

# Description and Recognition the Concept of Social Capital in Higher Education System

Forouzan Tonkaboni<sup>1</sup>, Alireza Yousefy<sup>2</sup> & Narges Keshtiaray<sup>1</sup>

<sup>1</sup> Department of Educational Science, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran

<sup>2</sup> Associate professor, Medical Educational Research Center, Isfahan University of Medical Science, Isfahan, Iran

Correspondence: Forouzan Tonkaboni, Department of Educational Science, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran. E-mail: ftonkaboni@gmail.com

Received: June 20, 2013      Accepted: July 29, 2013      Online Published: August 16, 2013

doi:10.5539/ies.v6n9p40

URL: <http://dx.doi.org/10.5539/ies.v6n9p40>

## Abstract

The current research is intended to describe and recognize the concept of social capital in higher education based on theoretical method in which a descriptive – analytical approach. Description and Recognition of the data, gathered from theoretical and experimental studies indicated that social capital is one of the most important indices for development and growth of higher education which has three components: social confidence, social integration and social participation. Social capital is obtained from educational institutes since preschool to higher education levels. Higher education is considered as a powerful producer of social capital. Thus, existing social capital is considered as the major precondition of creating opportunity, incentive and capability of individuals in higher education which influences knowledge creation through opportunity and combining capability and knowledge. Functions of higher education and social capital have mutual effects. In order to promote social capital, the elements of higher education must be formulated based on the components of social capital and needs of community.

**Keywords:** social capital, social confidence, social participation and social integration, higher education

## 1. Introduction

Social Capital is one of the most important characteristics of the growth and development of any society. Nowadays, social capital has reached to a new position in sociology and political science. Social capital is that traditional solidarity of a society within which individuals devote themselves in social projects to follow their personal interests. In addition, the effect of changes in socio-cultural conditions on social capital differs in various societies (Sharepour, 2001).

Studies have been conducted during last two decades on the concept of social capital have included a great majority of new theoretical products in sociology, thus researches on social capital have been developed either qualitatively and quantitatively. Furthermore, the issue of social capital goes further from a mere sociological concept and enters other field of humanities that one of them is higher education. The concept of social capital was introduced as a scientific and academic subject in early 20th century and was argued in social sciences text in 1980. Honifan presented the basic concept of social capital in an article from Virginia in the United States. Honifan knew the social capital as the assets that exist in people's daily lives, such as goodwill, camaraderie and friendship, sympathy and social relationships among individuals and families making up a social unit. Sociologist Ivan Light used the term of social capital in the 1970s, to describe the inter-city economy problems. In the 1980s, sociologist James Coleman used this term in a broader sense and on the other hand, Putnam researches were led to the formation of informal social capital and its usage in many interdisciplinary sciences. Higher education as an educational institution has a most important role to promote social capital in graduates. (Tavassoli, 2005)

The main aims of present research are, an attempt to describe and recognize the concept of social capital and provide theorists' viewpoints like Putnam, Coleman and Bourdieu and finally components, and functions of social capital will be considered. Then the concept of social capital in higher education system and the relationship between social capital and higher education system will be discussed.

The present study has investigated to answer the following questions:

- 1- What is the concept of social capital?
- 2- What is the concept of social capital in higher education system?

### *1.1 The Concept of Social Capital*

The concept of social capital in recent years according to the conducted researches has been suggested in many different areas such as social science, political science, economics, management and ... . In fact, the concept of social capital can be understood by carrier relationships based on the trust in the community and applied to a set of resources arising in the nature of social relations, which make life more pleasant and more desirable. (Bourdieu, 2003)

Nowadays, addressing social capital is very essential to the academic environment. The fundamental premise of social capital in community relations is relatively simple and straightforward and in other words, "investment in social relations with expected linkages. Pierre Bourdieu (2003) believed that social capital is the actual and potential sum of the result of a durable network ownership from more or less institutionalized relationships, familiarity and understanding between the people or group membership.

Bourdieu's approach to social capital is an instrumental view to any ability, skill and capability that the individual can achieve in society as attributed or acquired. It is used in advancing the position in relations with other groups and individuals. Bourdieu is the first person that has offered a reasonable and orderly analysis of social capital and stated that the social capital is created by the sum of potential or actual sources for The ownership of a durable network of more or less institutionalized relationships Among those who join a group.. However, these relationships may be available only in practice and material or symbolic interactions which help them in keeping their relations. Overall, Bourdieu emphasized on conversion of all different forms of capital and final reduction of these forms to economic capital. (Tajbakhsh, 2005).

The viewpoint of Coleman is that social capital can facilitate the relationships of the people within this framework, so that its absence in achieving a certain goal imposes additional costs to the community. In other words, as the physical capital leads to changes in different materials for shaping the tools to facilitate production, the social capital makes changes to the human (skills and abilities). It enables them to act in new ways. A part of social structure, which the social capital is based on it, includes assignments and expectations, conduit of information, norms and guaranteed performances encourage or prohibit certain types of behavior. (Coleman, 1990)

Compared to Bourdieu, Coleman influenced the concept of social capital extensively and proved that social capital is not limited to rulers and can be useful for the poor and marginal communities. For Coleman , social organization makes social capital . Like physical capital and human capital, social capital would not be replaced or exchanged completely. But it may belong to certain activities and represent a source since it is involved the networks of common values and trust. (Coleman, 1990).

Putnam considered the social capital as those features of social life, networks, norms and trust, which enables the participants to pursue their common goals with more effective methods. Different aspects of social capital can form the coordinated efforts and improve the efficiency of society. Social capital connects the people belonging to various social divisions and created a sociological perspective, which can provide broader identities and interactions (Putnam, 2005).

Social capital is a form of potential energy and facilitating action, which can be used in different levels of social structure. (Micro level, intermediate and Macro level). Two conceptual and important elements of social capital are latent resources and networking opportunities. The results of investments in relationships and social networks are classified in relation with two types of instrumental and declaration actions. Instrumental action includes three types of output in economic (wealth), political (power) and social power (reputation). In the category of declaration action, the social capital is a tool to consolidate resources and defense against the possible loss (Tavassoli, 2005).

### *1.2 The Components of Social Capital*

Social capital is made up of three components: social confidence, social participation and social integration. These three components are in a mutual relationship and they reinforce each other and sociological concepts.

#### *1.2.1 Social Trust*

Social trust is a concept that is shown in the process of social interaction between individuals and social organizations together derived from justice, equality and social security. Anthony Giddens (2008) knew the

social trust influence on the development process as the underlying core and main infrastructure in modern societies. Wherever there is a high level of social trust, the participation and cooperation of the people in the realm of the social arenas are more and there will be less social pathologies.

The concept of trust is one of the important and vital components of social capital, which is regarded as one of the basic preconditions of social participation, basic trust and a factor contributing to the sense of participation (Barbalet, 1996).

There are three main components in the moral community, which the first one is trust. It means the expectation from the others to act honestly for them. Loyalty is the second component, which means to pledge the breach of trust to those who have trusted us. The third component is synergies, interests of others and preparation for the job done by others. (Sztompka, 2007).

### 1.2.2 Social Integration

Another important component of social capital is social cohesion. Social cohesion occurs when the emotions are regulated by cultural symbols, where people connected to the congregation will be social, where the set of actions are coordinated by the norms, where it is assumed that there are legal inequalities. Social cohesion can be observed in traditional societies. Traditional communities in their evolution will be affected by some factors, which will bring changes and mechanical integrity. The best of these factors is the progress of dividing the work that causes a huge change in traditional societies. In fact, due to dividing the work, the traditional society based on mechanical integrity becomes an industrial society based on organic solidarity (Akbari, 2004)

### 1.2.3 Social Participation

Social participation is among the other components of social capital. Social participation according to Putnam definition is collective efforts in a specific context, which the members are seeking to achieve their objectives by resource alliance. In other words, community participation is a process, which each of the participants is encouraged to action and collaborative practices, by thought and contemplation and supervision of their financial wealth. Partnership is a kind of meaningful action that is evident in the interactive process between the actor and the social environment to achieve specific and predetermined goals. In the other view, participation is stated as a conscious power sharing process of scarce resources and providing opportunities for the lower classes of the population to improve their living conditions. Gaotri believes that participation is a social, general, integrated, multi-dimensional and multi-cultural process, which its purpose is to serve all the people at all stages of development (Azkia, Ghaffari, 2004).

### 1.2.4 Functions of Social Capital

Social capital, in addition to the above concepts has other important and essential functions that make significant impact of social capital in communities. These functions include economic performance, social functioning, cultural function and political functions. From economic perspective, social capital can be considered as one of the governments, organizations or community's capital. In models in the past, only human capital was raised, which was mostly based on expertise, knowledge, skills and work force at various levels of employees and managers. Social capital is the economic reserve of social and cultural components between human capital that it can be easily observed in the economy of any countries in reliability and spirit of cooperation between the human capitals, in order to achieve the community economic goals. Economic studies show that a large part of the economic development of any country was formed by using this hidden wealth of the social capital (Saifullahi, 2005).

Social capital is an access tool to economic and cultural resources through the social interactions. Whatever the trust is higher and the sense of being valued in the community, that community would be more dynamic with further activity participation. The higher the social capital, the population threshold will be higher about crime and deviance and the community is safer and cleaner. In a society with high social capital, the managers have to work and interact with each other to achieve to the designed goal and the people are pretty satisfied. This will increase the public trust towards each other and their managers (Saifullahi, 2005).

On the other hand, social capital is considered as the infrastructure and cultural development of the society by increasing the reliability in different parts of the community. Social and cultural relations are smoother and less costly. From other important social capitals in the cultural sector are particularly susceptible young people. With the formation of their personalities in a culture-dominated society, they contribute to the economical, political, and social development. Socialization of these social capitals in the dominant culture of the society is an important issue, which should be considered in order to use their creativity and innovation in culture, economics, and politics (Kavianpour, 2007).

Social capital is necessary for political development, which comes with community participation in their fate and all related matters. The individuals with such actions, contribute to community development and increase the social capital and the political development occurs gradually (Rush, 2010).

Political participation is the basis of every person desire to engage in different levels of activity in the political system or participation in political processes, which leads to the selection of political leaders and determines public policy or impact on it. Therefore, the political contribution is firstly, a social activity, secondly, to act voluntarily and thirdly, having a close relationship with social status (Abercrombie and others, 2001).

The figure -1 shows the structure of social capital:

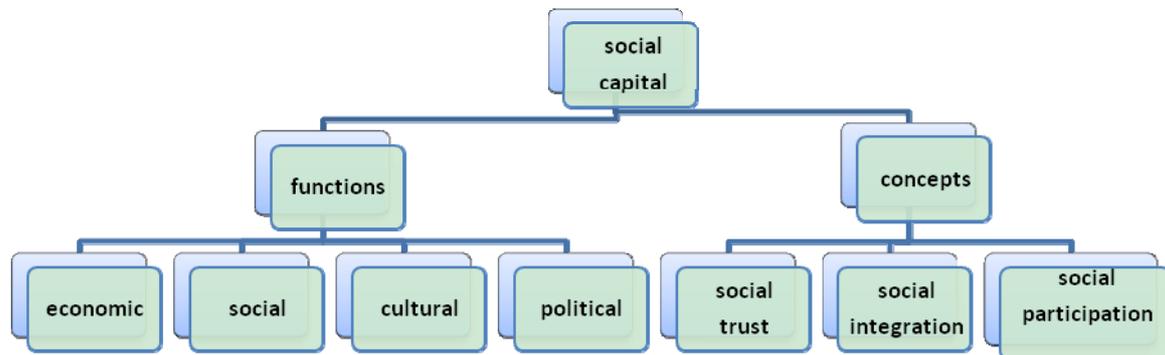


Figure 1. Structure of social capital

### 1.3 The Concept of Social Capital in The Higher Education System

In modern societies, the education systems as the main and effective factor in the economic and social developments have focused their fundamental task on these cases, all-round education, talents and population growth and training of professionals and skilled work force, transmission of cultural values and science and technology. The educational system is producing the trained and skilled work force and the growth of individual capabilities in all aspects of society. Therefore, the education system needs the significant part of this professional and skilled work force to survive, sustain and enhance its developmental movement.- In the recent decades, the position and importance of human capital has been located at the center of national development. The labor, not only as a growth factor, but also as the core of development forms the foundation of the wealth of nations. Human capital is a key factor in the knowledge-based development and produced by appropriate training, supply of skills, and physical and mental health. Today, the domain of human capital transfer between the countries has changed from higher levels to transfer skills and expertise in the various fields due to developments in the labor market, new technologies and rapid advances in science and technology. Those countries have the possibility to attend in the future global markets that have been prepared the specialist work force or in other words, skilled and healthy human capital to enter this arena (Afsharnejad, 2011).

Educational institution as a social institution and in terms of structural and corporate functions considers the roles and activities of the organizations and realization of its goals and objectives. These functions (such as cultural transmission and socialization) are important to maintain social order and the followings are among the functions of the educational system, preserve and transmit culture, innovation, exploration of new knowledge and assigning people to different positions in society (Sharepour, 2004).

In the organic community, only the government can operate as a powerful and public factor through education to help building solidarity and social cohesion (social capital). Due to the dissociation and allocation of issues, it makes divisive, dispersion and alienation of cultural values. The emergence of the governmental systems of public education, which includes the specialized higher education, in fact, is the characteristic of an organic community (Alagheband, 2002).

The process of obtaining skills and evaluation through education shall not be considered as a consumption; rather it should be seen as an investment, which is productive in terms of personal and social including three factors of abilities, skills training and education, and human capital. Human capital increases like financial capital by investing. Education is the main instrument of investment to increase human capital (Sharepour, 2004).

#### *1.4 The Relationship of Social Capital with the Higher Education System*

Improving education and human capital has an increasingly positive effect on the main components of social capital, namely: trust, links and networks, because education is coupled with academic socialization. In the recent years, education through the educational institutions and especially higher education has been suggested as one of the powerful producers of social capital. Education can promote the social capital variable. Education and training in an academic setting with its own subculture is the transferor of the values, norms and culture of its own. It brings ties and new social networks and leads to the development of social capital of the students in the educational system (Zaker Salehi, 2008).

Today's, the modern world is identified in association with outputs of the higher education system. The higher education system is responsible for production of knowledge and training of citizens who are able to survive in the modern world today. The international institutions like UNESCO defined objectives and duties of higher education systems as exploitable knowledge production, reproduction, broad dissemination of education, explanation and broadcasting cultural tradition of society as well as enhancement of political self-awareness. According to the Universal Declaration of Higher Education (1999), educating professional students and training responsible and participating citizens have been counted as the most salient and fundamental tasks and purposes of higher education (UNESCO, 1999).

Furthermore, the ultimate goal of higher education is extensive enjoyment from results and experiences of all of social organizations and institutes in field of planning and use of human resources are available in the higher education system. This of course, can be evaluated through public motivation for productivity and role of university as well as active participation in all activities ignoring instrumental rationality (Farasat khah, 2010).

Therefore the requirement for the formation and survival of the scientific community is the interaction with scientific networks and links based on special reward system and participation in the generation of new ideas in natural communities. The development of the scientific community will enhance the corresponding social capital. In such circumstances, the performance of education systems and higher education is not just training. Indeed, higher education is not a business institution or a diploma mill building to make mass-produce graduates and its problems especially the problem of unemployed graduates. On this basis, formal trainings are only a part of the academic programs in the higher education system. Scientific spirit, criticism, creativity, ability to science communication, to be creative and the ability to combine and integrate ideas should be formed in the higher education (university) students. At the same time, the followings should be strengthened, future anticipation, participatory and identity verification to interact with others in university setting. Therefore, the higher education system, not only in the field of education but also, since education and social capital communicate with each other, the university should have the ability to generate social capital.- The system of higher education is the last loop of civic education of the people. Those who have reached to an acceptable level of social management in the cognitive, emotional and practical aspects. (Zaker Salehi, 2008).

Several studies have shown a relationship between education and social capital. Almond and Powell have emphasized on the role of education and training in determining the economic and social base of the people and promoting the participation and social capital levels. They have evaluated that more educated citizens have further qualified professional skills and seek partnerships and perspectives. Daniel Learner is a modernization expert in spreading the mass media and the promotion of literacy and education. He believes that the partnership as the most important element of mental fitness for renewal and social capital. In Ingles viewpoint, education is one of the most important symbols of modern values and each year of additional education increase the values of modernism by two to three degrees in modernization scale from zero to 100. (Niazi, 2002).

Consequently, increasing the education, training and study can enhance social cohesion, reduce the feeling of alienation and increase the participation as a key component of social capital. In other words, the promotion of education is considered as an important resource for the generation mobility. Formal education and experiences of the career can help the people to increase their potentials for independent decision-making and led towards the meta-material (Abbasi Moghadam, 2009).

Based on the findings of Huntington (2001), in the study of the participation role in the process of economic and social development, it has been stated that among the dignity variables, education has the greatest impact on the social and political participation. Participation rates are more in the high-income families and highly educated people against the low-income families and those with low education. In other words, teaching is one of the fields that popular participation comes in the clearest way. Therefore, participation in building schools and universities, production of training materials and in designing training programs, education and political and social awareness are factors in increasing integration and social participation. People with higher socio-economic

knowledge base know the need for community cohesion more than the others and show the highest level of community participation (Hafster and Jianoos, 1997)

The purpose of this study to explain the role of higher education in promoting social capital according to the definition of social capital.

## 2. Method

The present research according to its nature and purpose of study followed a descriptive –analytical method. The components of social capital including social participation, social integration, and social trust in higher education system were identified and explained. To do this, the data were collected from Persian and English books, dissertations, and review of theoretical and experimental background texts.

## 3. Findings

considering the purpose of current research, findings are presented to answer first question the concept of social capital, and the relation of social capital and higher education system with regard to theoretical and experimental background are discussed to answer second question.

### 3.1 First Question: What is the Concept of Social Capital?

During recent years, the concept of social capital is has encounter with different alterations because of that new capital theories including human capital, cultural capital and social capital have been emerged. However, in spite of all theoretical modifications of new theories, the core idea of concept of capital, i.e. investment with expected efficiency, have been incorporated in all of sub-theories of capital. New theories of capital additionally, concentrate on personal interaction and structural situations in the process of investment (Ritzer, 2010).

The World Bank defines social capital as a phenomenon resulted by the impact of social institutions, human relations, norms, and quality and quantity of social interactions which have an outstanding effect on countries economy and development. Unlike other capitals, social capital takes no physical shape, but is the product of group and social interactions and norms whose increase can ends to considerable decrease in costs of managing society and operational expenses of organizations. (Woolcock, 2001)

According to the World Bank definition, one of the most noticeable indexes of growth and development in a society, social capital , contains other notions such as trust, cooperation, and contribution among members of a group or society that have formed a purposive system directs them toward achieving their valuable objectives (Tajbakhsh, 2005).

Huntington (2001) findings on role of participation in the process of socio-economic development indicated that from among status variables, level of education puts the greatest effect on the individual's social and political participation. Thus, rate of participation in families with higher income as well as higher education exceeds this rate for low income and low educated individuals

Roisen and Hiland (2003) concluded that university students' social capital in learning groups brings about group participation and leads to cognitive and moral development of group members that ultimately increase their iterations.

Taterman an Wulff (2007) conducted a research in order to evaluate understanding information at a virtual university through social capital viewpoint. They measured social capital and understanding knowledge by help of three variables (social identity, effective trust, participation and personal relation). The result demonstrated that knowledge comprehension efficiently takes place among sectors, locally connected networks, and networks outside department. Participants emphasized greatly on enthusiasm for understanding knowledge. Also, they complained about current conditions of dishonesty, competition for position, having no sense of belonging to the work place and etc .

Hihong Park (2006) investigated on the role of knowledge creation at an on-line university. According to him, the chief conditions for production of social capital are as opportunity, motivation, and ability. He reasoned that trust affects on knowledge creation through opportunity, motivation and ability of knowledge combination and factors like informal network, norms, common values and mutual trust are influential on knowledge creation.

In other study, Marjee (2004) worked on different social capital among educated individuals. The obtained results represented that among many components, there is a meaningful relationship between level of education and social capital. In other words, descending from doctorate degree to Master of Arts to college, a significant decrease is observable in most of social capital components. For instance, average political economic and social participation among college students is 18.10 which is 4.39 in doctorate level. Furthermore, average cultural

capital in college level is 8.13 that reduce to 7.75 in doctorate level. In addition, students' social capital had a reverse relationship with their years of education.

Other study conducted by Morshedi (2008) compared social capital of students are members of cultural-art communities with other non-member students about indexes of social trust, institutional trust, and cooperation out of university and found that these indexes are lower than average. Also, students were studying in lower semesters possessed higher inside and outside university social capital in comparison to students with higher semesters.

Helliwell and Putnam (2007) investigation in U.S.A. showed that increase in average educational levels , raises up social trust and does not decrease rate of participation as the second component of social capital. On the contrary, a similar study in Canada proved that consequence of graduated individuals depends on social movements that contain broader effects compared to what they learned at university.

Murphey and Dolan 's research (2002) carried out at time of tornado and water pollution crisis in Canada studied on the impact of education on individual's participation in group activities. The results revealed that higher educated people's contributed more than ordinary peoples during the crisis and also were more interested in taking part in group activities.

The above mentioned points imply that like other types of capitas, the social capital is productive as well. Presence of such capital, in fact, benefits cognitive and social development of individuals especially higher education students and graduates. By providing useful knowledge about existing opportunities through networks, individuals' interaction within social structure will be reinforced and accelerated. Consequently, the major purpose of the present paper is rooted in significance of social capital for achievement in the society, establishment and strengthening of new socialization among higher education graduates and facilitation of social interaction among graduates in order to make the social life as pleasant and desirable as possible.

### *3.2 Second Question: What is the Concept of Social Capital in Higher Education System?*

Education is one of commanding producers of social capital. Through creation of knowledge and necessary skills, establishment of networks (within-group capital) and strengthening of links among groups (inter-group capital), higher education students help to storage and creation of social capital. The educational process brings new social connections and networks that finally leads to enhancement of social capital of higher education students..(Farasatkah, 2010)

Ahanchian (2006) performed a research on the impact of higher education leadership on social capital . here, the common visions and purposes, common values, trust, mutual respect, group support, agreement and companionship, positive counseling and role playing, participation and empowerment, constructive conflict, conversation with the dominant winner, and altruism were taken into consideration ad components of social capital and leadership as the introductory educational leadership, investigatory leadership, fair and efficient management, strategy and enlightenment, revolutionary and participatory leadership as components of university leadership. The findings showed that social capital surpasses in groups their leaders play more the role of higher education leadership rather than other groups.

In another study, Rostami (2010) was doing the Ph.D. dissertation, tried to design and explain components of development of social capital in higher education of agriculture department. In following, through identification of components of social capital and providing apt strategies relevant to each component, offering a comprehensive program would contribute to development of social capital in higher education of agriculture department. Explanation of components of social capital confirmed that six realized components, social participation, social trust, social awareness and knowledge, socio-cultural values and social cohesion, totally clarified 74.37 per cent of variance of social capital development in higher education system.

In Iran also a research was planned by Zaker Salehi (2008) in order to evaluate the relationship between higher education and social capital. Through using meta- analysis method, the researcher reviewed the previously performed studies and concluded that unlike the trend in other parts of the world, in Iran educated individuals enjoy from no greater social capital compared to ordinary peoples. Since educated Iranians are transiting from tradition to modernism. In this period, in one hand traditional norms and connections have been disappearing and on the other hand, modern communicative norms and systems have been properly replaced with. Consequently, a type of anomic condition with different anomalies will happen .

.In other words, education is one of areas exhibits public participation as clearly as possible. Participation in building schools and universities, production of educational and educational aid tools are effective on designing of educational programs. Education and political and social awareness are recognized as factors augment social

participation and cohesion. Thus, highly aware individuals with higher socio-economic status, grasp more the necessity of cohesion in society and display the highest rate of social participation. ( Hafshter & Jianous, 1997).

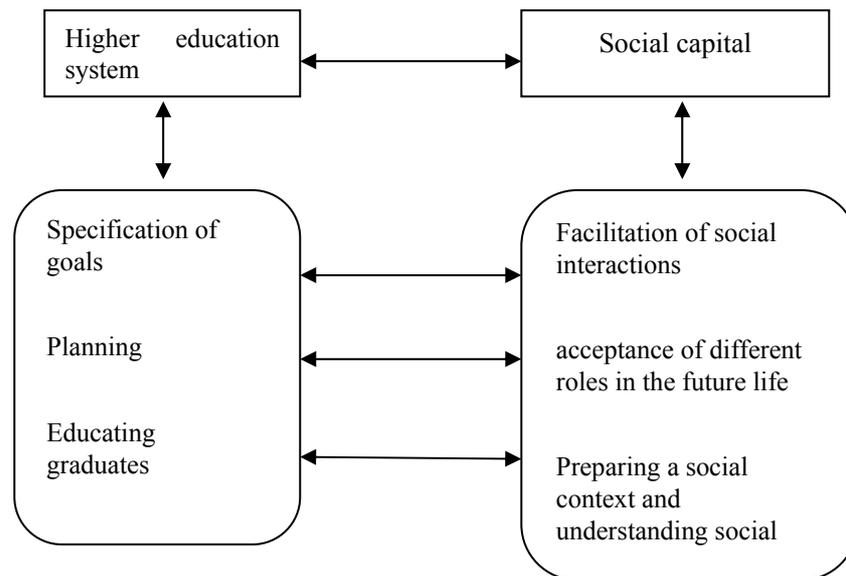


Figure 2. functions of mutual effects of social capital and higher education system

Considering the above points and figure 2, which represents functions of mutual effects of social capital and higher education system. we realize that higher education system through offering and specification of goals, planning, educating graduates and educational processes and on the other hand, the social capital with its three components as social integration, social trust and social participation via mutual relationship struggles to reach results like empowering for acceptance of different roles in the future life of graduates, preparing a social context and understanding social status, facilitation of social interactions, individuals adaptability with culture and social values, reinforcement the socialization as well as development of modern communicative networks.

#### 4. Discussion and Conclusion

In the response to the first research question The concept of social capital in the recent years according to the conducted studies by the researchers has been suggested in many different areas, such as social science, political science, economics, management and ... Today, it has been proven that one of the important aspects of any development is considering the social capital. Hence, social capital is considered as one of the most important characteristics of growth and development of any society. The concept of social capital is inclusive concepts such trust, cooperation and collaboration among members of a group or a community, which form a targeted system. Social capital leads them in the pursuit of worthy goals.

Application of the concept of social capital in the works of scholars and sociologists like Max Weber, Bruno Parsons has noticed to some concepts such as urgency, collective interest, values and social trust, which each of them includes a dimension of glimpse concepts. (Tavassoli, 2005)

However, the studies of Honifan who raised the issue first and Ivan Light, Logan Laurie and James Coleman led to the official formation of social capital and its use in many interdisciplinary sciences. (Coleman, 1990)

Social capital for the community and individuals has good functionality and benefits. In this regard, it can be cited to economic, social, cultural and political performance. In other words, social capital in the communities increases and expands the economy, culture and political participation of community members. There are three components in social capital, social trust (from justice, equality and social security), social integration (when the emotions of people have been done by their regulated cultural symbols, adjusted actions and harmony through cultural norms), and social participation (benefit from collaboration and participation in the group).

In the response to the second research question, the constituent institutions of social capital are including, family, educational institutions, religious institutions, market institutions, government agencies and civil society

organizations. However, the most important institutions for the growth, development and administration of social capital in the communities are educational institutions, especially universities and higher education system.

Most of the researchers (Zaker Salehi, 2008, Morshedi, 2008, Rostami, 2010, Murphy and Dolan, 2003, Park, 2006, Helliwel and Putnam, 2007) argue that social capital is the result of educational institutions, communities from kindergarten to university. These institutions made and grew by the same social capital.

Today in the social level, education in the broadest sense is synonymous with socialization. Creating social solidarity and modernistic enthusiasm spirit, which is the impact of educational organizations at the community level can be particularly effective in the improving community relations. Regarding that most societies have retail relationships with different cultures, gender, race and ..., training could show the community culture to the young people and the minorities. Thus, a relatively homogeneous population will be made with shared values.

Social networks based on learning environment influence on the attitude method about job opportunities, access to information and interact with students. Information sharing among departments, local interconnected networks and external networks effectively performed. Social capital is associated with academic achievement, innovation in the education and college period. Variety in the teaching methods can promote social capital such as group and service learning.

Education is able to promote the social capital variable. Education and training in an academic setting with its own subculture is the transferor's values, norms and its own specific culture. It brings links and new social networks that lead to the promotion of social capital of the scholars in the education system.

Social capital is stated as the main terms of opportunity, motivation and the ability of the individuals. Social trust influences on knowledge creation through the opportunity and the ability to combine the knowledge and motivation. These are effective in the educational issues, formal networks such as educational system and informal networks, norms, shared values and mutual trust.

The carried out researches in Iran about the investigation of the relationship and explaining the higher education system and social capital by the researchers (Zaker Salehi, 2008, Morshedi, 2008, Rostami, 2010, Sharepour, 2001) have shown that the educated people are in the transition from tradition to modernity. Educational system and academic socialization of the learners at the universities and higher education system are at a low level. They have just acted about the aspect of education and have not provided for the possibility of academic socialization. Loss of social capital and educated graduates is due to a sense of richness and needless of the community in parallel to the development of science and technical potentials. Therefore, in order to enhance the improving social participation and trust among the individuals, especially the educated people, it is necessary to prepare the objectives and curricula of education and higher education system based on the components of social capital and the requirements of the day. Higher education system must define its position to development of social capital and curricula have to be designed based on social capital.

For that reason, considering the research findings in response to the nature of social capital, explanation and recognition of social capital in theoretical backgrounds indicate that due to reducing complexities and ambiguities in concept of social capital and its relation with higher education system, it is recommend that social capital being tested in other educational and academic levels. Furthermore, for clarification of social capital the level of analysis should go above micro and intermediate level and in addition to higher education system, macro variables related to the notion of social capital need to be analyzed and recognized.

## References

- Abbasi-Moghadam, M. (2009). *The role of higher education in promoting education and citizen trust*. Kashan University: Research projects. {in Persian}
- Abercrombie, Nicholas, Hill, Stephen, Turner, & Bryan S. (2001). *Sociology of Culture*. Translated: H, Pouyan, Tehran: Chapkhsh press. {in Persian}
- Afsharnejad, Ahmad Reza. (2011). *Introduction of the concept of social capital*. *Journal Research Management And Capital*, 29. Tehran: Research Institute for Strategic Studies. {in Persian}
- Ahanchian, N. (2006). Academic leadership and social capital, a sociological approach to the management of higher education. *New Educational Ideas*, 2(3/4). {in Persian}
- Akbari, Amin. (2004). *The role and effect of social capital on social capital and political participation*, master's thesis, Tehran University, faculty of social sciences. {in Persian}
- Alagheband, A. (2002). *Educational planning and management*, Tehran: Ravan press {in Persian}

- Azkiya, M., & Ghaffari Gh. (2004). *Rural Development with Emphases on Rural Community of Iran*. Tehran: Nei Press. {in Persian}
- Barbalet, J. M. (1996). Social emotions: Confidence, Trust and Loyalty. *Introductory Journal of Sociology and Social Policy*, 16(9/10), 75-96.
- Bourdieu, Peter. (2003). *action theory, scientific evidence and rational choice*, translated: M, Modryha, Tehran: Nagsh- va- Negar press {in Persian}
- Coleman, J. S. (1990). *Foundations of Social Theory*. Cambridge, M. A.: Harvard University Press.
- Farasatkah, M. (2010). *University and higher education*, Tehran: Nei press {in Persian}
- Giddnes, Anthony (2008). *Consequences of Modernity*, translated : M, Salasi, Tehran: Center press {in Persian}
- Helliwell, John., F, Putnam, & Robert. D. ( 2007). *Education and Social Capital, Eastern Economic Journal*, 33(1).
- Hofstetter C. R., & Gianos C. L. (1997). *Political talk radio: Action Speak louder than words*, Journal of Broadcasting and Electronic medid, Broad cast EDUC, Washington, YG 946. FAL.
- Huntington, Samuel. (2001). *Political Order in societies undergoing transformation*, translated: M. Salas, Tehran: science press. {in Persian}
- Kavianpour, J. ( 2007). *urban management and social capitals*, Kayhan, No, 18777, p. 7. {in Persian}
- Loghmanifard, Hamid. (2010). *Examine the impact of social capital on social participation*, master's thesis, Islamic Azad University of Central Tehran. {in Persian}
- Marjaee, S., H. (2004). *Social capital among students*, the Institute of Research and Planning {in Persian}
- Morshedi, A. (2008). *Cultural centers of social capital in the state universities of Tehran*, Institute of Social and Cultural Studies of the Ministry of Science, Research Higher Education. {in Persian}
- Murphy, Brenda, Holly, Dolan. (2003). *crisis management and social capital*, translated: Hamid Reza Mohammadi, Journal of Social Welfare, Third Year {in Persian}
- Niazi, M. (2002). *Explaining social barriers affecting participation in Kashan in 2002*. PhD Thesis, Department of Social Sciences, University of Isfahan. {in Persian}
- Park, Hihong. (2006). The Role of trust on knowledge creation in a virtual university: A social capital perspective. *Journal of Knowledge management practice*, 7(4).
- Putnam, Robert. (2005). *Social Capital: Measurement and Consequences*, Kennedy School of Government, Harvard University.
- Ritzer, George. (2010). *Contemporary sociological theory and its classical roots: The basics* (3rd ed).
- Rossin, D., & Hyland, T. (2003). Group Work Based Learning within Higher Education: An Integral Ingredient for the Personal and Social Development of Students. *Mentoring & Tutoring*, 11(2).
- Rostami, F. (2010). *Design and development the components of social capital in agricultural education*. Ph,D, Thesis, Tehran University, faculty of agriculture. {in Persian}
- Rush, Michael. (2010). *Politics and society (An introduction to Political Sociology)*. Translated: M, Saburi, Tehran: Third Edition, Samt press. {in Persian}
- Saifullahi, S. (2005). *Sociology of Social Problems in Iran*, Collected Essays and Reviews, Tehran: Sina jame-e pajooohan press. {in Persian}
- Sharepour, Mahmoud (2001). Social Degradation and its Consequences, Iranian. *Sociological Association journal*, 30. {in Persian}
- Sharepour, Mahmoud. (2004). *An experimental project of social capital in the province of Mazandaran*, Mazandaran University {in Persian}
- Sztompka, P. (2007). *Trust: A Sociological Theory*, Cambridge: Cambridge University press
- Tajbakhsh, Kian. (2005). *democracy and development, trust and Social Assesst*, Khabaz, Afshin and Hassan Pooyan, Tehran: Shirazeh press. {in Persian}
- Tavassoli, G. H. ( 2005). Social capital- invisible wealth. *Journal of Economic Hayat*, 25. {in Persian}

- Totterman, A., & Wulff, G. (2007). what a social capital perspective can bring to the understanding of information sharing in a university context. *Ir Information Research*, 12(4).
- UNESCO (1999). *Global Statement of higher education for the next century*. Translated: Javdani, Tehran: Institute of Research and Planning in Higher Education.
- Woolcock, M. (2001). The Place of Social Capital in Understanding Social and Economic Outcomes. *sumo: Canadian Journal of Policy Research*, 2(1), 1-17.
- Zaker Salehi, G. R. (2008). The Paradox of Social Capital of Iranian Educated People: Survey and Study on the Relationship Between Higher Education and Social Capital in Iran. *Journal of Engineering Education*, 40(1), 25-51, Agah press. {in Persian}

### **Copyrights**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).