

PREDICTION OF SOCIAL CAPITAL BASED ON THE EMOTIONAL INTELLIGENCE IN EDUCATION MINISTRY

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ABSTRACT

The purpose of the present study is to Prediction of social capital based on the emotional intelligence at departments of education in Tehran during the school year of 2012-13. The research method is descriptive and has correlative type. The statistical population consists of all 5000 principals working at in the departments of Education in Tehran. The sampling has the stratified random and simple type and the sample size is obtained equal to 400 according to Kerjcie and Morgan Table. This study applies two standard questionnaires with the aim at investigating the relationship between the principals' emotional intelligence with social capital. Results: The first questionnaire is the standard questionnaire of social capital (2005) by Nazmohammad Ounagh with 28 items, and the second one is Goleman Emotional Intelligence Questionnaire (1995) containing 28 items. The validity of social capital questionnaire is 93%, 87% for emotional intelligence. The results of multivariate regression analysis indicate that there are a positive significant relationship between the principals' emotional intelligence and the dimensions (Self-Awareness, Self-Motivation and Empathy) with social capital at departments of education. Finally, the regression equation is obtained as follows. Social capital= $97/548 + 0.11$ (emotional intelligence). Social capital= $142.961 + (2.07)$ Self-Awareness $-(1.37)$ Self-Motivation $+(1.006)$ Empathy.

Keywords: *Emotional Intelligence, Education, Prediction, Social Capital*

INTRODUCTION

Social capital is considered a source that can be applied by individuals and groups in order to achieve desired results. The concept is used in many contexts by social analysts to describe a wide range of social procedures and helps us understand the question why some people, groups and classes achieve economic, political or social outcomes more positive than others (Alvani, 2005).

Education system is one of the most important and complicated products of human achievements. In recent decades, the changes have revolutionized the social systems and organizations; hence, scientific centers, in general, and education s, in particular, are more addressed to satisfy new expectations. Regarding the key role of education, Green (Liukkonen, 2004), explains that education provides the technical knowledge and skill that industry requires it in future and the fact that governments depend on this knowledge to have an effective and strategic programming. Because of profound changes which have affected our today's world, the education s, even more than ever, have been in the focus of prolonged international and social discussions which devote to the goals and ideals of education s as well as their roles in guidance and leadership (Isham, 1999).

The evolution from an industrial society to a knowledge society is characterized by the rapid growth of intangible assets and social activities with regard to tangible resources and physical based processes (Nemati, 2012). Although intuitive, the notion of social capital is difficult to define, particularly at aggregate levels, it could be defined as a sum of current and potential resources incorporated in, available in and derived from the network of relations possessed by an individual or social unity (Oh, & Labianca, 2004). From a corporative point of view, which means that social unity is the organization, social capital could be understood, according to Bourdieu and Wacquant (Feizi, 2009), as a sum of resources accumulated in the organization by a stable network of intra organizational relationships. In the same vision, Coleman (Burns, 1978), defines the concept as the appropriateness of social structure, strategically legitimized in the organization. Coleman, (Fukuyama, 1995), introduce the term organizational social

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capital as an attribute of a social entity, and argue that the translation of individual into organizational social capital is crucial for an organization to reap the benefits that develop through its employees' social exchanges. In this vein, organizational social capital can be understood as a resource reflecting the character of social relations within the firm that is realized through members' levels of collective goal orientation and shared trust.

The concepts of social capital seem to have been classified into three different groups:

Cognitive Dimension: The cognitive dimension of social capital refers to attributes like a mutual belief or shared paradigm that promotes a common understanding of collective goals and the proper ways of acting in the social environment (Smith, 2006). The social capital's cognitive dimension may enable knowledge sharing in the sense that stories, shared language, customs and traditions can bridge the tacit-explicit division as well as division in terms of; for example, old-timers-newcomers (Lochner, 1999). The cognitive dimension refers to those resources that provide shared representations, interpretations, and systems of meaning among parties. This includes shared language and codes as well as shared narratives, which increase the mutual understanding among individuals and help members to communicate more effectively (Feizi, 2009).

Structural dimension: The structural dimension of social capital focuses mainly on the density of networks and on bridging structural holes (Burt, 1992; Wasserman & Faust, 1994). Structural social capital facilitates information sharing, and collective action and decision making through established roles, social networks and other social structures supplemented by rules, procedures and precedents (Smith, 2006). **Relation dimension:** McDonald, has tried to include a motivational element into the design of expertise recommender systems. He augmented an expert recommendation system with social networks. So the recommender system would suggest first those experts who had the closest social ties with the person asking.

Education system is one of the most important and complicated products of human achievements. In recent decades, the changes have revolutionized the social systems and organizations, hence scientific centers, in general, and educations in particular are more addressed to satisfy new expectations. Regarding the key role of education, Green (Green, 1997), explains that education provides the technical knowledge and skill that industry requires it in future and the fact that governments depend on this knowledge to have an effective and strategic programming. In addition, education develops the people's attitudes and motivation in order to confidently work in a group and actively participate in the national development plans.

Educations are included in those social systems which have been recognized as the society's engine of raising awareness and the basic center of thought and reflection. Nowadays, no developed country is found that has reached its present status without relying on its active and equipped educations. Today, educations can be considered as the heart of the dominating and successful civilizations (Green, 1997).

Because of profound changes which have affected our today's world, the universities and educations, even more than ever, have been in the focus of prolonged international and social discussions which devote to the goals and ideals of universities as well as their roles in guidance and leadership (Feigenbaum, 1994). The most important issue in each system, especially in higher education system, is the selection and appointment of the managers and leaders in a way that they can effectively administer the higher education institutes.

Drucker believes that the managers are the most valuable resources of the organizations (Drucker, 1954). The qualified and knowledgeable managers are able to achieve the organization's goal using their own abilities, specialized knowledge and vocational experiences while they apply less resource and increase the efficiency of the organization. One of the qualifications that the university managers should possess is high emotional intelligence.

MATERIALS AND METHODS

Main Hypothesis: There is a relationship between the principals' leadership style and emotional intelligence with social capital at Department of Education in Tehran.

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Sub-hypothesis 1: There is a relationship between the principals' transformational and pragmatic leadership styles with social capital.

Sub-hypothesis 2: There is a relationship between the principals' emotional intelligence and social capital. This research is applied in terms of objective and is a kind of correlative study. The statistical population consists of all 5000 principals working as the management at department of Education in Tehran during the school year of 2012-2013.

According to the sample size in Morgan Table, 400 individuals are selected according to stratified random sampling and the questionnaire is distributed among them. The applied tools are the standard questionnaire of social capital (2005) with 28 items by Nazmohammad Ounagh, and then Goleman Emotional Intelligence Questionnaire (1995) containing 28 items, The validity of social capital questionnaire is equal to 93%, and 87% for emotional intelligence questionnaire,. The linear multivariate regression analysis and SPSS software are utilized for analyzing the obtained data. In this regard, the main question of this study is as follows: To what extent is the portion of each variable of principals' emotional intelligence and its dimensions in explaining the principals' social capital at Department of Education in Tehran?

RESULTS AND DISCUSSION

Results

The multivariate regression analysis is applied for examining the research hypotheses according to the research questions, types of variables, and collected data. The statistical indexes associated with the subjects' scores in social capital and emotional intelligence questionnaires are presented in Table 1:

Table 1: Summary of descriptive indicators associated with the principals' emotional intelligence and their social capital

	Mea n	Medi an	Mo de	SD	Skewn ess	Kurto sis	Minim um	Maxim um	Kolmogo rov- Smirnov	Significa nce level
emotion al intellige nce	1.073 3	1.050 0	96	2.09 52	0.331	-0.500	57	162	1.123	0.073
Social Capital	84.56 00	83	79	1.66 49	0.280	0.490	40	135	1.257	0.057

The values above indicate that the median, mode and mean are close to each other for all variables and the values of skewness and kurtosis, which are less than 1, indicate that the data is normally distributed and the mean can be used as an index in parametric statistics.

First hypothesis: There is a correlation between the principals' emotional intelligence with social capital at departments of education in Tehran.

In this regard, the linear regression analysis is applied to determine the contribution of each independent variable (emotional intelligence) on the dependent variable (social capital). The regression analysis allows the researcher to predict the variability of dependent variables through the independent variables and determine the portion of each independent variable in explaining the dependent variable; the results are presented as follows.

According to the data in Table 2, social capital variable can be justified by principals' emotional intelligence. The observed value of Table 2 also indicates that the linear regression model can be applied for prediction. Furthermore, According to the data of table, the emotional intelligence with beta coefficient of 0.091, $t = 0.823$ and significance level of 0.04.

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Table 2: Obtained regression coefficients

Independent variables	Unstandardized coefficients		Standardized coefficients	t	Significance level
	B	standard error of estimate	Beta		
Constant value	97.584	0.408		18.044	0.000
Emotional Intelligence	0.114	0.063	0.091	0.823	0.04

It can be concluded that according to the signs of calculated coefficients which are positive, there is a significant positive relationship between the principals' emotional intelligence with social capital. In other words, the social capital is increased by enhancing the principals' emotional intelligence.

Social capital= $97.584 + 0.091(\text{Emotional Intelligence})$

Second Hypothesis:

There is a relationship between the dimensions of principals' emotional intelligence and social capital.

Table 3: Obtained regression coefficients

Independent variable	Unstandardized coefficients		Standardized coefficients	t	Significance level
	B	Standard error	Beta		
Constant value	142.961	15.469		9.242	
Self-Awareness	2.079	1.013	0.406	2.053	0.044
Self-Management	-1.229	1.293	-0.226	-0.950	0.345
Self-Motivation	-1.376	0.905	-0.244	-1.520	0.02
Empathy	1.006	1.461	0.212	0.689	0.000
Social Skills	-0.654	2.200	0.074	-0.297	0.767

According to the data of Table3, the dimensions of emotional intelligence are significant(Self-Awareness with beta coefficient of 0.406, $t = 2.053$ and significance level of 0.04, Self-Motivation with beta coefficient of -0.244, $t = -1.520$ and significance level of 0.02 and Empathy with beta coefficient of 0.212, $t = 0.689$ and significance level of 0.000) and they can be concluded that according to the sign of calculated coefficient, which are positive, there are a significant positive relationship between the dimensions of emotional intelligence(Self-Awareness, Self-Motivation and Empathy) and social capital. In other words, the increased dimensions: Awareness, Self-Motivation and Empathy of emotional intelligence will enhance the principals' social capital.

According to the coefficients of table 3, the regression line equation is as follows:

Social capital= $142.961 + (2.07) \text{ Self-Awareness} - (1.37) \text{ Self-Motivation} + (1.006) \text{ Empathy}$

Discussion

In response to the First question, based on the relationship between the principals' emotional intelligence with social capital, the regression test is applied and the results indicate that there is a positive and significant relationship between the principals' emotional intelligence with social capital. This finding is consistent with the findings by the following researchers;

1- Tajik (Tajik, 2012), found the following results by conducting a study entitled as "Investigating the relationship between the students' emotional intelligence and social capital at Islamic Azad University of Varamin, Pishva":

Social capital has the structural, interactive and functional features and the functional (mutual support) is examined in this study. The results indicate that the more the individuals' social capital is enhanced in functional dimension, the more the emotional intelligence is increased. The married and employed people have higher social capital and thus higher emotional intelligence.

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2- Feizi and Abedini (Feizi, 2009), conducted a research entitled as "Investigating the relationship between the emotional intelligence and social capital (case study)" and found the following results: There is a direct relationship between the emotional intelligence and components of social capital, thus the social capital of organization can be promoted by considering the emotional intelligence index at the beginning of service and the emotional education during the service.

3- Brooks & Nafukho (Brooks, 2005), found a direct and mutual relationship between emotional intelligence and social capital by providing a model for effect of human resource development, emotional intelligence and social capital on operation.

In response to the Second question, based on the relationship between the dimensions of principals' emotional intelligence with social capital, the regression test is applied and the results indicate that there is a positive and significant relationship between the dimensions (Self-Awareness, Self-Motivation and Empathy) of principals' emotional intelligence with social capital. This finding is consistent with the findings by the following researchers; Tajik (Tajik, 2012), Feizi and Abedini (Feizi, 2009), Brooks & Nafukho (Brooks, 2005).

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