

# Relationship between the Teacher Education Students' Epistemological Beliefs and their Social and Cultural Capital Orientations

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**Abstract**--Teacher education scholars have proposed that different mechanisms form the actions and behaviors of teachers. This research complements the literature that exists on the connections between the epistemological views and the orientations of Indian teacher education students towards social and cultural property. The study used a concise correlation / survey with a total of 335 respondents. The results indicate that respondents have a strong degree of epistemological confidence in the four dimensions Inner / Fixed Capacity, Effort / Process, Knowledge of Authority / Expert and Certain Information. They also displayed a high degree of social and cultural bias towards capital, with the highest literacy factor. Differences analyses found that mother's education and family earnings are the factors of the epistemological views of the respondents and those who have mothers who are college graduates or high monthly salaries appear to have a strong interest in fast learning. At the other hand, the differential test found that respondents whose parents are highly educated exhibit tremendous social maturity, social stability, cultural ability, and extraversion, social solidity and extraversion. This research found that there is a concordance between Indian teacher education students' epistemological views and their social and cultural orientations. This indicates that the higher the students' home literacy habits, the greater the epistemological confidence they continue to achieve in fast learning.

**Key words**--Epistemological Beliefs, Social and Cultural Capital Orientation, Teacher Education Institutions

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## I. INTRODUCTION

The task of training teachers in the 21st century requires Teaching Education Institutes (TEIs) around the world to prepare prospective teachers who are willing to show their technical and personal skills. Curriculum is a practice focused on values, ideas and concepts that form the curriculum and teaching methods. Their theory and values form the actions and teaching practices of students. Teaching principles are faith-based (Berezki & Karpati, 2018; Chan and Elliott, 2004; Richardson, 1996; Spiess & Cooper, 2019; Wilkinson et al., 2017). Teaching convictions are the mechanism that drives and filters teachers to achieve the education target. It is TEI's job to train high-quality teachers.

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Teachers' teaching beliefs have been previously studied by numerous researchers (Dunekacke et al., 2016; Kayzouri, Ramezanzadeh, & Moradian, 2020; Lotter et al., 2017; Pamuk, Sungur, & Oztekin, 2017; Pähler-Kuppinger & Jucks, 2017; Pistorova & Slutsky, 2017; Poehner & Inbar-Lourie, 2020; Scherer, et al., 2018; Sheehy et al., 2019; Tondeur et al., 2017). Whereas these researches looked at the epistemologies of in-service and restoration teachers across continents, the association between epistemological values and social and cultural capital directions of teacher applicants is a lack of analytical research. Based on this study void, TEIs should be aware of the effect of the epistemological views of pre-service teachers on social and cultural capital which can have significant consequences in order to help train them for potential professional skills.

Epistemological belief is a metaphysical division that acknowledges a human interest in truth. It refers to the structure, contextualization and procurement of information (Schommer, 1998). Epistemology is characterized for Hofer and Pintrich (2002) as the tool, existence, limitations and accuracy of human knowledge and comprehension. Erden (2008) argues that it is a philosophy of knowledge on how it is obtained and linked to certain bodies of information that is relative to the life of the person. Schommer (1994) is the foremost promoter of epistemological conviction. She also suggested the aspects of the system, certitude and information base, and regulation and speed of the creation of information.

Epistemological conviction plays an significant role in teacher assessment on knowledge of instructional language (Lou et al., 2019; Pajares, 1992). This expertise makes it easier for teachers to define, store and choose material that they find to be important and useful in classroom environments (Curtner-Smith & Sofo, 2004; Ennis et al., 1997). Epistemic conviction can be inferred that it plays an important role in teaching and learning. Several experiments have demonstrated stable relations between teaching and epistemological values, the behavior, and the learning environment (Choy et al., 2017; Ekinci, 2017; Güneş & Bahçivan, 2018; Hofer, 2017; Mena, Hennissen & Loughran, 2017; Purnomo, Suryadi, & Darwish, 2018). In the context of teacher training courses, it is also important to consider and explain the epistemological views of teacher education students (Chan & Elliot 2004). The teacher's training is a growth process. Chan and Elliot (2004) said that clarification about teachers' pre-service conviction about information is necessary for an analysis of the standard of their teaching. The assertion that the instructional success and teaching methods of service teachers are influenced by their values is an integral undertaking of the research.

This research further encourages an appreciation of the social and cultural capital of higher education institutions, which would offer appropriate steps for resolving the differences and inequalities in the education system in an effective manner. Bourdieu's (1977) advocated social and cultural wealth, which led to research on facets of human contact and behavior. Theory has a significant impact on understanding the value of the social class and is often necessary to research the social history of education systems in terms of the interaction between social and cultural access and interactions of individuals with their educational outcomes. School students come from diverse backgrounds who vary in terms of family wealth, ethnicity, racial origin, culture, place and the like. They demonstrate discrepancies in school and function as the basis for their engagement and involvement. For Bourdieu, family factors are the primary predictors of the academic capacity of pupils, where progress in school relies profoundly on their

access to social and cultural resources. This adds to the dominance and gain of the upper class, leaving the poor oppressed.

This research aims to have significant consequences for the training of Indian teacher education students with respect to their epistemological views and their orientations on social and cultural property. Thus, the degree to which Indian teacher preparation services provide professional instruction for prospective teachers. This research is also intended to affirm existing studies on the constructive relationship between epistemology and social and cultural capital. The epistemological views of students in Indian teacher education have been observed by Indian teachers for a decade. Notable studies were on the relationship between epistemological beliefs of pre-service teachers (Deng et al., 2014; Sing Chai, Teo & Beng Lee, 2009; Sing & Khine, 2008; Tsai, 2000; Wong, Khine & Sing, 2008; Wong, Chan & Lai, 2009) and learning conceptions of teachers and students (Chai et al., 2010; Liang & Tasai, 2010; Zhang & Ding, 2013), teaching and learning strategies (Chan & Elliott, 2004; Chan, Ho, & Ku, 2011; Law, Chan & Sachs, 2008; Lee et al., 2013). Inconsistencies exist about the perception of Indian teacher education students about their epistemological views. The important element in the analysis is Indian teacher education students' social and cultural capital orientations. Previous work in the Indian community has shown that social and cultural capital correlates favorably with educational achievement of students (Wu, 2008; Xie & Ma, 2019; Xu & Hampden-Thompson, 2011). Certain Indian work on social and cultural capital deals with the establishment of access for Indian families to educational opportunities (fan, 2014; Hai-ling, 2008; Waters, 2005). No experiments have been carried out in the Indian sense correlating the epistemological views of teacher education students with the role of social and cultural property. This thesis also aims to respond to the established research void. It is hoped that important initiatives will be implemented with this report.

## **II. OBJECTIVES OF THE STUDY**

This study explored the relationship between epistemological beliefs and social and cultural orientations among Indian teacher education students. It specifically sought to: (1) describe the prevailing epistemological beliefs of the respondents; (2) determine the social and cultural capital orientations (3) ascertain the differences on their epistemological beliefs when grouped into their profile variables; (4) assess the differences on social and cultural capital orientations when grouped into their profile variables; (5) ascertain the corresponding dimensions of epistemological beliefs and social and cultural orientations among Indian teacher education students.

## **III. METHODOLOGY**

### **Research Design, Sampling, and Procedure**

The research used a concise correlational survey method to investigate the relationship of Indian teacher education students between epistemological views and social and cultural orientations. The data came from chosen five educational institutions in India with a total population of 2587 fourth-year students. The multi-stage sampling process was pursued. A total of 335 pre-service teachers were sampled using the Raosoft sampling calculator with a 5 percent error and a 95 percent confidence level and a distribution rate of 50 percent having identified a given

population. The hierarchical sampling method was used to identify individuals in Indian, thus was a methodology that was used to pick a random start number of 6 for every kth element of the population.

Anchored on legal studies, personal information and participants ' knowledge is handled confidentially. A formal order was submitted and accepted by the authorities prior to the preparation and recognition and allocation of participants. The respondents have filled out the Data Protection Agreement form. Letters have been e-mailed for the interviewees to established organizations. The administrators have accepted applications. A100% recovery rate was reached.

To improve their comprehension of the respondents ' personal characteristics, their profile variables were identified by replying to a separate information sheet consisting solely of their gender, age, place, department and working years. Such variables may be viewed as epistemological and social and cultural influences. Coding was used to observe the privacy of the respondents. Selected variables of personal profile have been established, with important implications for the research inquiries of this report.

Table 1 describes the research respondents ' frequency and percentage distribution. The data indicate that the main contributors to the sample are females (71%), whose mom's education is a college degree (38%), and that fathers ' education is university (25%). Most have USD 2001-3000 annual family income per month.

**Table 1.** Profile Variables

<b>Variables</b>	<b>Category</b>	<b>Frequency Distribution (n=335)</b>	<b>Percentage Distribution (%)</b>
Gender	Male	98	29
	Female	237	71
Mothers Education	Elementary Level	21	6
	High School Level	35	10
	High School/ Senior High	56	17
	College Level	97	29
	College Graduate	126	38
Fathers Education	Elementary Level	59	18
	High School Level	65	19

	High School/ Senior High Graduate	70	21
	College Level	83	25
	College Graduate	58	17
Family Monthly Income	Below USD 10000	66	20
	USD 1001- 2000	65	19
	USD 2001- 3000	122	36
	USD 3001- above	82	24

### Research Measures

The research used Schommer's EBQ (1994) to quantify epistemological values, consisting of 63 objects with the following dimensions: innate / fixed ability, omniscient authority, other intelligence, basic information and rapid learning. In the Indian context, various experiments have been used to evaluate the relation interpretation of personal epistemology and teaching convictions (Chan & Elliott, 2004; Cheng et al., 2009; Liu, 2011). As a result, Pishghadam, Nogchani & Zabihi, who established an SCCQ (2011), have introduced 42 five-size items: moral competence ( $r=.84$ ), moral unity ( $r=.73$ ), communication ( $r=.78$ ), cultural competence ( $r=.76$ ) and extraversion ( $r=.86$ ). The efficiency of the instrument is 0.87.

### Measures of Analysis

The data collected were obtained from the survey template where data was gathered from the teacher education students. Frequencies and percentages have also been used to identify the respondents' personal profile variables. To analyze both the epistemological beliefs and social and cultural capital orientations using the following descriptive statistics such as mean and standard deviation were used with the adopted interpretations and scale ranges: Strongly Agree/ Very High a (4.20-5.00); Agree/ High b (3.40-4.19); Undecided/ Moderate c (2.60-3.39); Disagree/ Low d (1.80-2.59); strongly Disagree/ Very Low e (1.00-1.79). The mean measure of discrepancies such as independent sample t-test, ANOVA, post hoc-tukey experiments is used to assess the variations in the organizational environment and creative behavior of employees. Considering that the research investigated the relationship between the factors of epistemological conviction and the orientations of social and cultural capital,  $r$  was used to check the correlation.

## IV. RESULTS AND DISCUSSION

### Research Question 1. What is the Students' Level of Epistemological Beliefs?

Table 2 presents the outcome of the evaluation of respondents' basic epistemological values to answer the first study issue. The result shows that the sampled teacher education institutions in Indian, as shown by the broad mean of 4.02, exhibit a high degree of epistemological convictions. This indicates that at their pre-service teacher training school, they have positive epistemological beliefs. Closer analysis shows that the four dimensions of quick thinking (M=4.23, SD=1.06), omniscient authority (M=4.10, SD=1.02), natural or set abilities (M=3.92, SD= 1.08), and pure intelligence (M=3.85, SD=1.04) are consistently high. A digest of results shows that the respondents of teacher education students had a high degree of epistemological convictions in the four dimensions.

**Table 2.** Epistemological beliefs

Domains	Mean (n=335)	SD	Interpretation	Level Description
Innate/Fixed Ability	3.92	1.08	Agree	High
Omniscient Authority	4.10	1.02	Agree	High
Simple Knowledge	3.85	1.04	Agree	High
Quick Learning	4.23	1.06	Agree	High
Grand Mean	4.02		Agree	High

Legend: Strongly Agree/ Very High <sup>a</sup> (4.20-5.00); Agree/ High <sup>b</sup> (3.40-4.19); Undecided/ Moderate <sup>c</sup> (2.60-3.39); Disagree/ Low <sup>d</sup> (1.80-2.59); strongly Disagree/ Very Low <sup>e</sup> (1.00-1.79)

Table 2 indicates that the highest average of 4.23 (sd=1.06) and quick learning is received, which means that the student's confidence in teacher teaching is essentially dependent on his capacity to understand the speed and rate of learning. They assume that a person acquires information through his capacity to interpret and comprehend concepts. This means that they have a deep conviction, as future professors, that knowledge, recall and rote learning are important to the progress of students. Therefore, they consider themselves as potential teachers who can provide their students with visual pace learning approaches and techniques. Our conviction sticks to the philosophy of information management, which encourages knowledge at our level through human processes (Loftus & Loftus, 2019). Literature has shown that respondents' strong convictions of fast or medium learning contribute to success of different academic skills, including reading, counting, listening, writing and technologies used (Chan, 2003; Cheng et al., 2009; Chinn, Buckland & Samarapungavan, 2011; Deng et al., 2014; Magulod, 2017).

Similarly, the respondents firmly believe in the root of wisdom from all-knowing authority. This means that the officials and specialists in the area are sources of expertise. They say that verified information and evidence are what should be taught to students. For them, the exploration of understanding is continuous, and teachers have a part to play in guiding students to pursue the reality where it can be more uncovered. Therefore, the result means the objective reality is the subject of schooling. The task of the instructor is to help the respondents gain information and concentrate on the importance of science and evidence. According to Cho, Lankford, and Wescott (2011), all-knowing authority is demonstrated when a higher power transmits information, called expert trust. In the background of India, previous studies have verified that the information that authority figures possess is also generally recognized by students (Inglis & Mejia-Ramos, 2009; Lin et al., 2013; Sing & Khine, 2008; Youn, 2000; Zhou & Tan, 2020).

In addition, the respondents often demonstrate a deep epistemological conviction and inherent or established awareness, which suggest that the confidence in the skill of a person is already at birth. This means that the ability of respondents to obtain and interpret information is intrinsic and already uniquely trained. Therefore, they assume that knowledge is set. The idea of a set mindset is found in this assumption (Bernecker and Job 2019; Macnamara and Rupani, 2017; Schroder et al. 2019).

Finally, a high degree of epistemological conviction is seen by basic awareness. The study revealed that the respondents subscribe to the belief that knowledge is organized in simplistic form rather than contextualized and dependent. For them, a complicated approach to give a lesson is not necessary, but lessons should be explained as clearly as possible before they become confusing. It implies a spiral learning cycle. To become a successful teacher is to quickly comprehend difficult classes. This conviction makes them know that learning is organized and linear. Studies in the Indian sense suggest that student approaches to learning have a preference for procedures that are central to dynamic systems (Chen et al. 2019).

## **Research Question 2. What is the Students' Level of Social and Cultural Capital Orientations?**

Table 3 displays the social and ethnic orientations of the respondents. The findings indicated a high degree of social and cultural capital orientation among respondents ( $M=3.96$ ,  $SD=0.46$ ). Interestingly, literacy obtained the highest mean ( $M=4.24$ ,  $SD=0.90$ ) interpreted very top, followed by cultural competence ( $M=4.17$ ,  $SD=0.88$ ), social competence as also scored high ( $M=4.07$ ,  $SD=0.88$ ) succeeded by social solidarity ( $M=3.71$ ,  $SD=1.20$ ), and extraversion ( $M=3.96$ ,  $SD=1.31$ ) obtained the lowest mean. The general assumption means that interviewees display a strong social and cultural wealth. This section of the analysis identified the respondents' social and cultural capital orientations. The findings indicate that the respondents rated themselves as having a high degree of preference towards social and cultural wealth. It implies that respondents should be properly organized, open, networked and community leaders. The necessity to understand the partnerships and frameworks within the educational program would lead to a successful application of the training framework in order to ensure significance, quality and equity. Students shape their learning outcomes through social and cultural interactions (Börjesson et al, 2016; Cheng & Kaplowitz, 2016; Dejaeghere, Wiger, & Willemsen, 2016; Harju-and Tarnanen, 2017; Peng, 2019).

**Table 3.** Social and Cultural Capital Orientations of the Respondents

<b>Domains</b>	<b>Mean (n=335)</b>	<b>SD</b>	<b>Descriptive Interpretation</b>
Social Competence	4.07	0.88	High
Social Solidarity	3.71	1.20	High
Literacy	4.24	0.90	Very High
Cultural Competence	4.17	0.88	High
Extraversion	3.61	1.31	High
Grand Mean	3.96	0.46	High

Legend: Strongly Agree/ Very High <sup>a</sup> (4.20-5.00); Agree/ High <sup>b</sup> (3.40-4.19); Undecided/ Moderate <sup>c</sup> (2.60-3.39); Disagree/ Low <sup>d</sup> (1.80-2.59); strongly Disagree/ Very Low <sup>e</sup> (1.00-1.79)

The exceptionally high assessment of literacy as a factor of social and cultural capital suggests that respondents have very favorable home literacy habits, as they are exposed to different reading materials. We were inspired to read literature and general science books by their parents. This indicates that most respondents are exposed to home literacy. Many studies have shown that home schooling, academic success in parental education and the enthusiasm of learners have a detrimental effect (Davis et al. 2016; Ip et al. 2016; Liu, Zhang & Jiang 2020; Chow & Jiang 2016; Liu, Goergiou & Manolitsis 2018; Meyer, Meissel & McNaughton, 2017; Napoli & Purpura, 2018; park, pan & Ahn 2020; Rowe, Ramani & Pomerantz, 2017; Park, Pan & Ahn, 2020; Rowe, Ramani & Pomerantz The consequence of this observation is that enabling parents to intensively read their children will help to boost the social and cultural capacity of their pupils.

The strong self-of respondents in relation to their cultural skills thus indicates that they have a good attitude to arts and cultural appreciation. They can see the ideals of art and culture, and their concepts and history, which contribute to the growth and maintenance of society. Therefore, they demonstrate an appreciation of literature, its physical, metaphysical and social significance. This strong artistic appreciation and estetic admiration among Indian is a representation of their rich cultural heritage that is being encouraged and maintained until this period (Howard, 2016; Rule, & Ho, 2015; Liu, Zhang, & Jiang, 2020; Ning, 2015; Pan, & Tin, 2016; Pan, 2015; Wang, 2015). The importance of art is to educate students to understand the environment in which they work and to make them participate objectively in learning their skills to accomplish an educational cornerstone that lets them live together in peace (de Eça et al., 2017; Joncheere, 2017; Potter, 2018).

The Indian respondents strongly valued professional experience as an element of financial and cultural wealth. This reveals that the parents are actively interested in your academic experiences. Their guardians also play a significant part in schools. They are also committed to extracurricular activity and see that they have built a supportive network for their academic and extracurricular activities with others. Social skill was described as one's ability to cope with successful social experiences (Orpinas, 2010). It is how a individual develops and establishes a friendship and interaction with others, a function of cognitive, affective and psychomotor skills relevant to interpersonal



relationships. Research have confirmarred a student's basic contribution to progress in school and schooling as a social skill (Magulod, 2019; Morrow, Hubbard, & Sharp, 2019; Tuononen, Parpala, & Lindblom-, 2019;Tynjälä et al., 2016; Virtanen & Tynjälä, 2019). Chinese-based experiments have shown that parental encouragement affects teenagers ' cognitive skills and social desirability (Ma&Wang, 2019; Meng, Zhu & Cao 2018).

Similarly, the strong measure of social cohesion indicates that they have believed that they belong to their communities, institutions and societies because they are capable of fulfilling their societal responsibilities and dedication. It allows them to assess an attachment element to others. We promote open communication with friends, teachers and colleagues about their schooling and future careers as a sign of good environmental linkages. Students must also be able to develop an empathetic nature to improve school unity. Studies demonstrate that the position of student solidarity helps them to take a constructive stance against indifference, as they establish a harmony, promotion and inclusion organization (Hargreaves & O'Connor, 2018; Langenkamp, 2016; Li, Gan, & Jia, 2017; Ridley-, 2016; Stråth, 2017).

Finally, extraversion was also highly rated, which suggests they loved having friends and families. Extraversion is characterized as the desire to demonstrate social popularity and promote social engagement involvement (Avinun et al., 2019; Costa & McCrae, 2008). Studies have shown that extraversion as a personality trait is an indicator of Indian university students ' English success (Cao & Meng, 2020). Similarly, it is regarded as a consideration of constructive behavior that is critical of evaluating prospects for life and employment (Backmann et al., 2019; Wang et al., 2019). However, extraversion has found to predict oral language output for language learning (Kelsen, 2019).

**Research Question 3. Is there a difference between the Epistemological beliefs when grouped according to selected variables?**

Table 4 reveals that the epistemological views of respondents are significantly different as clustered according to their profile variables. Substantial variations in mother's education and family income can be observed. Post-hoc tukey studies have shown that respondents whose mothers are college graduates (p=0,032\*) and those who have a large monthly income (0,000\*\*) also display strong epistemological confidence in the two realms. In the language of the layman, the results indicate that epistemological values in teacher education vary substantially based on maternal experience and economic resources.

**Table 4.** Test of Difference between the Epistemological Beliefs when grouped according to select profile variables

	<b>Gender p-value</b>	<b>Mothers Education</b>	<b>Fathers Education</b>	<b>Family Income</b>
Innate/Fixed Ability	0.682 ns	0.765 ns	0.345 ns	0.435 ns
Omniscient Authority	0.914 ns	0.213 ns	0.387 ns	0.657 ns

Simple Knowledge	0.757 ns	0.432 ns	0.234 ns	0.456 ns
Quick Learning	0.088 ns	0.034 *	0.567 ns	0.000 **

Note: \*  $p < 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.00$  ns= not significant

Corollary to this, the present study results agree with Schommer-Aikins and Easter (2016) that schooling for parents affects epistemic beliefs, as informed parents want their children to become more critical thinking individuals. Therefore, the focus is on encouraging the children to be educated academically. Roth and Weinstock (2013) emphasized that the psychological context is an indicator of epistemic convictions. The correlation between supportive parent education and family status in children's epistemic values was also established by Ali et al. (2016). Magulod (2017) reported a related observation about Filipino teachers' epistemological views. The result of this research sheds light on the epistemic views of Indian students. It hoped to have repercussions for its education as potential educators.

**Research Question 4. Is there a difference between the Social and Cultural Capital Orientations when grouped according to selected variables?**

As shown in Table 5, it shows that there is a significant difference in the social and cultural capital orientation of the respondents when grouped according to their select profile variables. The table shows that parent's education and family income spelled significant differences in the social and cultural capital orientation. The significant differences are seen on mothers' education on the following dimensions, social competence ( $p=0.00^{**}$ ), social solidarity ( $p=0.00^{**}$ ), cultural competence ( $0.019^*$ ), and extraversion ( $p=0.00^*$ ). Congruently, when fathers' education is taken, the significant differences are seen on social solidarity ( $p=0.00^{**}$ ) and extraversion ( $p=0.00^{**}$ ). Finally, when family income is explored, literacy ( $p=0.00^{**}$ ) and cultural competence ( $p=0.00^{**}$ ) showed significant differences.

**Table 5.** Test of Difference between the Social and Cultural Capital Orientation when grouped according to select profile variables

	Gender p-value	Mothers Education	Fathers Education	Family Income
Social Competence	0.682 ns	0.000**	0.142 ns	0.934 ns
Social Solidarity	0.914 ns	0.000**	0.000 **	0.269 ns
Literacy	0.757 ns	0.273 ns	0.655 ns	0.000 **
Cultural Competence	0.088 ns	0.019 *	0.476 ns	0.000 **

Extraversion	0.229 ns	0.000**	0.000**	0.191 ns
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Note: \*  $p < 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.00$  ns= not significant

Post-Tukey HSD Examination found that students who have high levels of schooling had good cognitive knowledge, cognitive unity, linguistic maturity and extraversion. It can literally be clarified that mother education affects their children's social and cultural capital directions because working mothers have a greater interest and willingness to educate their children, because they are more open. Educated women prefer to see their children with strong access to schooling and resources connected to a higher network and their children's participation in school. This result supports the importance of maternal schooling, financial, cultural and children's health (Ansari, & Gershoff, 2016; Pérez-Escamilla & Moran, 2017). Many findings have also shown that the moms have significantly influenced the completion of higher education programs because they control the academic success of their children (Erola, Jalonen & Lehti, 2016; Font & Potter, 2019).

Paternal school, meanwhile, showed an significant change in the strong inclination of the students to social unity and their extraversion. It can be clarified that the education of fathers and their role in the Indian family is important in the sense of child social and cultural capital. The strict adherence to social unity reveals the role of trustworthy, accountable and disciplined traditional Indian pères who seek to cultivate close family relations and social harmony among others (Li & Lamb, 2015; Seward & Stanley-Stevens, 2014). Similarly, trained fathers in this study wanted their children to be more extraverted. This means that a higher level of education provides a greater degree of political and social participation. Research has shown that education has an effect on self-and social participation (Campbell, 2006; Erdoğan, 2019; Filippin & Paccagnella, 2012).

When evaluating family earnings, significant gaps in the literacy and cultural skills of the respondents are noted. This can be inferred that those students who fall within the higher income levels continue to be subjected to literacy and cultural orientations at a high degree of self-. This research reveals that family wealth determines students' access to reading resources and attention to art appreciation. Therefore family income influences academic success of adolescents, cultural access to literacy, and well-being of adolescents (Chaudry & Wimer, 2016; Durber et al., 2017; Moote et al., 2019). In addition, work in the Indian context have verified the position of home schooling, family income and learning opportunities (Ciping et al., 2015; Liu & Georgiou, 2017).

**Research Question 5. Is there a significant relationship between epistemological beliefs and Social and Cultural Capital Orientation and the respondents' cognitive ability?**

Table 5 shows the correlation between teacher education students' epistemological beliefs and social and cultural capital orientation. It was revealed that there is a significant correlation between epistemological beliefs and their social and cultural capital orientation on the domain of literacy. The findings imply that when students have high literacy, the more likely they manifest high epistemological beliefs. No significant relationship found on social solidarity, cultural competence, and extraversion. This portion of the study hopes to address the gap in the chinse context by exploring how one's personal epistemologies are related to their social and cultural capital orientations.

**Table 6.** Test of the relationship between Epistemological Beliefs and Social and Cultural Capital Orientations

	<b>Social Competence</b>	<b>Social Solidarity</b>	<b>Home Literacy</b>	<b>Cultural Competence</b>	<b>Extraversion</b>
Innate or fixed ability	r= 0.006	r=0.021	r=0.250	r=0.056	r=0.098
	p= 0.899 ns	p=0.234 ns	p= 0.000*	p=0.456 ns	p=0.234 ns
Omniscient authority	r= 0.034	r=0.001	r= 0.036	r=0.023	r=0.034
	p= 0.987 ns	p=0.341 ns	p= 0.654 ns	p=0.388 ns	p=0.112 ns
Simple knowledge	r= 0.056	r=0.008	r= 0.098	r=0.011	r=0.067
	p= 0.345 ns	p=.453 ns	p= 0.987 ns	p=0.376 ns	p=0.123ns
Quick learning	r= 0.045	r=0.044	r=0.105	r=0.022	r=0.567
	p= 0.549 ns	p=.241 ns	p= 0.002*	p=0.422 ns	p=0.657 ns

Note: \*  $p < 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.00$  ns= not significant

The favorable association between epistemological views in a rapid learning axis suggests that those who assume that intelligence is dependent on a person's capacity to interpret information favorably contribute to their access to domestic literacy. The favorable association between the variables thus means that a high degree of home literacy is linked to the students' confidence. It also suggests that all reading abilities can improve the cognitive capabilities of students when improved. Related results have been found that the academic performance of students is associated to reading skills (Pishghdama & Zabihi, 2011). Likewise, studies also concluded the positive association between social and economic capital to students learning outcomes (Ahmadi, Ansarifar, & Ansarifar, 2015; Andersen & Jæger, 2015; Dumais & Ward, 2010; Ghaffari & Khani, 2013; Gracia, 2014; Hernández, Sanil *et al.*, 2016; Cascallar, & Kyndt, 2019; Mikus, Tieben, & Schober, 2019; Møllegaard, & Jæger, 2015; O'Connell, 2019; Rogošić, & Baranović, 2016; Tan, Peng, & Lyu, 2019, Qureshi, *et al.*, 2019, ). Indian history research have suggested that home literacy activities encourage the production of semantic language (Chow *et al.*, 2017; Zhang, Georgiou & Shu, 2019). The higher the home literacy level of the children, their epistemological beliefs along with quick learning, was verified in the present research.

### Practical Implications

The goal of improving teacher learning performance is one of the most critical activities of teacher education organizations worldwide. The successful training of potential teachers lies in their methods. The results of the analysis are thus as follows. Next, the epistemological views of respondents will be discussed and how their social and cultural orientations affect their values. Feedback workshops should be conducted to explain their values, which influence their teaching abilities profoundly. Secondly, as the study showed that the schooling and family income of parents are

factors which differentiate the values of the respondent as well as the social and cultural directions, student support from low-income families in learning institutions can be improved by intensifying efforts to grant bourses. Thirdly, financial and non-financial assistance for parents in the schooling of their children is also being supported. Fourth, parents' understanding and encouragement of parental actions are also welcomed. Fifthly, more considerations related to improved learning access by students to school are also being studied. Sixthly, given literacy as a social and cultural capital element, related to epistemological values, universities are urged to provide students with more reading and teaching resources, thus enhancing their cognitive skills. Throughout the digital revolution 4.0, virtual technology is also promoted to facilitate greater access and relevance to schooling. As for the development of the program, TEIs will be able to build approaches that are deemed strong in five dimensions. Therefore, implementing curriculum planners must take into account the past values and principles of teacher education students in preparing and providing teaching activities that can contribute to improvement for teacher education students.

### **Limitations and Future Research Direction**

After the goals of this research have been met, there are also a range of limitations which can be focused on hypothetical experiments. Second, the research is limited to a specific number of respondents without knowing that the entities are polled either openly or privately and may play a limited role in measuring discrepancies. Secondly, a basic correlation survey method was used to restrict minimal data and variable assumptions. A hybrid analysis approach using two or more approaches may be more accurate in order to triangulate the tests. Second, prospective experiments are advised to use cross-cultural analysis and methodology to duplicate or adjust a research context.

### **V. CONCLUSION**

This research contributes to current literature on the interaction of chicity teacher education students' epistemological views with social and cultural capital orientations. The study used a concise correlation / survey with a total of 335 respondents. The results indicate that respondents have a strong degree of epistemological confidence in the four dimensions Inner / Fixed Capacity, Effort / Process, Knowledge of Authority / Expert and Certain Information. They also displayed a high degree of social and cultural bias towards capital, with the highest literacy factor. The study of disparities has shown that mom's education and family income are factors with varying epistemological values that students with high monthly income and mothers appear to be very comfortable in fast learning. At the other hand, the differential test found that respondents whose parents are highly educated exhibit tremendous social maturity, social stability, cultural ability, and extraversion, social solidity and extraversion. This research concluded the congruence between Indian teacher education students' epistemological views and social and cultural capital orientations. This indicates that the higher the students' home literacy habits, the greater the epistemological confidence they continue to achieve in fast learning.

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