

Study of Relationship between Psychological Capital and Social Capital among Women Teachers

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ABSTRACT: This study is aimed at investigating the relationship between psychological capital and social capital among the women teachers Behbahan elementary schools. Research method is of descriptive type. The population of the research consists of women teachers Behbahan elementary schools (N= 230). The statistical sample (n=140) was specified by Morgan table and was selected through sampling method. To collect data, 2 questionnaires including Luthans (2007) psychological capital questionnaire and Abili (2011) social capital questionnaire were used. To analyze data, Pearson correlation coefficient and regression were used. The analysis of the data showed that there is a signification relationship between psychological capital and social capital. Therefore, it seems that the investment on psychological assets is practically an investment on the other capitals (human and social).

Key words: Psychological Capital, Social Capital, Women Teachers

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INTRODUCTION

Inclusive changes including the growing needs for information and education, necessary needs for innovation and creativity, regular progress, change toward flat and flexible organizational design, tight relation between the organization and networks of customers, suppliers and competitors require the leaders of organizations to establish social capital as a distinct organizational qualification (Seyednaqavi and Miri, 2011), and this could provide the organization with the grounds of success with the required opportunities. Lesser (2000) named two factors, importance of organization based on networked economic growth and knowledge as the incentives that could move the organizations toward social capital (Lesser, 2000). According to Fukuyama (1995) one of the effects of social capital in organizations is increasing the productivity of the human workforce. The other effects of social capital on organizations are effects on productivity of individuals and groups (Putnam, 1995), facilitation of innovation and entrepreneurship (Adler & Krwon, 2002), facilitation of learning and promotion of improved performance (Hatala, 2006), improvement of knowledge management (Parise, 2007), effects on creation and participation in organizational knowledge (Nahapiet & Ghoshal, 1998), sharing and transfer of knowledge (Levin and Cross, 2004) and exchange of resources (Tsai & Ghoshal, 1998).

Considering the importance of social capital in organizations, this study studying the relationship between psychological capital (independent variable) and social capital (dependent variable). The idea to consider social capital as a dependent variable in the study is because of knowing it as a basis for competitive advantage that could provide the necessary opportunities for the success of the organization. The reason for inclusion of structure of psychological capital as the independent variables of value by itself for every individual is the ability to grow it potentially and accept the assumption of its effect on parameters of human and social capital. In 1980s, the concept of social capital was noted intensively and could find a defined position among sociological theories (Tavasoli and Mousavi, 2005). Nahapeit & Goshal (1988) distinguished social capital from organizational approach as the total practical and potential resources available to individuals resulting from network of reciprocal relations owned by one individual or one social unit.

According to Nahapeit & Goshal (1988) social capital consisting of three cognitive, structural and relational dimensions. The structural dimension consists of communicational models among members of one group or social unit. This dimension refers to the size and intensity of links or socialization activities (Portes, 1988). The cognitive element of social capital refers to a source that provides manifestations,

interpretations and systems of common meanings among groups. The cognitive dimension consists of perception, beliefs and common cultural and social imaginations that are accepted by individuals through common concepts and memories and or common language and remain among them. The communicational dimension consists of trust, norms, undertakings and identity (Nahapiet & Ghoshal, 1998).

Psychological capital is one of the modern concepts that was raised in the third millennium and has entered the area of organization and management since 2006. Due to the unique role of it to produce organizational wealth, it changed to a center of research of elites and scientists of the field of behavior, human resources management and human capital (Hozoori et al. 2013). Psychological capital consists of positive characteristics and abilities of the staff, directors and general atmosphere of organization or the company, and also human capital and social capital are the intangible organizational capitals that unlike tangible assets are accompanied by less manageable costs and could have considerable results and outcomes (Hoveida et al., 2012). According to Luthans et al. (2007); Luthans et al. (2010); Luthans et al. (2008); Luthans et al. (2007) positive-centered psychological asset has four parameters of self-efficacy, hope, optimism and resiliency (Luthans et al., 2007). Amirkhani & Arefnejad (2012) concluded that psychological capital affects social capital. Hashemi et al. (2012) showed that psychological capital affects social capital. Avolio and Luthans (2006) concluded that there is a positive relation between psychological capital and social capital. Larson and Luthans (2006) in a study under the title of 'potential values of psychological capital to predict the job approaches' found out that there is a positive relation between psychological capital, performance and incentive of the staff. The other important outcome that they received from the study was that psychological capitals have positive effect on human and social investments of organizations.

MATERIAL AND METHODS

This study is primarily aimed at investigating the relationship between psychological capital and social

capital among the women teachers Behbahan elementary schools. Research method is of descriptive type. The population of the study are all the women teachers Behbahan elementary schools who were 230 (N=230). The volume of the statistical sample (n=140) was specified according to Morgan table and was selected. To collect data for analysis, 2 questionnaires were used. To measure psychological capital in teachers, Luthans et al. (2007) psychological capital questionnaire was used. This inventory comprises of 24 questions and 4 subscales of hope, tolerance, optimism, and self-efficacy. The reliability of this inventory was estimated by testing Cronbach alpha as 0.93. To measure the social capital, 24-question questionnaire of Abili (2011) which was made according to Nahapiet & Ghoshal model was used. The reliability coefficient of the questionnaire was 0.9744. In this questionnaire, 6 questions measure the cognitive dimension, 11 questions measure the relational dimension and 7 questions measure the structural dimension and the reliability of these three dimensions is 0.89, 0.95 and 0.89 respective. To analyze data Pearson's correlation coefficient and regression were employed to analyze data.

RESULTS

After studying the reliability and validity of the research tools in the introductory studies (in a group of 35 people out of the statistical society), the amended tools were used in the main study. Among the 140 distributed questionnaires to the respondents, 136 questionnaires were returned out of which 6 questionnaires were incomplete and were set aside and 130 questionnaires were analyzed. They are given in table 1 of the descriptive coefficients of research variables.

Hypothesis: There is a relation between psychological capital and social capital among the women teachers Behbahan elementary schools. Regression was used. Regression model and its equation are given in the following table.

The above table shows the correlation coefficient, square correlation coefficient or determination coefficient so that the degree of correlation among the above variables is 0.41 and at a high level. Also the

determination coefficient indicates that 17% of the changes of variable of social capital are covered by the psychological capital. Correlation between psychological capital and social capital was 0.42 and the determination coefficient was 0.17. To be more precise, 17% of the changes of the dependent variable of social capital are covered by independent variables. The Beta

amount of the psychological capital variable to anticipate the dependent variable is directly and positively 0.42. In other words, increased variable of psychological capital increases social capital. Also Pearson's correlation coefficient showed that there is a positive and significant relation between all aspects of psychological capital and social capital.

Table 1. Correlation coefficient between psychological capital and social capital

Error of estimation criterion	Square adjusted correlation coefficient	Square correlation coefficient	Correlation coefficient
16.77942	0.171	0.173	0.416

Table 2. Amount of independent variables coefficients according to standardized and non-standardized amounts

Independent variable	Non-standardized coefficients		Standardized coefficients	t	Level of significance
	Criterion error	B	Beta		
Fixed amount	5.519	30.220		5.858	0.0001
Psychological capital	0.059	0.484	0.416	8.262	0.0001

DISCUSSION AND CONCLUSION

The results of the analyses showed that the correlation between psychological capital and social capital is 0.416 and the determination coefficient is 0.17. Thus the existing relation between psychological capital and social capital is confirmed. To confirm the outcome of this research hypothesis regarding the significant relation between psychological capital and social capital, the background reports also correspond with these findings. Amirkhani & Arefnejad (2012); Hashemi et al. (2012); Avolio & Luthans (2006); Larson & Luthans (2006) found that there is a positive relation between psychological capital and social capital. Adler and Krwon (2002) made the point that the individuals who have high psychological capital have more capacity for group interactions and social participation because what connects the individuals together and helps the interactions survive is the psychological capital. Luthans et al. (2007) expressed that the individuals who have a high level of psychological capital try to achieve possible self from actual self during time and the requirement for materializing this process will be to develop social and human capital. In other words, the

people might have to seek developing their knowledge and skills (human capital) and developing their communication network (social capital) in order to find themselves. Since psychological value for each individual is mostly potential and developed as a valuable asset for each individual, the officials of schools can emphasize on growth of psychological capital through extending the necessary cooperation and training to grow and develop other assets such as social assets. In other words, investment on psychological assets is practically an investment on the other capitals (human and social).

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