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The Interplay of Gender and Social Capital in Shaping Perceived Academic Achievement Among University Students in Lahore, Pakistan.

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Abstract

Education is important for individual and societal growth, yet gender imbalances continue in many countries, including Pakistan. Social capital, which comprises of networks and support systems, greatly impacts academic outcomes. This study delves into the interaction between social capital and gender and their effect on perceived academic achievement among university students in Lahore, Pakistan. Understanding this interplay can lead to targeted interventions to enhance equity in education, evolving gender equality in education and adding to the greater development of society. By utilizing a quantitative, cross-sectional method, data was gathered an online survey, and in-person data collection, from 200 university students from various public and private educational institutions in Lahore. The data was analysed using SPSS 27. The results showed that social capital significantly predicts perceived academic achievement, with GPA emerging as the strongest predictor. Gender had no direct effect on this interplay. The residual analysis established the model's reliability despite some deviations from normality. The findings showcase the importance of social engagement, financial stability, and parental education in shaping academic achievement. Pakistani universities should focus on enhancing social engagement opportunities and support pre-exiting systems to improve student outcomes.

Keywords

Gender, Social Capital, Academic Achievement, University Students, Lahore, Pakistan

1. Introduction

The Sustainable Development Goal 5 intends to attain equivalence in both genders and empower females, especially in the educational sector- addressing gender inequities is important (Fruttero et al., 2023). Education is a fundamental human right and also fosters individual and societal growth (UNESCO, 2023). Understanding the factors which moderate academic achievement is crucial, with social capital emerging as a core element in shaping educational outcomes (Shahid et al., 2022).

When talking about social capital, we talk about the networks, the relationships, and the norms that promote cooperation within a community by providing resources that aid academic success (Bhandari & Yasunobu, 2009). Although economic factors are usually highlighted, non-economic factors like social capital also play an important part in shaping perceived academic achievement (Abrar ul Haq et al., 2015). Gender, which is a socio-cultural construct, interacts with social capital, which influences the access to educational opportunities and support networks. (World Health Organization, 2019; Shahid et al., 2022).

Gender norms and traditional roles influence access to social networks and education, for females in Pakistani society (Ali et al., 2011). Even though there have been several steps in female education, disparities remain due to culture, limited mobility, and unfair distribution of resources (Arshad, 2023). Understanding of how gender and social capital are linked, we can hence understand the differing academic experiences of students.

1.1 Statement of Problem

In spite of there being several advances in female education, many inequalities in academic achievement remain in Lahore, Pakistan. The role of social capital in moulding these outcomes, through its interaction with gender, is unclear.

1.2 Research Aim

This study aimed to investigate how gender and social capital interact with each other to influence university students' perceptions of academic achievement in Lahore, Pakistan. The study also kept in focus peer networks and social capital in shaping these outcomes.

1.3 Significance of Research

By examining the non-economic factors, particularly social capital, this study will contribute to understanding how gender disparities in education can be addressed, supporting the goals of SDG 5. It will highlight strategies for reducing educational inequalities and enhancing academic outcomes for all students.

1.4 Research Questions

This study will aim to answer the following questions:

- To what extent will social capital, encompassing social networks and peer influence, predict academic achievement among university students in Lahore, Pakistan?
- How will the relationship between social capital and academic achievement vary by gender among university students in Lahore, Pakistan?

2. Literature Review

2.1 SDG 5 and Gender Equality in Education

Eliminating the various parities between both genders and empowering females especially in the realm of education is the primary motive for the Sustainable Development Goal 5- education is a basic human right and this promotes growth within the society (United Nations, 2023). Dhiman (2023) highlights the benefits of education for women's empowerment but notes ongoing challenges such as biased curricula and underrepresentation in leadership roles. Similarly, Kuteesa et al. (2024) stress the need for legislative reforms and inclusive education to break gender stereotypes and promote STEM education for girls. Nazli and Noman (2023) emphasize the socio-cultural and economic barriers to education for girls in rural Pakistan, advocating for gender-sensitive curricula and financial support systems. Pasha's (2023) study talks about how socioeconomic factors influence educational outcomes, showcasing that males are likely to pursue higher education than females, and further calls for policies to take into account these disparities.

2.2 Gender and Social Capital

Greguletz et al. (2018) debated that female professional networks are less effective due to structural and personal barriers, such as homophily (associating and forming relationships with similar people) and work-family conflicts. Woehler et al. (2020) argues how unequal network returns furthers gender disparities in careers, highlighting the need for inclusive networking policies.

2.3 Social Capital and Academic Achievement

Mishra (2020) talked about how social capital is linked with academic success for underrepresented groups, highlighting that peer and social support are vital to education. Brouwer et al. (2016) highlighted that peer and faculty support strongly impact study success

among university students, especially in small-group settings, whereas in comparison family capital had significantly less impact. Building social capital through mentorship and peer-assisted learning is crucial to improving academic performance.

2.4 Interplay Between Gender, Social Capital, and Academic Achievement

Huang et al. (2015) researched how social capital impacts academic achievement in Romania and Norway. Their research uncovered that the supports parents give has a higher impact in Norway, while peer connections are more significant in Romania. Gender inequalities are more apparent in Romania, where students from minority ethnicities face more challenges in forming meaningful social connections. King (2016) found that in the Philippines, males had less positive academic motivation and engagement than females, due to peer pressure. This shows the need to address gender-based social interactions to improve academic outcomes.

2.5 Socio-Cultural Context of Pakistan

Pakistan is known for its strong family ties, community networks, and traditional gender norms- these have a strong impact on education. Baloch (2022) uncovered how social capital in Pakistan is moulded by community structures like the "baradari" system, which promotes educational outcomes through familial and community support. Furthermore, Tajammal et al. (2023) have found that even with increased female enrolment via programs like the Girls' Stipend Programme, barriers such as quality of education, safety, and cultural norms continue to negatively impact gender equality in education.

2.6 Empirical Studies on Social Capital and Academic Achievement in Pakistan

Studies conducted in Pakistan have shown a positive relationship among social capital and academic success- Taseer et al. (2023) uncovered that greater family involvement is linked with better academic outcomes, better grades and motivation. Beals et al. (2021) found how important it is to emphasize the importance of mentoring in improving social capital and

academic success among students in STEM fields. However, Hasan et al. (2023) note that rural area females in Pakistan face significant hurdles for gaining an education, including financial issues, family size, and geographic limitations, hence the authors recommended law changes to address this.

2.7 Theoretical Framework: Social Capital Theory

Social capital theory, theorized by Pierre Bourdieu looks at how social networks and relationships affect individual and group outcomes. The theory further categorizes social capital into three components, namely relational- trust and norms, structural- connections, and cognitive- shared understanding (Bourdieu, 1986; Coleman, 1988; Putnam, 2000). While addressing educational settings, stronger and better social capital networks provide students with access to academic support, resources, and motivation, improving their academic achievement and in turn their overall performance (Claridge, 2018; Mishra, 2020). Gender impacts access to and use of these networks, with females facing cultural restrictions that limit their ability to influence social capital for academic achievement (Van Emmerik, 2006; Mishra, 2020).

For university students, social capital is characterized by cultural norms, institutional factors, and financial inequality- females encounter societal hurdles that limit their use of academic networks (Mehmood et al., 2018).

3. Methodology

3.1 Research Design

This study is done quantitatively, utilizing a cross-sectional design to investigate how social capital and gender interacted to sway university students' perceptions of their academic achievement in Lahore, Pakistan. The cross-sectional design provided a snapshot of the variables at one point in time, while the quantitative method enabled statistical analysis of the data to identify relationships.

3.2 Sample Design and Selection Criteria

Inclusion criteria for this sample is:

- Enrolled as full-time undergraduate students at a public or private university in Lahore, Pakistan.
- Age range should be between 18 and 30 years.
- Want to participate in the study voluntarily.
- Able to provide informed consent.

3.3 Sampling Method

A convenience sampling method was used for practicality and efficiency. Initially, a link to the online form was shared via social media outlets and internet platforms to recruit participants. This approach made it simpler to reach a large and varied population of university students in Lahore. The study focused on universities in Lahore, Punjab, providing a more localized and controlled context for the research. This geographic concentration allowed for greater control over variables and ensured a more detailed and contextualized understanding of the results. By limiting the scope to a specific region, the study better captured the complexities of social capital and gender dynamics within a more homogeneous academic and cultural environment, hence improving the reliability and depth of the findings.

Initially, data collection was planned to be conducted entirely online via Google Forms. However, due to a lack of sufficient responses, in-person data collection was later incorporated to complete the sample.

Out of the total 200 participants, 100 responses were collected online from students enrolled in various universities, including the University of Lahore, FAST, National College of Arts, University of the Punjab, Lahore School of Economics, and Beaconhouse National University. The remaining 100 responses were collected in person from students at Forman Christian College University (FCCU). An equal representation of both genders was kept across the sample to ensure gender balance in the analysis. This mixed-mode approach enabled a more diverse and balanced data set, while maintaining feasibility within the study's time and resource constraints.

The independent variables (IV) in this study are social capital and gender.

Gender is measured as a categorical variable (male or female).

3.4 Independent Variables (IV)

3.4.1 Social Capital

The networks, relationships, and norms that foster cooperation and group behaviour within a society are referred to as social capital. It is a complex construct that includes a range of tools that are integrated into social networks and that people can use to further their own and society's goals. The value that comes from social ties and the reciprocity, trust, and mutual support that these connections foster are at the core of social capital. (Bhandari & Yasunobu, 2009)

The theoretical framework of social capital has been developed and elaborated upon by several scholars, most notably Pierre Bourdieu, James Coleman, and Robert Putnam:

- Pierre Bourdieu (1986): it is the sum of resources you can access because of who you know and the quality of those relationships. He placed emphasis on the part that it plays in maintaining power relations and social hierarchies. (Claridge, 2024)
- James Coleman (1988): According to Coleman, social capital is a tool that people can use to help behaviours inside social institutions. It is not just about having connections- it is about how those connections give you better access to learning, resources, and opportunities. (Coleman, 1988)
- Robert Putnam (2000): Putnam made the idea well-known in relation to community development and civic involvement. According to him, social capital is comprised of social organization elements like social trust, norms, and networks that promote collaboration and coordination for mutual gain. To promote democratic governance and societal well-being. (Claridge, 2024)

Social Capital is measured using a modified version of the Social Capital Questionnaire (SCQ) developed by Bullen and Onyx (1998). This tool assesses various dimensions of social capital, including:

- Networks: Number and frequency of social interactions with peers, faculty, and community members.
- Trust and Reciprocity: Level of trust in social relationships and the extent of reciprocal support.
- Social Norms: Adherence to social norms and community involvement.

3.4.2 Gender

Measured as a categorical variable (male or female).

The SCQ is attached in Appendix A.

3.5 Dependent Variable (DV)

Perceived academic achievement is the dependent variable in this study. The extent to which a pupil has fulfilled their short- or long-term learning objectives is referred to as academic achievement. It is assessed using a range of metrics that show the knowledge, abilities, and competences that a student has attained. (Steinmayr et al., 2014)

Perceived Academic Achievement is studied by utilizing the Subjective Academic Achievement Scale (SAAS). (Stadler et al., 2021) This scale includes items related to:

- Self-Reported Academic Performance: Participants' perceptions of their academic performance relative to their peers.
- Confidence in Academic Abilities: Participants' confidence in their ability to achieve academic success.
- Academic Engagement: Participants' reported level of engagement in academic activities.

The SAAS is attached in Appendix A.

3.6 Data Collection

An online survey via Google Forms was initially used. However, due to limited responses through the online method, in-person data collection was later incorporated to complete the required sample size. The following steps were followed to ensure systematic and efficient data collection:

- Survey Development: The survey was designed using sociodemographic questions, social capital measures, and previously validated scales for assessing perceived academic achievement. The survey was brief and easy to understand, taking no more than 15 to 20 minutes to complete. The survey is attached in Appendix A.

- Participant Recruitment: University students from Lahore were recruited through both online and in-person methods. For the online portion, the survey link was shared via all social media platforms. Taking part was completely voluntary and anonymity was maintained. For the in-person portion, data was collected directly from students at Forman Christian College University (FCCU) using printed versions of the same questionnaire, following the same ethical guidelines and data collection procedures.
- Informed Consent: Two separate forms of informed consent were used. Online participants were presented with a digital consent form at the beginning of the Google Form survey. They were required to read the information and check a box to indicate their agreement before proceeding. In-person participants were provided with a printed consent form before filling out the paper version of the survey. Both formats were voluntary in nature, and the confidentiality of responses was maintained.
- Data Management: The data gathered via Google Forms was automatically stored in a secure database and later downloaded in CSV format. The responses from the in-person surveys were manually entered into the same database and cross-checked for accuracy. All data was securely stored and anonymized before analysis.

3.7 Data Analysis

The collected data underwent a systematic process of preparation and statistical examination. Initially, data cleaning procedures were carried out to identify and remove incomplete responses and outliers, ensuring good generalisability. Descriptive statistics were carried out to describe participant characteristics- an overview of key variables such as gender, social capital, and academic achievement was given. Data analysis was done using SPSS version 27.

For the online Google Form, responses were automatically compiled into an Excel spreadsheet. For in-person data, the same Google Form was used to manually enter responses,

ensuring that all data- whether collected online or in person- were compiled into a single unified dataset. The resulting Excel sheet was then coded and cleaned to prepare the data for entry into SPSS. This streamlined approach ensured consistency across data sources and facilitated efficient statistical analysis.

To assess the reliability of the measurement tools, Cronbach's Alpha was calculated for the SCQ and SAAS scales, with an acceptable threshold set at $\alpha \geq 0.70$. Additionally, factor analysis was conducted to confirm construct validity. Pearson's correlation analysis was performed to explore the relationships between social capital, gender, and perceived academic achievement. Furthermore, an independent samples t-test was utilized to compare perceived academic achievement between male and female students, while the Mann-Whitney U test was applied in cases where data were not normally distributed.

Regression analyses were conducted to further examine the predictive relationship between social capital and perceived academic achievement while considering gender as a moderating factor. Multiple linear regression analysis was employed, with perceived academic achievement as the dependent variable and social capital and gender as independent variables. To refine the model, hierarchical regression was conducted in three steps: the first step controlled for age, university type, and parental education; the second step introduced the main predictors (social capital and gender); and the third step tested the interaction effect of Social Capital × Gender. These analytical techniques provided insights into the extent to which social capital influenced perceived academic achievement and whether this relationship differed across gender groups.

4. Results

4.1 Demographics

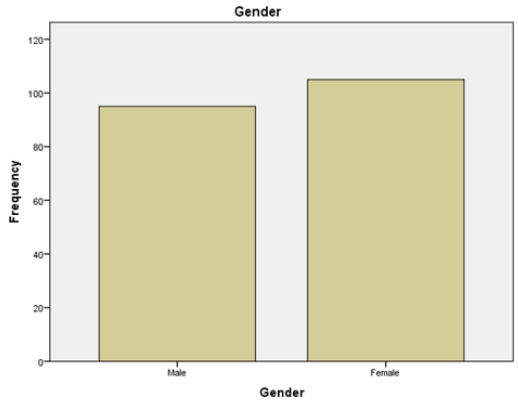
4.1.1 Demographic Characteristics

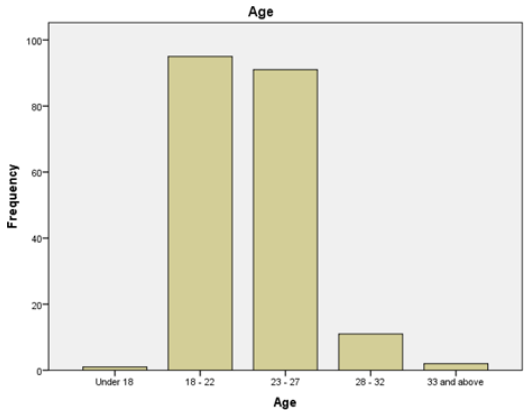
The sample is nearly balanced in gender (Males: 47.5%, Females: 52.5%). The majority (93%) of respondents are young adults (18-27 years), with most in their 3rd (25.5%) or 4th year (27.5%). Social Sciences (32.5%) is the most common field of study. A significant portion (79.5%) comes from private universities, highlighting possible socioeconomic influences on education.

Table 1 - Demographic Statistics

	M	Mdn	Mode	SD	Variance	Skewness	SE Skew	Kurtosis	SE Kurtosis
Age	2.59	3.00	2	0.65	0.42	0.76	0.17	0.74	0.34
Year of Study	3.02	3.00	4	1.30	1.68	–0.17	0.17	–1.07	0.34
GPA	3.92	4.00	4	0.90	0.81	–0.89	0.17	1.01	0.34
Monthly Income	4.80	5.00	7	2.01	4.04	–0.67	0.17	–0.78	0.34
Living Arrangement	1.65	1.00	1	1.19	1.42	1.70	0.17	1.58	0.34

N = 200.
M = Mean, *Mdn* = Median, *SD* = Standard Deviation, *SE* = Standard Error.





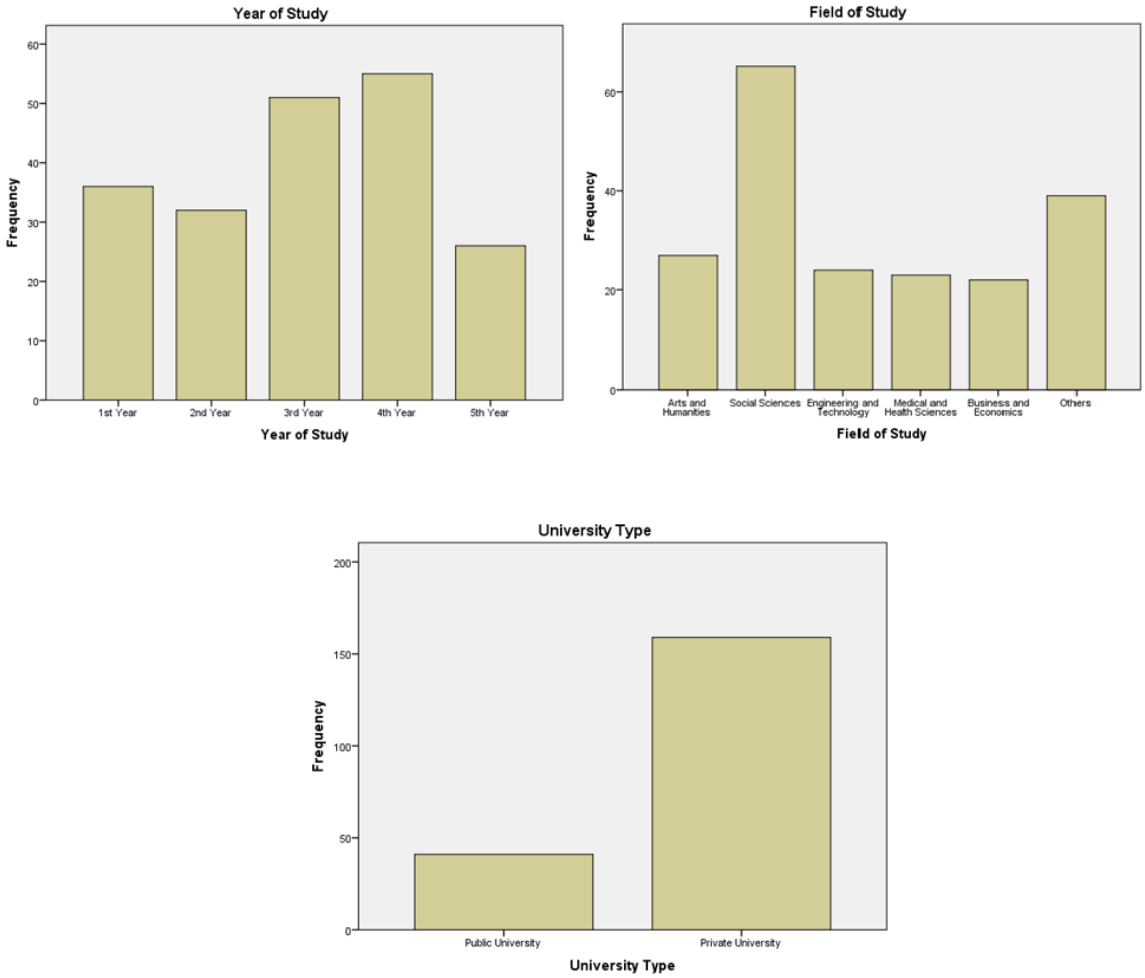


Figure 4.1 – Demographics

Table 2 - Demographic Frequencies

	Category	Frequency	Percentage (%)
Gender	Male	95	47.5
	Female	105	52.5
Age	Under 18	1	0.5
	18–22	95	47.5
	23–27	91	45.5
	28–32	11	5.5
	33 and above	2	1.0
Year of Study	1st Year	36	18.0
	2nd Year	32	16.0
	3rd Year	51	25.5
	4th Year	55	27.5
	5th Year	26	13.0
Field of Study	Arts and Humanities	27	13.5
	Social Sciences	65	32.5
	Engineering and Technology	24	12.0
	Medical and Health Sciences	23	11.5
	Business and Economics	22	11.0
	Others	39	19.5
University Type	Public University	41	20.5
	Private University	159	79.5

4.2 Academic Performance and Financial Aspects

Most students (48.5%) have a GPA between 3.0-3.49, suggesting overall strong academic achievement. Higher-income brackets (25.5% earning >PKR 160,000) indicate financial stability, which could influence academic success. Parental education is high, with 46.5% holding a bachelor's and 24% a Master's, suggesting a supportive academic environment at home.

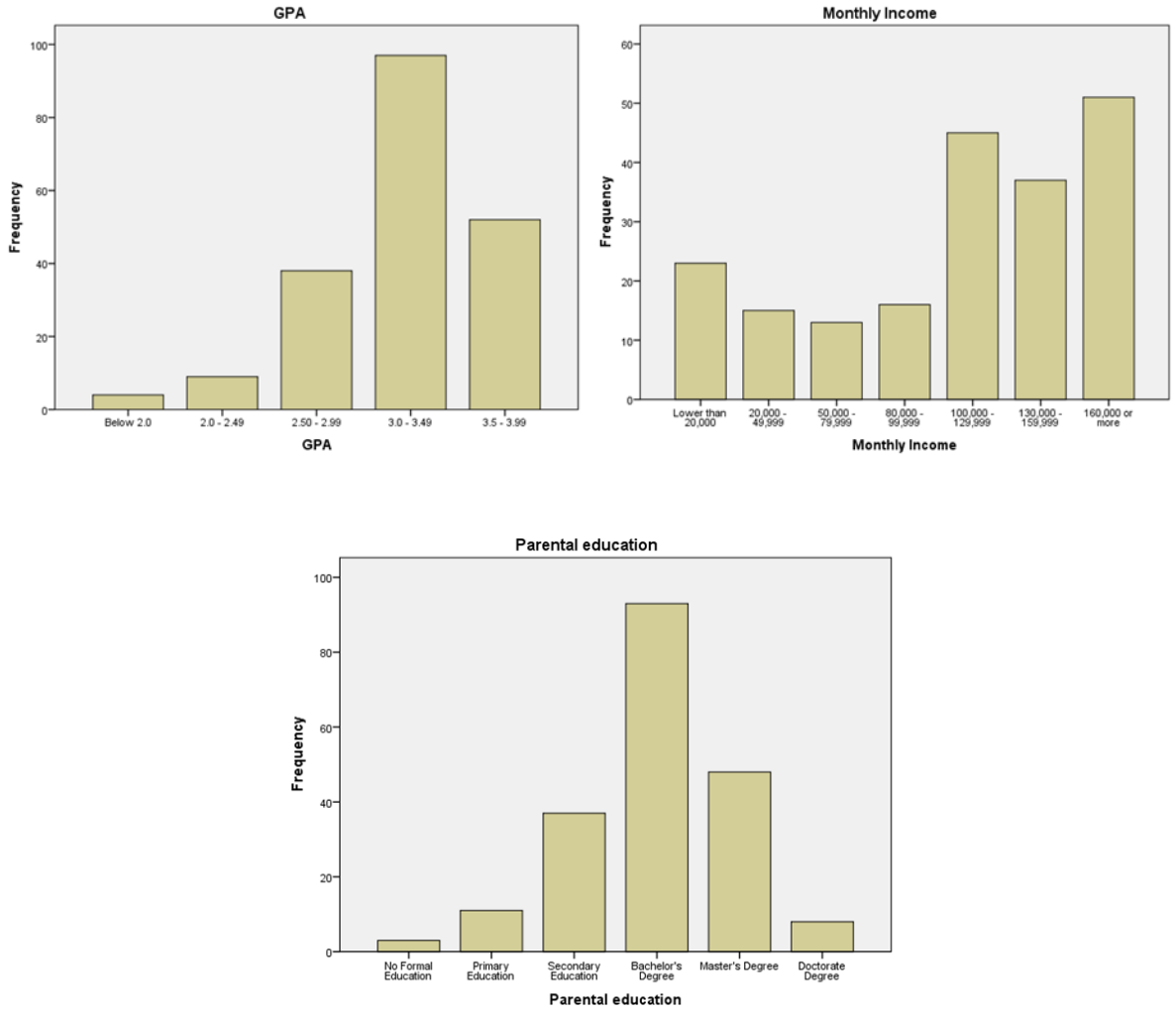


Figure 4.2 - Academic Performance and Financial Aspects

4.3 Living Conditions and Social Aspects

The majority (71.5%) live with family, which may provide stability but limit social independence. Most (90.5%) are single, which could impact social capital development.

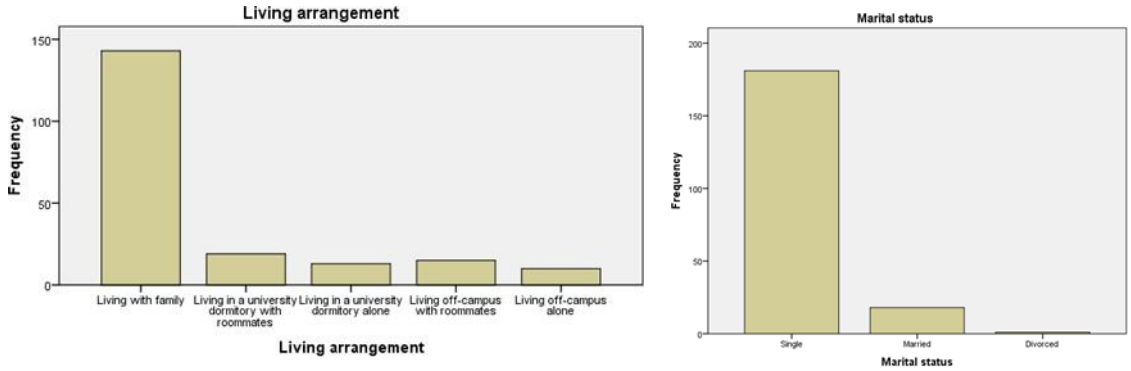


Figure 4.3 - Living Conditions and Social Aspects

4.4 Social Capital Analysis

The analysis shows a positive correlation ($r = 0.197$, $p = 0.005$) between social capital and academic success, indicating that students with stronger social networks tend to perform better academically. With a mean SCQ Total of 94.51 and SAAS Total of 17.08, the findings suggest that social engagement plays a crucial role in shaping academic outcomes.

Table 3 - Social Capital Analysis

		Statistic	Std. Error
SCQ_Total	Mean	94.5100	1.24424
	Median	95.5000	
	Std. Deviation	17.59625	
	Minimum	48.00	
	Maximum	144.00	
	Skewness	.008	.172
	Kurtosis	.016	.342
SAAS_Total	Mean	17.0850	.30381
	Median	18.0000	
	Std. Deviation	4.29652	
	Minimum	5.00	
	Maximum	25.00	
	Skewness	-.483	.172
	Kurtosis	-.092	.342

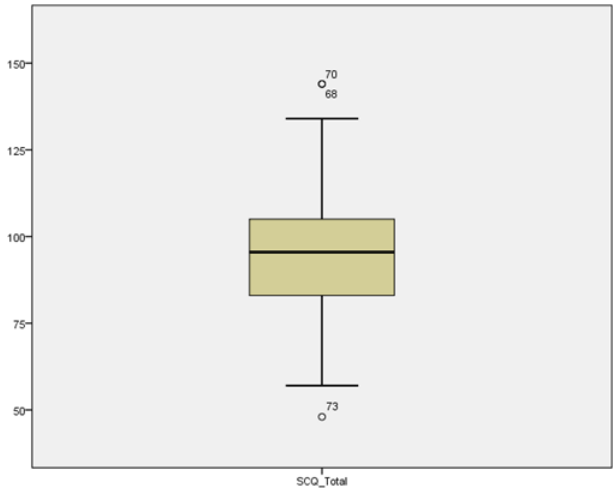


Figure 4.4 - SCQ Box Plot

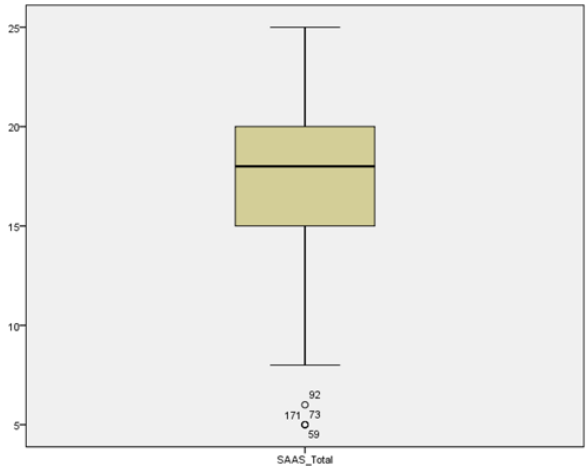


Figure 4.5 - SAAS Box Plot

The findings show the significance of social capital in academic success, as stronger social networks positively correlate with higher self-assessed academic performance. Financial stability and parental education also play a crucial role, with higher-income students and those from educated families showing better outcomes. While living with family provides stability, it may limit social engagement outside the home. Additionally, the dominance of private university students suggests financial privilege may influence access to higher education. The high skewness in marital status (3.154) and living arrangements (1.702) indicates that most students share similar social conditions. These findings suggest that financial stability, strong

academic performance, and family support contribute to students' educational experiences and success. These insights align with the study's objectives, emphasizing the interconnectedness of social, financial, and educational factors in shaping academic success.

Table 4 - Gender, University Type, and Field of Study

Gender	Total	Private Univ.	Public Univ.	Arts & Humanities	Business & Economics	Engineering & Technology	Medical & Health Sciences	Natural Sciences	Other	Social Sciences
Female	105 (100%)	85 (80.95%)	20 (19.05%)	20 (19.05%)	12 (11.43%)	5 (4.76%)	15 (14.29%)	9 (8.57%)	3 (2.86%)	41 (39.05%)
Male	95 (100%)	74 (77.08%)	21 (21.88%)	7 (7.29%)	27 (28.13%)	17 (17.71%)	6 (6.25%)	14 (14.58%)	2 (2.08%)	23 (23.96%)
Total	200 (100%)	159 (79.10%)	41 (20.40%)	27 (13.43%)	39 (19.40%)	22 (10.95%)	21 (10.45%)	23 (11.44%)	5 (2.49%)	64 (31.84%)

The data shows that out of 200 respondents, 105 were female and 95 were male. A majority of students (79%) attend private universities, with both genders more represented in private institutions. Social Sciences is the most popular field overall, especially among female students (41 out of 105). Male students are more concentrated in Business and Economics (27) and Engineering and Technology (17). In contrast, fewer students are enrolled in fields like "Other" and Arts & Humanities, particularly among male respondents. Overall, gender distribution shows notable differences in academic preferences, reflecting potential trends in higher education choices by gender.

4.5 Reliability Analysis

The high reliability of the social capital scale ($\alpha = 0.898$) and academic success scale ($\alpha = 0.833$) confirms strong internal consistency, ensuring the measures are stable and valid. This supports the study's objective of assessing the relationship between social capital and academic success. Reliable measurement strengthens the findings, reinforcing that social engagement significantly influences academic outcomes.

Table 5 - Reliability Analysis of Social Capital Scale

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.898	36

Table 4 presents the internal consistency reliability of the Social Capital Questionnaire (SCQ), which consists of 36 items. The overall Cronbach's Alpha is 0.898, indicating excellent internal consistency and reliability of the scale.

Table 6 - Reliability Analysis of Academic Success Scale

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.833	5

This table presents the results of the reliability analysis and correlations for various variables related to academic success.

The Reliability Analysis of the Academic Success Scale shows that the scale has a Cronbach's Alpha of 0.833, indicating good internal consistency. This means the items in the scale are reasonably correlated and measure the same construct. The scale consists of 5 items.

The Pearson correlation coefficients between gender, age, academic year, and other demographic and academic characteristics are displayed in the table's Correlations section.

Both gender and GPA and gender and field of study have significant correlations at the 0.01 level, suggesting that these variables differ by gender. Age and Year of Study have a positive correlation, indicating that older students typically have higher years of education. Students with more educated parents are likely to have higher GPAs, according to favourable connections between parental education and GPA. Age and Year of Study have a substantial

correlation with Marital Status, suggesting that married students are typically older and in higher academic years.

While there is little to no association with the majority of other factors, there are moderate correlations between University Type and Field of Study. The smaller correlations between the variables for monthly income and living arrangement suggest that these factors have little bearing on academic achievement.

Living Arrangement, Marital Status, and Field of Study do not exhibit strong associations with the academic performance variables, as seen by non-significant correlations ($p > 0.05$) observed with other variables.

The Academic achievement Scale's overall reliability is shown in this table, which also examines the relationships between academic achievement and several demographic and academic characteristics. It implies that some factors-like age, parental education, and gender-have a big impact, while other factors-like living arrangement and marital status-show little to no link at all.

To ensure the internal consistency and dependability of the measurement instruments used in this study, a reliability analysis was conducted on both the Social Capital Scale and the Academic Success Scale. The results demonstrate strong reliability for both scales, confirming their appropriateness for examining the relationship between social capital and academic success.

4.6 Social Capital Scale

The Social Capital Scale, comprising 36 items, exhibited a high level of internal consistency, as indicated by a Cronbach's Alpha of 0.898. This value surpasses the commonly accepted threshold of 0.70, reflecting excellent reliability and suggesting that the items cohesively measure the underlying construct of social capital.

4.7 Academic Success Scale

The Academic Success Scale, consisting of 5 items, also showed high internal consistency, with a Cronbach's Alpha of 0.833. This confirms that the items reliably measure students perceived academic performance and satisfaction.

4.8 Inferential Statistics

Table 7 - Correlation SCQ and SAAS

Correlations			
		SCQ_Total	**SAAS_Total**
SCQ_Total	Pearson Correlation	1	.197**
	Sig. (2-tailed)		.005
	N	200	200
SAAS_Total	Pearson Correlation	.197**	1
	Sig. (2-tailed)	.005	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).			

The findings support the study's objective of understanding factors influencing academic success. The positive correlation between social capital and academic performance ($r = 0.197$, $p = 0.005$) highlights the role of social engagement in enhancing educational outcomes. The gender-GPA link ($r = 0.228$, $p = 0.001$) suggests potential differences in academic achievement that may warrant further exploration. The strong age-year correlation ($r = 0.626$, $p < 0.001$) validates the dataset's structure. These results emphasize the importance of social, demographic, and academic factors in shaping student success.

Correlations

		Gender	Age	Year of Study	Field of Study	University Type	GPA	Monthly Income	Parental education	Living arrangement	Marital status
Gender	Pearson Correlation	1	-.030	.073	-.246**	.038	.228**	.030	.053	-.044	.016
	Sig. (2-tailed)		.673	.305	.000	.595	.001	.674	.459	.533	.824
	N	200	200	200	200	200	200	200	200	200	200
Age	Pearson Correlation	-.030	1	.626**	.078	-.244**	-.022	.198**	.162*	.041	.297**
	Sig. (2-tailed)	.673		.000	.275	.000	.757	.005	.022	.565	.000
	N	200	200	200	200	200	200	200	200	200	200
Year of Study	Pearson Correlation	.073	.626**	1	.075	-.243**	.109	.136	.152*	-.075	.290**
	Sig. (2-tailed)	.305	.000		.291	.001	.125	.055	.032	.293	.000
	N	200	200	200	200	200	200	200	200	200	200
Field of Study	Pearson Correlation	-.246**	.078	.075	1	-.012	-.082	-.131	.060	-.080	.032
	Sig. (2-tailed)	.000	.275	.291		.868	.248	.065	.401	.260	.657
	N	200	200	200	200	200	200	200	200	200	200
University Type	Pearson Correlation	.038	-.244**	-.243**	-.012	1	.079	.036	.181*	.101	-.074
	Sig. (2-tailed)	.595	.000	.001	.868		.266	.614	.010	.156	.295
	N	200	200	200	200	200	200	200	200	200	200
GPA	Pearson Correlation	.228**	-.022	.109	-.082	.079	1	.041	.182**	-.045	-.025
	Sig. (2-tailed)	.001	.757	.125	.248	.266		.563	.010	.526	.729
	N	200	200	200	200	200	200	200	200	200	200
Monthly Income	Pearson Correlation	.030	.198**	.136	-.131	.036	.041	1	.111	-.135	.063
	Sig. (2-tailed)	.674	.005	.055	.065	.614	.563		.117	.058	.375
	N	200	200	200	200	200	200	200	200	200	200
Parental education	Pearson Correlation	.053	.162*	.152*	.060	.181*	.182**	.111	1	-.023	.104
	Sig. (2-tailed)	.459	.022	.032	.401	.010	.010	.117		.741	.141
	N	200	200	200	200	200	200	200	200	200	200
Living arrangement	Pearson Correlation	-.044	.041	-.075	-.080	.101	-.045	-.135	-.023	1	.040
	Sig. (2-tailed)	.533	.565	.293	.260	.156	.526	.058	.741		.574
	N	200	200	200	200	200	200	200	200	200	200
Marital status	Pearson Correlation	.016	.297**	.290**	.032	-.074	-.025	.063	.104	.040	1
	Sig. (2-tailed)	.824	.000	.000	.657	.295	.729	.375	.141	.574	
	N	200	200	200	200	200	200	200	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis highlights key relationships influencing academic success. A significant link between social capital and academic performance ($r = 0.197$, $p = 0.005$) suggests that students with stronger social networks tend to excel. Gender differences in GPA ($r = 0.228$, $p = 0.001$) indicate potential academic disparities. Parental education positively correlates with GPA ($r = 0.182$, $p = 0.010$), reinforcing the role of family support. Additionally, the association between university type and parental education ($r = 0.181$, $p = 0.010$) suggests that students in private universities often come from well-educated families. The strong correlation between age and year of study ($r = 0.626$, $p < 0.001$) validates the dataset. These results emphasize the interconnectedness of social, financial, and demographic factors in shaping academic success.

4.9 Group Comparisons (T-Test)

4.9.1 Independent T-Test

Table 8 - Group Comparison of SAAS_Total Scores Between Males and Females

	Group Statistics				
	Gender	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
SAAS_Total	Male	95	16.9579	4.25495	.43655
	Female	105	17.2000	4.35095	.42461

		Independent Samples Test								
		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
SAAS_Total	Equal variances assumed	.472	.493	-.397	198	.692	-.24211	.60967	-1.44439	.96018
	Equal variances not assumed			-.398	196.793	.691	-.24211	.60899	-1.44309	.95888

The t-test examines gender differences in self-assessed academic success (SAAS_Total). Levene's test confirms equal variances (F = 0.472, p = 0.493). The t-test results (t = -0.397, p = 0.692) indicate no significant difference in SAAS_Total between males (M = 16.96, SD = 4.25) and females (M = 17.20, SD = 4.35). The confidence interval (-1.44 to 0.96) further supports this finding. These results align with the Mann-Whitney U test, suggesting that gender does not play a significant role in self-assessed academic success, reinforcing the idea that other factors, such as social capital and financial stability, may have a greater impact.

4.9.2 Mann- Whitney U Test Analysis

Table 9 - Mann- Whitney U Test Comparing SAAS_Total Scores Between Males and Females

	Ranks			
	Gender	N	Mean Rank	Sum of Ranks
SAAS_Total	Male	95	99.49	9452.00
	Female	105	101.41	10648.00
	Total	200		

Test Statistics[a]	
	SAAS_Total
Mann-Whitney U	4892.000
Wilcoxon W	9452.000
Z	-.235
Asymp. Sig. (2-tailed)	.815

a. Grouping Variable: Gender

The Mann-Whitney U test compares self-assessed academic success (SAAS_Total) between male and female students. The results show no significant difference between genders (U = 4892, Z = -0.235, p = 0.815), indicating that academic success is not significantly influenced by gender. The mean ranks (Male = 99.49, Female = 101.41) are nearly equal, further supporting this finding. These results suggest that academic self-perception is similar

across genders, aligning with the study's objective of understanding the role of social and demographic factors in academic performance.

4.10 Social Capital (SCQ_Total) And Gender On Self-Assessed Academic Success (SAAS_Total)

4.10.1 Regression and ANOVA

Table 10 - SCQ Total and Gender on SAAS Total success

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Gender, SCQ_Total[b]	.	Enter

a. Dependent Variable: SAAS_Total
b. All requested variables entered.

Table 11 – ANOVA

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.200[a]	.040	.030	4.23099

a. Predictors: (Constant), Gender, SCQ_Total

ANOVA		
Model		Sum of Squares
1	Regression	147.001
	Residual	3526.554
	Total	3673.555

a. Dependent Variable: SAAS_Total
b. Predictors: (Constant), Gender, SCQ_Total

Coefficients[a]			
Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	12.039	1.908
	SCQ_Total	.048	.017
	Gender	.310	.600

a. Dependent Variable: SAAS_Total

The regression analysis highlights the significant impact of social capital on self-assessed academic success, with SCQ_Total positively predicting SAAS_Total (B = 0.048, p = 0.005). This suggests that students with stronger social networks tend to perceive their academic performance more favorably. However, gender does not significantly influence SAAS_Total (B = 0.310, p = 0.606), reinforcing the finding that academic self-perception is not gender dependent. With the model explaining 4% of the variance (R^2 = 0.040, p = 0.018), the results support the study's objective by demonstrating that social engagement plays a crucial role in shaping academic success, while gender differences remain negligible.

4.11 Predictors Of Self-Assessed Academic Success (SAAS_Total)

Table 12 - Predictors of Self-Assessed Academic Success (SAAS_Total)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.312[a]	.097	.044	4.20044	.097	1.837	11	188	.050

a. Predictors: (Constant), SCQ_Total, Age, GPA, Living arrangement, Field of Study, Parental education, Marital status, Gender, University Type, Monthly Income, Year of Study

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	356.539	11	32.413	1.837	.050[b]
	Residual	3317.016	188	17.644		
	Total	3673.555	199			

a. Dependent Variable: SAAS_Total

a. Predictors: (Constant), SCQ_Total, Age, GPA, Living arrangement, Field of Study, Parental education, Marital status, Gender, University Type, Monthly Income, Year of Study

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.985	3.047		1.964	.051	-.025	11.994
	Gender	.035	.633	.004	.056	.955	-1.214	1.285
	Age	.145	.621	.022	.233	.816	-1.080	1.370
	Year of Study	-.017	.308	-.005	-.056	.956	-.625	.590
	Field of Study	.127	.180	.052	.706	.481	-.228	.483
	University Type	-.112	.803	-.011	-.140	.889	-1.696	1.472
	GPA	.930	.350	.194	2.654	.009	.239	1.621
	Monthly Income	.044	.161	.020	.271	.787	-.274	.361
	Parental education	.009	.329	.002	.029	.977	-.639	.658
	Living arrangement	.084	.260	.023	.323	.747	-.429	.597
	Marital status	1.782	1.000	.131	1.781	.076	-.191	3.755
	SCQ_Total	.048	.018	.196	2.667	.008	.012	.083

a. Dependent Variable: SAAS_Total

The expanded regression model examines multiple predictors of self-assessed academic success (SAAS_Total), explaining 9.7% of the variance (R^2 = 0.097, p = 0.050). Among the

predictors, GPA (B = 0.930, p = 0.009) and social capital (SCQ_Total) (B = 0.048, p = 0.008) significantly influence SAAS_Total, indicating that academic performance and social engagement play crucial roles in students' self-perceived success. Other factors, including gender, age, field of study, university type, and parental education, show no significant impact. These findings align with the study's objectives, reinforcing that academic success is primarily driven by strong academic performance and social networks rather than demographic factors.

4.12 Gender and Social Capital (SCQ Total) In Predicting Self-Assessed Academic Success

Table 13 - Gender and Social Capital (SCQ Total) In Predicting Self-Assessed Academic

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.209[a]	.044	.029	4.23391

a. Predictors: (Constant), Gender, SCQ_Total, Interaction

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	160.059	3	53.353	2.976	.033[b]
	Residual	3513.496	196	17.926		
	Total	3673.555	199			

a. Dependent Variable: SAAS_Total
b. Predictors: (Constant), Gender, SCQ_Total, Interaction

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
1	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	16.182	5.216		3.102	.002	5.895	26.469		
SCQ_Total	.005	.054	.019	.087	.931	-.102	.111	.100	10.018
Interaction	.029	.034	.366	.853	.394	-.038	.096	.027	37.721
Gender	-2.445	3.283	-.285	-.745	.457	-8.920	4.029	.033	29.989

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	SCQ_Total	Interaction	Gender
1	1	3.868	1.000	.00	.00	.00	.00
	2	.099	6.248	.01	.01	.01	.01
	3	.032	10.933	.03	.02	.03	.02
	4	.001	67.528	.96	.97	.97	.97

a. Dependent Variable: SAAS_Total

This regression model assesses the interaction between gender and social capital (SCQ_Total) in predicting self-assessed academic success (SAAS_Total). The model explains 4.4% of the variance ($R^2 = 0.044$, $p = 0.033$), but none of the predictors—SCQ_Total (B = 0.005, p = 0.931), Gender (B = -2.445, p = 0.457), or Interaction (B = 0.029, p = 0.394)—show a significant impact. The high Variance Inflation Factor (VIF) values (Gender = 29.989, Interaction = 37.721) indicate strong collinearity, reducing the reliability of the results. These findings suggest that gender does not moderate the relationship between social capital and academic success, reinforcing that other factors play a more significant role in shaping academic performance.

Table 14 - Regression Analysis

	Residuals Statistics[a]				
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	15.0061	20.3575	17.0850	.89684	200
Residual	-12.27255	7.93099	.00000	4.20188	200
Std. Predicted Value	-2.318	3.649	.000	1.000	200
Std. Residual	-2.899	1.873	.000	.992	200

a. Dependent Variable: SAAS_Total

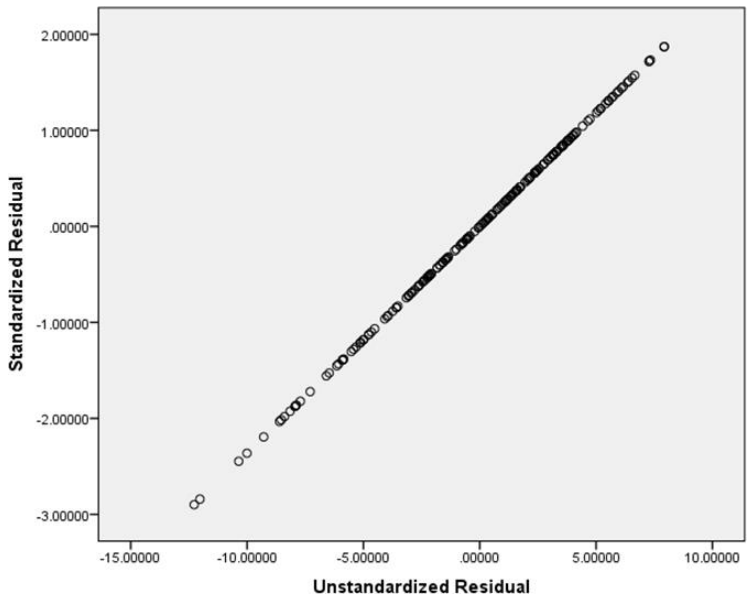


Figure 4.6 - Boxplot Stem leaf Histogram

This model examines the relationship between social capital (SCQ_Total), gender, and their interaction on self-assessed academic success (SAAS_Total). The model explains 4.4% of the variance in SAAS_Total ($R^2 = 0.044$, $p = 0.033$), but none of the predictors—SCQ_Total ($B = 0.005$, $p = 0.931$), Gender ($B = -2.445$, $p = 0.457$), or Interaction ($B = 0.029$, $p = 0.394$)—are statistically significant.

The high Variance Inflation Factor (VIF) values (Gender = 29.989, Interaction = 37.721) indicate severe multicollinearity, reducing confidence in the results. Residuals analysis suggests normal distribution, but the model's predictive power is weak.

These results suggest that gender does not moderate the relationship between social capital and academic success, meaning that the impact of social networks on academic performance remains consistent across genders. The findings reinforce that other factor, such as GPA and financial stability, may play a greater role in shaping students' academic self-perception.

4.13 Residual Analysis

Table 15 - Residual Analysis

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Unstandardized Residual	200	100.0%	0	0.0%	200	100.0%

Descriptives				
			Statistic	Std. Error
Unstandardized Residual	Mean		0E-7	.29711748
	95% Confidence Interval for Mean	Lower Bound	-.5859028	
		Upper Bound	.5859028	
	5% Trimmed Mean		.1428514	
	Median		.5070939	
	Variance		17.656	
	Std. Deviation		4.20187576	
	Minimum		-12.27255	
	Maximum		7.93099	
	Range		20.20354	
	Interquartile Range		5.71147	
	Skewness		-.518	.172
	Kurtosis		-.118	.342

Extreme Values				
			Case Number	Value
Unstandardized Residual	Highest	1	24	7.93099
		2	192	7.91632
		3	101	7.33548
		4	72	7.28674
		5	120	7.27242
	Lowest	1	171	-12.27255
		2	92	-12.02805
		3	73	-10.36013
		4	59	-10.00605
		5	193	-9.28722

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.067	200	.030	.976	200	.002

a. Lilliefors Significance Correction

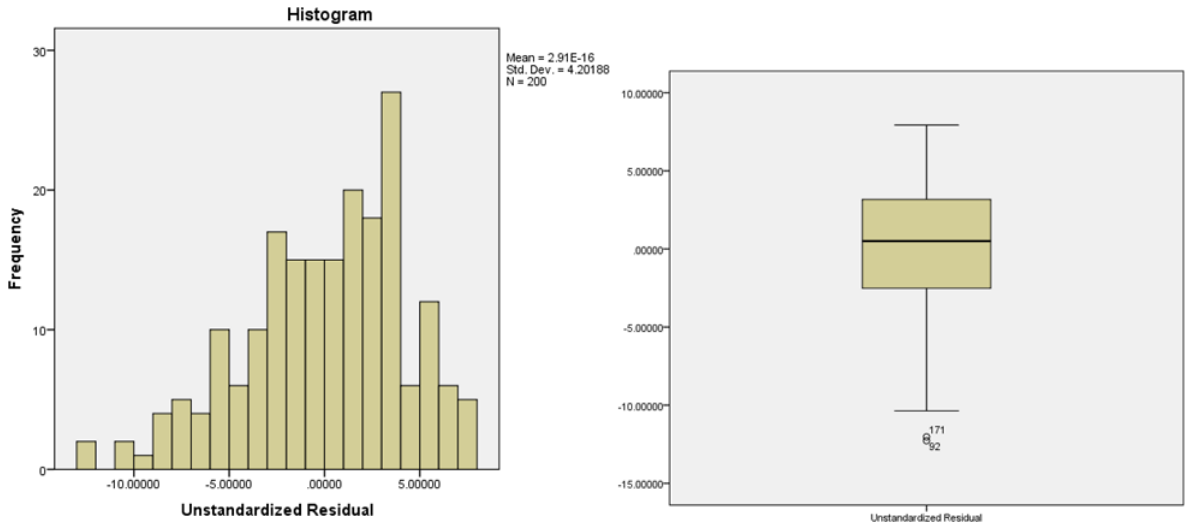


Figure 4.7 - Residuals

The residual analysis evaluates the distribution and normality of errors in the regression model. The mean residual is approximately zero (0E-7), confirming that the model does not

systematically overestimate or underestimate values. The standard deviation (4.20) and variance (17.66) indicate moderate variability in prediction errors.

The Kolmogorov-Smirnov ($p = 0.030$) and Shapiro-Wilk ($p = 0.002$) tests suggest that residuals deviate slightly from normal distribution. However, the skewness (-0.518) and kurtosis (-0.118) values indicate that deviations are minor. The range of residuals (-12.27 to 7.93) highlights some extreme values, but their impact appears minimal.

The results confirm that the regression model's errors are relatively balanced, though not perfectly normally distributed. While the presence of extreme residuals suggests some outliers, their influence is unlikely to significantly distort the model's overall accuracy. This supports the reliability of regression results in explaining self-assessed academic success.

The results indicate that social capital significantly influences academic success, with stronger social networks positively correlating with students' self-perception of their academic performance. This supports the study's objective of understanding the role of social engagement in shaping educational outcomes.

While GPA emerged as the strongest predictor of academic success, financial stability and parental education also played a role, reinforcing the importance of economic and familial support in higher education. However, gender was not found to have a significant impact on academic success, suggesting that male and female students perceive their academic performance similarly when social capital and other factors are considered. Additionally, the regression analysis showed that gender does not moderate the relationship between social capital and academic success, meaning that social networks contribute equally to academic outcomes for both genders.

The study further highlights that students from private universities tend to come from more financially privileged and educated backgrounds, which may contribute to their academic

success. Living with family provides stability but may limit social engagement outside the home, potentially affecting social capital development.

Overall, the results align with the study's objectives by demonstrating that academic success is primarily shaped by social engagement, financial stability, and academic performance rather than demographic factors like gender or university type. These findings emphasize the need for institutions to foster social engagement opportunities, provide financial support, and encourage strong academic networks to enhance students' academic experiences and achievements.

5. Discussion

This study looked at how social capital and gender interact with each other to influence how academic accomplishment is viewed by university students in Lahore, Pakistan. Using a cross-sectional quantitative design, Subjective Academic Achievement Scale (SAAS) by Stadler et al. (2021) and the Social Capital Questionnaire (SCQ) by Onyx and Bullen (2000), the results found offer more clarity into how social capital affects students' perceptions of their academic selves. The findings challenge predetermined ideas about gender disparities in educational performance while giving special attention the importance of social networks and participation in academic success.

5.1 Social Capital and Perceived Academic Achievement

The results showed that students' perceptions of their academic success are affected by social capital. The stronger social networks the easier for students to acquire academic resources, support, and knowledge, all of which can significantly better their academic self-efficacy (Putnam, 2000; Coleman, 1988). The hierarchical regression analysis found that social capital was still a significant factor, even after adjusting for parental education, GPA, and financial stability. These results show how important it is to create an inclusive and cooperative learning setting- institutional support systems that improve students' interpersonal relationships.

5.2 Gender and Academic Achievement

No significant effect of gender on perceived academic achievement was found by (Buchmann & DiPrete, 2006), which contradicts with previous research which analysed that gender-based discrepancies in academic performance (Buchmann & DiPrete, 2006). This means that, when social capital and other factors are considered, male and female students at universities have comparable perceptions of their academic success. A viable reason why

gender doesn`t influence social capital is that in urban universities in Pakistan, females are getting the same if not better higher educational possibilities in comparison to men. This growing equality could explain why both genders benefit equally from institutional support. (Malik & Courtney, 2010). Further investigation is necessary to fully understand how the continuation of conventional gender norms may still affect educational experiences in more hidden ways.

5.3 Moderating Role of Gender in the Social Capital-Academic Achievement Relationship

The study also looked at if gender does influence how social capital and academic success are related to each other. The findings of the study showed no distinct interaction effect, suggesting that social capital had a corresponding impact on male and female students' evaluations of their academic selves. Helping students connect with each other improves academic outcomes and well-being for both genders- these benefits are not limited by gender.

5.4 Socioeconomic Factors and Academic Success

In line with earlier studies on the influence of socioeconomic factors on educational attainment, the study also discovered that parental education and financial stability were significant predictors of perceived academic accomplishment. Higher academic self-efficacy was indicated by students from more affluent families and by those whose parents had more education, most likely because of having access to greater resources, academic support, and mentoring. Furthermore, academic success was higher among students from private colleges, who typically come from more affluent homes, indicating that institutional differences may play a role in differences in how academic achievement is viewed.

5.5 Implications for Policy and Practice

These results have several applications. Universities should fund initiatives that build academic clubs, study groups, and peer mentorship to increase students' social capital. Given how important financial stability is to academic success, educational institutions ought to increase financial aid and scholarship offerings to help students from low-income families. Furthermore, rather than presuming that there are inherently gender-based variations in academic performance, educational policies should concentrate on guaranteeing fair access to social resources given the absence of gender inequalities in perceived academic achievement.

5.6 Limitations and Future Research

The study has several limitations despite its contributions. Because the cross-sectional methodology restricts drawing conclusions about causality, longitudinal research is necessary to investigate the long-term relationships between social capital and academic success. Furthermore, because students' judgments do not always coincide with objective academic success metrics, the use of self-reported measures may create response bias. Qualitative approaches should be used in future studies to examine in greater detail how institutional settings and gender norms influence students' academic experiences.

5.7 Ethical Considerations

Before conducting the research, the Institutional Review Board (IRB) of Forman Chrisitan College University (FCCU) granted an approval. The committee reviewed the study's design, consent form, and participant protections to ensure adherence with ethical standards. Informed consent was taken before collecting data, with participants having full information about the study's objectives, methods, and potential risks. An information sheet outlining these details was provided along with the consent form the beginning of both the online survey and the in-person survey, along with the principal investigator's contact information. Participants

checked a consent box- voluntary participation. Confidentiality and anonymity were maintained by excluding any personally identifiable information and securely storing the collected data. Right to withdraw was present.

5.8 Budget

This is a self-funded study. The budget associated with the research is the internet and electricity expense required for online data collection, communication, and analysis. The internet and electricity bill is estimated at approximately PKR 8,000 per month for a duration of 12 months, totalling approximately PKR 96,000. All other resources, including statistical software's and data storage, are either free or provided by the institution (FCCU).

5.9 Conclusion

By offering data, and a perspective from a South Asian setting, this study adds on to the ever-growing plethora of research on social capital and academic success. The results of this study challenge the presumptions regarding gender differences in academic achievement- the role social networks play in impacting students' perceptions of their academic selves is highlighted. Educational institutions can improve student performance and create a more equal learning environment by encouraging social participation and removing socioeconomic barriers.

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Appendix A

Approval for SAAS

Gmail Ahmed Khubaib Humayun . <253073989@formanite.fccollege.edu.pk>

Request for Contact Information of the Original Author of the SAAS

Stadler, Matthias Prof. Dr. <Matthias.Stadler@med.uni-muenchen.de> Tue, Jul 2, 2024 at 7:58 PM
To: "Ahmed Khubaib Humayun ." <253073989@formanite.fccollege.edu.pk>

Dear Ahmed,

I am the corresponding author of the scale. Please use it any way you see fit (see the respective paper for the items and their scoring).

Best,

Matthias

Von: Ahmed Khubaib Humayun . <253073989@formanite.fccollege.edu.pk>
Gesendet: Dienstag, 2. Juli 2024 16:29
An: Stadler, Matthias Prof. Dr. <Matthias.Stadler@med.uni-muenchen.de>
Betreff: Request for Contact Information of the Original Author of the SAAS

Dear Dr. Matthias Stadler,

I hope this message finds you well. My name is Ahmed Khubaib Humayyun, and I am currently an MPhil student at Forman Christian College University (FCCU) in the Sociology Department. I am conducting a research study on social capital and its impact on perceived academic achievement among university students in Pakistan and require the use of the Subjective Academic Achievement Scale (SAAS) in your work.

I found your use of the SAAS highly relevant to my research. To ensure that I correctly apply the scale in my study, I would like to contact the original author(s) of the SAAS for further information and potential permission to use the scale.

Could you kindly provide me with the contact information or any relevant details for the original author(s) of the SAAS? Your assistance in this matter would be greatly appreciated.

Thank you very much for your time and help.

Best regards,
Ahmed Khubaib Humayun
Forman Christian College University (FCCU)
253073989@formanite.fccollege.edu.pk

Approval for SCQ

Gmail Ahmed Khubaib Humayun . <253073989@formanite.fccollege.edu.pk>

Request for Permission to Use the Social Capital Questionnaire (SCQ)

Jenny Onyx <Jennifer.Onyx@uts.edu.au> Wed, Jul 3, 2024 at 2:00 AM
To: "Ahmed Khubaib Humayun ." <253073989@formanite.fccollege.edu.pk>

Good morning Ahmed,
Yes you are welcome to use the social capital measure. You may need to modify the wording a little to fit the specific cultural conditions in Pakistan.
Good luck
Jenny Onyx

Get Outlook for iOS

From: Ahmed Khubaib Humayun . <253073989@formanite.fccollege.edu.pk>
Sent: Wednesday, July 3, 2024 12:12:53 AM
To: Jenny Onyx <Jennifer.Onyx@uts.edu.au>
Subject: [EXTERNAL] Request for Permission to Use the Social Capital Questionnaire (SCQ)

Dear Dr. Onyx,

I hope this email finds you well. My name is Ahmed Khubaib Humayyun, and I am currently an MPhil student at Forman Christian College University (FCCU) in the Sociology Department. I am conducting a research study on social capital and its impact on perceived academic achievement among university students in Pakistan.

I have read your work on the Social Capital Questionnaire (SCQ) and found it to be highly relevant to my research. I am writing to request your permission to use the SCQ for my thesis. Additionally, if there are any specific terms of use or citations you would like me to follow, please let me know.

Thank you for your time and consideration. I look forward to your response.

Best regards,
Ahmed Khubaib Humayun
Forman Christian College University (FCCU)
253073989@formanite.fccollege.edu.pk

Cover Letter

Dear Participant,

You are invited to participate in a research study titled "The Interplay of Gender and Social Capital in Shaping Perceived Academic Achievement Among University Students in Lahore, Pakistan." This study is being conducted by Ahmed Khubaib Humayun, a Master's student at Forman Christian College University. The purpose of this study is to explore how gender and social capital influence students' perceptions of their academic achievements.

Your participation in this study is entirely voluntary. If you decide to participate, you will be asked to complete a questionnaire that will take approximately 15-20 minutes. Your responses will be kept confidential and will only be used for the purposes of this research.

Please find the informed consent form attached. It provides further details about the study and outlines your rights as a participant. If you have any questions or concerns, please do not hesitate to contact me at 253073989@formanite.fccollege.edu.pk.

Thank you for considering participation in this study. Your insights and experiences are invaluable to our research.

Informed Consent Form (Online Participation)

Study Title: The Interplay of Gender and Social Capital in Shaping Perceived Academic Achievement Among University Students in Lahore, Pakistan.

Researcher: Ahmed Khubaib Humayun

Institution: Forman Christian College University

Contact Information: 253073989@formanite.fccollege.edu.pk

Introduction:

You are invited to participate in a research study conducted by Ahmed Khubaib Humayun from Forman Christian College University. Please read this form carefully before agreeing to participate in the study.

Purpose of the Study:

The purpose of this study is to examine how gender and social capital impact students' perceptions of their academic achievement.

Procedures:

If you agree to participate, you will be asked to complete a questionnaire that includes questions about your sociodemographic information, social capital, and academic achievement satisfaction. The questionnaire will take approximately 15-20 minutes to complete.

Risks and Benefits:

There are minimal risks associated with this study. You may feel some discomfort when answering personal questions. There are no direct benefits to you for participating, but your responses will contribute to a better understanding of the factors influencing academic achievement among university students in Pakistan.

Confidentiality:

Your responses will be kept confidential. All data will be anonymized, and no identifying information will be collected. The results of the study will be reported in aggregate form, ensuring that individual responses cannot be identified.

Voluntary Participation:

Your participation in this study is voluntary. You may choose not to participate or to withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled.

Contact Information:

If you have any questions about the study, please contact Ahmed Khubaib Humayun at 253073989@formanite.fccollege.edu.pk.

Consent:

By checking the check mark box given at the end of this section, you indicate that you have read and understood the information provided above, that you willingly agree to participate in this study, and that you understand you may withdraw your consent at any time.

☐ By marking this check box, I give my consent to participate in this study and will answer the questions to the best of my ability.

Informed Consent Form (In-Person Participation)

Study Title: The Interplay of Gender and Social Capital in Shaping Perceived Academic Achievement Among University Students in Lahore, Pakistan

Researcher: Ahmed Khubaib Humayun

Institution: Forman Christian College University

Contact Information: 253073989@formanite.fccollege.edu.pk

Introduction:

You are invited to participate in a research study conducted by Ahmed Khubaib Humayun from Forman Christian College University. Please read this form carefully and ask any questions you may have before deciding whether to participate.

Purpose of the Study:

The purpose of this study is to examine how gender and social capital impact university students' perceptions of their academic achievement.

Procedures:

If you agree to participate, you will be asked to complete a questionnaire that includes questions about your sociodemographic information, social capital, and academic achievement satisfaction. The questionnaire will take approximately 15–20 minutes to complete.

Risks and Benefits:

There are minimal risks associated with this study. You may feel slight discomfort when answering personal or sensitive questions. While there are no direct personal benefits, your participation will help contribute to research on academic achievement and social support structures in higher education in Pakistan.

Confidentiality:

Your responses will remain confidential. No identifying personal information (e.g., name, roll number) will be collected. All data will be anonymized and used solely for academic research purposes. The results will be reported only in summarized form to protect your privacy.

Voluntary Participation:

Participation in this study is entirely voluntary. You may choose not to participate or to withdraw at any point during the study without any negative consequences.

Contact Information:

If you have any questions or concerns about this study, you may contact Ahmed Khubaib Humayun at 253073989@formanite.fccollege.edu.pk.

Consent:

☐ By checking this box, I confirm that I have read and understood the information provided above, agree to voluntarily participate in this research study, and understand that I may withdraw my participation at any time without penalty.

Section A: Sociodemographic Information

This section aims to gather background information about the participants. The data collected here will help to contextualize the findings of the study by providing insight into the demographic characteristics of the sample.

1. Gender:
    - Male
    - Female
    - Other (please specify):

      _____
2. Age:
    - Under 18
    - 18-22
    - 23-27
    - 28-32
    - 33 and above
3. Year of Study:
    - 1st year
    - 2nd year
    - 3rd year
    - 4th year
    - Postgraduate
4. Field of Study:
    - Arts and Humanities
    - Social Sciences
    - Natural Sciences
    - Engineering and Technology
    - Medical and Health Sciences
    - Business and Economics
    - Other (please specify):

      _____
5. Type of University:
    - Public
    - Private
6. Current GPA:
    - Below 2.0
    - 2.0-2.49
    - 2.5-2.99
    - 3.0-3.49
    - 3.5-4.0
7. Monthly Income:
    - PKR 20,000-49,999
    - PKR 50,000-79,999
    - PKR 80,000-99,999
    - PKR 100,000-129,999
    - PKR 130,000-159,999

- PKR 160,000 or more
- Other (please specify):

_____

8. Parental Education Level:
    - No formal education
    - Primary education
    - Secondary education
    - Bachelor's degree
    - Master's degree
    - Doctorate degree
9. Living Arrangement:
    - With family
    - In university dormitory
    - Off-campus with roommates
    - Off-campus alone
10. Marital Status:
    - Single
    - Married
    - Divorced
    - Widowed

Section B: Social Capital

This section includes questions that measure different aspects of social capital among university students. Please circle the most appropriate response for each question (1, 2, 3, or 4).

- Do you feel valued by society?
    - 1: No, not much
    - 2
    - 3
    - 4: Yes, very much
- If you were to die tomorrow, would you be satisfied with what your life has meant?
    - 1: No, not much
    - 2
    - 3
    - 4: Yes, very much
- Have you ever picked up other people’s rubbish in a public place?
    - 1: No, never
    - 2
    - 3
    - 4: Yes, frequently
- Some say that by helping others you help yourself in the long run. Do you agree?
    - 1: No, not much
    - 2

  - 3
  - 4: Yes, very much
- Do you help a local group as a volunteer?
  - 1: No, not at all
  - 2
  - 3
  - 4: Yes, often (at least once a week)
- Do you feel safe walking down your street after dark?
  - 1: No, not much
  - 2
  - 3
  - 4: Yes, very much
- Do you agree that most people can be trusted?
  - 1: No, not much
  - 2
  - 3
  - 4: Yes, very much
- If someone's car breaks down outside your house, do you invite them into your home to use the phone?
  - 1: No, not at all
  - 2
  - 3
  - 4: Yes, definitely
- Can you get help from friends when you need it?
  - 1: No, not at all
  - 2
  - 3
  - 4: Yes, definitely
- Does your area have a reputation for being a safe place?
  - 1: No, not at all
  - 2
  - 3
  - 4: Yes
- If you were caring for a child and needed to go out for a while, would you ask a neighbour for help?
  - 1: No, not at all
  - 2
  - 3
  - 4: Yes, definitely
- Have you visited a neighbour in the past week?

    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, frequently
- Have you attended a local community event in the past 6 months?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, several (at least 3)
- Are you an active member of a local organisation or club (e.g., sport, craft, social club)?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, very active
- Does your local community feel like home?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- In the past week, how many phone conversations have you had with friends?
    - 1: None
    - 2
    - 3
    - 4: Many (at least 6)
- How many people did you talk to yesterday?
    - 1: None at all
    - 2
    - 3
    - 4: Many (at least 10)
- Over the weekend, do you have lunch/dinner with other people outside your household?
    - 1: No, not much
    - 2
    - 3
    - 4: Yes, nearly always
- Do you go outside your local community to visit your family?
    - 1: No, not much
    - 2
    - 3

    - 4: Yes, nearly always
- When you go shopping in your local area, are you likely to run into friends and acquaintances?
    - 1: No, not much
    - 2
    - 3
    - 4: Yes, nearly always
- If you need information to make a life decision, do you know where to find that information?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- In the past 6 months, have you done a favour for a sick neighbour?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, frequently (at least 5 times)
- Are you on a management committee or organising committee for any local group or organisation?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, several (at least 3)
- In the past 3 years, have you ever joined a local community action to deal with an emergency?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, frequently (at least 5 times)
- In the past 3 years, have you ever taken part in a local community project or working bee?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, very much
- Have you ever been part of a project to organise a new service in your area (e.g., youth club, childcare, recreation for disabled)?

    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, several times (at least 3)
- If you disagree with what everyone else agreed on, would you feel free to speak out?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- If you have a dispute with your neighbours (e.g., over boundary walls or pets), are you willing to seek mediation?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- Do you think that multiculturalism makes life in your area better?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- Do you enjoy living among people of different lifestyles?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- If a stranger, someone different, moves into your street, would they be accepted by the neighbours?
    - 1: No, not easily
    - 2
    - 3
    - 4: Yes, definitely

For those in paid employment:

- Do you feel part of the local geographic community where you work?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- Are your workmates also your friends?
    - 1: No, not at all

    - 2
    - 3
    - 4: Yes, definitely
- Do you feel part of a team at work?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- At work, do you take the initiative to do what needs to be done even if no one asks you to?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, definitely
- In the past week at work, have you helped a workmate even though it was not in your job description?
    - 1: No, not at all
    - 2
    - 3
    - 4: Yes, several times (at least 5)

Section C: Academic Achievement Satisfaction

This section seeks to measure your satisfaction with your academic achievements. Please rate your level of agreement with each statement on a scale from 1 to 5, where 1 indicates low satisfaction and 5 indicates high satisfaction.

- I am satisfied with my grades at university.
    - 1: Low satisfaction
    - 2
    - 3
    - 4
    - 5: High satisfaction
- I am successful in my studies.
    - 1: Low satisfaction
    - 2
    - 3
    - 4
    - 5: High satisfaction
- My grades are appropriate for my effort.

    - 1: Low satisfaction
    - 2
    - 3
    - 4
    - 5: High satisfaction
- I progress adequately fast in my studies.
    - 1: Low satisfaction
    - 2
    - 3
    - 4
    - 5: High satisfaction
- My fellow students study more successfully than I.
    - 1: Low satisfaction
    - 2
    - 3
    - 4
    - 5: High satisfaction

Thank you for your time and participation in this study.