Prediction of social capital based on the emotional intelligence of the Managers of education Tehran

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Objective: The main objective of this study is to investigate the relationship between the emotional intelligence and the dimensions of principals' emotional intelligence with social capital at departments of education in Tehran during the school year of 2012-13.

Background: 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. Conclusion: 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 are 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, Prediction, social capital

INTRODUCTION

Social capital is considered a crucial and vital ingredient in the development of economic institutions [8], [14]. A vast variety of social processes, patterns and practices determine the social capital of a social unit, including social support, integration, social cohesion [11], team work, density of exchanges with colleagues [13], reduced probability of opportunism, cost of monitoring [13], encouraging cooperative behavior, facilitating the development of new forms of association and innovative organization [7]; [13] resolving disputes [9], taking advantage of new opportunities [10], and featuring the structure, not of the individual actors within the social structure; an ecologic characteristic, [12].

The concepts of social capital seem to have been classified in to 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 [16]. 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 (Hinds & Pfeffer, 2003). 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 communicate more effectively, [3].

Structural dimension: The structural dimension of social capital focuses mainly on the density of networks and on bridging structural holes [2]. 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, [17].
Relational dimension: McDonald (2000) has tried to include a motivational element into the design of expertise recommender systems. He augmented an expert recommendation system with social networks. Therefore, the recommender system would suggest first those experts who had the closest social ties with the person asking.

Regarding the key role of education, Green [9] 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[9].

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 [5]. 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 [4] believes that the managers are the most valuable resources of the organizations [4]. 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 education managers should possess is high emotional intelligence.

Based on the question above, the following hypotheses are examined:

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

hypothesis 1: There is a relationship between the principals' emotional intelligence and social capital.

hypothesis 2: There is a relationship between the dimensions of emotional intelligence with social capital.

MATERIALS AND METHODS

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:

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 |
|-----------------|---------|-----------|---------|-----------|----------|----------|----------|---------------|-----------|
|                 | Mean    | Median    | Mode   | SD       | Skewness | Kurtosis | Minimum  | Maximum       | Kolmogorov-Smirnov | Significance level |
| Emotional        | 1.0733  | 1.0500    | 0.96   | 0.2952   | 0.331    | -0.500   | 57       | 162           | 1.123     | 0.073           |
| Intelligence     |         |           |        |          |          |          |          |               |            |                 |
| Social Capital   | 84.5600 | 83.2795   | 79.84  | 1.6449   | 0.280    | 0.490    | 57       | 135           | 1.207     | 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.

Table 2: Obtained regression coefficients

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Unstandardized coefficients</th>
<th>Standardized coefficients</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>standard error of estimate</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Constant value</td>
<td>97.584</td>
<td>0.408</td>
<td>18.044</td>
<td>0.000</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>0.114</td>
<td>0.063</td>
<td>0.091</td>
<td>0.823</td>
</tr>
</tbody>
</table>

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. 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( Emotional Intelligence)

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

Table 3: Obtained regression coefficients

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Unstandardized coefficients</th>
<th>Standardized coefficients</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Standard error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Constant value</td>
<td>142.961</td>
<td>15.469</td>
<td>9.242</td>
<td></td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>2.079</td>
<td>1.013</td>
<td>0.406</td>
<td>2.053</td>
</tr>
<tr>
<td>Self-Management</td>
<td>-1.229</td>
<td>1.293</td>
<td>-0.226</td>
<td>-0.950</td>
</tr>
<tr>
<td>Self-Motivation</td>
<td>-1.376</td>
<td>0.905</td>
<td>-0.244</td>
<td>-1.520</td>
</tr>
<tr>
<td>Empathy</td>
<td>1.006</td>
<td>1.461</td>
<td>0.212</td>
<td>0.689</td>
</tr>
<tr>
<td>Social Skills</td>
<td>-0.654</td>
<td>2.200</td>
<td>0.074</td>
<td>-0.297</td>
</tr>
</tbody>
</table>

According to the data of Table 3, 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 0.221, t= 0.689 and significance level of 0.04) 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) Self-Awareness - (1.37) Self-Motivation + (1.006) Empathy

Discussion and Conclusion:

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 [15] 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.

2- Feizi and Abedini [6] 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 [1] 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 [15], Feizi and Abedini [6], Brooks & Nafukho [1]

REFERENCES