

Presenting a Social Capital Management Model in the General Directorate of Education in Kermanshah Province with a Grounded Theory Approach (Case Study: Primary School Principals)

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Purpose: Social capital plays an important role in the success of any organization, including the education organization. As a result, the purpose of this study was presenting a social capital management model in the general directorate of education in Kermanshah province with a grounded theory approach.

Methodology: This research in terms of purpose was applied and in terms of implementation method was mixed (qualitative and quantitative). The research population in the qualitative part was experts and senior managers of education in Kermanshah province and in the quantitative part were the principals of primary schools in Kermanshah province. The sample size in the qualitative part was estimated according to the principle of theoretical saturation 11 people who were selected by purposive sampling method and in the quantitative part was estimated according to Krejcie and Morgan table 332 people who were selected by random cluster sampling method. The research instrument in the qualitative part was a semi-structured interview and in the quantitative part was a researcher-made questionnaire, whose psychometric indices was confirmed and for data analysis was used from the methods of coding in MAXQDA software and exploratory factor analysis in LISREL software.

Findings: Findings showed that in the central category of social capital management in education, causal conditions including categories of organizational factors, social factors and individual factors, contextual conditions including categories of social bonds of employees, cultural and social commitments and sustainable social development, intervening conditions including categories of legal requirements and frameworks, civic participation networks, organizational policies and organizational culture, strategies including categories of knowledge management, organizational resilience, job turnover and organizational participation and outcomes including categories of organizational outcomes, individual outcomes and social outcomes. Other findings showed that the factor load of all sub-categories except sense of identity on causal conditions, all sub-categories except collective power on contextual conditions, all sub-categories except success and education on intervening conditions, all sub-categories on strategies and all sub-categories except human capital accumulation, social cohesion, organizational learning, organizational entrepreneurship and interpersonal trust on outcomes were confirmed.

Conclusion: Regarded to the importance of identified categories and concepts for the social capital management in education, planning is essential to improve the categories through their concepts.

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1. Introduction

Today, in addition to human, financial and economic capital, investment in organizations has been created under the name of social capital, which is a concept derived from sociology, and social capital provides a very suitable platform for the exploitation and productivity of human resources in various organizations, which on the one hand has an aspect of It has a social construction and facilitates certain actions of people within the structure (Muringani, Fitjar & Rodriguez-Pose, 2021). Social capital is one of the most important and controversial concepts of sociology and social sciences in recent decades, due to its effective role in increasing and improving job and organizational performance, expanding cooperation, productivity and stable relationships in the organization and the growth, development and progress of employees and the organization (Bott, Ankel & Braun, 2019).

Social capital is a form of traditional community solidarity that plays an important role in facilitating collective action and four views have been formed about it. The first perspective is the perspective of collectivism, in which it equates social capital with local organizations such as clubs, associations, and civic groups. The second point of view is the network point of view in which both positive and negative aspects of social capital are taken into account and the importance of vertical and horizontal links between people and internal relationships and between them such organizational identity resulting from links as groups and companies Emphasis is placed. The third point of view is the institutional point of view, which believes that the vitality of social networks is mainly a product of the political, legal and institutional environment. The fourth perspective is the collaboration perspective, which tries to integrate the strong works of two network and institutional perspectives. The difference between these views mainly depends on the three single factors that are focused on during the analysis, considering the views of social capital as an independent, dependent or intermediary variable and how far the government's position is included in the analysis (Mirshekaran, Vahidi, Hamidi & Mardani, 2020). In the past, social capital was used as an important and fundamental factor in all the maintenance and promotion of organizations for the strength of communities, and they considered it important and necessary both in maintaining the social security network and in social support (Dobbin & Smith, 2021).

Social capital is defined as a potential and actual resource available through the creation of a network of personal relationships with others (Metz, Stamper & Ng, 2022). Social capital, as one of the most valuable assets of an organization, includes the set of material and spiritual resources of an organization that allows an individual or group to take over a stable network of mutual relationships, and without social capital, other capitals usually lose their efficiency and effectiveness to a large extent shake hands (Shier, Gouthro & De Goias, 2018). Social capital is one of the characteristics of social structures that help people to overcome the problems they face collectively, and societies and organizations in which the amount of social capital is reduced create ruptures and deep gaps among the members of societies and organizations. (Ding, Shao & Chen, 2021). Social capital has three parts: cognitive, relational and structural. The cognitive part is related to the nature of communication between people in the organization and includes the degree of participation of employees within a social network in a common view or understanding between them. The relational part is related to the quality and nature of communication. Between people in the organization and shows the roots of relationships such as trust, respect and goodwill, and the structural part is related to the general pattern of relationships in the organization and includes the amount of communication that people in an organization have with each other (Somefun & Fotso, 2020).

The success of any organization depends on the important and fundamental factor of social capital, and by finding the talents of this vital force and managing it optimally towards the organization's goals, it is possible to help the organization achieve its goals and to improve its position compared to competing organizations by creating a competitive advantage. Forgive (Li, Modi, Wu, Chen & Nguyen, 2019). This structure, as one of the important organizational capabilities and assets, can greatly help organizations in creating and sharing knowledge and increasing efficiency and gain a competitive advantage for them compared to other organizations (Bakker, Hendriks & Korzilius, 2022). Social capital as a success lever has a very important role of physical and human capital in the organization and can create a suitable platform for increasing the effectiveness of the organization (Wang, Deng & Alon, 2021).

Social capital can increase knowledge management in educational organizations and facilitate and accelerate knowledge management processes, including knowledge acquisition, preparation and compilation of knowledge and its transfer through combining and exchanging resources, encouraging cooperative behaviors and developing more effective collective activities (Atshan, Bixler, Rai & Springer, 2020). Social capital in the organization reduces transaction costs and helps employees to achieve organizational goals and create a more effective organization (Xie, Guan, Liu & Huan, 2021). Although there have been researches about the social capital model, a model about social capital management was not found in the education organization, and the results of the most important researches are reported below. Bagheri, Mehralizade, Hosseinpour & Bahmaei (2021) concluded in a research that the quality model in education is based on social capital and internal efficiency including environmental trustworthiness, social values, sense of responsibility, honesty, interaction and cooperation, fairness, benevolence, tolerance and tolerance, help and assistance, civic participation, social support, feeling of satisfaction and feeling of security.

Kheirgoo & Soheili (2018) concluded in a research that the capital of the social capital promotion model in government organizations has two dimensions of intra-organizational factors with components of individual factors, structural factors, management factors, safety and trust factors, educational factors and solidarity and cohesion factors and Then there were extra-organizational factors with the components of collaborative factors, social and family factors, cultural and ideological factors, technological factors, informational factors and institutional and government factors.

Rezaeimaneh & Poorbehroozan (2018) concluded in a research that the social capital model based on religious teachings includes the level of management requirements including the components of intangible management requirements and visible management requirements, the level of group requirements including the components of behavioral requirements and attitudinal requirements and the level of individual requirements including the components of Modification of intentions in personal affairs and modification of intentions in social affairs. Etesaminia & Fazeli Kebria (2014) concluded in a research that the management components of social capital by looking at Nahj al-Balagha at the macro level including the components of the type of governance, governance and the direction of ruling in the political system to reproduce, preserve and maintain social capital, the role of requirements, The legal frameworks of the rules and functional institutions of the system and the amount of accountability and responsibility in the political process and at the micro level included structural, relational-actional and cognitive-attitude components.

Alvani, Rahmani & Mohammadnejad Alizamin (2012) concluded in a research that the components of the cultural dimension of social capital at the global level include values, cultural and social

acceptance, modernity and innovation, cultural mixing and transformation, cultural specificity, cultural homogeneity, cultural identity and Policies and norms, components of the social dimension of social capital at the global level, including social trust, social institutions, social communication, social participation, social awareness, social networks, non-governmental organizations and ethics, components of the political dimension of social capital at the global level, including global leadership, political participation, public and civil political institutions, rule of law, press and media, democracy, global citizen and global governance and the economic dimension of social capital at the global level, including regional economic unions, international economic organizations, economy without borders, multinational companies, the value of the company and the amount of expenses was.

Royae & Kavousy (2008) in a research concluded that the measurement model of social capital had two macro and micro levels, the macro level had political, social, cultural components and the communication network, and the micro level had two cognitive and structural dimensions, which cognitive dimension It included the components of values, norms, commitments, participation and trust, and the structural dimension included accountability, decision-making, participation in decision-making, and group cooperation.

The existence of a centralized education system in Iran has reduced the social capital of education workers, and in this case, low-level workers do not participate in solving issues and problems. Therefore, the more education and training staff participate in their work and career plans and processes and have higher social awareness, the more effective they will be in their work, and the higher effectiveness leads to greater efficiency and improvement in the performance of the education and training organization (Ardalan & Majooni, 2020). Social capital plays an important role in the success and effectiveness of the organization and the unity between the employees of the organization, and for this reason, it is necessary to examine this very important structure, and since this structure has been carried out in some organizations, it has been neglected in the educational organization. Therefore, an effort was made for the researchers to fill the gap in this field to some extent and to suggest future researchers to conduct more research in this field. As a result, the aim of this research was to present a social capital management model in the General Department of Education of Kermanshah province with a data base theory approach.

2. Methodology

This research was applied in terms of purpose and mixed (qualitative and quantitative) in terms of execution method. The research community in the qualitative part was experts and senior managers of education in Kermanshah province, and in the quantitative part, the principals of elementary schools in Kermanshah province. The sample size in the qualitative section was estimated to be 11 people according to the principle of theoretical saturation, which was selected by the purposeful sampling method, and in the quantitative section, according to the table of Karjesi and Morgan, it was estimated to be 332 people, which were selected by the random cluster sampling method. In the purposeful sampling method, the samples are selected in such a way that they are selected as samples according to the researcher's desired criteria. Also, in the random cluster sampling method, samples are selected in such a way that Kermanshah province is divided into different sections and all principals of primary schools in the selected sections are selected as samples.

The research was carried out in such a way that in the qualitative phase, the theoretical foundations of social capital and social capital management were reviewed and based on that, with the help of professors, questions were designed for interviews, and experts and senior managers of education in

Kermanshah province were interviewed with the help of designed questions. The interviews continued until the information about social capital management was saturated. Also, in the first quantitative phase, the necessary coordination was made with the education officials of Kermanshah province and the importance and necessity of the research was explained to them and a list of managers was prepared separately for different departments. Then, sampling was done and before answering the quantitative part of the samples, the importance and necessity of the research was explained to them and they were asked to follow the ethical points and they were asked to answer the quantitative part tool, the researcher-made questionnaire, with the utmost accuracy.

The research tool was a semi-structured interview in the qualitative part and a researcher-made questionnaire in the quantitative part. The semi-structured interview had five questions, which were based on theoretical foundations and with the help of professors, and experts and senior managers of education were interviewed. These questions were about causal conditions, contextual conditions, intervening conditions, strategies and consequences of social capital management in education. Before conducting the interview, necessary arrangements were made with the interviewees about the place and time of the interview and their consent was obtained to record the interviews. During the interviews, the questions were asked to the interviewees in order, and the duration of the interview with each person was about 40-50 minutes. The validity of the interviews was confirmed by the triangulation method and its reliability was calculated by the agreement coefficient method between two coders at 0.82. The researcher-made questionnaire was designed on the basis of theoretical foundations and interviews and has 52 items using a 5-point Likert scale from completely disagree (score 1), disagree (score 2), neither disagree nor agree (score 3), agree (score 4) and I completely agree (score 5). The validity of the questionnaire was confirmed by experts' opinion and the construct validity of the instrument was confirmed by factor analysis method and its total reliability was calculated by Cronbach's alpha method of 0.88. In the current study, coding methods were used in MAXQDA software and exploratory factor analysis in LISREL software for data analysis.

3. Findings

The sample of the qualitative part was 11 experts and senior managers of education and training, whose semi-structured interviews were analyzed with the coding method based on the data base theory approach according to causal conditions, background conditions, intervening conditions, strategies and consequences in the central category of social capital management in education and their results. It was presented in Table 1.

Table 1. Coding results of the social capital management model in education based on data base theory

Theory components	Main article	Subcategory	concepts
Causal conditions	Organizational factors	Participatory governance	1. Better public administration with wise governance, 2. Creating a balance between demands and expectations, 3. Conscious valuation and 4. Elevating the status of people in society.
		Administrative bureaucracy	1. Ensuring the success of the organization in the long term and 2. Fulfilling the strategic goals of the organization
		Organizational Excellence	1. Revision of the current situation and improvement planning, 2. Implementation of

		sustainable development, 3. Strengthening of civil institutions and 4. Increasing growth of knowledge and sciences.
	Development of intellectual capital	1. Purposefulness of the organization and 2. Fulfillment of the goals of the organization's strategy
social factors	social support	1. Individuals achieving benefits and mutual support and 2. Education of self-aware citizens
	Expansion of civil society	1. Constructions and basic needs, 2. Commitment and adherence to the realization of goals, 3. Political participation in the real world and 4. quick achievement of the organization's missions
	Social infrastructure	1. Scientific discovery and innovation, 2. Teamwork management, 3. Technology and equipment, and 4. Public investment in social infrastructure.
	sense of identity	1. The exclusion and marginalization of employees, 2. The level of social mobility and 3. The sense of collective and group identity.
Individual factors	human relations	1. Facilitating human communication in society
	Shared values and norms	1. The existence of a culture of effort and perseverance in the work environment and 2. Social and emotional bonds
	Self-evaluation system	1. Organization to the demands and efforts of employees, 2. Management of thinking and 3. Organization to the demands and efforts of society.
Background conditions	Quality of social relationships	1. Generational gap, 2. Emphasis on result orientation versus performance orientation, 3. Overt and hidden tendencies and actions of organizational people, 4. Prioritizing organizational interests over individual interests, and 5. Fundamental planning with the aim of Islamic education.
	Social ties of employees	1. Individual and social development, 2. Extracurricular activities, 3. Creating and developing more and better interactions between the organization and society, and 4. Paying attention to ethnic groups and cultural symbols.
	Helpful actions	1. Formal and informal cooperative participation, 2. Social actions of political activists, 3. Modeling successful organizations, and 4. Encouraging performing tasks, expectations and norms.
Cultural and social obligations	Socialism	1. Attracting more social support for the organization, 2. Communication with friends and classmates, 3. Educational and behavioral rehabilitation support, 4. Prioritizing organizational resources to individuals, 5. Creating and developing unity among the people of the organization, and 6. Individual and social prosperity.

Sustainable social development	Collective power	1. Advancement of economic, social, political and cultural development programs, 2. Trust in official institutions and 3. Efforts to promote teamwork in the organization.
	Psychological well-being	1. Benefiting from motivational factors at the right time and place, 2. Reducing job burnout and 3. Multi-layer support system
	Competitive Advantage	1. Creating opportunities to use emotional and human capital, 2. Facilitating the process of gross domestic product and 3. Maximizing the use of employees' expertise in the work environment.
	Motivational systems	1. Cultivating creative human resources, 2. Promoting free and democratic dialogue and strengthening collective action, and 3. Employees' sense of curiosity.
	Production of scientific news	1. Existence of efficient cooperative institutions, 2. Better understanding of the performance of governmental and non-governmental institutions, and 3. Emphasis on result orientation versus performance orientation.
Legal requirements and frameworks	Governance and political system	1. The presence of political games in the organization
	Performance guarantees	1. The spirit of competition and the existence of numerous formal guidelines, 2. Integration of actual and potential resources, and 3. The power of collective and individual action in human social systems.
Intervening conditions	Collective and group relations networks	1. Cooperation and participation in scientific activities, 2. Empathy among colleagues and respect for values, 3. Full understanding of bottlenecks in organizational interactions, 4. Emphasis on group versus individual progress, 5. Interaction between communication and financial or cultural capital and 6. Trust and cooperation among existing relationships
	Organizational partnership insight	1. Voluntary membership of people in informal associations and organizations, 2. Social class and position, 3. Informal norms and values, 4. Common concepts and memories or common language, and 5. Common cultural and social perceptions, ideas and beliefs.
	Social programs	1. Cultural diversity among employees, 2. Changing direction from focusing on technology-oriented approach to human-oriented approach and 3. Obeying local rules and traditions.
Organization policies	The mission of the organization	1. Administrative rules and 2. Organizational goals and missions
	Regulatory bodies	1. Parallel supervisory, control and inspection institutions
Organizational Culture	Organizational atmosphere	1. Supportive environmental conditions and 2. Access to social networks

Strategies		Transparency of accountability	1. Clear and correct circulation of information and trust in elites and 2. Ethics and honesty of employees
		Achievements and education	1. The intellectual and ideological backgrounds of the employees and 2. The cultural identity of the employees
	knowledge management	Sharing knowledge	1. Promoting knowledge in the organization, 2. Encouraging sharing of experiences and ideas, and 3. Reviewing the communication and structural model of the organization.
		Organizational forgetfulness	1. Teaching self-management to employees, 2. Teaching correct thinking and thinking, 3. The function of information technology and technical management and support and 4. Emphasis on group progress, not individual
	Organizational resilience	Flexibility of organization rules	1. The function of information technology and technical management and support, 2. Flexible and dynamic structure and 3. Reduction of bureaucracy.
		absorption and adaptation	1. Creating solidarity and empathy among people within the organization, 2. Valuing the new and innovative ideas of employees and 3. Improving the image of the organization in the society.
		Environmental capability	1. Creating an interactive and communicative atmosphere and 2. Paying attention to possessing management skills
	workflow	Improving individual skills	1. Facilitating social and collaborative efforts, 2. Developing controlling roles, and 3. Strengthening self-confidence.
		organizational health	1. The importance of collective wisdom by managers
		job satisfaction	1. The importance of doing work well and 2. Benefiting from motivational factors at the right time and place
		Organizational Agility	1. Attention to specialization in the entire organization and 2. meritocracy in the selection of employees
	Organizational participation	Voluntary behaviors	1. Empowering civil society and socio-political participation and 2. Establishing clear communication and encouraging people to have more contacts with each other.
		Partnership efforts	1. Creating solidarity and empathy among employees and 2. Respecting the rules and regulations of the organization
	consequences	Organizational implications	Accumulation of human capital
social solidarity			1. Employees achieving life-work interaction and 2. Comprehensive, team and network communication

	Organizational Learning	1. Teaching correct thinking and thinking and 2. Reducing communication exchange costs
	Organizational entrepreneurship	1. Creating innovative performance and 2. Increasing the productivity of the organization
Individual consequences	Improving job attitude	1. Strengthening magnanimity, 2. Strengthening human behavior and character and 3. Feeling happy and successful
	Interpersonal trust	1. Promotion of joint activity between employees and 2. Promotion of the level of collective cooperation
	Group cooperation and empathy	1. Increasing the expansion of the circle of cooperation and mutual trust between the group, 2. Increasing the effectiveness of the organization and 3. Further achieving organizational goals.
Social consequences	Metafunction behavior	1. People's self-reliance, 2. Development of sensory commerce and 3. Respect for cultural differences
	Social Responsibility	1. More and better benefit from the forces resulting from constructive social interaction
	Group decision making	1. Facilitating group decision-making and reducing its time and cost

According to the results of Table 1, in the central category of social capital management in education, causal conditions include the categories of organizational factors, social factors and individual factors, background conditions include the categories of social bonds of employees, cultural and social obligations and sustainable social development, intervening conditions include the categories of requirements and frameworks. Legal, civil participation networks, organization policies and organizational culture, strategies included the categories of knowledge management, organizational resilience, job rotation and organizational participation, and the consequences included organizational consequences, individual consequences, and social consequences. The sample of the quantitative part was 332 primary school principals, whose questionnaires were analyzed by the exploratory factor analysis method and their results are presented in Table 2.

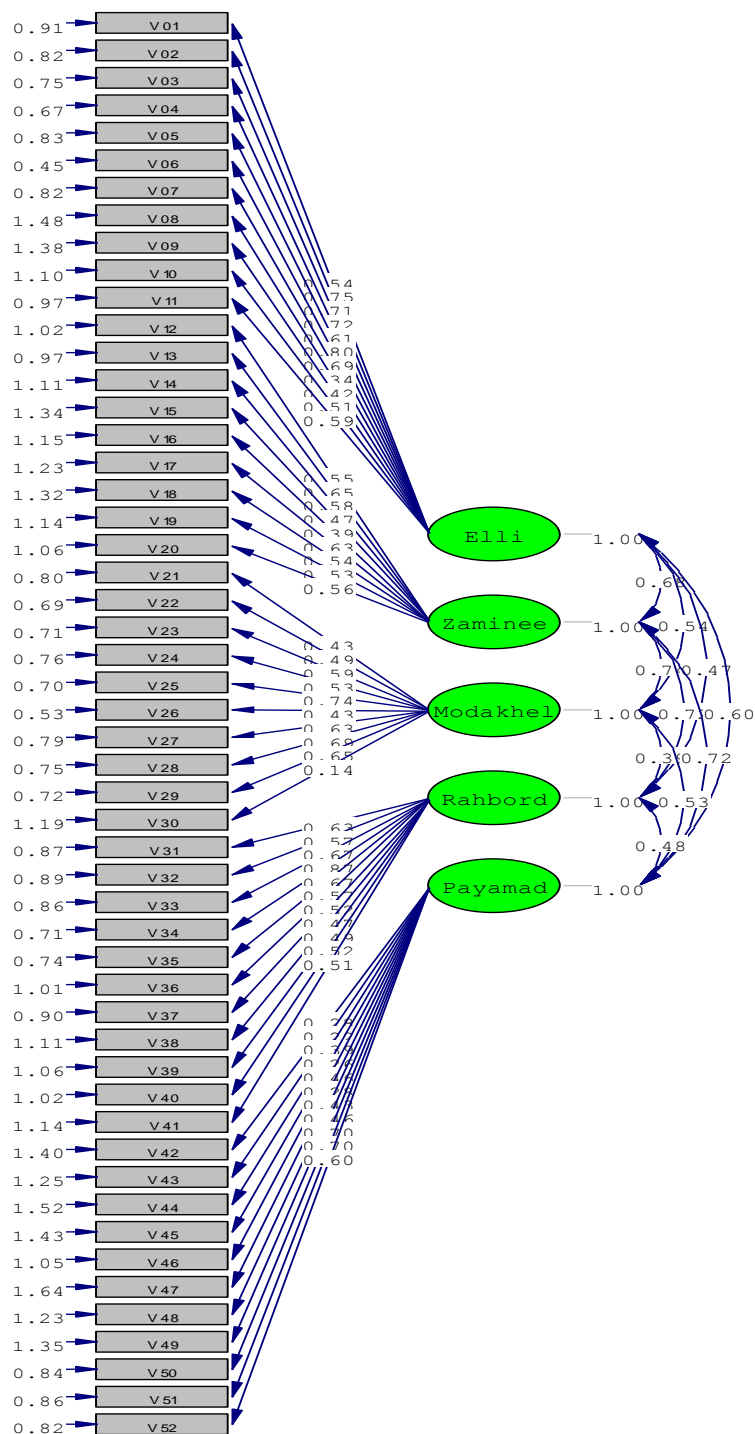
Table2. Results of exploratory factor analysis of social capital management model in education

Theory components	Subcategory	factor load	Mean variance extracted	Reliability (Cronbach)
Causal conditions	Participatory governance	0/54	0/58	0/83
	Administrative bureaucracy	0/75	0/73	0/84
	Organizational Excellence	0/71	0/78	0/77
	Development of intellectual capital	0/72	0/82	0/75
	social support	0/61	0/59	0/86
	Expansion of civil society	0/80	0/76	0/79
	Social infrastructure	0/69	0/84	0/82
	sense of identity	0/34	0/42	0/68
	human relations	0/42	0/53	0/75
	Shared values and norms	0/51	0/57	0/86
	Self-evaluation system	0/59	0/58	0/92
	Quality of social relationships	0/55	0/62	0/72

Background conditions	Maturity of individual knowledge	0/65	0/68	0/75
	Helpful actions	0/58	0/64	0/81
	Socialism	0/47	0/59	0/86
	Collective power	0/39	0/45	0/72
	Psychological well-being	0/63	0/68	0/74
	Competitive Advantage	0/54	0/57	0/82
	Motivational systems	0/53	0/55	0/86
	Production of scientific news	0/56	0/52	0/91
Intervening conditions	Governance and political system	0/43	0/53	0/75
	Performance guarantees	0/49	0/62	0/82
	Collective and group relations networks	0/59	0/68	0/86
	Organizational partnership insight	0/53	0/58	0/75
	Social programs	0/74	0/83	0/82
	The mission of the organization	0/43	0/51	0/75
	Regulatory bodies	0/63	0/73	0/71
	Organizational atmosphere	0/69	0/84	0/79
Strategies	Transparency of accountability	0/65	0/59	0/85
	Achievements and education	0/14	0/24	0/48
	Sharing knowledge	0/63	0/69	0/90
	Organizational forgetfulness	0/57	0/58	0/78
	Flexibility of organization rules	0/67	0/70	0/75
	absorption and adaptation	0/87	0/83	0/82
	Environmental capability	0/67	0/75	0/80
	Improving individual skills	0/57	0/68	0/93
consequences	organizational health	0/52	0/73	0/87
	job satisfaction	0/47	0/58	0/74
	Organizational Agility	0/49	0/63	0/72
	Voluntary behaviors	0/52	0/64	0/76
	Partnership efforts	0/51	0/60	0/78
	Accumulation of human capital	0/29	0/47	0/35
	social solidarity	0/22	0/39	0/48
	Organizational Learning	0/39	0/46	0/53
consequences	Organizational entrepreneurship	0/26	0/32	0/48
	Improving job attitude	0/46	0/55	0/71
	Interpersonal trust	0/28	0/44	0/40
	Group cooperation and empathy	0/43	0/57	0/78
	Metafunction behavior	0/46	0/62	0/90
	Social Responsibility	0/70	0/78	0/81
	Group decision making	0/60	0/68	0/77

According to the results of Table 2, the factor load of all sub-categories except sense of identity on causal conditions, all sub-categories except collective power on contextual conditions, all sub-categories except success and education on intervening conditions, all sub-categories on strategies and All sub-categories except human capital accumulation, social cohesion, organizational learning, organizational entrepreneurship and interpersonal trust were confirmed on the outcomes. Also, the

average value of the extracted variance was estimated to be higher than 0.50 and their reliability with Cronbach's alpha method was estimated to be higher than 0.70. Therefore, the social capital management model in education based on sub-categories along with their factor load was presented in Figure 1.



Chi-Square=5259.93, df=1264, P-value=0.00000, RMSEA=0.078

Figure 1. Social capital management model in education based on sub-categories along with their factor load

4. Conclusion

The findings showed that in the central category of social capital management in education, causal conditions include the categories of organizational factors, social factors and individual factors, background conditions include the categories of social ties of employees, cultural and social obligations and sustainable social development, intervening conditions include the categories of requirements and legal frameworks. , civil participation networks, organizational policies and organizational culture, strategies included the categories of knowledge management, organizational resilience, job rotation and organizational participation, and the consequences included organizational consequences, individual consequences, and social consequences. Other findings showed that the factor load of all sub-categories except sense of identity on causal conditions, all sub-categories except collective power on contextual conditions, all sub-categories except success and education on intervening conditions, all sub-categories on strategies and All sub-categories except human capital accumulation, social cohesion, organizational learning, organizational entrepreneurship and interpersonal trust were confirmed on the outcomes. No research was found in this field, but the findings of this research are in some ways similar to the findings of Bagheri, et al (2021), Kheirgoo & Soheili (2018), Rezaeimaneh & Poorbehroozan (2018), Etesaminia & Fazeli Kebria (2014), Alvani, et al (2012), and Royae & Kavousy (2008) were aligned.

The central category was human capital management in education, and if educational managers can manage social capital, this can lead to the flourishing of new ideas in individuals, team activities, with the effect it has on information exchange and implicit and explicit knowledge transfer, cooperation and mutual trust, etc. The work and participation of the organization's members in achieving the organization's goals and ultimately improving the organization's performance, in the absence of social capital management, the effectiveness of other capitals is also lost, and without social capital, it becomes uneven and difficult to follow the paths of cultural and economic development and evolution. Managing social capital and creating communication networks and strengthening trust in the organization increases extra-role behaviors, and this structure increases the willingness of employees to go beyond their official job requirements, put individual interests in line with the interests of the organization, and have a great interest in working in the organization. Creates and helps to strengthen the behavior of organizational citizens, therefore, educational managers should strengthen informal norms in the organization, because in informal organizations, employees communicate and trust each other more easily and quickly.

Causal conditions have three main categories of organizational factors with sub-categories of participatory governance, administrative bureaucracy, organizational excellence and intellectual capital development, the main category of social factors with sub-categories of social support, expansion of civil society and social infrastructure, and the main category of individual factors with sub-categories of sense of identity. It was human communication, common values and norms and self-evaluation system. Therefore, to improve the causal conditions in order to strengthen social capital management in education, it is possible to balance between demands and expectations, conscious valuation, ensuring the success of the organization in the long term, realizing strategic and organizational goals, reviewing the current situation and planning, sustainable development, strengthening civil institutions. , the increasing growth of science and knowledge, people achieving benefits and mutual support, educating self-aware citizens, organizational purposefulness and commitment and adherence to goals, political participation, scientific discovery and innovation,

teamwork, using technology, public investment, social mobility, The feeling of group identity, facilitating human communication, creating a culture of effort and perseverance, establishing social and emotional bonds, managing thinking, organizing organizational and social demands and efforts worked.

The background conditions have three main categories of social bonds of employees with sub-categories of the quality of social relations, maturity of intellectual knowledge and helpful actions, the main category of cultural and social obligations with sub-categories of collectivism, collective power and psychological well-being and the main category of sustainable social development with sub-categories of competitive advantage, motivational systems and production of scientific news. Therefore, in order to improve the background conditions for improving the management of social capital in education, the background can be improved with the help of emphasis on result orientation, organizational benefits and organizational resources, fundamental planning with the aim of Islamic education, personal and social development, extracurricular activities, creation and development of organizational interactions. and social, paying attention to ethnicities and cultural symbols, formal and informal participation, social actions, modeling successful organizations, encouraging to fulfill assignments and expectations, attracting social support, benefiting from educational and behavioral rehabilitation support, creating unity among employees, individual flourishing and social, trust in official institutions, efforts to promote team work, benefit from emotional and human capital and motivational factors at the right time and place, reducing attrition and multi-layered support system, facilitating the process of gross domestic product, making maximum use of staff expertise, cultivating curiosity and creative human force, promoting free and democratic dialogue, the existence of cooperative institutions and a better understanding of the functioning of governmental and non-governmental institutions.

Intervening conditions have four main categories of requirements and legal frameworks with sub-categories of governance and political system and executive guarantees, the main category of civil participation networks with sub-categories of collective and group relations networks and organizational participation insight, the main category of organization policies with sub-categories of social planning, mission Organization and regulatory institutions and the main category of organizational culture with sub-categories of organizational climate, transparency, accountability, success and education. Therefore, to improve the intervening conditions in order to strengthen the management of social capital in education, it can be done through the spirit of competition, integration of different resources, improvement of individual and social actions and progress, cooperation and participation in scientific activities, empathy among colleagues, interaction between communication and financial capital or Cultural, trust and cooperation, voluntary membership in informal associations and organizations, informal norms and values, common cultural and social perception, ideas and beliefs, cultural diversity, emphasis on human-oriented approach instead of technology-oriented, implementation of administrative laws, local rules and traditions, goals The macro and missions of the organization, supportive environmental conditions, access to social networks, transparent and correct circulation of information, ethics and honesty of employees and the identity and intellectual, cultural and ideological foundations of employees acted.

The strategies have four main categories of knowledge management with sub-categories of knowledge sharing and organizational forgetfulness, the main category of organizational resilience with sub-categories of flexibility of organization rules, absorption and adaptation and environmental capability, the main category of career turnover with sub-categories of individual skill improvement,

organizational health, job satisfaction and organizational agility and the main category of organizational participation with the subcategories of voluntary behaviors and effort participation. Therefore, for the operationalization of strategies to improve the management of social capital in education and training, the field can be created with the help of promoting knowledge in the organization, sharing experiences and ideas, revising the communication and structural model of the organization, teaching self-strategy to employees, teaching correct thinking and thinking, the functioning of information technology and management. technical and support, emphasis on group progress, good work, specialization, meritocracy and collective wisdom, flexible and dynamic structure, reducing bureaucracy, creating solidarity and empathy between employees, valuing new and innovative ideas, improving the image of the organization, creating an interactive and communication environment , having management skills, facilitating community efforts and strengthening self-confidence, benefiting from motivational factors at the right time and place, empowering civil society and social and political participation, establishing clear communication and encouraging people to make more contacts, respecting organizational rules and regulations and creating empathy and created solidarity among employees.

The consequences have three main categories of organizational consequences with the sub-categories of human capital accumulation, social cohesion, organizational learning and organizational entrepreneurship, the main category of secondary consequences with the sub-categories of job attitude improvement, interpersonal trust and cooperation and group empathy and the main category of social consequences with the sub-categories of behaviors. His role was social responsibility and group decision-making. Therefore, in order to realize the consequences of social capital management in education and training, it is possible to increase the sense of responsibility, autonomy and job independence, active and effective participation, the ability to adapt to changes and improve happiness and job success, organizational effectiveness and organizational productivity, all-round, team and network communication. , teaching thinking and correct thinking, reducing information exchange costs, creating innovative performance, strengthening leadership, self-reliance and human behavior and character, promoting joint activities, mutual trust and collective cooperation, achieving organizational goals, respecting cultural differences and facilitating group decision-making and Reduce the time and cost of the operation.

Due to some limitations of this research, one should be careful in interpreting and generalizing its results. The results of this research in the qualitative part were the result of interviews with a limited number of experts and senior managers of education in Kermanshah province, and in the quantitative part, they were the result of completing the researcher-made self-report tool with a limited number of primary school managers. Since little research has been done on social capital management and no research has been done in this field in the education organization, it is suggested that more research be done in this field. Also, it is suggested to use the researcher-made questionnaire of the present study on the principals of other cities and even on the principals of secondary schools and examine the status of social capital management in them. The results of this research have practical implications for specialists and planners of the organization or the Ministry of Education. Considering the importance of identified categories and concepts for managing social capital in education, planning to improve categories through their concepts is necessary. Therefore, it is suggested that the managers of the educational system pay attention to the social capital and its main and subcategories and their concepts along with other effective variables in improving organizational

performance and effectiveness and with their help create a competitive advantage for their organization and its position compared to improve other organizations.

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