



## Studying of the Role of Social Capital in the Motivation of Students for Job Creation (Case Study: Students of Islamic Azad University of Karaj)

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### Abstract

The main purpose of this study was to investigate the role of social capital in the motivation of students for job creation. The statistical population of this study included all students of Islamic Azad University of Karaj (N=3200) that 178 cases of these students were selected as research samples according to the Cochran formula. Data were collected by using a regulated questionnaire whose content validity was approved by faculty members of Agricultural development and management of University of Tehran. Social capital was measured in the form of four components including social confidence, social coherence, social communication and social participation. In addition, five items were used to measure students' motivation for job creation. To determine the reliability of measuring instruments after the pretest (30 people), Cronbach's alpha coefficient was determined that its rate for variables of job creation motivation, social coherence, social participation, social communication and social confidence was 0.73, 0.76, 0.69, 0.71 and 0.72, respectively. Decision tree was used as the analysis techniques to study role of social capital in the motivation of job creation and results showed students who were more moderate in terms of social capital, had more motivation for job creation.

#### Keywords:

Motivation for job creation, Social coherence, Social participation, Social communication, Social confidence

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## INTRODUCTION

Recently, the concept of social capital has been widely used by social researchers to explain various social phenomena (Saadat, 2009), so that social capital can effect on social phenomena or topics such as economic development, job creation and employment, participation in elections, education, governing and confidence in political institutions (Lee, 2008). In general, social capital is a collective concept that is arose from behaviors, attitudes and individual talents (Brehm and Rahn, 1997). Social capital is the raw material of the civil society that occurs between thousands of every day interactions of people, this form of capital is not only between special people or certain social structures, but also it is in a space between people (Ounyx and Bullen, 2000). Although, some researchers have defined social capital in terms of confidence and norms of social participation, some others have described it according to cultural values such as altruism, forgiveness and tolerance and emphasizes on institutions, the quality and quantity of participatory life (Aghanasiri, 2010). In the following, the most important offered definitions by experts of this field are pointed that it can help to understand the subject. In a definition, social capital is the ability of individuals for working together to achieve common goals in groups and organizations (Fukuyama, 1995). Another definition is stated that social capital includes features of social organization such as networks, norms and social confidence and facilitates coordination to gain mutual benefits (Putnam, 1995). Also, Pierre Bourdieu (2005), the French sociologist, considers social capital as the sum of the actual or potential resources that is achieved from durable networks and institutionalized relationships of mutual acquaintance and cognition or in other words, by membership in a group. James Coleman considers social capital as a social – structural resource that is asset and capital of individuals. This asset is not a single object, but it is features that there is in the social structure and through which individuals can enter into social practices more readily. This type of capital provides the possibility of achieving certain purposes that the

lack of mentioned capital makes it impossible to achieve the desired goals. In fact, social capital refers to the network of personal relationships of a person with other people and includes a sense of belonging and continuity to that people (Belliveau *et al.*, 1996). It should be noted that each of the given definitions refers to a certain aspect of social capital, so, in a holistic concept it can be said that social capital is considered as a resource to facilitate relationships between people. This resource includes institutions, norms, confidence, participation, awareness and many other items that are governing on the relations and interactions between people and it can have different consequences on the performances of the individuals.

Social capital unlike other capital is not physically, but it is the result of the group and social norms and interactions that its increase leads the operating costs of organizations to come down (Marton, 2008). Many researchers believe that the impression of social capital and human capital are significant and reasonable, and those who are at a high level of human capital (training, education and work experience) will have more social capital (Zippay, 2001). As it is understood from the given definitions, social capital compared to other forms of capital is intangible and it is hidden in the informal relationships between individuals (Sedighbanay, 2009). Thus it can be stated that social capital, as a social phenomenon causes creativity, idea-making, facilitating innovative and risk-taking behavior (Coleman, 1990). As a concept “social capital” is made up of different components that some of these components include knowledge of public, political and social affairs, existence of motivate in society members who are seeking for these kinds of knowledge, public confidence to each other and informal cooperative participation in volunteer activities. In general, it can be said that one of the main criteria in identifying social capital is the form and the way of people’s social relationships with each other and way of their coexistence in the community (Adler, 2002). In general, social capital influences all aspects of economic, political and cultural of the society, and job creation, which is found in the economic aspect of

each society, is not ineffective of social capital. So that, it can be stated that social capital as an effective field can be the origin of formation and development of motivation for job creation in the society (Adaryani *et al.*, 2014).

As a social phenomenon “social capital” causes creativity, idea-making, facilitating innovative and risk-taking behavior. Moreover, it has an important role in job creation activities because motivation for job creation is a socio-economic process that it relies to the social conditions and context in two ways. First, those people who have motivation for job-creation, are a product of their social environment. Second, job creation is a social activity and as a result of the presence or absence of social communication influences on the nature of the business (Alistair *et al.*, 2002). Therefore, it can be concluded that social capital has an important role in the creation of people’s motivation for job creation and this phenomenon can lead to job creation in the society. So, measuring these two variables, the social capital and motivation of job-creation in the society is needed to understand this relationship. The concept of social capital is composed of the components of social coherence, social confidence, cooperation and communication that analysis of these variables should be done for its measurement. From the perspective of social scientists, motivation for job creation is a process that is located in a variable network of social relations. These social relations can facilitate or limit the people’s relationship with the resources and opportunities. Wiklen believes that in addition to economic factors such as advantage of market and capital that influence on job creation, non-economic factors such as the network of social relations, institutions of higher education and their impact on learning and skill acquisition of the students can also affect phenomenon of job creation (Gholipur *et al.*, 2008); So that one of the purposes of establishing universities is preparing students for the work environment that of course, students success in this field is depending on their personal and professional skills. Actually, successful students are those who are not only equipped with professional skills, but also skills such as creativity, innovation,

risk-taking, achievement and confidence should be partially hidden in them and universities also have to develop these skills (Arasteh, 2003). Lack of employment opportunities, especially for young people is one of the major issues in communities of the most developing countries. Nowadays, searching for a solution to overcome the problem of unemployment is an important issue for governments around the world that in this context, the key role of job creation has been emphasized (Pfeifer and Reize, 2000a; Pfeiffer and Reize, 2000b; Reize, 2004). If social capital plays a role as a suitable condition in order to create job opportunities for innovative individuals and those who have motivation of job-creation, it can reduce unemployment in the community in two ways. First, these people are caused reducing unemployment by their employment, and second, by the jobs which they create, work force is needed and they can help to reduce unemployment in the society in this way too (Carroll *et al.*, 2000; Cowling *et al.*, 2004). Thus, it can be stated that existence of social capital in the society can be used as a way to overcome the problem of unemployment by providing a suitable ground for the job creation, especially for educated and innovative people in the society. Estimates show that from 3500000 unemployed in the country, about 768,000 people are graduates of higher education institutions, that most of them are graduates of the Azad University (Mehr News Agency, 2014), so that in the current situation, over 350,000 students each year graduate from universities and centers of higher education that more than half of them do not succeed to find an job related to their major in the first year after graduating. The result is 768000 unemployment graduated that there are in the society. Human resources are one of the most important factors in the development of any society and in this regard, educated and professional people have an important role. Employment of graduates is always one of the issues that have been interesting for planners in various countries (Babai, 2010). In this direction, the present paper is trying to study the relation between social capital and motivation for job creation. So, this research wants to answer this

question that what level of social capital is needed for increasing motivation for job creation in studied students? In the other words, to increase the students' motivation for job creation, on which components of social capital should be focused and how much should this component be noted?

The importance of this research is that social capitals of the students were assessed in relation to their future employment and it provides mechanisms to increase social capital in the studied society. In addition, increasing the unemployment rate among graduates of Azad University and the role of social capital as a basis for creativity and job creation in the literature of entrepreneurship and job creation determines necessity of doing this research. In the following, a number of conducted researches in field of social capital are mentioned. In a research, [kassa \(2009\)](#) has studied the effect of social capital on the innovative activities. The results of this research show that different dimensions of social capital impressed various innovative activities in the society, so that it has a positive and significant effect on increasing the rate of the innovative activities. Also, [Tiepoh and Reimer \(2005\)](#) in a study entitled "Social capital, information flows and income creation in rural Canada", stated that the effect of social capital on creating income among rural families is the most important objective of this research, these researchers found that the use of social capital causes facilitating process knowledge and information flow, and this has a positive and significant impact of social capital on increasing household income. Also, [Markman and Baron \(2003\)](#) found that entrepreneurs who have high levels of social capital in comparison with those who are in the lower level of social capital, with high probability is possible to attract financial sources from venture investment.

The main purpose of this research is studying the role of social capital in Azad University students' motivation for job creation that the following specific objectives are considered to achieve this main purpose:

1. Studying relation between components of

social capital and students' motivation for job creation.

2. Determining importance of all components of social capital in explanation of students' motivation for job creation.

As it was mentioned before, social capital is composed of four components of social participation; social coherence, social communication and social confidence that each of these components can have different effects on students' motivation for job creation; so that components' effects may be different with each other in creating students' motivation for job creation. As each of these components' contribution in job creation motivation of students from different fields may be different.

## MATERIALS AND METHODS

Present study, in terms of the application purpose, in terms of control of variables is non experimental and in terms of collecting data is survey and it is considered as a solidarity research method. The subject range of this study is to investigate the role of social capital in motivating students for job creation, its place is Islamic Azad University of Karaj and the time frame of present study is limited to summer and fall of 2014. The statistical population studied includes 3,200 students of Islamic Azad University of Karaj. Sampling method was simple random sampling, and sample size based on the formula of Cochran was calculated 178. A questionnaire with Likert scale was used for measuring incentive of job creation as the dependent variable and also variables of social integration, social participation and social confidence of students as independent variables. Face methods were used to assess the validity of questionnaire; comments of faculty members of Agricultural development and management, College of Agriculture and Natural Resources, University of Tehran were used for this purpose. Moreover, to assess reliability of the instrument used, pretest was conducted among 30 students in the study population that according to Cronbach's alpha coefficient, the measurement tool had a suitable reliability. SPSS software was used for data analysis. Statistics frequency, mode, mean,



Table 1: Cronbach's alpha coefficients of the scales of measuring variables

Variable	Item	Cronbach's alpha coefficients
Motivation of job creation	5	0.73
Social coherence	5	0.76
Social participation	5	0.69
Communication	5	0.71
Social confidence	8	0.72

Table 2: The results of Pearson's correlation coefficient for some of variables of study

Dependent variable	Independent variable	r	p-value
Motivation of job creation	Age	0.063	0.405*
	Social confidence	0.232	0.002**
	Social participation	0.257	0.001**
	Communication	0.192	0.10
	Social coherence	0.217	0.004**

\*p&lt;0.05

\*\*p&lt;0.01

standard deviation and descriptive graphs were used to describe the studied sample. In the analytical study, the decision tree technique was used.

The tools used in this study for measuring variables of motivation of job creation, social confidence, social participation, social communication and social coherence Cronbach's alpha coefficient social integration, social participation and social confidence was a Likert type questionnaire whose reliability was studied by using the Cronbach's alpha coefficient. The value of this coefficient is shown in Table 1; it acknowledges that the reliability of all scales is suitable for measuring studied variables.

## RESULTS

The studied sample contains 178 students of Islamic Azad University of Karaj including, 121 men (68%) and 57 females (32%). The mean of age of students is about 23 years, in the wide range of 18 to 48 years. Students with different academic disciplines and different degrees were chosen so that 36 students of agriculture field (20.2%), 37 students of Law (20.8%), 13 students of management (3.7%), 24 students of architecture (13.5%), 29 students of accounting (16.3%), 23 students of computer (12.9%), 12 students of language (6.7%) and 4

students of chemistry (2.2%) were selected. In addition, 35 students (19.7%) studied in associate degree, 127 students (3.71%) studied in bachelor degree, and 16 students (9%) studied in master degree.

Pearson's correlation coefficient was used to investigate the relationship between age and the dependent variable, motivation of job creation, the obtained results is shown in Table 2. Relationship between age and job creation motivation among students has not been significant.

In addition, the relationship between job creation motivation and social capital component is shown in this table. Accordingly, it is found that job creation motivation with social confidence at the error level of 1% and 99% confidence interval has a significant relationship. Social participation and social coherence variables have a significant relationship with job creation motivation at the error level of 1%. It should be noted that variables of coherence, participation and confidence with the dependent variable (job creation motivation) has a positive correlation. In the other word, job creation motivation increased in students by increasing coherence, participation and confidence. Communication is the only component of the social capital components that did not have any relationship with the dependent variable of the study, job creation

Table 3: Results of Kruskal-Wallis test to compare differences of variables of the research between different levels of education

Variable	Degree	Average ratings	df	Chi square	p-value
Motivation of job creation	Associate	98.43	2	2.766	0.251
	Bachelor	87.57			
	Master	73.17			
Social participation	Associate	89.06	2	0.077	0.172
	Bachelor	87.97			
	Master	91.67			
Social confidence	Associate	89.06	2	3.519	0.962
	Bachelor	85.60			
	Master	111.60			
Social coherence	Associate	93.33	2	6.616	0.037*
	Bachelor	83.62			
	Master	118.20			
Communication	Associate	91.67	2	1.972	0.373
	Bachelor	85.73			
	Master	104.33			

\*p&lt;0.05

motivation.

The Kruskal-Wallis test was used to study differences of averages of variables of the study between different degrees of education. Based on the contents of Table 3, it can be concluded that the average of the rate of the social coherence variable among different degrees at the error level of 5 % with confidence intervals of 95% has a significant difference so that the maximum average of social coherence is related to the master's degree and the lowest average is related to bachelor degree.

By attention to this fact that the variable of job creation motivation was evaluated by Likert scale in this research. According to the techniques

used in this research that was the decision tree, based on the job creation motivation students were divided to two groups of students who have job creation motivation and students who compared with the first group have not job creation motivation. For this purpose, the average of variable of job creation motivation was used. The job creation motivation of students was determined by using 5 items that the average of them was 19.49. In the other word, students whose job creation motivation was lower than 19.49, had not job creation motivation and students whose job creation motivation was more than average, had job creation motivation. Fig. 1 was used to better characterize these two

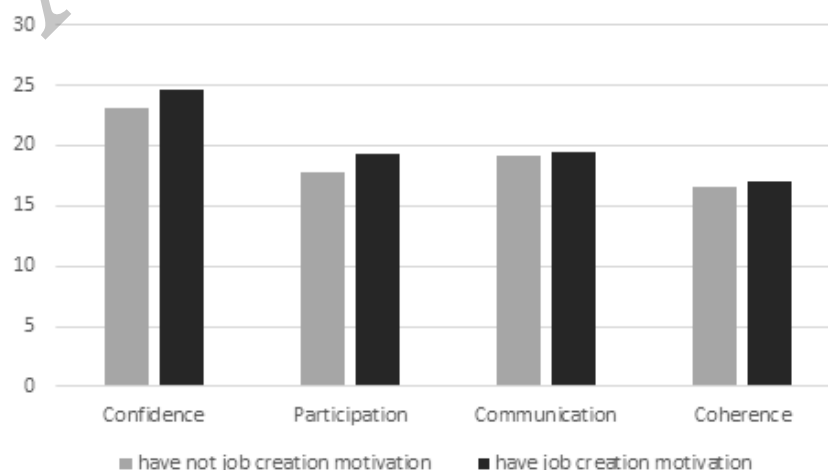


Figure 1. Comparison of students' incentive for job creation based components of social capital

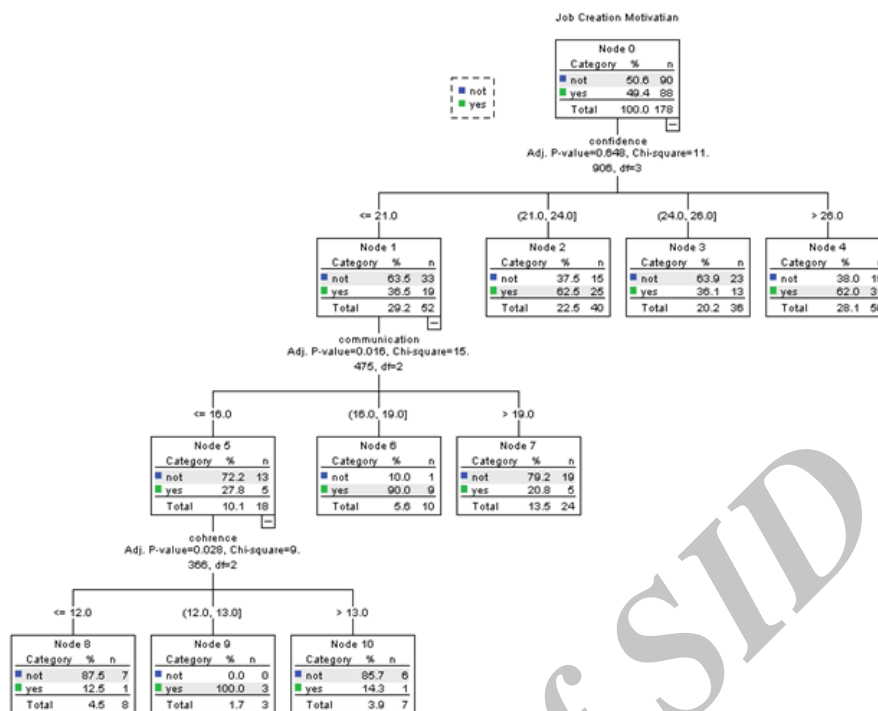


Figure 2. The decision tree technique for classification of students based on job creation motivation

groups of students. This diagram shows student with job creation motivation and students without jobs creation motivation based on components of social capital (social confidence, participation, communication and coherence).

As it can be observed in the diagram, the social capital component of confidence is considered more than other social capital components that are between two groups of students. Also, it can be stated that student with job creation motivation has more social capital components so that components of confidence and participation in these students are considerably more than those in students without job creation motivation.

In the analysis section of the research, the decision tree technique was used to achieve desired purpose. The decision tree technique is a model for classifying job creation motivation of people based on independent variable. In current research, students were divided to two groups by using the average of variable of job creation motivation. The first group was students who were not motivated to create jobs; the job creation motivation of these people was less than the average of variable of job creation motivation. The second

group consisted of students who had job creation motivation so that their job creation motivations were higher than the average. The independent variables in this study include social confidence, social participation, communication and social coherence. In fact, this study is aimed to study the role of social capital in motivation of students for job creation, and based on the decision tree shown in Figure 2, variables of social confidence, social communication and social coherence as the components of social capital are capable to identify two groups of students with job creation motivation and students without job creation motivation.

This model has used the social confidence component for classification of two groups of students with and without job creation motivation. At first, the decision tree classified students in four groups based on the social confidence variable. Students who have high social confidence (node4) and their confidence is more than 26, have high job creation motivation. In fact, node 4 is considered as the first terminal for students with high job creation motivation. Second terminal that is considered as node 3 includes students with nearly high social confidence in the

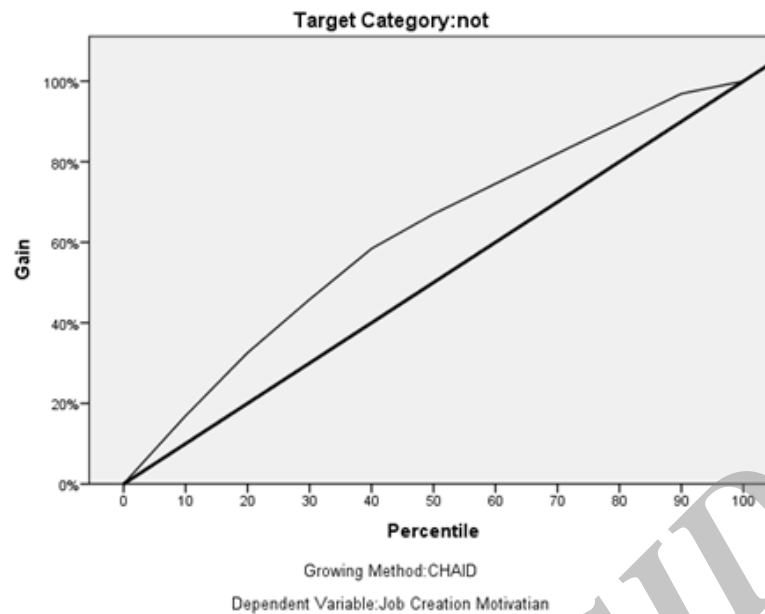


Figure 3. Decision tree fit index

range of 24 to 26 (node 3), this group of students have not job creation motivation. Third terminal in the first classification includes students who have moderate social confidence (node 2) in the range of 21 to 24; this group of students has job creation motivation, too. Fourth group includes students who have low social confidence (node 1) that is less than 21, this group has not special harmony in the terms of job creation motivation, therefore, the decision tree classified this group based on the second variable of social capital, social communication. Based on this classification, the students are classified in three groups that students with moderate social communication in the range of 16 to 19 (node 6) have job creation motivation. But, it should be mentioned that students in the lower level of social communication also have not harmony in job creation motivation and are divided to three groups based on the third variable of social capital, and students in node 9 have social coherence in the range of 12 to

13 and have job creation motivation. According to obtained results by this technique, it was indicated that students with moderate social communication and coherence have job creation motivation so that it can be said that students with more moderate social capital have job creation motivation.

The used decision tree model has used the CHAID approach and this model has an acceptable fit to separate students into two desired groups according to Figure 3 and estimating of 0.309.

Based on the classification table, the power of the decision tree model for definition of two groups is equal to 69.1 %. In fact, this table shows that how much the fitted model is match with observations. Based on this table, the plotted decision tree model can identify students who have not job creation motivation with the power of 61.1 %. In addition, this power is 77.3 % for the groups with job creation motivation.

Table 4: Growing Method: CHAID. Dependent Variable: Job Creation Motivation

Observed	Predicted		
	Not	Yes	Percent Correct
Not	55	35	61.1
Yes	20	68	77.3
Overall Percentage	42.1%	57.9%	69.1



## DISCUSSION

Social capital is one of the capitals that can have a key role in development of all aspect of society. In fact, this is social capital, which is providing the required contexts for growing and flourishing of society's elements and, and provides the contexts of development of them specially educated ones in the society by providing available contexts and creating motivation in people. Job creation is one of the activities that can be a solution for solving the problem of increasing the rate of unemployment in developing countries and can be selected as an activity for accelerating growth and development of the country. Job creation motivation that exists primarily in the minds of people significantly depends on available social capital. In fact, it can be stated that social capital has an important role in motivation of people for job creation. The current research is also studied this subject by investigating the role of social capital in job creation motivation. The social capital can be determined by using the variables of social confidence, social participation, social communication and social coherence. Therefore, the role of social capital in job creation motivation can be analyzed by investigating and evaluating these variables and their relation with job creation motivation.

In this research, at first descriptive statistics were used to identify the studied sample. Then the index of average of variable of job creation motivation was used for dividing students into two groups (with and without job creation motivation) and the component of social capital was analyzed in these two groups. Descriptive statistics showed that individuals who were highly motivated for job creation, have higher values for two variables of social confidence and social participation. Variables of social communication and social coherence in terms of explanatory were nearly equal between the two groups. In the analytical part, the relationship between social capital variables and job creation motivation was analyzed by the decision tree techniques, and the results showed that four groups of students have job creation motivation based on decision tree, students who are in in-

termediate level of social confidence. In addition, students with low social confidence and with intermediate social communication and fourth group includes students with low social communication and intermediate social coherence. Results showed that more individuals in the node 4 are students who are studying low that these people are motivated for job creation and have the highest level of social trust. As the low is belongs to the Social Science and in these disciplines consider better understanding the social relationships between the elements of the society, It can be concluded that the high jobs creation motivation of these people requires high social confidence in society. In addition, in this step of classification of decision tree, node 2 has also high job creation motivation and most of the students are studying agriculture in this group. These people were in moderate level of social confidence. In addition, students at node 6 were also highly motivated to create jobs; most of them was studying agriculture and were in an average level of component of social communication. Because of the nature of job creation of agricultural major, individuals who are educated in this field have applied their knowledge in work more than other educated individuals and usually work on their farm. Thus, it can be concluded that students who are majoring in agricultural education, do not need to have a high social confidence and communication for job creation motivation, but these components in the average level are enough for job creation motivation in these students.

Students of node 9 are another group that had job creation motivation; these individuals have the low level of social confidence and communication and moderate level of social coherence. Most students in this group are those who are studying accounting. Therefore, it can be stated that students who are studying in the fields except of social sciences, have a high job creation motivation, if they have a more moderate level of social capital. Hence, the following suggestions are offered for development of social capital variable that is a vital capital provides more growth and motivation of job creation among students:

About the students who are studying humanities, attention to increase social confidence and communication skills of students is most important, because these variables have the greatest impact on having job creation motivation among these people. There are many ways to increase social confidence, but workshops can be introduced as a short-term strategy and placing courses related to social confidence and social capital in courses taken with students can be introduced as a long-term strategy.

- According to descriptive statistics, it was indicated that social participation and confidence of students have an important role in having job creation motivation. So that participation has an effective role in developing social capital and followed with job creation motivation. Therefore, it is recommended that students be strengthened with the spirit of social participation and social confidence.

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