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**THE REVIEW OF SOCIAL CAPITAL DIMENSIONS OF STUDENTS IN PAYAME
NOOR, PERSIAN GULF, ISLAMIC AZAD AND APPLIED SCIENCE AND
TECHNOLOGY UNIVERSITIES OF BUSHEHR CITY: USING SWOT MODEL**

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ABSTRACT

Social capital is a concept that discusses about the quantity and quality of the relationship between the individuals. The aim of this study is to investigate the social capital of Persian Gulf, Payame Noor, Islamic Azad and Applied Science and Technology Universities at Bushehr city. The statistical population under present study is the University of Bushehr. The Number of 350 people at statistical population is obtained based on Cochran formula. Methodology is according to survey and analyzed using the data collected from the questionnaire and SPSS software and also descriptive and inferential statistical method. Then, by using SWOT quantitative model, social capital is analyzed. Three indicators to measure social capital are community participation, social networking, and social trust. The differences between average levels of social capital in different universities are significant and Persian Gulf, Islamic Azad and Applied Science and Technology Universities have the highest and lowest social capital, respectively.

The results from SWOT quantitative models showed that the social capital indicators in relation to internal factors usually indicate the high ability of Bushehr universities and external factors is weak that are needed to be used in order to maintain and turn it into a modern and dynamic

Social capital (ST contingency strategy) that's mean the utilization of abilities to deal with the threats.

Keywords: Social Capital, Bushehr City, SWOT quantitative model.

INTRODUCTION

The concept of social capital is such an idea that is generally used at different levels in contemporary political discourse and social science. At the most general level, social capital represents the features of a society or social group that increases the capacity of collective and voluntary organization for solving mutual problems or issues between public. Social capital is one of the most controversial and contentious concepts that has been proposed in the developed field. In developed countries that social relations are based on an individualistic culture, the concept of social capital is one of the key concepts. Also, in underdeveloped countries, this concept is now rapidly becoming a new analytical tool in the study of economic and social development. In the situations where there is not a social capital which means the ability of collective use and with the cooperation of resources for public task, it is unlikely that only financial capital and increasing human capital (through education) can lead to positive outcomes such as economic growth and poverty reduction or greater participation and accountability of public institutions (Tajbakhsh, 2006). In

today's society without social capital, achieving to development will not be possible, because without this investment, the use of other funds will not perform optimally. Although social development can not be reduced to the concept of social capital meaning, but without doubt it can be judged that social capital covers an important part of the concept of social development (Ghasemi and others, 2006).

Social capital is also a necessary condition for fruitful investment and economic policies, but not a sufficient condition. Closer examination of our social capital suggests us that without it, the community can get nothing. Social capital is a hidden wealth that arises from psychological readiness of a community to cancel the interest and engage in collective action. Social capital is a form of capital that potentially exists in all human societies and needs to come together and fulfill special conditions for rationalization that rarely provided. In fact, Social capital refers to common ideals, consensus and social cohesion, have strong incentives to develop, acquiring increased fame, trust, honesty and mutual respect of people toward

each other, respecting the values and norms and ethics and avoiding any manifestation and hypocrisy of social action to help the dynamics of society (Ketabi and others 2004). Social capital is an important factor that provides the social, cultural, economic, political developments in any society and puts all the requirements which are necessary for development in itself. Today, Social capital plays much more important role of physical and human capitals in organizations and communities and the networks of social and group relationships are integrating between people and organizations. In the absence of social capital, other capitals lose their effectiveness and paving the way for cultural and economic development is rough and difficult (Putnam, 2000). Social capital is associated with many human and social development indicators such as education level, Human Development Index, the United Nations Development Programme (including lifetime education, income per capita, gross domestic product) and the density distribution of access to mass media (Poormosavi, 2002). In the most general level, social capital is such characteristics of a society or a social group that increases the capacity of collective and voluntary organization for solving mutual problems or issues between public (Tajbakhsh, 2006).

Although several studies about social capital, dimensions and factors affecting it were carried, but less comparative study of social capital among different groups have been investigated. Therefore, this study aims to evaluate and compare the social capital among students of Bushehr city and the factors affecting it.

RESEARCH BACKGROUND

One of the fundamental factors affecting the development and stability of a country is having the required level of social capital. Social capital is such an important context that it has been described as an invisible wealth and by this factor, solidarity, trust reciprocal, confidence and solidarity at the society are generally provided. Recognizing effective elements strengthen or weaken social capital can help in the development of social capital dimensions and enhance social and economic performance of individuals in the community. The concept of social capital which is kind of sociological is considered as a proper ground for the productivity of human and physical capital and a way to achieve success. Managers and those who create social capital in the organization, pave their way to success of corporate job. If we define sociology as a science studying the relations in a community, then social capital is the extent of sociology life. The first study

about the concept of social capital was done by French Alexis de Tocqueville. He knew the informal voluntary associative relations of American people against formal relationships of Europe more dynamic and they are to preserve democracy.

In the early period of development in economic sociology, the idea of social capital was used by Max Weber with his famous study about the Protestantism and the Spirit of Capitalism. Weber suggested that the Protestant religion is widely important in US economic growth. This effect developed through the use of voluntary associations. For the first time, the term social capital was used by "Ledia Hanifa" in 1916. She defined the social capital as a group of tangible elements such as goodwill, friendship and trust, empathy and social relationships between people and families which are important in everyday life. Hanifa believed that social networks have economic value. After Hanifa, the idea of social capital has disappeared for decades. However, in 1960, Glenn Loury used this term to describe the economic problems in cities. Loury applied social capital to describe the social relationships between people. In his opinion, social capital is a force that exists in the nature of social relations. In 1961, Jacobs suggested the role of social capital in maintaining cleanliness,

dealing with street crime in the countryside and the ancient city in his work "The Life and Death of Great American Cities"(Ghafari,2006).

Term capital is one of the most important economic concepts that is used to describe the resources and assets which can be invested to generate income. Today, in addition to the funds that were raised traditionally, human, social, and institutional capitals enter into literature (Alavi, 2000). Term "investment" in social capital concept is emphasized that this capital is productive. This means that you will be able to create value, to do something, to achieve a goal, to do a mission in life and play a role in the world. Therefore, no one can achieve a goal without social capital; most social scientists emphasize on the role of networks and civil norms in the definition of social capital (Sharee Pour, 2006).

According to the definition of social capital, we can specifically point to three researches: Patnam from the tradition of political philosophy, Coleman and Bourdieu from sociological tradition, While Coleman works heavily influence North American researchers in the investigation on social capital and Bourdieu's works have been effective for European researchers. Also, Fukuyama believed that two points should be

clear in terms of social capital: first, social capital is a subset of human capital because it belongs to the group, not the people. Norms that form the basis of social capital has a meaning if and if more than one person are involved. Second, while social capital is the subject of politics and economics, so it is not necessarily a good thing. In this science, cooperation is essential for all social activities, whether good or bad (Fukuyama, 2000). Social capital is now one of the most controversial concepts of social science research and the academic and political literature of it have been increased rapidly. At the same time, social capital research becomes quickly to a new analytical tool for economic and social development in developing countries. At the most general level, social capital represents the features of a society or social group that increases the capacity of collective and voluntary organization for solving mutual problems or issues between public (Tajbakhsh, 2006). The researchers define social capital based on their study, and perhaps we have so many expressions as much as experimental and theoretical studies of this concept. Looking at the definition of concepts, we have definitions such as interaction or action and reaction, activism and collective action. In this study, social capital refers to the social

relationships which cause facilitating the exchanges of people.

RESEARCH METHODOLOGY

The research depends on the subject, facilities and research objectives. In the present study, considering that our goal is a comparative study of social capital and its effective factors among university students of Bushehr. Among the methods defined by social scientists, this research is a kind of survey. The most common technique used in this survey is questionnaire (Dewas, 1997). While the library method has been used for the theoretical framework and a review of previous studies. The population of present study consists university students in the city of Bushehr, which includes the University of Persian Gulf, Payame Noor, Islamic Azad and Applied Science and Technology. According to the census, their number is 12000 and the time limit is also in 2015. At this research, the study sample consists of 350 people, which is obtained through Cochran formula (Hafeznia, 2008). At this research, sampling method is appropriate classes. Probability sampling techniques such as random, systematic and proportional stratified sampling have a statistically priority toward non-probabilistic methods. The tool used in this study was a questionnaire. After verification of the

validity and reliability of the questionnaire in the early stages of research, it was used to collect the required data in the final stage. Valuation of data was done by the 5-point Likert and analyzing data using software spss

and also methods of descriptive statistics and inferential statistics methods which are correlation analysis, analysis of variance and SWOT analysis model in this study.

RESEARCH VARIABLES

Table 1: The main variables and their level of measurement

No.	Variable name	Types of variables	Variable measurement level
1	Age	Quantitative / independent	Interval
2	Gender	Qualitative / independent	Nominal
3	Marital status	Qualitative / independent	Nominal
4	Economic status	Quantitative / independent	Interval
5	Mass media	Quantitative / independent	Interval
6	Religious	Quantitative / independent	Interval
7	Social Capital	Quantitative / dependent	Interval

ANALYSIS AND RESULTS

Descriptive Statistics Data

According to the results of descriptive statistics data from the questionnaires, we have concluded:

Among 350 students in this study, 80 students are from Islamic Azad University, 53 students from Applied Science and Technology University, 97 students from Payame Noor and 120 students are from Persian Gulf University. 34/6% and 65/4% of the respondents of this survey are female students and male students, respectively. 71 percent of respondents are the single students and 29 percent are married.

Because age is generally measured at a distance, its statistics only will be reported. Based on the results, the mean age of subjects is 22.52 with a standard deviation

2.93 and also a minimum age of 18 years and maximum of 35 years. 79.4%, 10%, 8.6%, 0.9% and 1.1% of students studied in field of humanities, basic sciences, engineering and technology, art and architecture and foreign languages, respectively. 92.9% of students at the BS, 5.7% at BS and 4.1% at doctoral degree were studying. 70.6% of students are unemployed and 29.4 percent of them are workers.

Hypotheses

It seems there is a significant relationship between education and social capital. Calculations show that for the empirical judgment this hypothesis, the method (quantitative) from the kind of (relational) was used. In the relational analysis, Method (correlation) and technique (Pearson correlation) were used. The purpose of the

first hypothesis is to determine the relationship between education and social capital. In this regard, the results of the Pearson correlation coefficient test show that

there is a significant positive relationship between the two variables of an education and social capital (.045 sig) and we can say this hypothesis is confirmed.

Table 2: The results of correlation test to evaluate the relationship between education and social capital

		Education	Social capital
The relationship between education and social capital	Pearson correlation		.130*
	Significance level		.045
	Number	240	240

*. Correlation is significant at the 0.05 level (2-tailed).

It seems that there is a significant relationship between age and social capital. Calculations show that for the empirical judgment this hypothesis, the method (quantitative) from the kind of (relational) was used. In the relational analysis, Method (correlation) and technique (Pearson correlation) were used. The purpose of the

first hypothesis is to determine the relationship between age and social capital. In this regard, the results of the Pearson correlation coefficient test show that there is a significant positive relationship between the two variables of an age and social capital (.032 sig) and we can say this hypothesis is confirmed.

Table 3: The results of correlation test to evaluate the relationship between age and social capital.

		Age	Social capital
The relationship between age and social capital	Pearson correlation	1	.045*
	Significance level		.032
	Number	240	240

*. Correlation is significant at the 0.05 level (2-tailed).

It seems that there is a significant relationship between financial condition of individual and social capital. Calculations show that for the empirical judgment this hypothesis, the method (quantitative) from the kind of (relational) was used. In the relational analysis, Method (correlation) and technique (Pearson correlation) were used. The purpose of the first hypothesis is to

determine the relationship between financial condition and social capital. In this regard, the results of the Pearson correlation coefficient test show that significance level is more than 0.05. Therefore, H0 can not be rejected and concluded that there is no significant relationship between the two variables of income and social capital.

Table 4: The results of correlation test to evaluate the relationship between financial condition and social capital.

		Financial condition	Social capital
The relationship between financial condition and social capital	Pearson correlation	1	.111
	Significance level		.086
	Number	350	240

It seems that there is a significant relationship between the political activities of students and social capital. Calculations show that for the empirical judgment this hypothesis, the method (quantitative) from the kind of (relational) was used. In the relational analysis, Method (correlation) and technique (Pearson correlation) were used. The purpose of the first hypothesis is to

determine the relationship between political activities and social capital. In this regard, the results of the Pearson correlation coefficient test show that there is a significant positive relationship between the two variables of political activities and social capital (.000 sig) and we can say this hypothesis is confirmed.

Table 5: The results of correlation test to evaluate the relationship between political activities and social capital.

	Political activities	Social capital
<i>The relationship between political activities and social capital</i>	Pearson correlation	1
	Significance level	.314**
	Number	240
**. Correlation is significant at the 0.01 level (2-tailed).		

There is a relationship between the religiosity of students and the amount of social capital. The purpose of the first hypothesis is to determine the relationship between religiosity and social capital. In this regard, the results of the Pearson correlation

coefficient test show that there is a significant positive relationship between the two variables of religiosity and social capital (.000) and we can say this hypothesis is confirmed.

Table 6: The results of correlation test to evaluate the relationship between religiosity and social capital.

	Religiosity	Social capital
<i>The relationship between religiosity and social capital</i>	Pearson correlation	1
	Significance level	.308**
	Number	306

**. Correlation is significant at the 0.01 level (2-tailed).

There is a relationship between the mass media of students and the amount of social capital. In this regard, the results of the Pearson correlation coefficient test show that

there is a significant positive relationship between the two variables of mass media of students and social capital (.000) and we can say this hypothesis is confirmed.

Table 7: The results of correlation test to evaluate the relationship between mass media and social capital.

	Mass media	Social capital
<i>The relationship between mass media and social capital</i>	Pearson correlation	1
	Significance level	.407**
	Number	340
**. Correlation is significant at the 0.01 level (2-tailed).		

It seems that social capitals among selected university students are different. Mean diagram show large differences between various universities that to determine the

significance of them, the statistical analysis was used. Results of statistical analysis are shown in the following table.

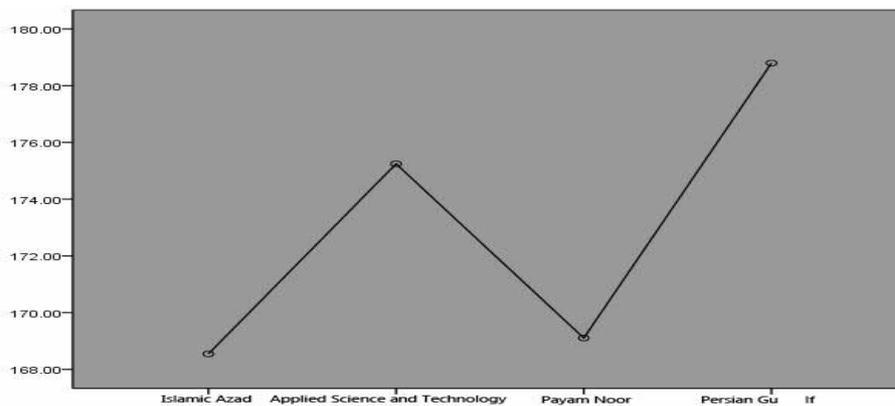


Figure 1: The average of social capital at universities

As can be seen, the p-value (significance) is less than 0.05. Therefore, H0 can be rejected and concluded that the difference in means is significant at different universities.

Table 8: Average level of confidence

Components	Sum of squares	Degrees of freedom	Mean squares	Test statistics f	Significance level
Regression effect	5021.623	3	1673.874	3.603	.014
Residues	109632.873	236	464.546		
Total	114654.496	239			

It seems that the confidence among university students is different. Mean diagram does not show much difference that

used to determine the significance of the statistical analysis. Results of statistical analysis are shown in the following table.

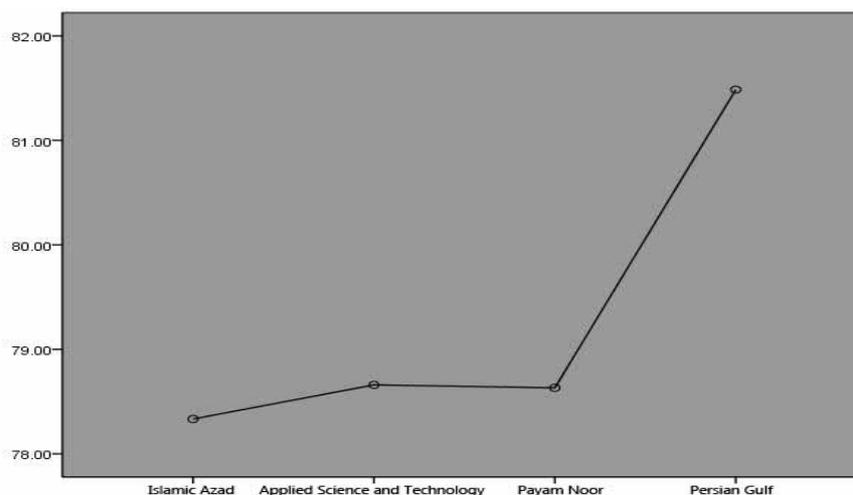


Figure 2: Average confidence of universities

As can be seen, the p-value (significance) is more than 0.05. Therefore, H0 cannot be rejected and concluded that the difference in means is not significant at different universities.

Table 9: Average level of confidence

Components	Sum of squares	Degrees of freedom	Mean squares	Test statistics	Significance level
Regression effect	584.710	3	194.903	1.583	.194
Residues	35464.632	288	123.141		
Total	36049.342	291			

It seems that the levels of participation among students of universities are different. Mean diagram does not show much difference that used to determine the

significance of the statistical analysis. Results of statistical analysis are shown in the following table.

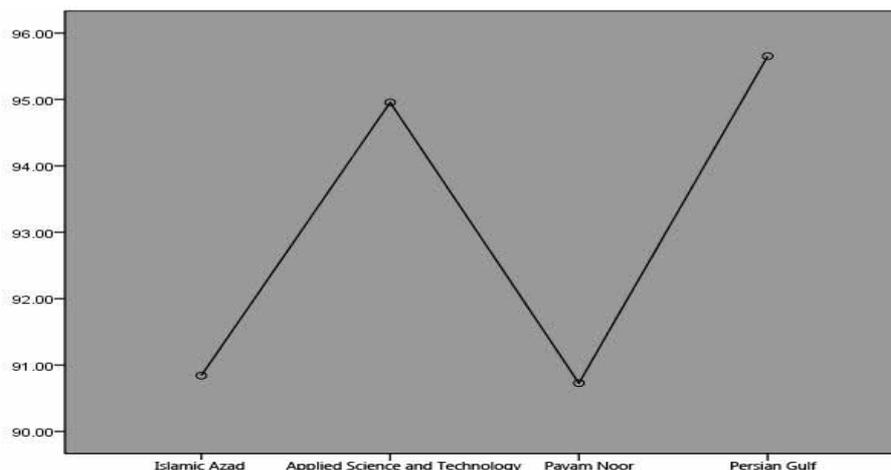


Figure 3: The average participation of universities

Table 10: Average level of participation

Components	Sum of squares	Degrees of freedom	Mean squares	Test statistics	Significance level
Regression effect	1464.208	3	488.069	1.628	.183
Residues	79434.952	265	299.755		
Total	80899.160	268			

As can be seen, the p-value (significance) is more than 0.05. Therefore, H0 can not be rejected and concluded that the difference in means is not significant at different universities. Then, by checking inventories and accessing to social capital, we are trying to achieve strategy to strengthen present

social capital according to responding percent of citizens to questionnaire items and combine them based on SWOT quantitative model with the existing conditions and through optimum use of social capital. Below, SWOT descriptive data table is derived from the questionnaire.

Table 11: SWOT analysis matrix

Weighted rating	Rating of present status	Normalized weight	Weight	Strengths
0.32	4	0.08	5	Having integrity and honesty in the students.
0.32	4	0.08	5	Assistance and cooperation of student environment
0.2	4	0.05	3	Adhere to the arrangements between the students
0.32	4	0.08	5	Participating in the celebration of neighbors and community
0.32	4	0.08	5	Holding religious ceremony at the University
0.21	3	0.07	4	Participating in meetings held by the university authorities
0.28	4	0.07	4	Participating in the charitable associations
0.32	4	0.08	5	Participating in the Rituals
weaknesses				
0.14	2	0.07	4	Having flattery between the students
0.08	1	0.08	5	Distrust
0.1	2	0.05	3	Unwillingness to meeting others
0.08	1	0.08	5	Lack of real religion in society
0.14	2	0.07	4	Not willing to lend money to others
4.27		1	57	Total

Total weighted rates show that a minimum is 1 and a maximum is 4, and their average is 5.2. If the final score is less than 5/2, and the organization is weak in terms of internal

factors, and if it is more, then it is indicative of the strength. Here, the final score is 27.4, which shows the high strength of Bushehr university levels in terms of internal factors.

Table 12: SWOT analysis matrix

Weighted rating	Rating of present status	Normalized weight	Weight	Opportunities
0.52	4	0.13	5	Participation in the charities
0.52	4	0.13	5	Participation in elections (the country)
0.24	3	0.07	3	Participation in student groups
0.24	3	0.07	3	Create a sense of belonging
Risks				
0.13	1	0.13	5	Unfollowing university problems
0.13	1	0.13	5	Poor attitude of its ability to influence society
0.13	1	0.13	5	Lack of confidence to the representatives as a responsible people
0.14	2	0.07	3	Weak confidence in the institutions and departments at the university for performing their duties
0.2	2	0.1	4	Feel less safe at the University
2.25		1	38	Total

Total weighted rating is 2.25 and show that social capital indicators which are associated with external factors are weak. Finally, by combining the results obtained from the table, the strengths in internal factors and weaknesses in external factors, we achieve to a strategy of "contingency" (ST) system based on the use of strengths to deal with

threats and its aims is to minimize risks. Here, according to contingency strategy that ends with use of strengths such as bonding or traditional social capital based on personal relationships (friends, neighbors, relatives) and the circle of trust, we tried to emphasize on some traditional features such as participation in group activities at the

university and how to deal with the threats that indicates a lack of generalized social capital variables such as trust in institutions, trust in people and other ethnic and also broader participation in social activities, such as participation in the Council at the level of community. So, we should find a way to strengthen and maintain social capital in our universities.

CONCLUSION

According to the theoretical frameworks and researches, different factors are affecting the social capital: Religious, academic success, mass media and etc. which are mentioned before. This section discusses about some of the variables which are affecting the researches on social capital. As it is clear from the research findings, the variables which affect the formation of social capital and elements of this concept in the various studies, had different influences, so that they had positive, negative or no relationships toward the same variables in some studies. Of course, this may be due to different reasons such as: different times of conducting research, various statistical population, different operational approaches and concepts of sampling. But, despite the differences of the results, more consistency and frequency on some of the relationships between variables are as follows:

The difference in the average level of social capital at various universities is significant, and Persian Gulf, Applied Science and Technology, and Islamic Azad Universities have highest and lowest social capital, respectively. There is a significant and positive relationship between the two variables of education and social capital.

The results obtained from Pearson correlation coefficient test show that there is a significant positive relationship between age and social capital. There is no meaningful relationship between the two variables of income and social capital. There is a positive relationship between the two variables of student political activities and social capital.

There is a positive relationship between the two variables of mass media and social capital. Although social development can not be reduced to the concept of social capital, but without doubt it can be judged that social capital covers an important part of the social development concepts. Also, social capital is necessary but not sufficient condition for effective capitals and economic policies. Closer examination of social capital suggests us that without the capital, no community can have social capital. The students are the most important human capital. Knowledge of social capital and knowing the type of its relationship toward how to define them are

necessary for any kind of social and cultural programs. Positive consequences or the negative consequences of increasing and decreasing social capital have been proved by various researchers. They know social capital as a basis for the identification, characterization and validation. Increasing the level of distrust in the community, reducing the level of social commitment, decreasing in social contributions and increasing social problems are generally caused by loss of social capital.

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