelken, C. (1999). Market mechanisms in education: School choice in the Netherlands, England and Scotland in a comparative perspective. *Comparative Education*, 35(3), 283–302.
- Teng, L. (2017). *English as a Foreign Language (EFL) learning and capital in rural China: a case study of a group of secondary school students*.
- Tierney, W. G., & Venegas, K. (2006). Fictive kin and social capital: The role of peer groups in applying and paying for college. *American Behavioral Scientist*, 49(12), 1687-1702.
- Trines, S. (2022). *Education in Pakistan*. Retrieved from <https://wenr.wes.org/2020/02/education-in-pakistan>
- Tzanakis, M. (2011). Bourdieu's social reproduction thesis and the role of cultural capital in educational attainment: A critical review of key empirical studies. *Educate*, 11(1), 76-90.
- Ullah, H. (2013). *Reproduction of Class and Gender Hierarchies through Education in Khyber Pakhtunkhwa* (PhD Thesis, University of Peshawar, Peshawar, Pakistan).
- Ullah, H., & Skelton, C. (2016). Social reproduction of gender hierarchies in sports through schooling in Khyber Pakhtunkhwa. *Asia Pacific Journal of Education*, 36(1), 131-144.
- UNESCO. (2004). *Gender Analysis of School Curriculum and Textbooks*. Islamabad: UNESCO.
- Van Zanten, A. (2006). *Compétition et fonctionnement des établissements scolaires: Les enseignements d'une enquête européenne* [Competition and the functioning of

- schools: Lessons from a European survey]. *Revue française de pédagogie*, 156, 9–17.
- Van Zanten, A. (2009). Le choix des autres. Jugements, stratégies et ségrégation scolaires [The choices of others. Judgments, strategies and segregation]. *Actes de la recherche en sciences sociales*, 180(5), 24–34.
- Wacquant, L. (2006). *Pierre Bourdieu*. In Stones, R. (Ed). *Key contemporary thinkers*. New York, NY: MacMillan.
- Webb, J., Schirato, T., & Danaher, G. (2002). *Understanding Bourdieu*. London: Sage Publications.
- Whalen, T.E., & Fried, M.A. (1973). Geographic mobility and its effect on student achievement. *Journal of Educational Research*, 67(4), 163–165.
- Whitty, G. (1997). Creating quasi-markets in education: A review of recent research on parental choice and school autonomy in three countries. *Review of Research in Education*, 22(1), 3–47.
- Wiederkehr, V., Bonnot, V., Krauth-Gruber, S., & Darnon, C. (2015). Belief in school meritocracy as a system-justifying tool for low status students. *Frontiers in Psychology*, 6, 1053. <https://doi.org/10.3389/fpsyg.2015.01053>
- Winkle-Wagner, R. (2010). *Cultural Capital: The Promises and Pitfalls in Education Research: AEHE*, 36(1), 1-144.
- Yamane, Taro (1973). *Statistics: an introductory analysis*. New York: Harper & Row.
- Young, M. E., & Reyes, P. (1987). Conceptualizing enrollment behavior: The effect of student financial aid. *Journal of Student Financial Aid*, 17(3), 41-49

- Zhan, M. (2006). Assets, parental expectations and involvement, and children's educational performance. *Children and Youth Services Review*, 28(8), 961-975.
doi:10.1016/j.childyouth.2005.10.008
- Zhan, M., & Sherraden, M. (2003). Assets, expectations, and children's educational achievement in female-headed households. *Social Service Review*, 77(2), 191-211. doi: 10.1086/373905
- Zhan, M., & Sherraden, M. (2011). Assets and liabilities, race/ethnicity, and children's college education. *Children and Youth Services Review*, 33(11), 2168-2175.
Retrieved from <https://doi.org/10.1016/j.childyouth.2011.06.024>
- Zweigenhaft, L. R. (1992). The application of cultural and social capital: a study of the 25th year reunion entries of prep school and public school graduates of Yale College. *Higher Education*, 23(3), 311-320.

APPENDICES

Appendix 1: List of Public Higher Secondary Schools

List of Public Higher Secondary Schools (Urban Area: Islamabad)

S.No	Name
1.	IMCG (VI-XII) G-6/1-4 IBD
2.	IMCG (VI-XII), G-8/4 IBD
3.	IMCG (VI-XII), G-9/2
4.	IMCG (I-XII), I-9/1 IBD
5.	IMCB (VI-XII), G-9/4
6.	IMCB (VI-XII) G-6/2
7.	IMCB, (VI-XII), G-7/2 ST NO.11 SEC G-7/2 IBD
8.	IMCB (VI-XII), I-10/1
9.	IMCB (VI-XII), G-7/4 Ibd St.No.43 Near Khadda Market

Source: <https://www.fde.gov.pk/index.php/media-news/news/243-list-of-all-educational-institutions-under-fde>

Appendix 2: List of Private Schools

List of Private Schools (Urban Area: Islamabad)

S.No	Name
1.	The City School Address: Capital Campus H-8, Pitras Bokhari Road City: Islamabad
2.	Bahria College Address: Naval Complex E-8 City: Islamabad
3.	Headstart School Address: House 19, St-13 Mauve Area , G-8/1 City: Islamabad
4.	Roots School System, Islamabad Address: 36 Nazimuddin Road F-7/1 City: Islamabad
5.	Elite International School Address: 218 North Margala Road F-10/3 City: Islamabad
6.	Global System of Integrated Studies Address: House-86, Street-3 H-8/1 City: Islamabad
7.	Islamabad Science School & College Address: 4- Nazim ud din Road F-11/4 City: Islamabad
8.	Pak-Turk International School Address: 3, Park Road, Near Comsats Chak Shahzad City: Islamabad
9.	Islamabad College of Art & Sciences Address: ISAS Campus, Street # 98 G - 11 / 3 City: Islamabad
10.	OPF College for Girls Address: Park Road F-8/2 City: Islamabad
11.	Islamabad Convent School Address: Street 8 H-8/4 City: Islamabad
12.	International Grammar School Address: Street-58 F-11/4 City: Islamabad
13.	Westminster School & College Address: 226- Margalla Road F-10/3 City: Islamabad
14.	ASAS International School Address: 4-Margala Road F-8/3 City: Islamabad
15.	Beaconhouse School System Address: 87-A, Main Double Road F-10/1 City: Islamabad
16.	Shaheen School System Address: PAF Complex Sector: E-9 City: Islamabad
17.	Imperial International School Address: House-314, Main Margalla Road F-10/3 City: Islamabad
18.	SheikhZayed International Academy Address: St.No-9 H-8/4 City: Islamabad
19.	Islamabad Science School & College Address: 24-Nazim-uddin Road F-8/1 City: Islamabad
20.	International Progressive School Address: House no-5-B/1, Park Road F-8/1 City: Islamabad

Source: British Council Pakistan, 2012

Appendix 3: Questionnaire for Students

Education and Social Reproduction: Role of Public and Private Schools Purpose Statement

Bourdieu (a famous sociologist) mentions social reproduction as reproduction of the differences between classes or reproduction of social hierarchies. Social reproduction theory of Bourdieu explained that children who come from disadvantaged background remain culturally and economically weak as compare to children coming from higher or middle social classes. Purpose of this study is to explore the difference between the role of public and private schools in social reproduction. It is requested to kindly take a few minutes to record your opinion against each question.

Part A: Demographic/General Information

1. Name (Optional): _____

2. Gender: Male ☐ Female ☐

3. Type of School/College: Public ☐ Private ☐

4. Level: O Level ☐ A Level ☐

OR

Grade: 9th ☐ 10th ☐ 1st year ☐ 2nd Year ☐

5. Name of School/College: _____

6. Living Area (write the name of your sector or town): _____

7. Environment of your school is: Poor Average Good

8. Your teachers' way of teaching is: ☐ Poor ☐ ☐
Average Good

9. Profession that you want to adopt in

future:

Teaching ☐ Medical ☐

Engineering ☐ Military: ☐ Any other: _____

10. You participate in co-curricular activities (games, speech competitions, drawing etc.) that are being conducted in your school:

Not at all ☐ Sometimes ☐ Always ☐

Part B: Socioeconomic Status (Please encircle the answer that seems you the right)

1. What is the highest level of education of your father?
a) University's high degree PhD, M.S b) Post graduate education M.A, M.S.C
c) Graduate Level Education B.A, B.S.C d) Higher Secondary
e) Middle School f) Primary Education
2. What is the highest level of education of your mother?
a) University's high degree PhD, M.S b) Post graduate education M.A, M.S.C
c) Graduate Level Education B.A, B.S.C d) Higher Secondary
e) Middle School f) Primary Education
3. Can you give a rough estimate of your household income per month?
a) 20,000 b) 40,000 c) 60,000 d) 80,000 e) Above 80,000
4. You Lives in?
a) Your own house b) in government house c) in rent house
5. Your family owned usual conveyance and vehicle is?
a) Motorcycle b) Car c) Jeep d) nothing
6. Do your family members participate in social/cultural functions held in your locality/city?
a) Always b) Sometime c) Never
7. With which class of people the elder members of your family keep contact?
a) Caste or community b) Same profession
c) Political field d) Neighbor and locality
8. What is the opinion of your friends and others about your family?
a) Most prosperous family b) Prosperous family
c) Average class d) Low class
9. Are your family members, are the members of social/cultural organizations?
a) Yes b) No c) to some extent they are involved
10. What should be the basis of social status according to your family members?
a) According to profession and work b) According to caste
c) On the basis of property d) On the basis of Family Income

Part C: Students behaviour and classroom Environment (Mark the sign of tick (√) below appropriate option)

S.No	Statements	Never	Sometimes	Always
1.	I only like to sit by certain people in class			
2.	I laugh when someone else in class makes a mistake or doesn't understand something.			
3.	I try to keep classroom things/materials neat and clean			
4.	I feel sorry whenever someone get hurts due to me			
5.	I pay gratitude to other when they support me in completion of tasks (academic as well as non-academic)			
6.	Teachers encourage me to participate in classroom discussion			
7.	I can share my problems with my teachers easily			
8.	Teachers encourage me to take responsibilities of academic/non-academic activities			
9.	Teachers share their personal experiences about student life			
10. Teachers tell the benefits of following things in classroom				
i.	Speaking truth			
ii.	Keeping promises			
iii.	Remaining honest in all dealings			
iv.	Cooperation with fellows and friends			
v.	Helping others (poor and needy people)			
vi.	Speaking gently with all			
vii.	Maintaining self-control when someone is bullying or teasing			
viii.	Respecting elders			

Part D: Status of Academic and Physical Facilities

S.No	Statements	Disagree	Neutral	Agree
1. For completion of academic tasks				
i.	Your teachers provide you due attention			
ii.	You got assistance from senior students			
iii.	Your parents assist you at home			
iv.	You take help from your home tutor			
2.	At school, you have access to library and labs			
3.	In your school' playground, you can play various games (i.e. cricket, football, badminton etc.)			
4.	Your teachers frequently use audio visual aids (charts, graphs, models, videos etc.) during teaching			
5.	You have study books/material and adequate stationery			
6.	Computer and internet facility is available at your home			
7.	Your parents remain in contact with your teachers for ensuring your better performance			
8.	Your family members encourage you to continue your studies			
9.	Your friends/relatives celebrate your academic achievements			
10.	You take interest in performing tasks (either they are academic or non-academic)			

Thank so much for your Participation

Appendix 4: Interview Guide for Teachers

Education and Social Reproduction: Role of Public and Private Schools

Purpose Statement

Respected madam/sir

It is hoped that all is well with you. Your good self is aware that it is a nature of the societies that they want to reproduce themselves as they are. And, as society cannot be separated from reproduction and education. Therefore, education is important for all structures of the society and is considered as one of the main factors of the social reproduction. Keeping in view the broader aim of role of education in social reproduction, this study is designed to find out that how the public and private schools in Islamabad prepare pupils differently and which kind of culture they are instilling in individuals during the process of schooling. I would like to invite you to participate in this research consisting some open ended statements/questions, which would take approximately 30 minutes or little more to complete your interview. I assure you confidentiality of your responses which would exclusively be used research purposes and would not be disclosed elsewhere. Academia, researchers, policy makers and other stakeholders will benefit from the outcome of the research.

Thank you in anticipation for your support and assistance

Regards

Demographic Information

Name (Optional): _____

Designation: _____

Gender:

Male

☐

Female

☐

Qualification:

Graduate:

☐

Masters

☐

MS/M.Phil.

☐

Doctorate

☐

Experience:

Below 5

☐

5 years

☐

Above 5:

☐

Any other: _____

Area of Work: _____

1. Just first briefly tell what is cultural capital (the research will clarify this concept to the participant before asking for response (THIS IS VALID FOR ALL QUESTIONS))

In the field of sociology, cultural capital comprises the social assets of a person (education, intellect, style of speech, style of dress, etc.) that promote social mobility in a stratified society.

2. Do you think that use of various pedagogical techniques can promote cultural capital of students?

- i. If yes, then kindly state which kind of pedagogical strategies you are practicing?

Ans: _____

- ii. If no, then kindly suggest suitable measure for strengthening cultural capital of students.

3. How do you ensure that children from diverse background are attaining similar cultural capital? What mechanism you use to deal with the diversity in your class?

4. To what extent elite culture related competencies affect the grading of students than scholastic performance?

5. (please see comments on Q.1) Which kind of initiatives your school is taking for the promotion of both dominant and minority cultural capital in a non-conflictual manner?

6. How do you motivate the students coming from the disadvantaged families to ensure their active participation in culture related activities?

7. As a teacher how do you tolerate language diversity in classroom while teaching content related to national or foreign languages?

8. According to your experience which particular strategies have proved effective in developing multilingual language proficiencies in students?

9. As parents are considered first teachers, so how you ensure the involvement of parents for strengthening academic capital of students?

10. How a teacher can ensure equal participation of all students (irrespective of their family background) in classroom activities? I hope you will narrate the facts keeping in minds the practices your follow in class room.

11. How the concept of equality is being promoted among students to strengthen their social capital?

12. Does your institution has prescribed some guidelines for maintaining the uniformity of language and communication patterns?

i. If yes, then kindly share a brief description of these guidelines?

ii. If no, then how it is being ensured?

13. How cultural activities are important in promoting cultural capitals in students?
Which kind of cultural activities your institution is arranging for strengthening cultural capital of students?

14. As educational attainment is considered a strong determinant of social reproduction, how do you ensure the high achievements of your students in terminal exams?

15. Does your institutions is offering some sort of training/introductory sessions for ensuring occupational/technical mobility of students?

16. As ideological practices are basis of social reproduction, which kind of initiatives your institution is taking to create religious harmony among students?

17. As ideal teacher students' relationships play an important role in development of productive individuals, so which kind of instructional activities are utilized for ensuring such relationship?

At the end I would like to ask give any suggestion based on your experience that how the teachers motivate students of diverse background for promoting distinctive cultural capitals.

Do you like to give any suggestion for your institution in this regard?

**Thank you very much indeed for sparing your value able time for this research and for
contributing for societal cause.**

May God bless you

Appendix 5: Transcribed Interviews and Focus Group Discussions

Analysis Interview Guide for Teachers

Education and Social Reproduction: Role of Public and Private Schools

1. Just first briefly tell what is cultural capital (the research will clarify this concept to the participant before asking for response (THIS IS VALID FOR ALL QUESTIONS)

In the field of sociology, cultural capital comprises the social assets of a person (education, intellect, style of speech, style of dress, etc.) that promote social mobility in a stratified society.

2. Do you think that use of various pedagogical techniques can promote cultural capital of students?

- i. If yes, then kindly state which kind of pedagogical strategies you are practicing?

P₁: Role play,

P₂: Flipped class room, Self-learning, learning by doing

P₃: The cultural capital of students can be affectively controlled by various pedagogical techniques based on student centered teaching and learning. When the focus is student, his behavior development is expected. Continuous motivation, encouragement and relaxation from economic problems are key techniques, I am using for cultural growth.

P₄: Yes pedagogical technique holds considerable value as these are the most effective method of exploring learners as well as understanding their abilities wit skills. Motivation, exposing and sometime challenging them is few of techniques I have used.

P₅: Smart lab (use of MCQs and video description for explanation)

P₆: By recommending books that are easy to purchase, teachers can provide reading material,

P₇: Curriculum is outdated and teacher training is not being ensured keeping in view the emerging trends.

P₈: teaching strategies to support students and help them ... Surprised, I let my student know that if he needed to take time off to be with his ... Rather, I am thinking about how we can teach in times of uncertainty and how we ... So how can we, teachers, be that “dancing clays” to balance our

P₉, P₁₀: classroom discussion and also give verbal feedback

P₁₁: *if* students are learning to calculate *the* area of a triangle, instead of ... until *the* age of 16 in most *states*,

P₁₂: most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners.

P₁₃: Yes it can, like if we engage students in mixed group work activities.

P₁₄: I use personalized learning and inquiry based learning, i.e. I encourage them to participate in class by asking questions and deal with their personal problems and solve them.

iii. If no, then kindly suggest suitable measure for strengthening cultural capital of students.

P₁₀: We need to make it possible that children from all the classes should sit along under the same roof that can help to strengthen their cultural capital because different buildings and with different systems actually making their ways apart.

P₁₁: High quality, meaningful, and *culturally* responsive digital content must be available ... *than* other areas of social and economic activity (UNESCO World Education.

P₁₂: In the field of sociology, cultural capital comprises the social assets of a person (education, intellect, style of speech, style of dress, etc.) that promote social mobility in a stratified society.

3. How do you ensure that children from diverse background are attaining similar cultural capital? What mechanism you use to deal with the diversity in your class?

P₁: No favoritism and giving equal opportunities.

P₂: Repeat the answer in English & Urdu, Eye contact, Recap & Consolidation at the end of discussion.

P₃: Since not all children in a classroom belong to same background, so similar cultural capital development is impossible, but efforts can be made. So, we have to deal with different teaching techniques ranging from heuristic to force teaching.

P₄: Cultural difference is the strong element which can be used as tool for character building of students by teaching them how to deal with anything not match to their properties. So we try our very best to remove cultural barriers by giving examples of each other, making them explore multiple positive factors of different cultures.

P₅: the grouping of students is done on the abilities and interests of the task there is not a hard and fast rule for grouping or any particular pattern. All students receive opportunities to complete the task and they are considered and served as a students, not a societal member from a particular class. Unlike private sector the privilege is given to either the needy or the best performer in the subject regardless the class or creed she belongs to.

P₆: By using national language to teach those students who are unable to understand foreign language

P₇: Teachers cannot cope up diverse students and as a result students prefer to leave school

P₈: Jump to ways to promote diversity in your school and community . Encourage teachers to use different ... a great deal of economic diversity...

P₉: we maintain consistent communication and also acknowledge to every student. We also give freedom and flexibility to the students.

P₁₀: Actually this is not happening. The difference in the fee is already separating the backgrounds outside the school building. In my class I never let someone feel special due to his or her background.

P₁₁: In *our* increasingly *diverse* and multicultural society, it's more important than ever for ... awareness and inclusion help students with *different backgrounds* and needs

P₁₂: Most people would say it's to learn the three R's: reading, writing and 'arithmetic. But a school culture that promotes diversity in the classroom teaches students something that's more important.

P₁₃: Students are not dealt according to their financial or social status in the society but rather through their interest and academic performance. I discourage any activity or exhibition of unnecessary and expensive learning tools as well in my teaching.

P₁₄: By providing them ethical knowledge, which is important for all, help to ensure equality in classroom, keeping their level in mind and dealing them accordingly.

4. To what extent elite culture related competencies affect the grading of students than scholastic performance?

P₁: To some extent

P₂: Grading does not depend upon elite culture competencies or depends least.

P₃: Elite or any other culture has nothing to do with grading of students in our institutions. Grading is characterized purely on the scholastic performance as focus is, building the foundation of our nation, but a minor culprit group cannot be ignored for involving their individual acts.

P₄: Our institutes have not the reflection of this believe as our intentions are highly involved to remove cultural barriers and filter competitions on the academic basis.

P₅: Not at all, but elite class students have more opportunities than middle class students

P₆: Elite class students can perform better due to better facilities such as tuitions etc.

P₇:

P₈: describes that teachers are professionally trained and ... The scores and grades that each pupil obtains measure the degree of achievement, performance and high academic achievement of students than any other factors.

P₉: In public sector schools all students are treated equally.

P₁₀: Up to very low extent because students from elite culture usually have their own elite goals which require scholastic performances of that standard.

P₁₁, P₁₂: Up to very low extent because students from elite culture usually have their own elite goals which require scholastic performances of that standard.

P₁₃: Doesn't affect my teaching at all.

P₁₄: according to me, students have strong backgrounds, are more confident and are quick learner but grading them just because of their background is not right.

5. (please see comments on Q.1) Which kind of initiatives your school is taking for the promotion of both dominant and minority cultural capital in a non-conflictual manner?

P₁: Education, style of speech,

P₂: Meritocracy, Transparency and creating cultural harmony by different cultural presentations in gatherings.

P₃: When students from minority cultural are given friendly environment and they are provided facilities along students with dominant cultural, an equal cultural development is

evident. Also, friendly interaction among the students and strict discipline are key factors our institution is following without causing any conflict between two different cultural.

P₄: Making anything interesting can remove all possible negative factors from any case. So we ensure that our student try to develop a friendly relation with others having any contradictory roots. We invite any exception and listen to their believe and also appreciate as much as possible.

P₅: cultural capital is something inbuilt very small amount can be created or produced _so in my view teacher can only facilitate to make a student able to use the ability of being adjusted in the class. Our school is treating everyone equally no difference between cast creed or religion__ the elite culture is found in private sector Alhamdolillah we are well trained and well aware of our role as a society makers we do not show such gradations.

P₆: Schools are not taking serious initiatives in this regard

P₇: extra classes are being arranged in this regard but not frequently. Students have to work on their own pace

P₈: practice good manners and developed good communication to minimize the gap and we don't have a discrimination problem here.

P₉: practice good manners and developed good communication to minimize the gap and we don't have a discrimination problem here.

P₁₀, P₁₁, P₁₂: I think no school is taking this initiative in non-conflictual manner.

P₁₃: Non-biased teaching strategies are followed at my school. The policies of my school do not allow any teaching practice which would discriminate between the rich and poor or that may be racist.

P₁₄: My institution welcomes all to get admission in it taking similar fees from both dominant and minority.

6. How do you motivate the students coming from the disadvantaged families to ensure their active participation in culture related activities?

P₁: Appreciating their little achievements, positive reinforcement, eliminating the barriers

P₂: Praising his proficiency. Offering him scenario to perform. Helping him flourish his talent.

P₃: The key factor for students to forget everything about their cultural background is to keep them busy in activities that might be curricular or extracurricular. So motivation and competition keeps them active and busy.

P₄: Again I will go for motivation technique which support them to forget the worst and dig the best. Making it fun for the children's to keep them away from all the disadvantages they had in their mind.

P₅: There is a good forum of students' council, who has members of all classes, showing best manners so they help the students in their problems of settlement and other related issues.

P₆: normally, all the students show equal performance and seem mature enough

P₇: we give them more opportunities to slow learners for asking questions

P₈: Schools that acknowledge the diversity of their student population understand the ... their classroom should actively demonstrate to their students that they genuinely ... thoughts, and ideas that are important to their cultural and social perspective. ... Teachers can play a big role in helping these students succeed through this strategy.

P₉: Girls Guide (council) helps the students to participate in different festival and social activities and also physical teachers practice different physical competitions in schools

P₁₀: I motivate students through personal counseling. I usually tell him that you have to change yourself and give him confidence.

P₁₁: School-based sports and *active* transport *provide* opportunities for physical *activity* ... *activity* levels *are* directly *related* to the opportunities *they* have to be *active*.

P₁₂: A multicultural society is best served by a culturally responsive curriculum. Schools that acknowledge the diversity of their student population understand the importance of promoting cultural awareness. Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs.

P₁₃: Extra appreciation is given if they are struggling to achieve the level of elite students.

P₁₄: By communicating their problems with them and dealing with them as they understand the lesson, by ensuring equality in class.

7. As a teacher how do you tolerate language diversity in classroom while teaching content related to national or foreign languages?

P₁: By applying some rules, norms in the class,

P₂: Asking him to try the said language even if he can't. just for uniformity.

P₃: Learning is not possible before providing a peaceful learning classroom environment. This is the principle our institution is following. So, students are made to follow class rules and regulations and use only national language for avoiding any misconduct.

P₄: Limitations and rules are made to enclose diversity deliberately. By limiting our students to speak only limited content can remove that problem.

P₅: my subject is very neutral and .has nothing to do with the language or accent, so I think nothing to write or express about it.

P₆: I try to use both languages in class, but majority of students can understand and speak English in an appreciable way

P₇: basically, only foreign language is preferred for communication. But if some students face language related problems then extra classes are being arranged for improving their language related competencies

P₈: Promoting a school culture that values diversity in the classroom will ... Skip to Content ... diversity in you school, available as a free download you can print for your ... All these factors work together to inform how students (and teachers, ... When schools take inclusive and responsive approaches to diversity

P₉: we are having same language no foreigner student.

P₁₀: By understanding the importance of both languages

P₁₁: English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL).

P₁₂: Safe Classrooms explores how educators can use social-emotional learning to create more accepting classrooms where young people feel empowered to interrupt bullying. Each issue includes ideas and resources for educators, parents, students, and their allies.

P₁₃: Rigorous correction of mistakes is done to enhance language skills.

P₁₄: I always encourage students to speak Urdu in class, no word of Punjabi is allowed. I also ask them to use English words in classroom with each other.

8. According to your experience which particular strategies have proved effective in developing multilingual language proficiencies in students?

P₁: Role playing, Discussion

P₂: Discussion of common sentences.

P₃: Students are encouraged to have group interaction with each other. Also it is practiced that when a student learn something, he is advised to teach and share it, with his fellow in his own language and extent to their frankness. This act has been found useful to enhance students linguistics skills and proficiencies.

P₄: By ending the lecture allowing them to explore each other by their language and help to teach one another different words with their uses.

P₅: in my experience the teaching experience and the versatility of a teacher makes a difference. A good teacher has to make a blend of verbal and nonverbal strategies to make the students able to understand the topic. For example, group task and lab work in which students have to do hand on activities are more realistic and practical in this regard.

P₆: I use to pronounce twice or thrice those words in which students are feeling pronunciation related competencies, catharsis

P₇: normally all the students speak one and only English language

P₈: Policies and practices with respect to educating English learners (ELs) in the United ... Young children are effective and efficient (second) language learners.

P₉: As a teacher always be kind and supportive for learning. Value each learner in the class equally.

P₁₀: I think you can talk subject with them in English but in person whenever they talk to you should emphasize on national language.

P₁₁: Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population.

P₁₂: The aim of this chapter is to provide educators with background knowledge on English language learners and information on how to better assist culturally and linguistically diverse students to develop the literacy skills crucial for academic success.

P₁₃: Using mixed language in classroom can help. Although I don't use two languages very often.

P₁₄: Reading and Creative writing on different topics promote proficiency in usage of Multi languages.

9. As parents are considered first teachers, so how you ensure the involvement of parents for strengthening academic capital of students?

P₁: By maintain a continuous contact with parent,

P₂: Parents teacher meeting.

P₃: Parent have key role to making their kids successful in all fields of life. It is because of the fact, our institution has made it possible the active participation of parent's in their child education by making teacher-parent meeting on monthly basis. So, students work hard to show excellent progress before their parents. It has a strong effect.

P₄: Parents are the best tool for encouragement. Our institute make it possible to satisfy parents and request them to appreciate their child as to make them shine more. Support from family make their mental ability fresh and blossom.

P₅: The word cultural capital and academic capital are two different capabilities .one student may have the ability to adapt the new environment very easily but he /she may not have the ability to score more. The parents are much more important than the institution. Educated parents can help the students to overcome the deficiencies of academic staff and make the student able to cope with the psychological and philosophical problems faced by him/her at the institution. No one knows the child better then the parents so there are forums in our institution which involve the parents like PTA and the parent teacher councils which work together for helping the needy students to overcome any adjustment problems so that the academic progress can be ensured.

P₆: Some parents get over-involved for improving performance of their children, but I think parents should trust on teacher regarding development of their children. Parents must focus on children moral development at initial stages

P₇: Parents involvement is limited till grades. Otherwise they do not focus on daily life activities of their children. Parents are required to motivate their children for making the time table to pay equal attention towards all subjects

P₈: Teachers who focus on parent engagement often see a profound ... in school events or activities, and teachers provide learning resources

P₉: Parents Teacher association helps to participate their contribution in academics.

P₁₀: By the right communication and taking them in loop and by counseling them time to time in a right way and to make them realize

P₁₁, P₁₂: Education in Pakistan is overseen by the Federal Ministry of Education and the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development.

P₁₃: Constant communication with parents.

P₁₄: Communication plays vital role, I as a teacher set meetings with parents to discuss the performance of students.

10. How a teacher can ensure equal participation of all students (irrespective of their family background) in classroom activities? I hope you will narrate the facts keeping in minds the practices your follow in class room.

P₁: By designing different activities according to the mental ability of students.

P₂: By Asking Questions from them.

P₃: In my area, majority students belong poor background. So motivation and encouragement are not enough only. We have to facilitate students, then students are able to compete and take part in all activities irrespective of their background.

P₄: Discussing and challenging help students to participate. More than that making group and throwing competition between them make them able to put their thoughts out.

P₅: in Govt sector there is not a big difference in the groups of students from different social classes but still the difference is there and the management overall is taking good care to reduce the concept. It is obvious that the student who has a good backup for studies at home will perform better in class, but this performance is not backed up by social class only there are many other factors and in my view the most important factor is the level of education of the parents. I have twin sisters who are in the top performing students but their father is not a big earner. The difference comes from the mother who is very vigilant for their daughter's education. So I think minor ups and downs of the money does not count. The awareness for better education counts.

P₆: Teachers are required to keep all students active during class as if some students will get ignored then teaching cannot prove effective. I do not highlight that specific student who commit a mistake, but guide him or her indirectly.

P₇: we try to frequently ask questions from those students who are average or below average for their better understanding.

P₈: Actually we are having same cultural background so there is no specific problems we have. All students follow same rules and regulations.

P₉:

P₁₀: Usually I don't think that classroom participation relates with family backgrounds. Usually majority of teachers don't even have student's background in their mind during class academics.

P₁₁, P₁₂: Usually I don't think that classroom participation relates with family backgrounds. Usually majority of teachers don't even have student's background in their mind during class academics.

P₁₃: All students should be given equal chance of voicing their opinions. This can be ensured by picking on students to share views rather than just listening to the outspoken ones all the times.

P₁₄: Before and after lesson, I ask questions from students, I give them opportunity to ask questions and answer.

11. How the concept of equality is being promoted among students to strengthen their social capital?

P₁: Giving them fair and equal performing opportunities.

P₂: By Transparency and meritocracy

P₃: Students are motivated to work in groups, also learning by activities and sitting on same desk, and sharing their knowledge are factors students learn. It is also our grading and examination system that force them believe in equality.

P₄: Giving them instructions to make an effective society by telling the importance of bond needed between them. Designing multiple games to make them a team can help them a lot.

P₅: In the government set up as all the sources or most of the resources are provided by the government and teachers are also selected by the authentic sources so the opportunities are equal to all. I think the teacher most of the time gives an edge to better performers not to the better dressed ones or the student with better accent or command on English etc.

P₆: By removing the label of brilliant or slow learner from students and by minimizing the difference among students having branded things and normal things i.e. laptops, tablets, etc.

P₇: Concept of equality among the students of elite and middle class remain limited till school as they end usually end up their friendship when they leave school after completing their grade

P₈: Jump to Facilitators and Barriers to education as a means for social ... — In the following facilitators and ... educational and social equality if ... been, instruments to reinforce or ... parents, teachers and students, in ... civil society and social capital. ... definition of education's social role

P₉: schools arrange different curricular and co-curricular activities which ensuring equal access to opportunities to enable students to fully participate in the activities.

P₁₀: I think it is not being promoted at all rather we are promoting concept of discrimination by our education system right from the word go.

P₁₁: I think it is not being promoted at all rather we are promoting concept of discrimination by our education system right from the word go.

P₁₂: There are many reasons to believe that increased educational opportunity and achievement lead to social progress. The aim of this chapter is to examine how education can promote social progress.

P₁₃: I don't think its taken into much consideration by majority.

P₁₄: By giving equal opportunities to every student, by regularly changing their sitting place.

12. Does your institution has prescribed some guidelines for maintaining the uniformity of language and communication patterns?

13. If yes, then kindly share a brief description of these guidelines?

P₁: Each student will speak only the national language in the school.

P₂: Only one language for communication is allowed.

P₃: In order to maintain a language uniformity, all students are advised to speak and national language URDU and don't their local/tongue language PUNJABI.

P₄: Restricting any local language, Permitting unity language system, Checking their communication and practicing with them.

P₅: yes there is a proper uniform for students, a dress code for teachers and the common language which is Urdu or English for the communication. There are groups of students who are responsible for locating the problems among students in these lines of adjustments or other academic related problems.

P₆: Students are advised to speak in English language but if they are facing any difficult in understanding some topics then the use of Urdu/local language may be promoted

P₇: yes it has been instructed by school administration that you have to speak only in English language

P₈:

P₉: yes all rules and regulations are pre-define and followed by all teachers and students. Follow same language for medium of instruction and teaching.

P₁₀: Yes. Our institution totally based on foreign language communication so it already become uniformity of language pattern.

P₁₁, P₁₂: Yes. Our institution totally based on foreign language communication so it already become uniformity of language pattern.

P₁₃: Policies have been made to ensure all students speak in the same language and people from diverse backgrounds are employed at school so that there is a variety of dialects that they all communicate in. This encourages the students coming from different family backgrounds to learn to communicate in different ways.

P₁₄: yes, our head teachers communicate the guidelines to use specific language with teachers, time to time in meetings.

14. If no, then how it is being ensured?

**13. How cultural activities are important in promoting cultural capitals in students?
Which kind of cultural activities your institution is arranging for strengthening cultural capital of students?**

P₁: Language related activities, folk events, and national events.

P₂: Cultural Presentations. Songs, Skits, Dance.

P₃: Cultural capitals can be promoted by celebrating local or folk events and funfair and national days.

P₄: Farewell, cultural events, funfairs, historical celebrations.

P₅: in my view the cultural capital is the ability to get adjusted in different culture so the cultural activities enhance the awareness about the social setup and interests and its a great opportunity to get attached with each other.

P₆: in my view the cultural capital is the ability to get adjusted in different culture so the cultural activities enhance the awareness about the social setup and interests and its a great opportunity to get attached with each other.

P₇: previously, such type of activities was conducted but now they are not being arranged. These activities are limited till grade 8. Schools are not taking initiatives in this regard, as they never bother about the culture of students

P₈: In the field of sociology, cultural capital comprises the social assets of a person that promote... The cultural capital of a person is linked to his or her habitus (i.e., embodied disposition and tendencies) ... Bourdieu, I measure high school students' cultural capital using self-reports of involvement in art, music, and literature.

P₉: Organize different festival according to different cultures like Cultural Exhibitions for the students can makes them familiar with their cultural capital. It also helps the students to represents their background and participate actively.

P₁₀: Well these activities realize them their true culture and identity and develop some sense of uniformity in them. Our institution is doing some good work by celebrating all cultural days and national days.

P₁₁: Well these activities realize them their true culture and identity and develop some sense of uniformity in them. Our institution is doing some good work by celebrating all cultural days and national days.

P₁₂: In the field of sociology, cultural capital comprises the social assets of a person (education, intellect, style of speech, style of dress, etc.) that promote social mobility in a stratified society.

P₁₃: I cannot quote any.

P₁₄: Cultural activities are crucial to bring awareness in the students about their identity and self, they learn a lot from their cultural festivals and different competition programs are arranged.

14. As educational attainment is considered a strong determinant of social reproduction, how do you ensure the high achievements of your students in terminal exams?

P₁: By developing the social Values and norms

P₂: By critical thinking, problem solving and reasoning.

P₃, P₅: Well, to attain education which is specified as a goal of social reproduction, this implies students must be high in values and norms, which is guarantee of good results in exams. As, being a disciplined student, he/she will care of his/her study.

P₄, P₆: By involving him/her in successive discussions. Encouraging him to ask questions and allow him/her to actively participate in class work.

P₇, P₈: You can copy, download or print OECD content for your own use, and you ... Equity in education can contribute to economic competitiveness and social cohesion.

Governments to provide high quality education, significant disparities in educational ... students scored below Level 2 in reading on the 2009 PISA test,

P₉: we are using classroom assessment techniques and assessing different group work of students also conduct class test for preparation.

P₁₀, P₁₁: Obviously by hard work and giving them tough time in preparations and make them feel like exams before exams so that they know what they have to face.

P₁₂: The degree of social reproduction varies considerably between industrialized countries, raising the question of which institutional regulations promote or restrict this process. Education is considered the main mediator of social reproduction. Because school tracking

P₁₃: Consistent assessment tasks and correction of mistakes is done to prepare them for the examination.

15. Does your institutions is offering some sort of training/introductory sessions for ensuring occupational/technical mobility of students?

P₁: No

P₂: Yes by offering activities about construction of different handmade static and movable projects including models and machines and art work innovations.

P₃: No

P₄, P₅, P₆: Yes, to some extent.

P₈, P₇: Teacher education institutions may either assume a leadership role in the transformation ... 10 INTRODUCTION Educational systems around the world are under increasing ... ICTs enhance used to support the learning environment by providing tools for ... Students should experience both types of uses of technology.

P₉: in- services training which practice problem solving skills, interpersonal skills and technical skills.

P₁₀: No in our campus they don't but in main campuses they have counselors which do so.

P₁₁, P₁₂: No in our campus they don't but in main campuses they have counselors which do so

P₁₃: Yes, to some extent.

16. As ideological practices are basis of social reproduction, which kind of initiatives your institution is taking to create religious harmony among students?

P₁: Through Tolerance and promoting the brotherhood culture (respecting the views of others.)

P₂: By teaching to treat all religions respectfully. And not allowing to criticize any religious belief.

P₃: We encourage every student belonging to any background and religion and provide them equal opportunities to acquire education and in co-curriculum activities. No favoritism is the key to religious harmony.

P₄, P₅, P₆: Welcoming everyone on the basis of equality, arranging them only on the basis of academic record and starting the day with special pattern.

P₇, P₈: It is concerned with educational aims, methods, institutions, administration and curricula in relation to the economic, political, religious, social and cultural forces.

P₉: Every person is free to practice their religious activities and school also allow to do those things which are acceptable for all religious concern.

P₁₀, P₁₁, P₁₂: Well there is no such particular initiative but we have some good practices like on Christmas we make them feel we are with them.

P₁₃: Can't quote any.

17. As ideal teacher students' relationship play an important role in development of productive individuals, so which kind of instructional activities are utilized for ensuring such relationship?

P₁: Activity base Learning, Group discussions, A teacher with keen observations and high level of mentor.

P₂: Interactive learning

P₃: Teacher students' relation is vital in character building and education. We offer a very friendly environment to every child and our concern is to polish his hidden abilities in whatever field he is interested. Players are encouraged and even we provide them opportunities to play at Tehsil/District level. Similarly, the students which have interest in co-curricular activities, they are provided opportunities. Along with this all, fundamental focus is on their education and good results in exams.

P₅, P₄, P₆: Practically implementing their knowledge, giving team examples from real life by relating it with them, putting possible efforts to develop an empty relation by understanding their hurdles and queries.

P₇, P₈: investigate and understand teacher perceptions of the relationships between ... it is important to understand and respond to individual student cultures. ... spoke of and wrote about the importance of planning high quality instruction in providing for ... Such involvement also provides for the development of social skills

P₉: we teach them with passion and enthusiasm. Know about their interests.

P₁₀: Personal counseling is the best activity in my opinion. I don't find any other activity such effective

P₁₁: Personal counseling is the best activity in my opinion. I don't find any other activity such effective.

P₁₂: A few years ago, a student of mine lost his father to an unexpected illness that took a wrong turn. Two days later my student came to class. Surprised, I let my student know that if he needed to take time off to be with his family, I would later work with him to help him catch up on materials he would miss.

P₁₃: A strong teacher –student relation is developed by keeping a close contact with students. Helping them identify their weaknesses and suggesting effective strategies to bring improvements.

At the end I would like to ask give any suggestion based on your experience that how the teachers motivate students of diverse background for promoting distinctive cultural capitals,

P₁: Only through giving respect to the views and thoughts of others.

P₂: Understand how to speak daily life sentences in cultural languages in different cultural languages.

P₃: For this, we have to respect each other background and there must be respect for each other and no one must have complex of superiority.

P₄: If you mean to say that how the socialization among different students can be enhanced then a teacher have to make some groups of students with different social backgrounds and can assign them tasks of interests so that they can talk to each other _and make themselves comfortable in the class and the institution. Field trips and study trips at a distance from hometown can also provide an opportunity to socialize at this age.

P₅: we should have some sort of community programs for funding those students who want to study but cant continue their study due to low income of their parents

P₆, P₁₀: we must create awareness among the students of elite class so that they can take part in activities related to social work. We must create that awareness among our all students that if society is giving you many things then you should also try to return back something for the welfare of society.

P₇, P₈, P₉: develop active and friendly relationship with students and also makes easy access for them to communicate with teacher. We also allow students to learn via social website and guide them to use it purposefully.

P₁₁, P₁₂: Well first of all don't judge them on their background rather judge them fairly on merit and never make a student special in front of others. This will automatically develop distinctive approach in them of uniformity and merit.

P₁₃, P₁₄: Teachers should always have proper knowledge about students' problem, their strengths and weaknesses. By dealing with their problems, students can build trust on teachers which can help teachers to mould their personality in to cultural capital.

Do you like to give any suggestion for your institution in this regard?

P₁: There are many activities, which can be helpful to enhance or polish the cultural capital of students at secondary level, and some are in practice also but there is always a room for more. I think the institutional management can arrange cultural exchange program at the province level or public private sector level to make students aware of different cultural experiences at this age. This can surely polish their ability of adjustment in different institutions in future.

Make different strategy for teaching personality grooming and also follow international standards for the development of creative learning.

Thank you very much indeed for sparing your valuable time for this research and for contributing for societal cause. May God bless you.

Thank You So Much Respected Sir/Madam for Your Precious Time

Analysis of Focus Group Discussions

Qualification: MSc Chemistry, MSCS, M.Phil. biology

Experience: 30 years, 3 years

Do you think that there are some sort of techniques at your institution, which are promoting cultural capital among students?

- In government sector community difference is definitely prevailing but we as a teacher try our best to ensure uniformity among all students.
- We don't differentiate students on the basis of their background, parents income
- Their style of communication (pronunciation) and mental abilities can differentiate them from one another
- If any student from our class underestimate other students just due to his/her background then we as teachers strongly condemn this activity

How do you ensure culture diversity of different students that the coming in your institution is being addressed?

Irrespective of their background, we treat all students on the basis of equality. We condemn development of inferiority or superiority complex among students.

Do you think that students coming from elite class are more competent as compare to students of middle or low class?

- Yes, obviously. As they have better home environment and exposures, they show better scholastic performance.
- And we provide them encouragement to polish their skills but at the same time we train them (directly as well as indirectly) not to be over confident.
- In order to avoid conflicts, we guide over-confident students in classroom to follow classroom discipline rules (how to sit, how to stand, how to speak)

Which type of techniques you follow for raising the confidence of students coming from middle or low class?

- By giving them (students) short presentations, so that they can speak in front of class
- By praising them on performing good tasks, by giving them extra attention in completion of class work, by involving them in group discussion, by ensuring their active participation in co-curricular activities

How you manage language diversity among students?

In government sector, there is much controlled system to stop students from bullying other on the basis of their language. By offering equal opportunities for all students to participate in group discussion.

In our institutions both type of languages (English and Urdu) are being used as mode of conversation. There are no specification regarding the use of one and only language.

We are trying our best to heighten the level of middle and low class students up to the level of elite class' students. But we cannot be 100% sure about it but we motivate them a lot to show better performance.

We surely focus to provide them adequate guidance and training as well as focus on their career development

Formal type of relationship exist between students and teacher

Suggestions

It is the dilemma of our education system that we are just providing education to students and not training, we are focusing on completion of syllabus but on their character building, due to heavy workload teachers cannot pay due attention for personality development of students. Though education institutions can contribute a lot for minimizing class differences, but government institutions are required to take serious initiatives in this regard. Almost we are producing the students of same class from where they are coming

