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## **COMPARATIVE STUDY OF THE COMPONENTS OF SOCIAL CAPITAL AMONG TEACHERS IN THE SECOND PERIOD OF HIGH SCHOOL IN YASUJ**

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### **ABSTRACT**

This study conducted aimed to comparative study of the components of social capital among teachers in the second period of high school in YASUJ and compared this variable among teachers to determine the level of social capital among samples. The theorists that their theories were used in this study include: James Coleman, Robert Putnam, Pierre Bourdieu, Francis Fukuyama. The research method has been survey and tools of research have been the researcher made questionnaire. The population included all teachers in the second period of high school in YASUJ that equal to 1635 people. The sample of 311 patients was determined according to the Cochran formula. Data analysis was performed using SPSS software (version 16). Study hypothesis suggests that there is a significant relationship between social capital with gender, education level, marital status, income level and age.

**Keywords:** *Social Capital, Trust, Cohesion and Social Participation, Teachers of YASUJ*

### **INTRODUCTION**

Social capital of each society is because of social and cultural status. In fact social capital is one of the main indicators of social and cultural status of community. The social capital emphasizes more on the network of relationships and trust and participation in community and group cooperation in the form of civic groups and organizations. Social capital is social networks of individuals, groups and organizations. These networks which are often informal have the ability to mobilize a broad range of personal-social contacts for better performance in social-political life (Coleman, 1999).

Social capital is a set of valuable resources that are potentially in the social relations of the first and second groups and social organization. Some of these stores that are sometimes also referred to as social values are: honesty, health of soul, confidence, compassion, trust, solidarity and sacrifice. Social capital through this resources make the work of actors at different levels of the micro, middle and macro of society easy, quick, low cost and assures and thereby helps them to achieve common goals. Helps the developing countries that want to take steps to develop. Developing countries that want to take steps to develop face several obstacles such as inefficient of public administration, low levels of trust between people and the government and lack of the spirit of participation. Many of these issues can be studied in the context of social capital. Although there are different and sometimes contradictory views about quiddity of social capital and the concept of social capital has been criticized, despite much researches in various fields (such as education, economy) shows the groups and societies that have higher levels of social capital, have lower levels of certain social damages or have higher rates of progress and development, but in Iran some statistics on delinquency and crime, and some researches show relatively high levels of different dimensions of social capital among different segments of the society (Share, 2006; Mazloom and Asghar, 2006; Fatehi, 2005; Azkia and Ghaffari, 2005).

Teachers and in general education system in any society plays an important role in creating and increasing social capital among people. Today each individual learning process at different levels passes from the education system, and this can affect the social capital status of the community. This recognition of the issue since our society is a developing society, and also due to the current political system of Iran and vision of educated people is very important.

This study, aimed to analyze and identify the components of social capital between the teachers, while identifying the social capital level, also provides guidelines for the protection and promotion of it to

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reinforce social capital of teachers and educators of YASUJ and also to prevent the problems associated with the lack of it.

#### **Theoretical Basis of Research**

##### **Social Capital**

At the most general level the social capital is characteristics of a society or a social group which increases collective and voluntary organizing capacity to solve problems or issues of mutual interaction (Tajbakhsh, 2007).

##### Participation

The intellectual and practical involvement of individuals in group situations that involve them to assist each other to achieve the goals of the group and participate in work responsibilities (Alavi, 2001).

##### Social trust

Believe an act that is expected from others (Offe, 2007).

##### Social cohesion

Social cohesion implies a consensus among the members of a society that results from accepting and internalizing the values and norms of community and existence of collective and density belonging from interaction among the people of community (Azkia and Ghaffari, 2006).

##### Social network

The social networks that have informal nature is the face relationships between a few people who know each other and are correlated to each other by kinship, friendship, partnership or neighborhood ties (Rose, 2007).

#### **Research Literature**

##### *Internal Literature*

Ghelich *et al.*, (2007) using components such as network relationships, trust and shared norms, studied the role of social capital in the creation of intellectual capital of the organization. Studied the aspects of Intellectual capital of the organization. Dimensions of intellectual capital is including human capital such as the ability to solve problems, structural capital such as strategies and relational capital such as customers' satisfaction. The results showed that social capital has a significant and positive impact on all aspects of intellectual capital (not too strong and steady).

Moayed *et al.*, (2006) in investigating the social factors affecting teachers' job dissatisfaction of Neyshabur relied on the social needs and unsettled self-actualization of teachers. Results indicated that there is a significant relationship between group membership and opportunities for group work as indicators of social needs with job dissatisfaction of teachers.

Dini (2006) in an article entitled "explain the decline of social capital" stated that the social capital has declined in Iran in the years after the Revolution. He used the national plans results, the crime rate, the rate of social security in Iran to prove his assumption.

Delaviz (2006) in a study entitled "Social Capital of teachers of Marivan" studied the four dimensions of social capital of teachers and concluded that social capital of teachers has been moderate, also the social capital correlated with gender, age and level of education.

##### *External Literature*

Putnam (2004) knows social capital as those elements and characteristics of the social system (social trust, norms of reciprocity and social networks) that facilitate coordination and cooperation among the members of a society to achieve mutual benefit. He divides social capital in the social form of intragroup and intergroup. Robert Putnam by making distinction between different types of capitals and dividing social capital into intragroup and intergroup had a significant role in the development of its theoretical foundations. Wendy *et al.*, (2003) in a research paper examined the effects of social capital in the labor market in Australia. They used the ideas of Robert Putnam in the theoretical part of the study and quantitative research methods were used in the practical part. Their sample size was 1,500 and their sampling method was simple random sampling. The results show that there is a relationship between social capital and labor market success. In other words, communication networks are effective business success, and the wider communication networks in the market, they are more successful.

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Vilanova and Josa (2003) considered Social capital as a managerial phenomenon and mentioned its various features, such as trust, norms, values and common behaviors, communication, cooperation, mutual commitment, mutual recognition and network. They believe that social capital cannot exist without one of these features and organization cannot work without some of these features.

**The Research Hypotheses**

*Macro Hypothesis*

- The components of social capital among high school teachers and educators of YASUJ have significant difference.

*Micro Hypothesis*

1. There is a significant difference between the level of institutional trust of teachers and educators.
2. There is a significant difference between the level of generalized trust of teachers and educators.
3. There is a significant difference between the level of mental participation of teachers and educators.
4. There is a significant difference between the level of objective participation of teachers and educators.
5. There is a significant difference between the level of Interpersonal trust of teachers and educators.
6. There is a significant difference between the level of interaction of teachers and educators.
7. There is a significant difference between the level of orientation of teachers and educators to relatives, friends and colleagues.
8. There is a significant relationship between the demographic variables (age, sex, level of education and income) of teachers and educators with their social capital.

**MATERIALS AND METHODS**

**Research Methodology**

This is a descriptive study. The descriptive studies examine the existing state of phenomena, or what is being (Ramezan, 2004).

This study uses a survey method. Survey is including the data collection that is conducted with plan and as a scientific guide description or prediction, or in order to analyze the variables. Since the overall objective of the research is the study of social capital components of teachers, the survey method used to measure the variables.

*Data Collection Tools*

This research in terms of research method is Ex-post facto. This means its dependent and independent variables are attributed. Variables that the researcher cannot manipulate it, but merely to be measured. In terms of data collection is a survey research and the methods of documentation, observation and interviews by using questionnaires were used.

**Table 1: Comparison of social capital and its dimensions among teachers and educators**

p	df	t	Deviation of the mean	Standard deviation	The mean	Num ber	Job	Index
P<0/05	311	6	0/0331	0/4857	3/5	125	Teachers	Institutional trust
			0/0437	0/5692	3/2	186	Educators	
P<0/05	311	6	0/0506	0/7431	3/1	125	Teachers	Interpersonal trust
			0/0562	0/7316	3/6	186	Educators	
P<0/05	311	8	0/0580	0/8508	3/8	125	Teachers	Subjective participation
			0/0894	1/162	3	186	Educators	
P<0/05	311	3	0/0655	0/9604	3/3	125	Teachers	Objective participation
			0/0891	1/159	3/6	186	Educators	
P<0/05	311	6	0/0592	0/8693	3/8	125	Teachers	interaction
			0/0766	0/9967	3/3	186	Educators	
P<0/05	311	4	0/0310	0/4555	3/5	125	Teachers	orientation
			0/0395	0/5136	3/3	186	Educators	

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In this study, the main tool for collecting and measuring data is questionnaire that set based on the theoretical bases and literature of the study, the definition of variables and concepts, and also according to the questionnaire of Dr. Share Pour. After designing the questionnaire, it was given to several experts in the field and after bug fixes, preliminary tests were conducted. The final implementation of questionnaires has been done based on a sample size of 311 teachers. The study population included all teachers in the second period of high school and teachers of YASUJ that according to official statistics provided by the Department of Education of Kohgiluyeh and Boyer-Ahmad, their number for primary school teachers (male and female) is 1022 and for high school teachers (male and female) is 613.

6. Data analysis

To determine the statistical differences between the variables of study the one-way ANOVA or one-factor ANOVA was used proportional to the variables.

Based on the findings of Table the mean of institutional trust among teachers and educators respectively are 3/5 and 3/2, interpersonal trust, 3/1 and 3/6, subjective participation, 3/8 and 3, objective Participation, 3/3 and 3/6, interaction, 3/8 and 3/3, and orientation, 3/5 and 3/3. So there is a significant difference between the two groups at the 5 components of social capital (P<0/05).

**Table 2: Comparison of social capital and its dimensions among male and female teachers and educators**

p	df	t	Deviation of the mean	Standard deviation	The mean	Number	Sex	Index
P>0/05	311	0/2	0/0416	0/5000	3/4	168	female	Institutional trust
			0/0368	0/5705	3/4	137	male	
		3	0/0601	0/7217	3/5	168	female	Interpersonal trust
P<0/05	311		0/0512	0/7942	3/3	137	male	
		5	0/0858	1/029	3/1	168	female	Subjective participation
P<0/05	311		0/0677	1/049	3/6	137	male	
P>0/05	311	1	0/0844	1/013	3/3	168	female	Objective participation
			0/0700	1/084	3/5	137	male	
		1/9	0/0944	1/132	3/5	168	female	interaction
P>0/05	311		0/0543	0/8411	3/7	137	male	
		3	0/0436	0/5242	3/4	168	female	orientation
P<0/05	311		0/0297	0/4604	3/5	137	male	

**Table 3: Comparison of social capital and its dimensions among single and married teachers and educators**

p	df	t	Deviation of the mean	Standard deviation	The mean	Number	Marital status	Index
		3	0/0367	0/5591	3/3	111	single	Institutional trust
P<0/05	311		0/0412	0/5105	3/5	185	married	
P>0/05	311	1/4	0/0502	0/7630	3/3	111	single	Interpersonal trust
			0/0635	0/7840	3/4	185	married	
		0/4	0/0709	1/078	3/4	111	single	Subjective participation
P>0/05	311		0/0854	1/057	3/5	185	married	
		1/7	0/0704	1/070	3/4	111	single	Objective participation
P>0/05	311		0/0837	1/0360	3/2	185	married	
		0/6	0/0590	0/8969	3/5	111	single	interaction
P>0/05	311		0/0856	1/059	3/6	185	married	
P<0/05	311	2	0/0301	0/4579	3/3	111	single	orientation
			0/0425	0/5262	3/5	185	married	
P<0/05	311		0/0618	0/73115	3/3	111	single	social capital
			0/0593	0/72803	3/4	185	married	

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Based on these findings of Table: the mean of variables among both males and females, respectively are institutional trust, 3/4 and 3/4, interpersonal trust, 3/5 and 3/3, subjective participation, 3/1 and 3/6, objective Participation, 3/3 and 3/5, interaction, 3/5 and 3/7, and orientation, 3/4 and 3/5. Thus, among both male and female in the variables of interpersonal trust, subjective participation and orientation there is a significant difference ( $P < 0/05$ ). And between other variables of institutional trust, objective participation and interaction among male and female there is no significant difference.

Based on the findings of the table: The variables between both single and married, respectively, are institutional trust, 3/3 and 3/5, Interpersonal trust, 3/3 and 3/4, subjective Participation, 3/4 and 3/5, objective Participation, 3/4 and 3/2, interaction, 3/5 and 3/6, and orientation 3/3 and 3/5. Thus, in both single and married groups, in the variables of institutional trust and orientation there is a significant difference ( $P < 0/05$ ). And between other variables of objective and subjective Participation, interpersonal trust and interaction among single and married samples, there is no significant difference ( $P > 0/05$ ).

**Table 4: The one-way ANOVA to compare the dimensions of lifestyle and income groups**

p	F	Mean square	Df	Sum of squares	of Changes	Index
0/002	4/2	1/203	4	4/812	intergroup	Institutional trust
		0/287	307	108/762	Intragroup	
			311	113/574	Sum	
0/001	4/7	2/725	4	10/900	intergroup	Interpersonal trust
		0/576	307	218/214	Intragroup	
			311	229/114	Sum	
0/054	2/6	2/957	4	11/828	intergroup	Subjective participation
		1/123	307	425/745	Intragroup	
			311	437/573	Sum	
0/004	4	4/331	4	17/325	intergroup	Objective participation
		1/089	307	412/829	Intragroup	
			311	430/154	Sum	
0/055	2/3	2/148	4	8/592	intergroup	interaction
		0/917	307	347/466	Intragroup	
			311	356/057	Sum	
0/0001	8/3	1/840	4	7/359	intergroup	orientation
		0/222	307	84/194	Intragroup	
			311	91/553	Sum	
0/004		2/579	4	10/403	intergroup	social capital
		1/320	307	419/353	Intragroup	
			311	426/198	Sum	

Based on these findings of tables, social capital and institutional trust, interpersonal trust, objective Participation, and orientation at various income levels are significantly different ( $P < 0/05$ ) and subjective Participation and interaction at various income levels are not significantly different.

**Table 5: Correlation of age with social capital and its dimensions**

Social capital	Trust	Cohesion	Participation	
0/196	0/166	0/343	0/11	Pearson's correlation coefficient r
0/038	0/027	0/117	0/027	The coefficient of determination (r <sup>2</sup> )
0/000	0/002	0/000	0/039	Significant level (sig)
311	311	310	311	Number

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The Pearson's test of significance was used to investigate the correlation between the age of teachers and educators and their social capital. The results indicate that its value is ( $r = 0.196$ ) and the calculated significant level ( $\text{sig}=0/000$ ) is less than the research's alpha ( $\alpha=0/05$ ). So there is a significant relationship between "age" and the "social capital". On the other hand, since the correlation coefficient is positive there is a direct relationship between age and social capital, i.e. by increasing age the "social capital" increases.

### **Conclusion**

Social capital of each society is because of social and cultural status. In fact social capital is one of the main indicators of social and cultural status of community that emphasizes more on the network of relationships and trust and participation in community and group cooperation in the form of civic groups and organizations. Social capital is social networks of individuals, groups and organizations. These networks which are often informal have the ability to mobilize a broad range of personal-social contacts for better performance in social-political life; Given the importance of this issue we attempt to study social capital and its components among teachers and teachers and according to the opinions expressed on social capital, select the theoretical framework for the study. Examining the hypotheses shows that there is no significant relationship between social capital with level of education, income, age and sex. Thus, as it expressed in the theories of social capital, social capital is not a capital in the hands of the rich and all people in each group and class have access. There is statistically no significant relationship between social participation and social trust but there is a significant positive correlation between social cohesion and social participation equal to  $0/351$  with a significant degree of  $0.000$ . Thus by strengthening social cohesion we can also see an increase in participation.

### **Research Proposals**

According to obtained results recommendations are presented as follows:

1. Establishing and maintaining neighborhood groups, associations and organizations such as councils and neighborhood charities associations, Meet and greet sessions, autonomous sessions of micro lending in neighborhoods, Religious meetings of the Board of the mourning in month of Muharram and Safar, Quranic meetings, literary and arts conferences in schools and residential neighborhoods.
  2. Confidence for teachers and educators through notification of activities, actions, problems, etc. by Directors of Education in YASUJ Alternatively, holding the meetings and thinking sessions of people and authorities.
  3. It is recommended that strategies to increase social capital in the community be studied further and prominent sociologists and social psychologists be used in this field.
  4. Culture and ethics based on peaceful coexistence and commitment to respect for the law promotes and measures taken to predominance of order, law, justice and reduce feelings of inequality in society.
8. Limitations of the study
1. Doing research is time consuming;
  2. Many of the teachers and the educators unwillingness to answer the questionnaire.
  3. Distribution of schools and the lack of time available to teachers;

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