

A Study on Determining Social Capital Development Indicators in Society: University Students' Point of View

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Abstract

This study was carried out in an attempt to investigate and determine indicators of the social capital developing in the society from university students' point of view. The method which was applied in this research is a descriptive one, the survey method. The population comprises all university students of the Tehran Teacher Training University, amounting to 10,865 students and the sample was comprised of 370 students who were selected according to the systematic random sampling on the basis of Morgan's formula for determining the sample size. The data gathered by the t-test and the analysis of the obtained results demonstrate that an increase in public awareness, public trust, official and unofficial collectivity, and institutional trust can lead to the development of the social capital in society.

Key words: *official collectivity; public awareness; public trust; the social capital; unofficial collectivity.*

Introduction

Development requires investigation and fundamental strategies in order to be achieved. Various sources in underdeveloped communities are seen as one of the most important and essential types of background for development. Social capital along with the economic (financial) capital and human capital has recently been recognized as an effective variable in the process of development (Alvani, 2002).

Today, social capital plays a more significant role than physical and human capital in institutions and societies and it provides coherence in the network of collective relationships between humans and institutions. Without this capital, other types

of capital lose their effectiveness and paving the way for cultural and economic development may be difficult. The concept of social capital has emerged in sociology and political science and it focuses on the sources that individuals can have access to through their membership in community networks (Kawachi, 1999).

The term *social capital* is taken from the social or institutional culture which is established on the basis of individuals' trust and collectivity. Therefore, whatever the managers do in the process of enriching the institutional culture will increase social capital. The institutional culture management, with respect to the manager's role and cultural symbols, can simply enhance the cultural structures such as a shared sense of group and organization identity, a sense of being dependent on a shared future, collectivity, and interpersonal and group trust. Consequently, all the managers in institutions can significantly enrich the institutional culture by developing collaborative systems, holding public meetings with employees, providing psychological support for the employees and playing the leading role worthily (Azkia and Firoozabadi, 2003).

Generally, social capital can be regarded as the norms and networks which provide people's partnership in collective actions with the purpose of mutual profit. This view of social capital is measured by considering the level of social trust and the degree of membership in official and unofficial committees. Social capital is a synthetic concept that analyzes the 'supplies' or the degree of norms and networks in a society. Norms and networks are seen as the sources of social capital and their application can result in mutual relationships, non-selfish behaviour and trust in society. So, social capital is one of the important elements of the power in a civil society (Tajbakhsh et al., 2004, p. 156).

Reviewing literature with respect to social capital leads us back to four authors who made a significant contribution to developing the concept of social capital: sociologists Pierre Bourdieu and James Coleman and political scientists Robert Putnam and Francis Fukuyama.

Pierre Bourdieu may be regarded as the first researcher who dominated the debate on social capital. He defines social capital as a relatively durable network of more or less institutionalized relationships combined with recognition and commitment such as mutual trust which can provide the necessary means to facilitate the individual and collective actions of the actors. According to him, all the assets and capital can be transformed into one another and, as a result, social capital is not only affected by the other types of capital but it also has a great impact on the quality and quantity of other types of capital. In his view, social actors are affected by two elements of social and habitual fields and subsequently they gain different types of capital on the basis of which they define their status in society and in social fields. Regarding the diversity among these fields and the different symmetric and asymmetric relations, social capital can also be divided into different parts such as intra-group or inter-group. Moreover, among the different types of capital and actors who are beneficiaries, there can be various types of symmetric and asymmetric relations (Bourdieu, 1986).

However, undoubtedly, Coleman is also regarded as one of the leading authors in this field who developed the theoretical framework of the concept. Coleman distinguishes social capital from the other types of capital such as physical, economic and human capital and he notes that it has structural and interactional features, and the activist can gain the required information by being a member of the group and having interactions with other actors on the basis of decent rules in that group and by winning their trust. Therefore, social capital is a kind of facilitator in various types of actions. In Coleman's view, social capital is a kind of opportunity outside the community life which can be intra-group or inter-group and can simply facilitate the individual or collective actions. Obviously, having social capital of a specific group is related to the activist's commitment to that group which may set him against other groups and may deprive him of other groups' social capital (Coleman, 1988).

Moreover, Putnam was one of the pioneers in this field who also discussed the concept of social capital clearly. He considers social capital beyond the individual level and he argues that social capital is being applied at national and regional level and explains how it can affect the democratic institutions and economic development. He determines social capital with three elements which can be considered features of a social institution:

1. Networks: social capital introduces the social relations between individuals and their interactions as the most fundamental elements of the social capital and networks are the source of two other elements of social capital: trust and cooperation norms.
2. Cooperation: Putnam notes that some special kind of cooperation norms are regarded as the most productive part of social capital and it even can be seen as a criterion of social capital.
3. Trust: one of the elements of social capital, in Putnam's view, is trust. Trust is one of the necessary elements for improving cooperation and it happens as a result of the predictability of the people's behaviour that is caused by the close relationship with others in a small society. However, in larger and more complex societies, there is a kind of impersonal trust or a kind of indirect trust. He mentions that by increasing the civil partnership and expanding the social networks as a mechanism, the individual trust can be transferred into the social or generalized one (Putnam, 2000).

Generally, he defines social capital in the following manner:

“While physical capital refers to physical objects and human capital refers to properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them.” (Putnam, 2000, pp. 18-19).

Furthermore, he mentions that social capital has two aspects: individual and collective. He then explains that a well-connected individual in a poorly-connected society is less productive than a well-connected one in a well-connected community (Putnam, 2000).

The work of Francis Fukuyama is also one of the main references in social capital literature. By focusing on the concept of Trust, he provides a theory. According to him, a nation's capacity to develop institutions for making it powerful is the quasi-natural ability of its population for trust. He argues that this ability is in their values which are deeply connected to their culture. In this view, he divides countries into two groups: high-trust countries and low-trust countries. Fukuyama believes that social capital depends on the norms and values shared within a community which allows the actors to trust one another. He then defines trust as "the expectation that arises within a community of regular, honest and cooperative behaviour, based on commonly shared norms, on the part of other members of that community". Trust makes people closer to each other, enabling them to work together for common purposes. According to him, Trust is, in fact, "spontaneous sociability" (Fukuyama, 1995, p.26).

In addition to the theoretical background, many studies have been conducted to measure the impact of social capital on so many things and it has been tested in different fields. In the following part of this paper, we have chosen to focus on some empirical studies conducted in this regard.

In a study conducted by Požega et al. (2011), the impact of human capital on the world's economic development was investigated. In this study, the researchers regard social capital as a segment of human capital and the results of the study indicate that both human and social capital have positive and significant influence on the world's economic development so the countries with more developed human capital have a developed economy.

Furthermore, in another research, the impact of social capital on economic performance was directly analyzed, and it indicates that there is a positive correlation between social capital indicators, trust and network, and economics indicators and governing indicators. In this study, only the effect of two dimensions of social capital on economic performance was analyzed positively and it revealed that the civic dimension does not correlate positively with the economic performance and governing which shows that social capital is a complex concept which cannot be studied by single indicators (Jankauskas & Šeputienė, 2007).

Acar (2011) also carried out another research to investigate the impact of social capital on academic success in education. In his paper, he focuses on two types of social capital: 1) family social capital 2) society social capital. He then discusses that family social capital can provide a better social capital for education success by its frequent and less formal interactions among children and parents. However, the society social capital has less effect on education success since all the interactions are left to written policies and obligations. He then mentions the social capital benefits for education as follows: (1) higher achievement on tests, (2) higher graduate rates, (3) lower dropout rates, (4) higher college enrolment, and (5) greater participation in school and community organizations (Acar, 2011, p.460).

Falk & Harrison (1998) made an attempt to determine the social capital indicators regarding the nature of interactive productivity in local networks and he categorized them under three main headings:

1. **Knowledge resources:** *where the interactions draw on the resource of the shared (common) knowledge of community, personal, individual and collective information: members' length of residence, genealogy, actions, values and reputation, occupations, volunteer positions, hobbies and interests.*

2. **Identity resources:** *where the interactions draw on the resource of the shared (common) understanding of personal, individual and collective identities. This results in a sense of individuals 'belonging' to both social and civic categories.*

3. **Consolidated resources:** *where the interactions draw on the resource of the shared (common) understanding and familiarity with community assets which are aggregated and used reciprocally for mutual benefit (Falk & Harrison, 1998, p.12).*

Moreover, by focusing on the role of social capital in the rural councils' performance, Taheri (2003) demonstrated that the social capital indicators in two aspects of social trust and social participation include promising, paying attention to other individuals' opinions, having the same appearance and background, having the sense of responsibility towards each other, being straightforward, sponsoring and financial support.

Regarding the social capital indicators, Marjaee (2004) measured social capital among the university students and he explained that the potential indicators of social capital are awareness and recognition, cultural and social values, socio-economic risks and membership in institutions and groups. Moreover, Ahanchian (2006) tried to investigate the role of higher education management in enhancing social capital and he pointed out that social capital indicators are: common views and purposes, common values, trust, mutual respect, understanding, friendship and support in groups, consulting and having a positive role, participation and enabling constructive conflict, conductive dialogues and humanism.

Ghaneerad (2006), on the other hand, studied the interaction between students and professors in enhancing social capital and he concluded that the interaction between students and professors is very low. The students' underlying variables influence the amount of their interactions with their professors. Therefore, increasing the relation between students and professors will lead to the students' education progress and in turn it increases their interactions, students' pride and self-efficacy.

As the literature shows, many studies have been conducted theoretically and empirically with respect to the concept of social capital. A few of them have been mentioned here. However, all the relations and studies are conducted by using various indicators and different samples. Subsequently, the results are hardly comparable and the need for more studies to determine the indicators in different contexts with different samples is always present. Bearing this in mind, this study is conducted to determine the social capital indicators from the university students' point of view.

Method

This study analyses the social capital indicators from the university students' point of view. The study was carried out on the basis of the survey method. The population comprises all the students of Tehran Teacher Training University, 10,865 students altogether, and the sample of the study comprises 370 students who were selected according to the systematic random sampling on the basis of Morgan's Formula for determining the sample size. Considering the educational system in which the research was conducted, Tehran Teacher Training University was established 59 years ago with the goal of training the required human resources for the educational system in the country and it has been gradually developed until present day. At present, this university is training the required human resources in all majors except Medicine and at all levels: Bachelor's, Master's and PhD degree. This university is a state university and after obtaining their high school diploma and passing the entrance exam students can enter the university and continue their education free of charge. In order to compare the obtained mean with the expected one, the collected data was analyzed by T-Test. The tool for gathering data was a questionnaire which was designed by the researcher himself, and which contains 50 multiple choice questions on the basis of a 5-point Likert scale. The validity of the questionnaire was confirmed by 30 experts and its reliability was also estimated by Cronbach Alpha, being 0.89.

Results

The First Question: To what extent can public awareness affect the social capital development?

Table 1. The statistical descriptions related to Public Awareness indicator impact on developing social capital

The First Question	Participants	Mean	Standard Deviation	Deviation Error of the Mean
Public Awareness	370	3.73	0.809	0.041

Table 2. T-test results of one variable related to effective public awareness indicator in developing social capital

The First Question	3 = The Average expected					
	t	Degrees of Freedom	Significant Level	The mean difference	95% confidence level	
					Low level	High level
Public Awareness	17.85	369	0.001	0.736	0.6550	0.817

The obtained results in tables (1) and (2) illustrate that the obtained 't' (t= 17.87) at the alpha level of 5% is significant; in other words, there is a significant difference between the obtained mean (3.73) and the expected one (3) as the obtained mean is higher than the expected one and the difference between them is 0.737. Therefore, it can be concluded that from the university students' point of view, public awareness is effective in developing social capital.

*The Second Question: To what extent can public trust affect the social capital development?***Table 3.** The statistic descriptions related to Public Trust indicator impact on developing social capital

The Second Question	Participants	Mean	Standard Deviation	Deviation Error of the Mean
Public Trust	370	3.87	0.572	0.0269

Table 4. T-test results of one variable related to effective public Trust indicator in developing social capital

The Second Question	3 = The Average expected					
	t	Degrees of Freedom	Significant Level	The mean difference	95% confidence level	
					Low level	High level
Public Trust	30.120	369	0.001	0.878	0.821	0.935

The obtained results in tables (3) and (4) illustrate that the obtained 't' ($t = 30.12$) at the alpha level of 5% is significant; in other words, there is a significant difference between the obtained mean (3.87) and the expected one (3) as the obtained mean is higher than the expected one and the difference between them is 0.878. Therefore, it can be concluded that from the university students' point of view, public trust is effective in developing social capital.

*The Third Question: To what extent can unofficial collectivity affect the social capital development?***Table 5.** The statistic descriptions related to Unofficial Collectivity indicator impact on developing social capital

The Third Question	Participants	Mean	Standard Deviation	Deviation Error of the Mean
Unofficial Collectivity	370	3.47	1.229	0.063

Table 6. T-test results of one variable related to effective Unofficial Collectivity indicator in developing social capital

The Third Question	3 = The Average expected					
	t	Degrees of Freedom	Significant Level	The mean difference	95% confidence level	
					Low level	High level
Unofficial Collectivity	7.63	369	0.001	0.477	0.355	0.601

The obtained results in tables (5) and (6) illustrate that the obtained 't' ($t = 7.63$) at the alpha level of 5% is significant; in other words, there is a significant difference between the obtained mean (3.47) and the expected one (3) as the obtained mean is higher than the expected one and the difference between them is 0.477. Therefore, it can be concluded that from the university students' point of view, unofficial collectivity is effective in developing social capital.

*The Fourth Question: To what extent can official collectivity affect the social capital development?***Table 7.** The statistic descriptions related to official Collectivity indicator impact on developing social capital

The Fourth Question	Participants	Mean	Standard Deviation	Deviation Error of the Mean
Official Collectivity	370	3.56	0.767	0.039

Table 8. T-test results of one variable related to effective official Collectivity indicator in developing social capital

The Fourth Question	3 = The Average expected					
	t	Degrees of Freedom	Significant Level	The mean difference	95% confidence level	
					Low level	High level
Official Collectivity	14.22	369	0.001	0.556	0.476	0.633

The obtained results in tables (7) and (8) illustrate that the obtained ‘t’ (t= 14.22) at the alpha level of 5% is significant; in other words, there is a significant difference between the obtained mean (3.56) and the expected one (3) as the obtained mean is higher than the expected one and the difference between them is 0.556. Therefore, it can be concluded that from the university students’ point of view, official collectivity is effective in developing social capital.

The Fifth Question: To what extent can the institutional trust affect the social capital development?

Table 9. The statistic descriptions related to Institutional Trust indicator impact on developing social capital

The Fifth Question	Participants	Mean	Standard Deviation	Deviation Error of the Mean
Institutional Trust	370	3.91	0.956	0.048

Table 10. T-test results of one variable related to effective Institutional Trust indicator in developing social capital

The Fifth Question	3 = The Average expected					
	t	Degrees of Freedom	Significant Level	The mean difference	95% confidence level	
					Low level	High level
Institutional Trust	18.54	369	0.001	0.904	0.81	0.999

The obtained results in tables (9) and (10) illustrate that the obtained ‘t’ (t= 18.54) at the alpha level of 5% is significant; in other words, there is a significant difference between the obtained mean (3.91) and the expected one (3) as the obtained mean is higher than the expected one and the difference between them is 0.904. Therefore, it can be concluded that from the university students’ point of view, institutional trust is effective in developing social capital.

Discussion and Conclusions

In this study, the goal was to determine the social capital indicators on the basis of university students’ point of view according to the survey method. The results demonstrated that the indicators of public awareness, public trust, official collectivity and unofficial collectivity and institutional trust can enhance social capital according to the university students’ point of view.

Marjaee (2004) noted that the potential indicators of social capital can be knowledge and awareness, social and cultural values, social-economical hazard, and membership in institutions and groups. In this paper, awareness is also seen as one of the effective social capital indicators.

Furthermore, Ahanchian (2005) revealed in his study that the social capital indicators can include common views and purposes, common values, trust, mutual respect,

understanding, friendship and support, consultations and positive roles, enabling participation and constructive conflict, conductive dialogues and humanism. In this study, it has also been demonstrated that trust and group work play a significant role in developing social capital.

As it is evident, the results presented in this paper echo the results of most researchers, such as Falk & Harrison (1998), Marjaee (2004), Ahanchian (2005), Ghaneerad (2006) and Acar (2011).

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Istraživanje o određivanju pokazatelja razvoja društvenog kapitala: stav sveučilišnih studenata

Sažetak

Ovo istraživanje provedeno je kao pokušaj ispitivanja i određivanja pokazatelja društvenog kapitala koji se razvija u društvu, sa stajališta sveučilišnih studenata. Metoda koja se koristila u ovome istraživanju bila je deskriptivna – metoda ankete. Populacija obuhvaća sve sveučilišne studente Učiteljskog fakulteta u Teheranu, ukupno 10 865 studenata, dok je uzorak za istraživanje činilo 370 studenata odabranih slučajnim odabirom na osnovi Morganove metode za određivanje veličine uzorka. Podatci dobiveni t-testom i analiza dobivenih rezultata pokazali su da povećanje javne svijesti, povjerenje javnosti, šira i uža kolektivnost i povjerenje u institucije može dovesti do razvoja društvenog kapitala u pojedinom društvu.

Ključne riječi: šira kolektivnost; javna svijest; povjerenje javnosti; društveni kapital; uža kolektivnost

Uvod

Da bi se ostvario razvoj, potrebni su preispitivanje i neke osnovne strategije. Raznoliki izvori u nedovoljno razvijenim društvima smatraju se najvažnijim i vitalnim osnovama za razvoj. Društveni kapital, zajedno s ekonomskim (financijskim) i ljudskim kapitalom, nedavno je prepoznat kao učinkovita varijabla u procesu razvoja (Alvani, 2002).

U današnje vrijeme društveni kapital igra značajniju ulogu nego fizički i ljudski kapital u institucijama i društvima, te pruža koherenciju u mrežama kolektivnih odnosa između ljudi i institucija. Bez toga kapitala i ostale vrste kapitala gube svoju učinkovitost, te će utiranje puta za kulturni i ekonomski razvoj biti puno teže. Pojam društvenog kapitala potekao je iz sociologije i političke znanosti te se usredotočuje na izvore kojima pojedinci imaju pristup svojim članstvom u mrežama društva i zajednica (Kawachi, 1999).

Termin *društveni kapital* preuzet je iz socijalne ili institucionalne kulture koja se temelji na povjerenju pojedinaca i na kolektivnosti. Stoga, što god menadžeri činili u procesu obogaćivanja institucionalne kulture ujedno će povećati i društveni kapital. Menadžment institucionalne kulture, s obzirom na ulogu menadžera i na kulturne simbole, može jednostavno povećati kulturne strukture kao što su zajednički osjećaj grupnog i organizacijskog identiteta, osjećaj ovisnosti o zajedničkoj budućnosti, kolektivnost i povjerenje ljudi jednih u druge i u zajednicu. Kao rezultat toga, svi menadžeri u institucijama mogu znatno poboljšati institucionalnu kulturu tako što će razviti kolaborativne sustave, održavati javne sastanke sa zaposlenicima, pružati psihološku podršku zaposlenicima i dostojno obavljati svoju rukovodeću ulogu (Azkiya i Firoozabadi, 2003).

Općenito gledajući, društveni kapital može se smatrati nizom normi i mreža koje omogućavaju partnerstvo ljudi u kolektivnim radnjama sa svrhom ostvarivanja zajedničkog profita. Takav pogled na društveni kapital mjeri se razmatranjem razine društvenog povjerenja i stupnja članstva u službenim i neslužbenim povjerenstvima. Društveni kapital je umjetni, sintetički pojam koji analizira 'opskrbu' ili stupanj normi i mreža u društvu. Na norme i mreže može se gledati kao na izvore društvenog kapitala i njihova primjena može rezultirati međusobnim vezama, nesebičnim ponašanjem i društvenim povjerenjem. Stoga je društveni kapital jedan od važnih elemenata moći u civilnom društvu (Tajbakhsh i sur., 2004, str. 156).

Proučavanje literature o društvenom kapitalu vodi nas do četiriju autora koji su ostvarili značajan doprinos razvoju pojma društvenog kapitala. To su sociolozi Pierre Bourdieu i James Coleman i politolozi Robert Putnam i Francis Fukuyama.

Pierra Bourdieua možemo smatrati prvim istraživačem koji je dominirao u debati o društvenom kapitalu. On definira društveni kapital kao relativno trajnu mrežu više ili manje institucionaliziranih odnosa kombiniranih s priznanjem i predanošću kao što je međusobno povjerenje koje može pružiti sva potrebna sredstva da bi se olakšalo pojedinačno i kolektivno djelovanje sudionika. Prema tom autoru, sva imovina i kapital mogu se pretvarati jedno u drugo, te kao rezultat toga, društveni kapital nije samo pod utjecajem ostalih vrsta kapitala, nego on također utječe na kvalitetu i količinu drugih vrsta kapitala. S Bourdieuova gledišta, na društvene aktere utječu dva elementa društvenog područja te kao rezultat toga oni stječu različite vrste kapitala na osnovu čega definiraju svoj status u društvu i društvenim područjima. Što se tiče raznolikosti ovih područja i raznih simetričnih i asimetričnih odnosa, društveni kapital se može podijeliti na dva dijela: unutarnji i vanjski. Štoviše, u raznim vrstama kapitala i sudionika koji su korisnici, mogu postojati različite vrste simetričnih i asimetričnih odnosa (Bourdieu, 1986).

Međutim, Coleman se bez sumnje također smatra jednim od glavnih pisaca u području društvenoga kapitala. On je razvio teorijski okvir toga pojma. Coleman razlikuje društveni kapital i ostale vrste kapitala kao što su fizički, ekonomski i ljudski kapital, te smatra da društveni kapital ima strukturna i interakcijska obilježja

te sudionik može doći do traženih informacija tako što je član skupine i što je u interakciji s ostalim sudionicima, prema pravilima pristojnog ponašanja u toj skupini, te tako što je stekao povjerenje ostalih članova skupine. Stoga se društveni kapital može smatrati olakotnim faktorom u raznim vrstama djelovanja. S Colemanovog gledišta, društveni kapital je svojevrsna prilika izvan života zajednice koja može biti vanjska ili unutarnja skupina, te može jednostavno olakšati djelovanje pojedinca ili kolektiva. Očito, ukoliko pojedinac ima društveni kapital određene skupine, to je povezano s njegovom predanošću toj skupini, što ga može okrenuti protiv drugih grupa i lišiti ga njihova društvenog kapitala (Coleman, 1988).

Nadalje, Putnam je bio jedan od pionira ovoga područja koji je također jasno razmatrao pojam društvenog kapitala. On razmatra društveni kapital izvan okvira pojedinca te tvrdi da se društveni kapital primjenjuje i na nacionalnoj i regionalnoj razini te objašnjava kako on može utjecati na demokratske institucije i ekonomski razvoj. Putnam određuje društveni kapital trima elementima koji se mogu smatrati obilježjima društvenih institucija:

1. Mreže: društveni kapital opisuje društvene odnose među pojedincima i njihovo međusobno djelovanje (interakciju) kao svoje najosnovnije elemente, a mreže su izvor dvaju drugih elemenata društvenog kapitala: povjerenja i normi suradnje.
2. Suradnja: Putnam tvrdi da se neke posebne vrste normi suradnje smatraju najproduktivnijim dijelom društvenog kapitala te se mogu čak smatrati i kriterijem društvenog kapitala.
3. Povjerenje: jedan od elemenata društvenog kapitala, prema Putnamu, jest povjerenje. Povjerenje je jedan od neophodnih elemenata za poboljšanje suradnje, a događa se kao rezultat predvidivosti ljudskog ponašanja koja je uzrokovana bliskim vezama s drugima u maloj skupini. Međutim, u većim i složenijim društvima postoji određena vrsta bezličnog povjerenja ili vrsta neizravnog povjerenja. On smatra da se povećanjem civilnog partnerstva i širenjem mehanizma mreža u društvu, povjerenja pojedinca može prenijeti na povjerenje društva ili općenito povjerenje (Putnam, 2000).

Općenito, on definira društveni kapital ovako:

“Dok se fizički kapital odnosi na fizičke predmete, a ljudski kapital na osobine pojedinaca, društveni kapital odnosi se na veze između pojedinaca – mreže u društvu i norme međusobnog djelovanja, kao i pouzdanost koja iz njih nastaje.“ (Putnam, 2000, str. 18–19).

Nadalje, on navodi da društveni kapital ima dva aspekta: pojedinačni i kolektivni. Objašnjava da je pojedinac koji ima puno društvenih veza u slabo povezanu, manje učinkovit od pojedinca koji ima puno društvenih veza u društvu koje je dobro društveno povezano (Putnam, 2000).

Rad Francisa Fukuyame također je često spominjan u literaturi o društvenom kapitalu. Svoju teoriju društvenoga kapitala bazira na pojmu *povjerenja*. Prema

njemu, sposobnost nacije da razvije institucije koje će je učiniti moćnom prividno je urođena sposobnost njezina stanovništva da pokaže povjerenje. Fukuyama tvrdi da ova sposobnost leži u njihovim vrijednostima koje su, opet, duboko ukorijenjene u kulturu. Prema tome, on svrstava države u dvije skupine: države s velikim stupnjem povjerenja i države s niskim stupnjem povjerenja. On vjeruje da društveni kapital ovisi o normama i vrijednostima koje su zajedničke unutar zajednice, a koje omogućuju sudionicima da vjeruju jedni drugima. Definira povjerenje kao „očekivanje pripadnika zajednice koje se javlja u zajednici uobičajenog, poštenog i suradničkog ponašanja, temeljeno na zajedničkim normama.” Povjerenje zbližava ljude te im omogućava da rade zajedno za zajedničke ciljeve. Prema njemu, povjerenje je u stvari „spontana druželjubivost” (Fukuyama, 1995, str. 26).

Uz teorijsku podlogu provedena su i mnogobrojna istraživanja u svrhu određivanja utjecaja društvenog kapitala na mnoge pojave, te je društveni kapital ispitivan u raznim područjima. U sljedećem dijelu rada odlučili smo usredotočiti se na neka empirijska istraživanja koja su s time u vezi provedena.

U istraživanju koje su proveli Požega i suradnici (2011) ispitivan je utjecaj ljudskog kapitala na svjetski ekonomski razvoj. U ovom istraživanju Požega i suradnici vide društveni kapital kao segment ljudskog kapitala, a rezultati istraživanja ukazuju na to da i ljudski i društveni kapital imaju pozitivan i značajan utjecaj na svjetski ekonomski razvoj, tako da zemlje s razvijenijim ljudskim kapitalom imaju i razvijenije gospodarstvo.

Nadalje, u drugom je istraživanju izravno analiziran utjecaj društvenog kapitala na ekonomsku učinkovitost, te rezultati kazuju da postoji pozitivna korelacija između pokazatelja društvenog kapitala, povjerenja i mreža, te ekonomskih pokazatelja i upravljačkih pokazatelja. U tome istraživanju pozitivno je analiziran samo učinak dviju dimenzija društvenog kapitala na ekonomsku učinkovitost te se pokazalo da civilna dimenzija nema pozitivnu korelaciju s ekonomskom učinkovitošću i upravljanjem, što opet pokazuje da je društveni kapital složen pojam koji se ne može proučavati pomoću jednostavnih pokazatelja (Jankauskas i Šeputienė, 2007).

Acar (2011) je proveo istraživanje da bi ispitaio utjecaj društvenog kapitala na akademski uspjeh u obrazovanju. U svojem radu on se usredotočio na dvije vrste društvenog kapitala: društveni kapital u obitelji i društveni kapital u društvu. Obrazlaže da društveni kapital u obitelji može pružiti bolji društveni kapital za uspjeh u obrazovanju kroz česte i neformalne interakcije između djece i roditelja. Međutim, društveni kapital u društvu ima manji utjecaj na uspjeh u obrazovanju budući da se sva interakcija svodi na pisane upute i obveze. Dalje navodi dobrobit društvenog kapitala za obrazovanje: 1) bolji uspjeh na testovima, 2) viša stopa završavanja obrazovanja, 3) niža stopa odustajanja od obrazovanja, 4) viša stopa upisa na fakultet, 5) veće sudjelovanje u školskim aktivnostima i organizacijama u zajednici (Acar, 2011, str. 460).

Falk i Harrison (1998) pokušali su odrediti pokazatelje društvenog kapitala s obzirom na prirodu interakcijske produktivnosti u lokalnim mrežama. Svrstali su ih u tri glavne kategorije:

1. **Izvori znanja:** *tamo gdje se interakcije temelje na izvoru zajedničkog znanja o zajednici, te o osobnim, pojedinačnim i kolektivnim informacijama: koliko dugo članovi tu žive, njihova genealogija, djelovanje, vrijednosti i reputacija, zanimanje, volontiranje, hobiji i interesi.*

2. **Izvori identiteta:** *gdje se interakcije temelje na izvoru zajedničkog razumijevanja osobnog, pojedinačnog i kolektivnog identiteta. Ovo rezultira osjećajem pojedinca da 'pripada' i društvenoj i civilnoj kategoriji.*

3. **Konsolidirani izvori:** *gdje se interakcije temelje na izvoru zajedničkog razumijevanja i upoznatosti s imovinom zajednice, koja se pripaja i koristi uzajamno za zajedničko dobro (Falk i Harrison, 1998, str. 12).*

Nadalje, usredotočujući se na ulogu društvenog kapitala u učinkovitosti ruralnih vijeća, Taheri (2003) dokazao je da pokazatelji društvenog kapitala u dva aspekta društvenog povjerenja i društvenog sudjelovanja uključuju obećanja, obraćanje pažnje na mišljenja drugih pojedinaca, isti fizički izgled i isto porijeklo, osjećaj odgovornosti jednih prema drugima, sposobnost pojedinca da bude izravan prema drugima, pružanje pokroviteljstva i financijske podrške.

U vezi s pokazateljima društvenog kapitala Marjaee (2004) je mjerio društveni kapital kod sveučilišnih studenata i objasnio da su potencijalni pokazatelji društvenog kapitala svijest i prepoznavanje, kulturne i društvene vrijednosti, socioekonomski rizici i članstvo u institucijama i skupinama.

Ahanchian (2006) pokušao je ispitati ulogu menadžmenta u višem obrazovanju u povećanju društvenog kapitala te je istaknuo da su pokazatelji društvenog kapitala: zajednička gledišta i ciljevi, zajedničke vrijednosti, povjerenje, međusobno poštovanje, razumijevanje, prijateljstvo i podrška u grupama, savjetovanja, posjedovanje pozitivne uloge, sudjelovanje u raspravama i omogućavanje konstruktivnih konflikata, pristojni dijalozi i humanizam.

Ghaneerad (2006) je, s druge strane, proučavao interakciju između studenata i profesora u povećanju društvenog kapitala i zaključio da je interakcija između studenata i profesora na vrlo niskom stupnju. Povećanje interakcije između studenata i profesora dovelo bi do napretka studenata u obrazovanju i tako bi se povećao njihov stupanj interakcije, ponosa i osjećaj samo-učinkovitosti.

Kako literatura pokazuje, mnoga istraživanja su provedena teorijski i empirijski da bi se ispitao pojam društvenog kapitala. Nekoliko istraživanja spomenuli smo u ovome radu. Međutim, izviješća i istraživanja provedena su s raznim pokazateljima i na različitim uzorcima. Zbog toga se rezultati ne mogu usporediti te je prisutna potreba da se provedu daljnja istraživanja radi određivanja pokazatelja u različitim

kontekstima s različitim uzorcima. Imajući to na umu, ovo istraživanje provedeno je da bi se odredili pokazatelji društvenog kapitala s gledišta sveučilišnih studenata.

Metode

Istraživanje analizira pokazatelje društvenog kapitala s gledišta sveučilišnih studenata. Istraživanje je provedeno korištenjem anketne metode. Populacija se sastoji od svih studenata teheranskog Učiteljskog fakulteta, ukupno 10 865 studenata. Uzorak koji je sudjelovao u istraživanju sastoji se od 370 studenata koji su odabrani slučajnim odabirom na osnovi Morganove metode za određivanje veličine uzorka.

Da bismo mogli usporediti dobivene srednje vrijednosti s očekivanom vrijednošću, prikupljeni podatci analizirani su t-testom. Alat za prikupljanje podataka bila je anketa koju je sastavio sam istraživač, a koja sadrži 50 pitanja višestrukog izbora (5 izbora za svako pitanje) na osnovi Likertove skale. Valjanost ankete potvrdilo je 30 stručnjaka i njezina pouzdanost procijenjena je na 0.89 prema Cronbach alfi.

Obrazovni sustav i okolnosti istraživanja

Teheranski Učiteljski fakultet osnovan je prije 59 godina s ciljem obrazovanja kadrova za obrazovni sustav u Iranu i od tada se postupno razvija do danas. Fakultet trenutno obrazuje kadrove za sve smjerove, osim za medicinu, i na svim stupnjevima visokoškolskog obrazovanja: prvostupnici, magistri i doktori znanosti. Učiteljski fakultet u Teheranu državni je fakultet i po završetku srednjoškolskog obrazovanja i polaganja prijemnog ispita, studenti mogu upisati fakultet i besplatno studirati.

Rezultati

Prvo pitanje: U kojoj mjeri može javna svijest utjecati na razvoj društvenog kapitala?

Tablica 1

Tablica 2

Rezultati dobiveni u tablicama (1) i (2) pokazuju da je dobiveni 't' ($t = 17.87$) na alfa razini od 5% značajan; drugim riječima, postoji značajna razlika između dobivene srednje vrijednosti (3.73) i one očekivane (3), na način da je dobivena srednja vrijednost viša od očekivane, te da je razlika između njih 0.737. Stoga se može zaključiti da s gledišta sveučilišnih studenata javna svijest ima značajnu ulogu u razvoju društvenog kapitala.

Drugo pitanje: U kojoj mjeri može javno povjerenje utjecati na razvoj društvenog kapitala?

Tablica 3

Tablica 4

Dobiveni rezultati u tablicama (3) i (4) pokazuju da je dobivena 't' vrijednost ($t = 30.12$) na alfa razini od 5% značajna; drugim riječima, postoji značajna razlika između

dobivene srednje vrijednosti (3.87) i očekivane srednje vrijednosti (3) u tome što je dobivena srednja vrijednost viša od očekivane srednje vrijednosti, a razlika između njih je 0.878. Stoga se može zaključiti da s gledišta sveučilišnih studenata javno povjerenje ima učinak na razvoj društvenog kapitala.

Treće pitanje: U kojoj mjeri može uža kolektivnost utjecati na razvoj društvenog kapitala?

Tablica 5

Tablica 6

Rezultati dobiveni u tablicama (5) i (6) pokazuju da je dobivena 't' vrijednost ($t=7.63$) na alfa razini od 5% značajna; drugim riječima, postoji značajna razlika između dobivene srednje vrijednosti (3.47) i očekivane srednje vrijednosti (3) u tome da je dobivena srednja vrijednost viša od očekivane srednje vrijednosti a razlika između njih je 0.477. Stoga se može zaključiti da, s gledišta sveučilišnih studenata, uža kolektivnost ima učinak na razvoj društvenog kapitala.

Četvrto pitanje: U kojoj mjeri može šira kolektivnost utjecati na razvoj društvenog kapitala?

Tablica 7

Tablica 8

Rezultati dobiveni u tablicama (7) i (8) pokazuju da je dobivena 't' vrijednost ($t=14.22$) na alfa razini od 5% značajna; drugim riječima, postoji značajna razlika između dobivene srednje vrijednosti (3.56) i očekivane srednje vrijednosti (3) u tome da je dobivena srednja vrijednost viša nego očekivana srednja vrijednost, a razlika između njih je 0.556. Stoga se može zaključiti da, s gledišta sveučilišnih studenata, šira kolektivnost ima učinak na razvoj društvenog kapitala.

Peto pitanje: U kojoj mjeri može institucionalno povjerenje utjecati na razvoj društvenog kapitala?

Tablica 9

Tablica 10

Rezultati dobiveni u tablicama (9) i (10) pokazuju da je dobivena 't' vrijednost ($t=18.54$) na alfa razini od 5% značajna; drugim riječima, postoji značajna razlika između dobivene srednje vrijednosti (3.91) i očekivane srednje vrijednosti (3) u tome da je dobivena srednja vrijednost viša od očekivane srednje vrijednosti, a razlika između njih je 0.904. Stoga se može zaključiti da, s gledišta sveučilišnih studenata, institucionalno povjerenje ima učinak na razvoj društvenog kapitala.

Rasprava i zaključak

Cilj istraživanja bio je odrediti pokazatelje društvenog kapitala na osnovi gledišta sveučilišnih studenata, korištenjem anketne metode. Rezultati su pokazali da pokazatelji javne svijesti, javnog povjerenja, šire kolektivnosti, uže kolektivnosti i institucionalnog povjerenja mogu povećati društveni kapital prema stajalištu sveučilišnih studenata.

Marjaee (2004) je primijetio da potencijalni pokazatelji društvenog kapitala mogu biti znanje i svijest, društvene i kulturne vrijednosti, socioekonomski rizik, te članstvo u institucijama i skupinama. U ovome radu svijest se smatra jednim od pokazatelja društvenog kapitala koji ima jak učinak.

Nadalje, Ahanchian (2005) je u svojem istraživanju otkrio da pokazatelji društvenog kapitala mogu uključivati jednaka gledišta i ciljeve, zajedničke vrijednosti, povjerenje, međusobno poštovanje, razumijevanje, prijateljstvo i potporu, savjetovanje i pozitivne uloge, omogućavanje sudjelovanja i konstruktivnog konflikta, uljudne dijaloge i humanizam. U ovome istraživanju također je pokazano da povjerenje i rad u skupini igraju važnu ulogu u razvoju društvenog kapitala.

Kao što se može vidjeti, rezultati prikazani u prikazanom radu slični su rezultatima većine onih koji su se bavili istraživanjima u ovome području, kao što su Falk i Harrison(1998), Marjaee (2004), Ahanchian (2005), Ghaneerad (2006) i Acar (2011).