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Psychological and Pedagogical Aspects of Consolidation of Social Capital of Higher Education Institutions

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Abstract--The aim of the study was to identify psychological and pedagogical factors that ensure the consolidation of social capital in higher education institutions and to assess their effectiveness through expert critical evaluations. The study used the exploratory design and was based on the use of qualitative methods to evaluate the selected studies. The research methodology relied on the methods recommended for feasibility studies to determine the possibility of implementation of the selected best practices. The systematic review of scientific sources and best practices found the psychological and pedagogical aspects that ensure the consolidation of social capital in higher education institutions, namely: individual psychological factors of economically motivated behaviour, social network technology, second-order psychological factors, teachers' assistance of students' professional self-determination, education as a means, and psychological factors based on the attributes of the institution. The results of expert evaluation of the above factors suggest that the last

three ones mentioned have the potential for duplication, dissemination and transferability in higher education institutions in Ukraine. In general, the consolidation of social capital of higher education institutions is carried out through psychological and pedagogical influences, which are the result of the introduction of corporate culture, creating communities, and creating an environment for communication, interaction and maximum self-actualisation. Consolidation of social capital of higher education institutions is aimed at creating a positive reputation of the institution in the market of educational services. The process of consolidation of social capital of higher education institutions seen as an “adaptation resource” is associated with the selection, i.e. the retaining and outflow of individuals whose professional achievements depend on a certain way coordinated cooperation within the institution.

Keywords---collective socially valuable resource, innovative development, social tasks, university.

Introduction

Improving the management of higher educational institutions is a constant goal of management, aimed at reproducing the primary resource of any society – the intellectual elite, able to respond quickly to modern changes and challenges. The expansion of the functions of the university environment, its deep modernisation, which has taken place in recent years, initiated the transition from conventional curricula to comprehensive research efforts, the formation of competitive project teams in today's society of constant innovation. The workload on higher institutions, their teaching staff, and the changes taking place in the student and teaching environment due to digitalisation require constant monitoring (Print, 2010; Zakharov & Strobel, 2016; Teijeiro-Álvarez et al., 2016). Socio-psychological component of this analysis, expressed in the study of social capital of the higher educational institution as one of the types of human resources, which can contribute to solving urgent problems of university development in a competitive environment for provision of educational services (Grigoriev et al., 2014; Su et al., 2006).

The term social capital was first used in the early 1920. It took a long time for this term to become popular, and over time, various researchers Natkhov (2012); Tonkaboni et al. (2013); Fox & Wilson (2015); Mahmoudi et al. (2018), are studying social capital in education, and thus the term social capital is becoming a critical issue in academic research. Social capital refers to the interaction of families and beyond, the creation of networks, affiliation, membership in social groups and the basic qualities of people. Social capital hides benefits that cannot be directly implemented because it is the basis of human and financial capital. Social capital also highlights those factors that are important for the effective functioning of society (Huang et al., 2009; López Castellan et al., 2018). Social capital is defined as the norm and social relations that are embedded in the social structures of society. This allows people to coordinate actions and achieve desired goals (Ferrari, 1991; Lozano et al., 2013).

Consolidating the social capital of higher education institutions is an integral part of the innovative development of higher education, improving its quality and efficiency (Devitis et al., 2016). This process is aimed at forming an intellectual and competitive elite of society. Taking into account the psychological and pedagogical aspects for the implementation of the task of consolidating the social capital of higher education institutions, as one of the types of human resources, can greatly simplify this socially important task. And the very environment of higher education, which is the only space for “dissent” in solving pressing social problems, and which is a synergy of organisational culture and subcultures which is favourable for the application of psychological and pedagogical influences with the expected result (Steffensen et al., 2000; Buller & McEvoy, 2012).

Theoretical principles for the study of social capital development in the context of education are found in the works of J. Helliwell and R. Putnam (Putnam, 1993; Helliwell & Putnam, 1999). Researchers note that education is the main trigger for building social, economic and political socially valuable relations among the new generation. Emphasising the “relative” and “absolute” benefits of education, they attribute the natural process of the formation of social capital among the participants in the educational process to the “relative” benefits. Scientists believe that the phenomenon of “social capital” is also closely related to such psychological aspects as: the willingness of individuals to establish social ties, compliance with social norms based on trust and regulate the coordination and cooperation of individuals for mutual and social benefit. P. Bourdieu, interpreting the concept of “social capital”, focuses on its psychological component, arguing that the basis of social capital is the relationship between individuals or between individuals and organisations based on and maintained through trust and mutual recognition. And it is these relationships that ensure the creation of a collective socially valuable resource (capital) (Bourdieu, 2002). Fukuyama's research also confirms that social capital is formed due to the psychological willingness of individuals to cooperate for a common goal on the basis of previously established norms and agreed values (Quddus et al., 2000). Thus, the above proves that the consolidation of social capital is best implemented in the educational environment, by influencing the psychological readiness and behaviour of individuals (Huang et al., 2009; López et al., 2019). It should be noted that the vast majority of scientists believe that the result of learning is readiness – the ability to engage in certain activities. The readiness of academicians to develop their social capital determines the state of development of the entire university (Ozdamli, 2012; Klaassen, 2002).

The purpose of the study is to identify the psychological and pedagogical influences that ensure the consolidation of social capital in higher education institutions and to assess their effectiveness through expert evaluation. The objectives of the study are a) to carry out a systematic analysis of relevant scientific sources and practical experience to create a generalised list of psychological and pedagogical tools that will ensure effective consolidation of social capital in higher education institutions; and b) carry out expert evaluation of selected psychological and pedagogical tools according to the developed criteria (Nneka et al., 2016; Nehru, 2016).

Materials and Method

An exploratory study was conducted at the institutional level and initiated by the Department of Pedagogy and Psychology and the Department of Personality Psychology and Social Practices of Borys Grinchenko University of Kyiv. The research methodology was based on the methods recommended for the analysis of developments in order to determine their feasibility (Frey, 2018; Pakhomova et al., 2021; Oleksenko et al., 2021). Systematic analysis of relevant scientific sources and practical experience was carried out in three stages and was based on the use of qualitative methods of evaluation of selected studies (Putnam, 1993; Quddus et al., 2000). At the first stage, the synthesis and selection of appropriate sources highlighting the psychological and pedagogical aspects that play a role in the consolidation of social capital in higher education. This procedure was performed by the authors of the paper using a search strategy for keywords in Ukrainian, Russian and English. During the second stage, the selected works were analysed and systematised according to the developed criteria, in particular:

- Year of publication (not later than 1999).
- Psychological and pedagogical influences that ensured the consolidation of social capital in higher education institutions.
- Efficiency (depending on statistics or not).
- Conclusions of the author(s).
- The reviewer's assessment of the source in terms of its value for research.

During the synthesis and selection, the members of the research team used a specially designed list of control selection criteria (LCSC) (adapted from CASP Checklists (2020), see Appendix A) to carry out an expert assessment of the selected psychological and pedagogical tools according to the developed criteria. During the third stage, three experts made a final evaluation of each selected psychological aspect of social capital consolidation in terms of repeatability and transferability of the described experience, using Likert's 5-point "approval scale", in which the distribution of values 1.00-1.99 = strongly disapprove, 2.00-2.99 = disapprove, 3.00-3.99 = neutral, 4.00-4.50 = approve and 4.51-5.00 = fully approve. The search strategy for keywords in Ukrainian, Russian and English is presented in Table 1. The procedure of the second and third stages of the study is shown in Figure 1.

Table 1
Keyword searching strategy

No.	Keywords and their combination
1	(psychological AND/OR pedagogical aspects AND/OR consolidation of social capital AND/OR higher education institutions).tw.
2	(psychology* AND/OR pedagogy* aspects AND/OR consolidat* social capital AND/OR higher educational institutions AND/OR tertiary schools AND/OR colleges).tw.
3	(consolidat* social capital OR higher educational institutions AND Ukraine)

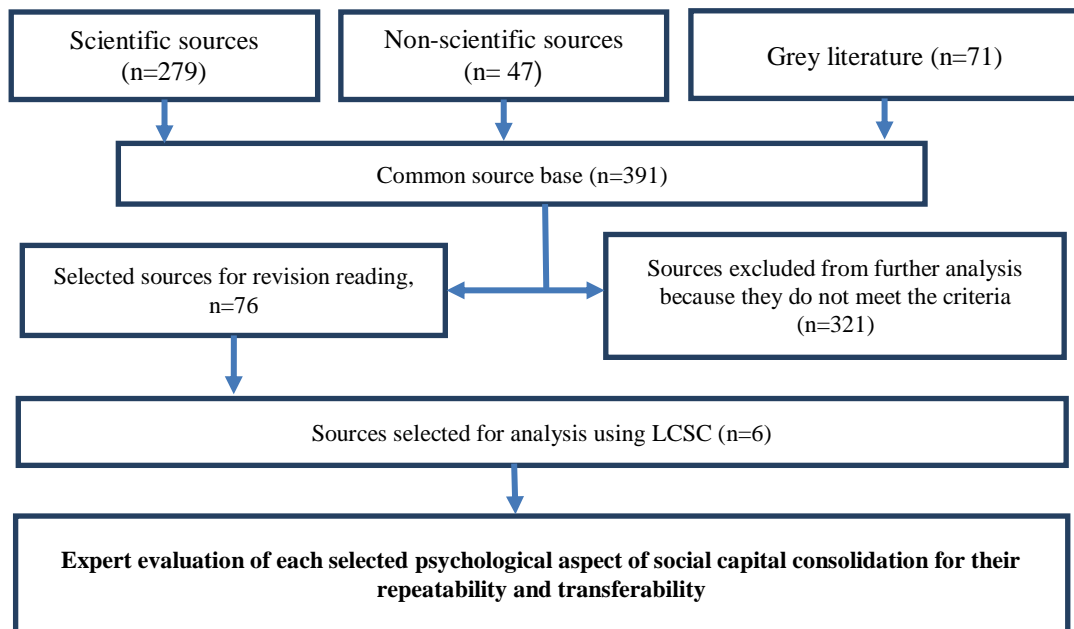


Figure 1. The procedure of the second and third stages of the study
 Articles were searched from April 2020 to August 2020 through metadata searches in the following databases: Crossref, Google Search, Google Scholar and APA PsycNet.

Results and Discussion

As a result of a systematic analysis of scientific sources and practical experience, psychological and pedagogical factors aimed at ensuring effective consolidation of social capital in higher education institutions were identified, and the selected psychological and pedagogical factors were evaluated according to criteria developed by five experts in sociology pedagogy, psychology, economics and educational management (Pedko 2019; Jensen & Jetten 2015). The results of the analysis are presented in the Table 2.

Table 2
 Results of systematic analysis of scientific sources and practical experience

Author (s), year	Psychological and/or pedagogical factors/influences	Authors' conclusion	Analytical data on the effectiveness	<i>M</i> of review of the source by reviewers
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M.V. Shipilova	<i>Individual psychological factors</i> of economic behaviour, which include such components of behavioural psychology as: need and motivational, cognitive, and volitional.	Any socio-economic system forms a certain type of social capital through socio-economic relations.	Not provided	3.24
M.V. Semkina & G.K. Volochkova	<i>Pedagogical factors:</i> social network technology that forms a professional community based on such factors as: identification with the brand of the institution/community, organisational culture, mentoring.	Network communities are able to produce social capital as a resource integrated into the social community. The community can provide access to it to other social actors, which maximises both the individual potential and the total potential of the community.	Provided	4.28
K.V. Pedko	<i>Psychological factors:</i> effective interaction, productive communication, optimism, positive worldview, own responsibility, social flexibility, self-control.	Second-order psychological factors, such as effective interaction and productive communication, play a key role in consolidating social capital.	Factor analysis	3.97

D.H. Jensen & J. Jetten	<i>Pedagogical factors:</i> assistance of teachers to professional self-actualisation of students, creation of opportunities for social interaction and cooperation.	The correct attribution of student achievements allows to form the correct attitude of peers to each other and provides adequate professional self-actualisation of students.	Qualitative data	4.49
J.F. Helliwell and R.D. Putnam	<i>Pedagogical factors:</i> education as a comprehensive means of influence and membership in communities and project groups that contribute to the consolidation of social capital.	Education builds social trust and ensures the general and professional socialisation of individuals.	Descriptor statistics are provided	4.74
Chikera et al.	<i>Psychological factors based on the attributes of the institution:</i> trust, commitment to the goals of the university, self-identification with the university, organisational culture, opportunities to realise motives.	Consolidation of the social capital of a higher education institution should be seen as a process that takes into account the unity of different subcultures, which are inherent in different education stakeholders and have different levels of social responsibility.	Qualitative data	4.51

Thus, as a result of a systematic analysis of scientific sources and practical experience, the following psychological and pedagogical aspects were identified

that ensure the consolidation of social capital in higher education institutions, namely: individual psychological factors of economically motivated behaviour (IPF), social network technology (SNT), psychological factors of the second order (PF2), assistance of teachers to professional self-actualisation of students (ATPS), education as an instrument for consolidating social capital (EI), and psychological factors based on the attributes of the institution (PFAI) (Shipilova 2013; Semkina & Volochkova 2018). The results of the expert evaluation of each of the above psychological aspects of the consolidation of social capital in terms of repeatability and transferability of the described experience are given below (Figure 2).

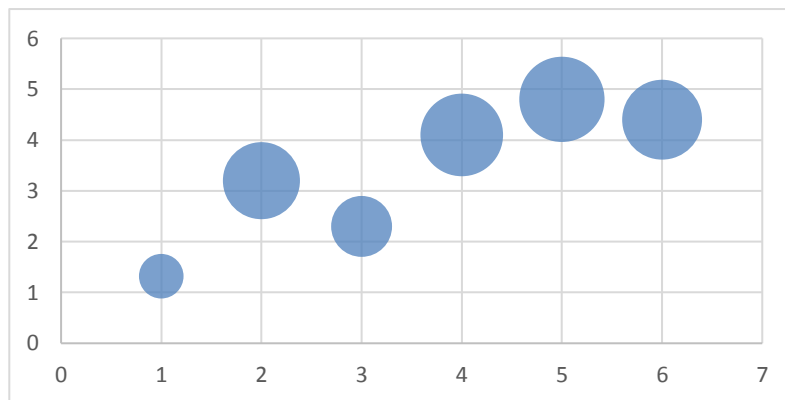


Figure 2. The results of the expert evaluation of each of the above psychological aspects of social capital consolidation (1 – IPF; 2 – SNT; 3 – PF2; 4 – ATPS; 5 – EI; 6 – PFAI)

As can be seen from Fig. 2, such factors as: individual psychological factors of economically motivated behaviour and psychological factors of the second order received the lowest scores of experts (1.3 and 2.2, respectively). Social networking technology received an average score of 3.3, and factors such as teachers support for students, professional self-actualisation, education as an instrument for consolidating social capital, and psychological factors based on the institution's attributes were rated the highest. Such expert evaluation allows to conclude that the last three aspects of social capital consolidation have the potential for recurrence and transferability in higher education institutions in Ukraine (Helliwell & Putnam 1999; Chikera et al. 2019).

The results of the study are consistent with the works of Helliwell & Putnam (1999); Bourdieu (2002); Chicker et al., (2019), who claim that positive reputation of a higher education institution is a sign of high consolidation of social capital. Also, they add that the reputation, in turn, is derived from the organisational culture of the institution. The study also confirms the findings of Semkina & Volochkova (2018); Pedko (2019), who believe that the consolidation of social capital is not possible without maximising the potential (impact on motivation) of each individual academician. In addition, they emphasise the effectiveness of involving all education stakeholders in cooperation.

Conclusion

The concept of social capital of the organisation is embodied in the processes inherent in the university as one of the types of organisations. The social capital of the organisation has the properties of accumulation, consolidation and loss. Consolidation of social capital can be considered as a process, as a stable state and as a cumulative stable result of organisational management actions. Consolidation of social capital of the university is manifested in positive indicators of reputation, their close connection with organisational culture, trust, socialisation, identification, commitment and opportunities to implement the main motives of students and staff of universities. The authors see reputation as an external focus of social capital consolidation, and organisational culture as an internal one.

The study found that the psychological factors that can be used to consolidate the social capital of a higher education institution should be based on the attributes of the institution, its reputation, corporate culture and stakeholder interaction. Regarding the pedagogical aspects of consolidation of social capital, the most optimal for the educational environment are social network technology and assistance of teachers in professional self-actualisation (professional socialisation) of students, creating opportunities for social interaction and cooperation. In general, the consolidation of social capital of higher education institutions is carried out through psychological and pedagogical influences, which are the result of the introduction of corporate culture of creating communities, creating an environment for communication, interaction and maximum self-actualisation. Consolidation of social capital of higher education institutions is aimed at creating a positive reputation of the institution in the market of educational services. The process of consolidation of social capital of higher education institutions as an “adaptation resource” is associated with the selection, i.e. the accumulation and outflow of individuals whose professional achievements depend on a certain coordinated cooperation within the institution. Organisational socialisation of new employees is manifested in the assimilation of basic elements of organisational culture, which at the present stage of university development is a combination of real – market and desirable – clan culture, which is fully consistent with studies of others differing in profile of Ukrainian organisations. This fact speaks of the formation of an entrepreneurial culture in universities based on co-competition.

The authors see prospects for further research in the study of the experience of using methodological tools to investigate the dynamics of consolidation of social capital, which is reflected in the reputation of the institution of higher education and its organisational culture. These studies will help create a stronger base for in-service training of university staff and for improving the quality of teaching.

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Appendix A

LIST OF CONTROL SELECTION CRITERIA

Reviewer _____ Date _____

Author(s) _____

Year _____ No. of source _____

No.		Yes	No	Not clear	Impossible to determine
1	Does the source cover the question of the study?				
2	What psychological and pedagogical influences that ensure the consolidation of social capital in higher education institutions were considered in the publication?				
3	Does the publication propose a model for the application of psychological and pedagogical influences to ensure the consolidation of social capital in higher education institutions?				
4	Is the result of the application of psychological and pedagogical influences to ensure the consolidation of social capital in higher education institutions clearly described?				
5	Is the described result of the application of psychological and pedagogical influences to ensure the consolidation of social capital in higher education institutions repeatable and transferable?				
6	Does the study correspond to the latest theoretical trends in the application of psychological and pedagogical influences to ensure the consolidation of social capital in higher education institutions?				

Exclude Include in detailed reading Include in final analysis

Reviewer's comment _____