ASSESSMENT OF SOCIAL CAPITAL TO INTERNATIONALIZE EDUCATIONAL INSTITUTIONS

MUSARRAT JABEEN
Associate Professor, Social Sciences, National Defense University
Islamabad, Pakistan

MUHAMMAD UMAR
Director, Programs, Local Councils Association of the Punjab (LCAP)
Lahore Pakistan

RUBEENA BATOOL
Lecturer, Gender and Development Studies,
University of Balochistan,
Quetta, Pakistan

KOKEB YASMEEN
Assistant Professor, Government Madina Town College University,
Faisalabad Pakistan

ABSTRACT

Social capital promotes internationalization and competitiveness. Prevalent notions to measure Internationalization content of organizations are ill with 'social capital'. Social capital is the core competency in knowledge-based organizations. This paper uses the Leif Edvinsson's scheme of Intellectual Capital (IC) as the basis of analysis; because the IC causes change in the internationalization content. The particular concern of this paper is to assess and enhance the social capital in the internationalization content of the COMSATS Institute of Information Technology (CIIT system), Pakistan, based on measured behavioral actions by utilizing Knowledge, Attitude, Practice, (KAP) Analysis technique. The internationalization content of CIIT system is characterized by Internationalization Academic Staff (IAS) and Non Internationalization Academic Staff (NIAS). IAS was found more responsive to the questionnaire. The results showed that IAS was having more internationalization knowledge. The attitude of both IAS and NIAS was positive and the practices were found to be more positive among IAS. The social capital exists at 65% as grand mean of the survey showed. Recommendations are offered on how the social capital can be built, thereby to enhance the CIIT system's capacity to learn, adapt and internationalize in the marketplace.

Keywords: *Social Capital, Social Capacity, Social Innovation Capital, Internationalization, Internationalization Academic Staff*

INTRODUCTION

Social Capital

Prevalent notions to measure Internationalization content of organizations are ill with 'social capital'. Social capital is the core competency in knowledge based organizations. "In the knowledge economy substance is not sufficient; it is the framework– how internal and external substance is construed to produce new services. Creating competitive framework requires social capital – the aptitude to find, utilize and construe the skills, knowledge and experience of others, inside and outside of the organization. Social capital is produced from the workers social brinkmanship. Human Resources management is accustomed to spotlight on inside-worker features. This paper focus on inside worker features, the associations that merge to fashion innovative procedures, creations and services precise to behavioral achievements. Social capital attaches diverse structures of human capital. It is the prototypes of associations that construct improvement for the organization (Burt, 1992).Social capital, within the institute looks to be desirable for organizational knowledge, flexibility and dexterity. It is not how one can be in command of but what one can contact in the value chain (Kerbs, 2008).The distinctive social capital provides some economic contenders with an advantage over the others who are not well-associated. This paper intends to identify and enhance social capital concerning internationalization content in CIIT system.

Internationalization

Internationalization engages structure on force in global aspects of curriculum, faculty and student research, and global outreach (Knight, 1994). Internationalization assimilates the programs, increases global dynamic, raised funding and larger competence (Thomas, 2005). To internationalize the university, it is desirable to enumerate the uniqueness of on hand research universities (Ahola, 2005). The international universities have created a brand in global perspective because of national and international linkages (Shattock, 2003).

Researchers and policy makers have become attentive to Internationalization in higher education. The activities are organized in cooperative and competitive manner magnificent to internationalization (Teichler, 2004). Management frictions in higher education have become visible because of international dynamics (Marginson and Rhoades, 2002). Globalization has caused systemic change in higher education institutions setting the universities to adapt to new characteristics of practices as they have to furnish the novel demands of the society (Mok

& Welch 2003. Transnational institutions, like OECD have mentored national policy makers in regard to higher education to reform the organization structures (Vaira, 2004). These include changes in socio cultural attitude and practices (Deem & Brehony, 2005).

Internationalization Academic Staff (IAS)

International competition is ventured by research capacity of the institutions (Marginson, 2006), and that ranks the first in positional goods[1] in higher education. The paper aligns the research capacity of CIIT system to Internationalization Academic Staff (IAS) having international experience reflecting the internationalization content of CIIT system. The Internationalization Academic Staff (IAS) has four elements of knowledge; Ph. D from foreign institution, publications in Impact factor journals, participation in peer reviewed international conferences, and linkages with foreign institutions in the context of attitude and practice. Non Internationalization Academic Staff (NIAS) is differentiated on the basis of local Ph. D. The paradigm of Quacquarelli Symonds (QS) is reflected in Table 1.

Table 1: The QS Stars rating system for internationalization derives from seven criteria

S. No	Criteria	Percentage
	International faculty	25% of the total faculty
	Institution research collaboration	25% of the top 500 universities of the world
	International students	25% of the total students
	International student support – religious facilities	1% One worship place at least to three religions (Islam, Christianity, Hinduism, Sikhism, Buddhism, Judaism)
	Inbound exchange students	2% of total students
	Outbound exchange students	2% of total students
	International diversity	20 different nationalities must be represented in student's body

Source: Rating Universities on Internationalization: QS Stars. http://www.topuniversities.com/qs-stars/rating-universities-internationalization-qs-stars, accessed on July 13, 2013.

---

1 A positional good is one that has value, specifically because of its ranking relative to other (substitute) goods. In this paper the positional goods are Ph. D from foreign institution, publications in Impact factor journals, participation in peer reviewed international conferences, and linkages with foreign institutions.

Apparently, the criteria do not allow the CIIT system to be postured as internationalized; but this paper asserts not only to identify the content of internationalization in CIIT system but to enhance it as well. It defines the criteria of international faculty with Pakistan origin and international experience. The impact of the behavioral actions of academic staff is measured to account for the acquisition and dissemination of internationalization knowhow within the CIIT system. The main objective of this paper is to identify the internationalization trend based on measured behavioral actions in academic staff with institutional perspective and its general enhancement in the CIIT system. This paper can be used to assess the market opportunity relevant to internationalization content in the CIIT system.

The specific objectives of the study are as follow:

1.   To assess the social capital in IAS in contact to dissemination of the internationalization knowhow to NIAS.
2.   To assess the social capital in NIAS to acquire the internationalization knowhow from IAS.
3.   To present recommendations to enhance social capital to compatriot internationalization content in the CIIT system.

The questions of the study are as follows:

1.   How much the IAS is inclined to disseminate its internationalization experience to NIAS in the CIIT System?
2.   How much the NIAS is inclined to acquire the international knowhow from IAS in the CIIT System?
3.   How can the internationalization content be enhanced in the CIIT System?

LITERATURE REVIEW

The frequency and intensity of human relations compose social capital to posture the collective achievement (Social Capital Formation, 2013). Social innovation refers to new ideas that resolve existing social, cultural, economic and environmental challenges for the benefit of other individuals, groups or nation state system; to have survival, peace, dignity, and opportunity (Musarrat, 2013).

The theoretical framework of this study anchored by the character of internationalization academic staff with the application of KAP analysis technique seems relevant to be compared with intellectual capital scheme presented by Edvinsson. Edvinsson and Malone (1997) co-authored the

meticulous work entitled, Intellectual Capital[2](IC) and presented the intellectual capital management scheme (see Figure 1) The scheme has high standing in Intellectual capital (IC) circles.

The Edvinsson's scheme does not highlight the social capital; that is important for internal and external social outlook of the organizations. The social manner matters for production and assimilation of innovative knowledge (McElroy, 2002). McElroy points out that Edvinsson's scheme highlights the notion of 'innovation capital' (see Figure 1) In doing so Edvinsson places his emphasis on innovations, as in outputs or work products(i. e., patents, trademarks, and copyrights), but not on innovation, as in process. Edvinsson's notion mostly focuses on operations or business processes, not the meta-operations. We find the social capital based on behavioural actions does not exist in Edvinsson scheme; this intagible source can be the real foundation to identify the social capital. IC scheme and particularly in CIIT system.

Figure 1: Leif Edvinsson's Intellectual Capital Scheme
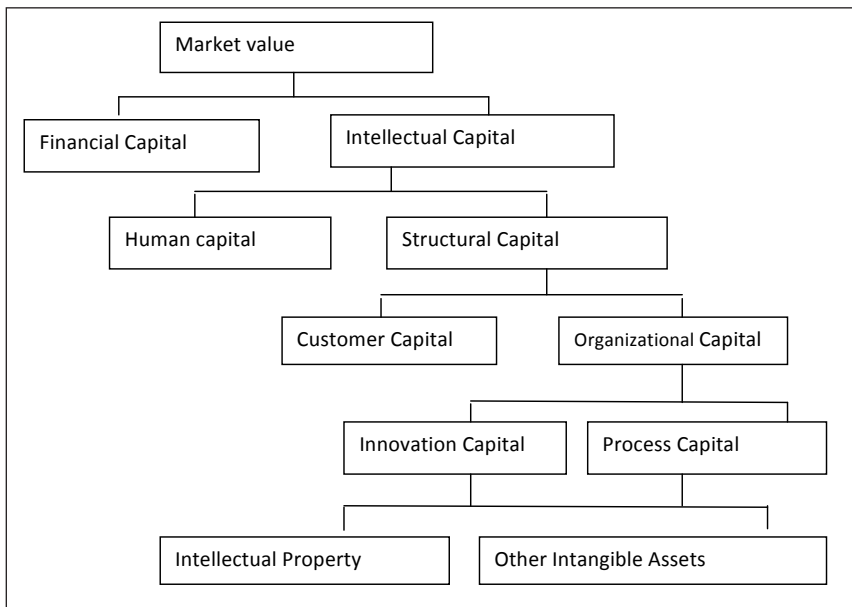
2   The value of an organization's employee knowledge, business training that may provide the organization with competitive advantage. In this paper the intellectual capital is composed of Ph. D from foreign institution, publications in Impact factor journals, participation in peer-reviewed international conferences, and linkages with foreign institutions.

Connecting with the point of McElroy of social innovation capital offers the following description of SIC: a collection of independent learners and communities of practice who collaborate with one another in self-organizing ways to develop and integrate shared knowledge. Communities of practice' and other typesof communities are wellsprings of knowledge in business and it is their characteristic pattern of formation and behaviour that larlgely comprises what I referred to as social innovation capital.

Figure 2 –Intellectual Capital Scheme
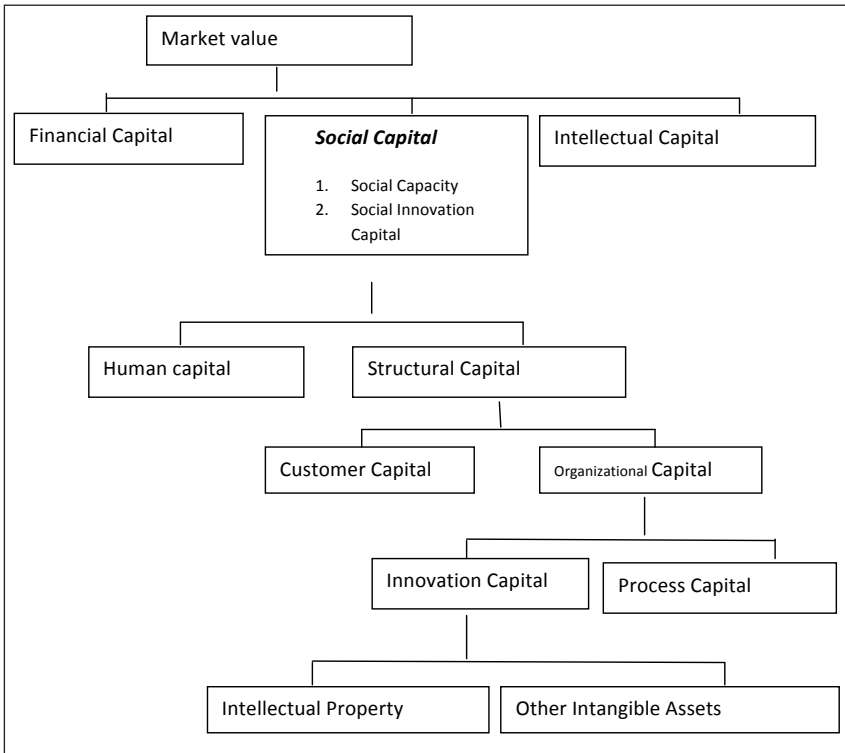
Source: (Musarrat & Umar's modified, 2013)

METHODOLGY

The scheme of this study tries to assess the notion of networking level fasioned around knowledge, attitude and practice.

3.1 Theoretical background

The social innovation theory of 'connected difference' emphasizes three key dimensions to social innovation. First, they are usually new combination or hybrids of existing elements, rather than wholly new. Two, their practice involve cutting across organizational or disciplinary boundaries and lastly they leave behind compelling new relationships between previously separate individuals and groups (Mulgan&Tuker, 2007).

The study design to measure the social capital

The greater amount of Intellectual Capital inflates the internationalization content of the university. The social capital links the correlation between Intellectual Capital and Internationalization Content. The variables in this study are the following:

- Intellectual Capital = Change variable
- Internationalization Content = Outcome variable
- Social Capital = Linking variable

The study design of this paper measures the notion of social capital fashioned around knowledge, attitude and practice (see figure 3).

Methods for data collection

The study measured the behavioral actions of two types of academic staff---one ranked as Internationalization Academic Staff (IAS) already having internationalization experience and the other as Non Internationalization Academic Staff (NIAS) intending to have internationalization experience. Structured questionnaire method was applied; by developing the instrument of questionnaire based on Knowledge, Attitude, Practice (KAP) Analysis. Purposive sampling was arranged as CIIT Abbottabad was sample population out of 11 CIIT campuses. Data from total of 110 respondents was collected from 11 departments of CIIT Abbottabad, 55 respondents were IAS and 55 NIAS.

Data Analysis

Purposive sampling was used to collect data from the 110 respondents of CIIT. Data is analyzed by using Mean, Grand Mean, Standard Deviation and Variance techniques. SPSS (20) is used to compute the values and significances.

Figure 3. The study design to measure the social capital:
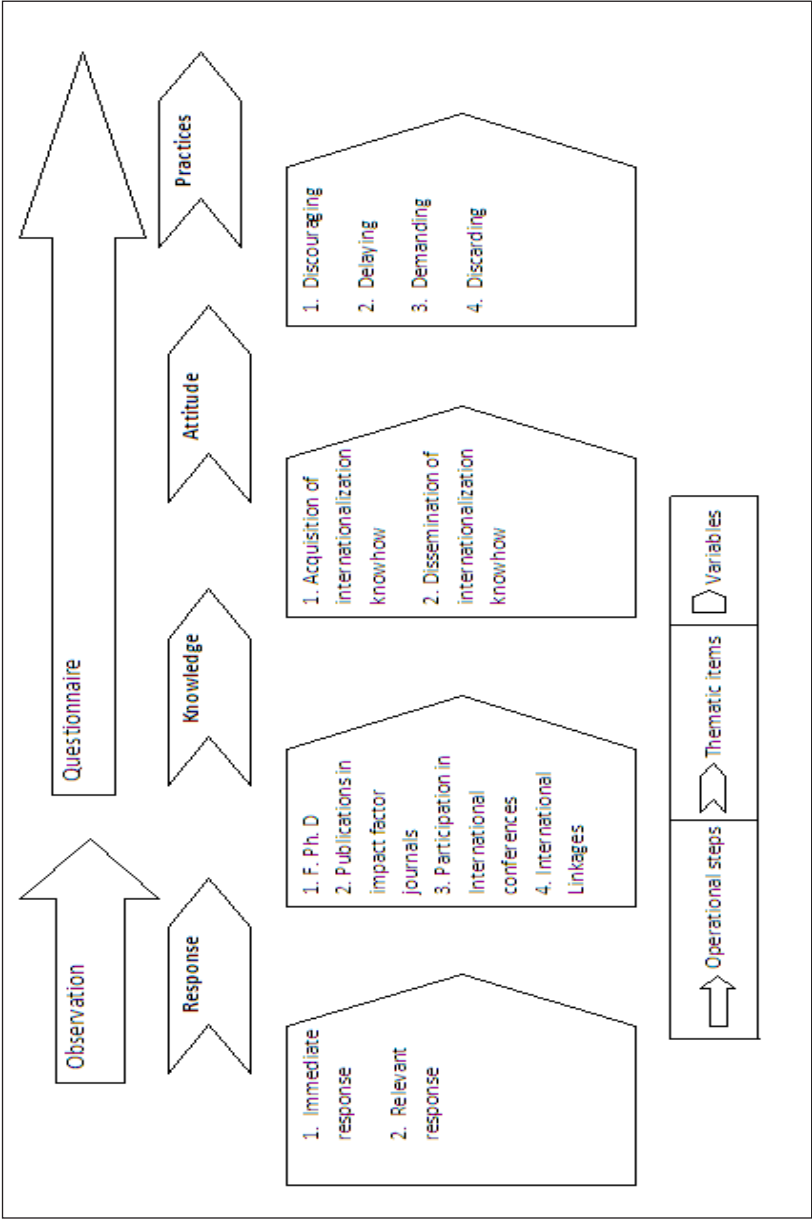
FINDINGS

The ensuing pattern of internationalization content depends on the level of experience and international intellectual skills and extent to which behavioral actions may change. The findings are leveled under four captions.

Observational analysis

The data collected through survey was supplemented by the data collected using observational techniques. For that purpose observations were recorded regarding the understanding and comprehension of the questionnaire by both IAS and NIAS. Moreover observations regarding the responsiveness and non-responsiveness were also noted. The finding of the observations indicates that IAS was more responsive and cooperative. And the understating level of the questionnaire was also found to be greater in IAS as compared to NIAS (Table 3)

Table 2: Understanding of the questionnaire and responsiveness of IAS and NIAS

| Understanding of the questionnaire and responsiveness of IAS and NIAS	IAS	NIAS
Understanding of the questionnaire	80%	70%
Responsiveness	72%	80%
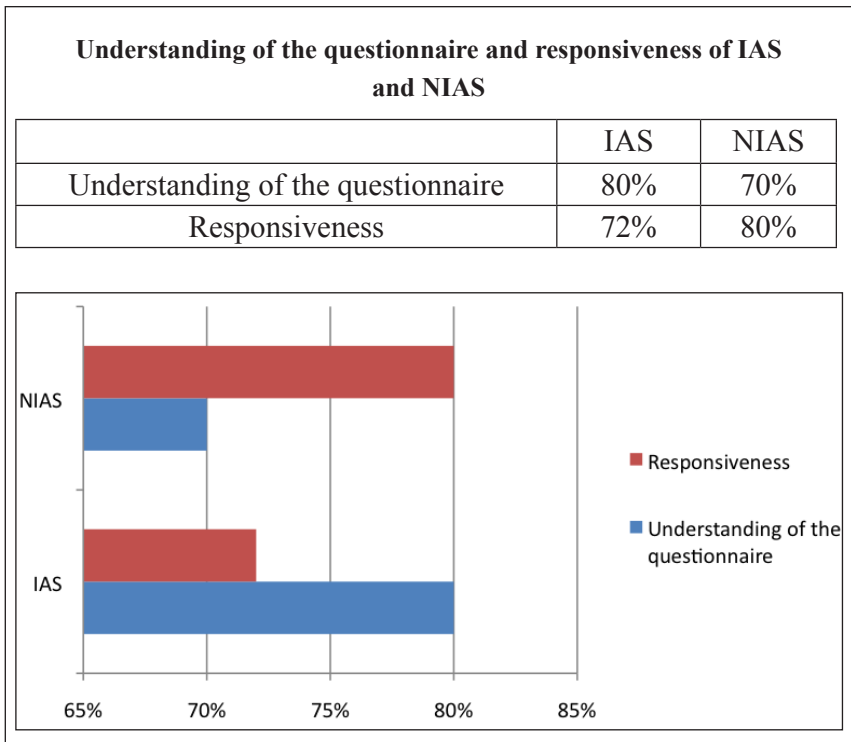
Descriptive data analysis

Knowledge: The data for the study was collected from 110(55 each from IAS and NIAS) respondents from 11 departments of the CIIT .The internationalization knowledge of IAS and NIAS was estimated on the basis of 4 indicators given in the Table 1. It is found that the only 8 out of 55 NIAS respondents are having their terminal degree from foreign institution. The total number of Impact Factor publications IAS is much higher than that of NIAS .The same is true for oral presentations at international conferences and research linkages with foreign institution. Therefore it was found that there is marked difference in terms of internationalization knowledge between IAS and NIAS.

Table 3: Comparison of the internationalization knowledge of IAS and NIAS

Indicators	IAS	NIAS
1-Number of publications in IF journals	632	230
2-Oral presentations in international conferences	423	137
3-Research linkages with foreign institutions	155	51
4-Terminal degree from foreign institution	55	8
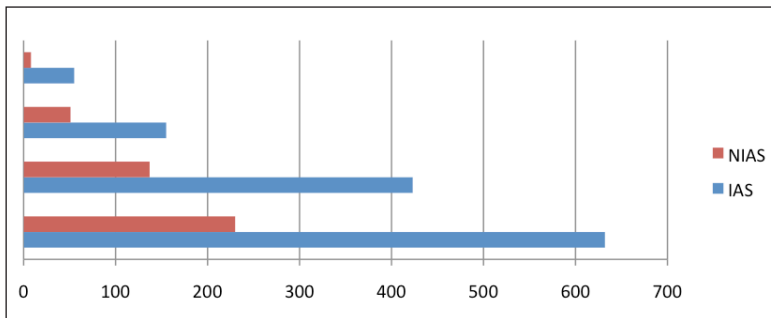
Survey Findings

A survey of 110 respondents, 55 each from IAS and NIAS, was conducted to find out the attitude and practices behavioral actions of IAS and NIAS

regarding internationalization and to observe the level of difference in attitudes of IAS and NIAS. Two types of questionnaire were designed both for IAS and NIAS (see Annexure 1). The responses of the respondents were recorded on 4 level ordinal scale (Likert Scale) as follows: strongly disagree=1, disagree=2, agree=3, strongly agree=4.

Table 4: Mean and Grand Mean of IAS Attitude and Practices responses

Variable	Description Of Variables	Mean	Grand Mean
A1	Sustainability of internationalization experience by IAS at individual level	3.1	
A2	Inclination of IAS to disseminate internationalization experience to NIAS	2.9	**3.0**
D1	Discouraging	2.2	
D2	Delaying	2.3	
D3	Demanding	2.3	**2.2**
D4	Discarding	2.1	

Table 5: Standard Deviation & Variance of IAS Attitude and Practices responses

Variable	Description Of Variables	S.D	Variance
A1	Sustainability of internationalization experience by IAS at individual level	1.0	1.0
A2	Inclination of IAS to disseminate internationalization experience to NIAS	1.1	1.2
D1	Discouraging	0.6	0.9
D2	Delaying	0.9	0.9
D3	Demanding	0.9	0.9
D4	Discarding	1.0	1.1

The Attitude of the IAS about the sustainability of the their internationalization experience (A-1) shows a positive level (Agree =3) which indicates that IAS normally sustain their internationalization

experience at CIIT. According to the data, the dissemination of internationalization experience by the IAS to NIAS (A-2) is also on the higher level(Agree=3). The IAS disseminates their knowledge to NIAS to a large extent.

The overall attitude (A1&A2) is also positive in terms of internationalization but it is interesting to note that attitude of IAS do not fall into the most positive category (Strongly agree=4). The perceptions of the IAS about the practices of the NIAS on four indicators (D-1,D-2, D-3,D-4) falls into the level of Disagree(2). It indicates that on average the IAS perceives that NIAS do not have discouraging, delaying, demanding and discarding practices towards IAS. Table shows that Standard deviation (SD) falls between 0.6 to 1.1. The SD for D1 is minimum and for A1 is maximum that shows the most uniform responses for D1 and most different responses for A2.The range fvarience is from 0.9 to 1.2 .It shows that there is considerable difference in the responses of the IAS.

Table 6: Mean and Grand Mean of NIAS Attitude and Practices responses

Variable	Description Of Variables	Mean	Grand Mean
NA1	Acquisition of internationalization experience by NIAS	3.1	
NA2	Accumulation of acquired knowledge by NIAS from IAS	2.9	
			3.0
ND1	Discouraging	3.0	
ND2	Delaying	2.9	
ND3	Demanding	3.0	
ND4	Discarding	2.1	
			2.7

Table 7: Standard Deviation (SD) & Variance of NIAS Attitude and Practices responses

Variable	Description Of Variables	S.D	Variance
NA1	Acquisition of internationalization experience by NIAS	0.9	0.8
NA2	Accumulation of acquired knowledge by NIAS from IAS	0.9	0.9

(continue)

Variable	Description Of Variables	S.D	Variance
ND1	Discouraging	1.0	1.1
ND2	Delaying	1.0	1.0
ND3	Demanding	0.9	0.8
ND4	Discarding	1.0	1.1

The Attitude of the NIAS about their inclination to acquire knowledge (NA1) shows a positive level (Agree =3) which indicates that NIAS generally inclined to acquire internationalization knowledge from IAS at CIIT system. According to the data, the accumulation of internationalization knowledge by the NIAS (NA2) is also on the higher level(Agree=3).It shows that the NIAS accumulate the knowledge gained from IAS a large extent. The overall attitude (NA1&NA2) is also positive in terms of internationalization. Likewise IAS, the attitude of NIAS do not fall into the most positive category (Strongly agree=4)The grand mean of perceptions of the NIAS about the practices of the IAS on four indicators (ND1, ND2, ND3, ND4) is 2.7 which is considerably higher than that of IAS which is 2.2. It indicates that on average the NIAS perceptions about the practices of IAS (discouraging, delaying, demanding and discarding) are more negative than that of IAS. Table shows that Standard deviation (SD) falls between 0.9 to 1.0. It indicates that there is marked difference observable in the attitude and practices of the NIAS respondents. The range f variance is from 0.8 to 1.1 .It shows that there is considerable difference in the responses of the NIAS.

CONCLUSION AND RECOMMENDATIONS

Established Internationalization Academic Staff brings alongside with them reputation, knowhow, new perspectives, connections, and possible avenues to bring in international research funding. The internationalization content of CIIT system is characterized by Internationalization Academic Staff (IAS) and Non Internationalization Academic Staff (NIAS). IAS was found more responsive to the questionnaire. The results showed that IAS was having more internationalization knowledge. The attitude of both IAS and NIAS was positive and the practices were found to be more positive among IAS. The evidence allows us to establish that the social capital exists at 65% as grand mean of the survey showed. The internationalization content can be extended with the prevalence of social capital among the academic staff in the CIIT system. IAS can do better to respond to local and national demands as they have foreign experience but origin from Pakistan. Formation of partnerships between

IAS and NIAS to establish a greater networking based on cooperation would extend the competitiveness of CIIT system.

Social capital: with reference to CIIT system the following scheme may be promising.

Firstly the dynamics of social capital in the CIIT system must be identified. How the faculty, students and the administration are are connected.
Redefining the nature of a social capital vis-à-vis internationalization content in CIIT system can provide fresh perspectives on not only how to measure success, but also how to determine what success itself really is. Ability to accelerate ones work is relationship-based. Finding partners in unlikely places can help one's network and thus generate more demand. The key to enhancement is knowing where one is now and where one wants to go. With this information, gaps and holes in the networks are easy to spot and to flourish social capital.
Social innovators need functional work environment with reliable office infrastructure, and the unstructured social spaces need to be encouraged. To start with the following is possible to generate social innovation capital with zero financial investment.

- Global vision may be specified in the vision statement of CIIT system to tune the mindset of faculty.
- Gentle social events titled as Saadi Hour, Rumi Program, Ghazali Thoughts may be organized.
- Social capital in higher education in regard to internationalization content may be specified and practiced in programs offered by CIIT system.
   "Social innovation is a team sport." Don't be afraid to regularly ask yourself, "who is on my team?' and who else can I add to it?" Be willing to make a change if necessary."

<div align="right">(Haggerty, 2012)</div>

STUDY LIMITATIONS

There is a need to carry a study on social capital in higher education in regard to international content via specific education. This study was conducted only in COMSATS Institute of Information Technology, Abbatabad. The inclusion of other campuses may produce different results as a result of an extensive survey.

REFERENCES

Ahola, S. (2005). Global and local priorities in higher education policies: A headache at national level? *Tertiary Education and Management.11*, 37-53, doi: 10. 1007/s11233-004-5552-8.

Deem, R., & Brehony, K. J. (2005). Management as Ideology: The case of 'new managerialism' in Higher Education, *54*, 135-156. doi-International DOI (Digital Object Indentifier) Foundation

Haggerty, R. (2012). *The Death and Life of Great American Cities*. City Builder Book Club.

Knight J. (1994), *Internationalizing the Campus: A User's Guide.* Washington DC: American Council on Education, p. 3

Leif. E., & Malone, M.S. (1997). *Intellectual Capital: The Proven Way to Establish Your Company's Real Value by Measuring Its Hidden Brainpower'*. Piatkus Books .

Marginson, S., & Rhoades, G. (2002). Beyond national states, markets and systems of higher education: A glonacal agency heuristic. *Higher Education, 43*, 281-309. doi: 10.1023/A:101

Mok, K. H. & Welch, A. (2003) *Globalization and educational restructuring in the Asia Pacific region*. Basing stoke, Hamsphire: Palgrave Macmillan.

Musarrat. J. (2013). Lecture on Ethical Fitness, COMSATS Institute of Information Technology, Abbottabad, March 30

Ronald, B. S., (1995). *Structural Holes – The Social Structure of Competition*. Harvard University Press.

Shattock, M. (2003). *Managing successful universities.* Maidenhead: Open University Press.

Social Capital Formation. (2013). Online report. http://socialcapital. spno.ca/ whatisit.html, (accessed on July 27, 2013)

Social Capital Formation. (2013). Online report. http://socialcapital. spno.ca/ whatisit.html, (accessed on July 27, 2013)

Teichler, U. (2004). *The changing debate on internationalization of higher education*. Higher Education, 48. 5-26 doi: 10. 1023/B: HIGH

Thomas, L. (2005), *The World is flat: A Brief History of the Twenty-First Century*. New York: Straus and Giroux p. 7.

Vaira, M. (2004). *Globalization and higher education organizational change: A framework for analysis*. Higher Education, 48, 483-510, doi: 10

Valdis, K. (2008). Social Capital: the key to Success for the 21st Century Organization. *IHRIM Journal* 22(5), 38.