Proposed Mechanisms for Enhancing Social Capital Management in Arab Universities

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Abstract: The paper develops proposed mechanisms to enhance social capital management in Arab universities. The descriptive approach is used to achieve the research objectives. The research sample consists of 611 faculty members from Arab universities randomly selected to answer the questionnaire on the reality of social capital in Arab universities. The research instrument consists of two questionnaires consisting of 48 items to measure social capital management mechanisms in Arab universities. The findings indicate that the degree of reality of social capital in Arab universities is medium with a mean of (3.47). The results also show that their approval regarding the suggested proposals is high, with a mean score of (4.87). Given the previous findings, the research recommends that the university should establish stable partnership networks with national and international universities in common areas, strengthen horizontal organization to empower faculties and scientific departments, have a common vision to generate a collective agreement among all beneficiaries to develop university work, consolidating teamwork skills and values, and provide contacts who carry important information for the professional life of faculty members.

Keywords: Arab universities, management, mechanisms, social capital.

1 Introduction

Universities are among the most essential institutions for building competencies and human energies for nations since they have human resource experts in all fields of knowledge. This human wealth can multiply when working on creating social networks that target them effectively, as social capital is one of the important organizational factors affecting the performance of universities. Accordingly, universities have recently focused on building a network of positive relationships among their members. Social capital is one of the university's most important latent resources because it is a resource that cannot be imitated since it is based on the quality of social relationships between all university employees that cannot be transferred from another institution.

What distinguishes social capital is its emphasis on how relationships and mutual trust are a source of value within the university (Jalal & Ahmed, 2021). The functions of universities and social capital have mutual effects, as universities are strong producers of social capital. Social capital also represents the main prerequisite for creating opportunities, incentives, and abilities for individuals in universities, which affects knowledge creation through opportunities and the combination of ability and knowledge. To enhance social capital, the components of higher education must be formulated based on both the components of social capital and the needs of society (Tonkabon et al., 2013).

The concept of social capital has recently become a modern concept and is one of the most prominent components of the core capital of organizations, which is no less important than human capital and psychological capital. However, the term has been in use for about a century, while the ideas underlying the concept go back even further. Nahapiet and Ghoshal

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(1998) argue that the early use of the term social capital in community studies aimed at clarifying the importance of the survival and functioning of networks of personal relationships in establishing trust, activating cooperation, increasing collective performance in society, and expounding the relationships between social phenomena.

Therefore, it is considered a type of organizational resources, which are existing or potential embedded resources obtained by individuals or social units or transferred from social relationships, where the realization of these beneficial relationships within the network leads to competitive advantages for organizations (Diriye, 2019; Huang & Knight, 2017). It is also regarded as collectively owned assets that represent enduring relationships between active bodies and/or social units derived from them (Adler & Kwon, 2002; Nahapiet & Ghoshal, 1998).

Social capital is a multidimensional concept based on social obligations and bonds between group members (Lin, 2008; Zheng, 2010). Nahapiet and Ghoshal (1998) suggest that social capital includes structural, relational, and cognitive dimensions. The structural dimension represents all patterns of relationships between members of a network of relationships and explores their positions in the network (Benbow & Lee, 2019). Thus, it focuses on the patterns and connections of power between group members that facilitate or limit the flow of information (Siegel et al., 2003).

In the relational dimension, relationships accumulate through a long-term interactive process (Nahapiet & Ghoshal, 1998), where behavioral norms develop among members through shared values, mutual trust, and interpersonal recognition (Benbow & Lee, 2019). To be precise, the relational dimension focuses on direct connections and outcomes of interactions (Inkpen & Tsang, 2005). The cognitive dimension addresses the shared interpretations, expressions, and implications of community members that can unify individuals' behaviors (Diriye, 2019), demonstrating resources that provide shared representation, interpretation, understanding, and meaning among stakeholders (Nahapiet & Ghoshal, 1998).

Social capital as a behavioral concept has expanded to include the network of social connections built on mutual trust and social interaction. It represents trust, the rules governing social behaviors and social interactions, and the network resources and characteristics that manage behaviors and interactions between individuals (Al-Anazi & Saleh, 2009). It also represents the stock of active connections between people such as trust, mutual understanding, and shared values and behaviors that connect members of human networks and communities and make cooperative work possible. Therefore, social capital facilitates cooperation and coordination among them for common interests, thus enabling them to work collectively (Cohen & Prusak, 2001).

Social capital in the organizational context has received significant attention in recent years to express the importance of social relationships within them through social networks, norms, commitments, and other patterns emerging from social interactions. Social capital in the organizational context confirms that the nature of these relationships and the standards that govern them represent a form of capital that is no less important than other capital within the organization (Ali, 2021). Jalal and Ahmed (2021) argue that social capital is a developed concept of organizational behavior, showing the nature of social relationships and interactions between employees within the organization, and the bonds, cooperation, and mutual trust between them that are based on common standards, values, and vision. Social capital combines the fixed mechanical theory that focuses on the structure of the network of relationships with the relationships themselves that resonate within the network and includes the internal and external relationships of the organization. Therefore, it can be considered a driving force for organizations (Mairi & Al-Jilani, 2017).

At the same level, social capital represents ties, the nature of these ties, and the rules of behavior that govern them. In light of the strength of these ties and relationships, the organization's ability to enjoy all its resources in the best possible way is determined, as its availability affects the existence of an environment that enjoys trust and facilitates communications, interconnectedness, and social cohesion. This environment is supportive of achieving efficiency and effectiveness, and thus excellence and uniqueness in attaining the goals of the university institution (Abdelal, 2018).

Against this, social capital is one of the basic dimensions that constitute social cohesion, as it addresses many diverse dimensions such as relationships and interactions between individuals and groups, mutual feelings, honesty, and trust in light of common values and standards. Social capital also contributes to defining the framework of the human developmental personality, strengthening and interconnecting the structure and social fabric, confronting problems and increasing opportunities for individual and collective creativity and innovation, enhancing the power of individual and collective learning, spreading the values of cooperation and participation at the individual and institutional levels, and upholding the values and spirit of teamwork (Al-Attar, Al-Khudari, & Khalaf, 2022). Given the introduction about social capital as a basic dimension that constitutes social cohesion, the literature review related to the issues previously raised is provided in the next section.

2. Literature Review

Research has documented that social capital represents one of the most important indicators of the growth, development, and progress of universities and is a strong producer of intellectual capital. Current social capital is the main precondition for creating capacity, opportunities, and incentives for individuals in universities, which influence the production of knowledge through available opportunities and the combination of capacity and knowledge. Therefore, addressing and managing social capital is essential for the academic environment (Tonkaboni, Yousefy, & Kehstiaray, 2013).

Social capital is one of the most important resources that universities need to exploit their other resources. It is formed through relationships, ties, shared values, and visions inside and outside the organization. It also represents a resource that cannot be transferred or imitated, and therefore it is a major source of competitive advantages. Therefore, universities need to manage their social capital in a way that enables them to benefit from it as a major and important resource, as it is a basis for achieving the engineering of social relations within the university (Jalal & Ahmed, 2021).

In the same context, Al-Tabbaa and Ankrah (2016) address the previous gap in the limited understanding of social capital, the nature of the interaction between its dimensions, and the possibility of benefiting from it to alleviate the obstacles arising during government-sponsored university-industry cooperation. To achieve this objective, the dynamics of social capital dimensions during the pre-formation and post-formation phases of university-industry cooperation are analyzed. The study has used the analysis of five embedded case studies on the UIC Technology Transfer: Faraday Partnership Initiative. The findings show that the effect and interaction of the dimensions are not constant, but rather varied over time. The findings also provide a new value-creation framework for social capital by mapping its power in reducing the severity of difficulties that arise during collaboration.

Moreover, Kanev (2016) analyzes the incentive structure of higher education and the role of social capital in it. The descriptive approach is used to achieve the research objectives. The findings indicate that the role of physical mechanisms in promoting the creation of high-quality educational outcomes is limited. The findings show that mutual relationships in higher education institutions have great benefits in the process of motivation through developing a system of altruistic ethical norms that transform universities into communities focusing on the values of cooperation, tolerance, and solidarity. The results indicate that social capital also plays a role in increasing educational revenues and reducing transaction costs and employee expenses. Given the previous results, the study recommends building administrative structures that stimulate freedom and equality among members of higher education institutions, making them sources of social capital accumulation in universities.

Besides, Gilmeanu and Gauca (2017) explore approaches for major social entrepreneurship universities to increase the social capital of internal stakeholders and the university as a whole and the role academic leadership plays in strengthening the foundations of this social community. Using a qualitative framework focusing on their participation in community programs and affiliation with external stakeholders, eight of the best universities ranked globally by THE system are analyzed. It is found that all eight major universities have, to varying degrees, established organizational structures to support social entrepreneurship to develop social capital for internal stakeholders. The study recommends focusing more on developing social entrepreneurship initiatives because it is the way to achieve the third mission of universities and ensure that internal stakeholders increase their social capital and are thus able to achieve their full potential.

Likewise, Yawson (2018) analyzes how social capital appears in the leadership of department heads and describes how their role as leaders operates. A combined case study approach is used and semi-structured interviews are conducted with nine department heads from one public university in Turkey. It is found that department chairs use a collegial management culture characterized by high consultation and participative leadership while prioritizing faculty autonomy. The results also show that department heads identify mutual trust, respect, and shared perspectives as important social capital within the department as well as social capital in the form of informal social networks in senior management that help them get their work done.

In addition, Abdelal (2018) identifies the opinions of faculty members at Beni Suef University about the role of social capital in achieving the sustainability of universities' competitive advantage. The descriptive approach is used to achieve the research objectives. A questionnaire is applied to a sample of (223) faculty members at Beni Suef University. It is concluded that there is a major role for social capital in achieving sustainable competitive advantage for universities. Several proposed mechanisms have been developed to strengthen the role of social capital in sustaining competitive advantage through its three dimensions: structural, relational, and cognitive.

Additionally, Garcıa-Sanchez, Dıaz-Dıaz., & Saa-Perez (2019) analyze the role of social capital within academic research teams and its impact on knowledge exchange. A pilot study with 87 academic research teams at a Spanish university was also conducted. The results find that internal relationships have a positive impact on trust and that both dimensions of social capital "internal ties and trust" have a positive and significant impact on knowledge sharing between research teams. The results show that network structure has a positive effect on the quality of relationships between academic researchers who prefer to exchange knowledge.

Furthermore, Robertson et al. (2019) provide an intellectual framework for understanding how social capital in university-industry partnerships influences knowledge transfer strategies and their impact on collaborative innovation developments. Firms are compared between universities and industry in a developed region "Canada", a transition region "Malta", and a developing region "South Africa". It is found that a link between social capital and knowledge transfer strategy by showing how it affects the competitive position of the industry and university partners involved.

Also, Chen et al. (2020) assess the region-level institutional performance of universities in Taiwan. The descriptive survey method is used to achieve the objectives. The questionnaire is applied to a sample of (926) professors from 30 universities of different sizes and regions. The results show the effect of internal and external social capital, reputation, and institutional slack on performance, as institutional slack and reputation positively affect institutional performance. It is also shown that

internal social capital has a positive and significant effect on the relationships of institutional slack and reputation with performance while external social capital has a moderate positive effect on the relationship between institutional slack and performance.

Similarly, Jaradat (2020) identifies the role of social capital in achieving creativity among employees at the private Palestine University. The descriptive method is used to achieve the objectives. The questionnaire is applied to a sample of (136) employees. It is concluded that social capital is of great importance in the university represented in its various fields, especially the field of internal relations between employees. The results also show that social capital affects the achievement of creativity, as creativity indicators among employees are high.

In the same way, Al-Ghatlawi, Al-Dhabjawi, and Al-Tarfi (2021) identify the contribution of continuous improvement to developing social capital. The descriptive method is used to achieve the objectives. The questionnaire is applied to a sample of (136) employees of the Administrative Technical Faculty at Al-Furat Al-Awsat University of Technology. The results find a correlation and impact between continuous improvement and social capital development. The research recommends emphasizing the need to increase the organization's interest in applying continuous improvement in its various operations and employing these improvements in developing social capital.

Correspondingly, Al-Aleya and Al-Otaibi (2021) reveal the role of university education in developing social capital and its consequences on society. The descriptive survey method is used to achieve the objectives. The research sample consists of a random sample of faculty members in faculties of education in five Saudi universities. It is found that there is agreement on the role of university education in developing social capital and its consequences on society and the extent of awareness of the concept of social capital. The results also find agreement on its obstacles, including the lack of implementation of recommendations resulting from applied research, the multiplicity of faculty members' tasks, and the complexity of procedures and routines in completing transactions.

Equally, Hadiya (2021) examines the concept of organizational social capital and how it can be built and invested. The descriptive method is used to achieve the objectives. The questionnaire was distributed to a sample of (379) faculty members at King Khalid University (KKU). It is concluded that the concept of organizational social capital is based on a network of cohesive social relationships and that the research sample is consistent to some extent with the availability of dimensions of organizational social capital. The findings show no statistically significant differences between the means of the research sample's responses regarding the reality of the availability of social capital dimensions at the university according to their differences in the following variables: faculty, academic rank, and gender.

By the same token, Jalal and Ahmed (2021) developed mechanisms to enhance social capital management in Al-Azhar University faculties. The descriptive method is used to achieve the objectives. A questionnaire is applied to a sample of (469) faculty members. It is found that the total availability of social capital management in the faculties of Al-Azhar University is at a low level and that the obstacles to social capital management are at a high level of agreement. The study recommends establishing mechanisms to enhance social capital in university faculties in the following areas "planning social capital, organizing social capital, directing and evaluating social capital".

In the same way, Mynbayeva and Spankulova (2021) identify the features of increasing the innovative potential of the university to develop the intellectual and social capital as an economic resource for the sustainable development of the university in the era of the Internet and the knowledge society. This can be achieved through analyzing economic, psychological, and educational literature on the development of innovative competence, the knowledge economy, the innovative economy, and sustainable development, and enhancing the intellectual and social capital of the individual and the organization. It is also concluded that it is necessary to create an innovative environment for interdepartmental and interfaculty interaction, discussions, and training courses for staff and students to increase the intellectual and social capital of the organization, improve the innovative competence of teachers and students, and provide information on knowledge management and diffusion of innovations.

Similarly, Al-Rababa (2022) determines the impact of servant leadership in building organizational social capital among employees in Jordanian private universities. The descriptive method is used to achieve the objectives. The questionnaire is applied to a sample of (252) members. It is found that the level of practicing servant leadership behaviors is medium, while the level of availability of dimensions of organizational social capital is medium. The findings also find a statistically significant effect of entire servant leadership behaviors on organizational social capital with its combined dimensions.

Moreover, Sormani and Rossano-Rivero (2022) reveal how academic engagement with society can be facilitated by managers of higher education institutions by examining the needs of academics and their managers' support for independence, competence, and relatedness. Interviews with managers (n = 6) and academics (n = 16) of higher education institutions from the Hochschulallianzfür den Mittelstand in Germany are also conducted. The findings also find that managers recognized that there is strong collaboration between academics. However, academics report that they experience negative peer influences when collaborating with society. To bridge the gap using bonding social capital, the directors recommend strengthening academics' sense of belonging to the institution and enhancing access to capital and competencies found within the internal network of higher education institutions.

As a final part, Keshavarzi (2023) explores strategies for enhancing social capital among faculty at seven medical universities in southern Iran. The descriptive method is used to achieve the objectives. The purposive sampling is used to

identify faculty and semi-structured interviews with 49 faculty members "34 male and 15 female". The findings indicate that they are satisfied with their affiliation to medical universities, as social capital is linked to the feeling of belonging to the organization, interpersonal and intra-organizational relationships, and social capital with three components: empowerment, organizational policy change, and organizational identity. The results also show that the dynamic relationship between the individual, personal, and total organizational levels has enhanced the social capital of the organization. With this review in mind, there is a dire need to conduct studies to propose mechanisms for enhancing social capital management in Arab universities.

3. Research Problem

Social capital is the constructive potential for motivation, initiative, and activation that emerges in the context of trust, solidarity, cooperation, and goodwill. The ability of social capital to generate benefits for both individuals and organizations makes it worth investigating to better understand the processes that lead to its emergence (Tabancalı, 2022). Therefore, social capital, which expresses the set of relationships and communications between members of a group within an organization, is one of the organizational factors that play an important role in achieving the goals of the members of that group, as well as achieving the goals of the organization. Accordingly, many organizations, including universities, seek to form a network of relationships within a positive system of standards and values and create a state of trust among its members (Al-Rababa, 2022).

Sustainable development in any human society that suffers from a lack of harmony and consensus among its social components is difficult. Arab society is distinguished by its natural wealth and human capital; however, the dominance of individualism as a behavior, the weakness of this society's ability to control technology, the low level of education, and the emergence of a tendency to dependency have led to a deficiency in generating socio-economic development with a sustainable development dimension. The absence of investment in social capital in Arab society has led to the decline of the Arab economy, and even more to the weakness of its ability to keep pace with the global economy (Al-Jilani, 2022).

Social capital has recently become a major concept in academic theories and scientific research as one of the terms that can be invested in the administrative reform of universities (Hadiyah, 2021). Social capital as a concept and its management has become widely circulated among academics and has received increasing attention from researchers interested in the economic value of social relationships in general and in work settings in particular. Research has unanimously agreed on its significance, and has suggested that the abundance of this intangible "tacit" wealth within organizations and work contexts is generally better than killing it (Ghitulescu & Leana, 2005), as it is a valuable resource in facilitating successful collective action (Graen & Grarn, 2006).

A review of the literature related to social capital and its management in universities shows that social capital has a positive and significant effect on the relationships between institutional slack and reputation with performance and that it has a medium positive effect on the relationship between institutional slack and performance (Chen et al., 2020). The structural dimension also encourages individuals to learn in a deeply meaningful context through information exchange (Huang & Knight, 2017), as information exchange among lecturers can help improve teaching and research productivity (Benbow & Lee, 2019).

The relational dimension also contributes to member satisfaction by enhancing trust in members' ability to exchange and integrate knowledge, as behavioral norms develop among members through mutual trust, shared values, and personal recognition (Kharoufet al., 2014; Huang & Knight, 2017). Besides, the cognitive dimension, which enables the unification of individuals' behaviors, also leads to organizational cohesion and increased subsidies provided by the government or industries or strengthened industry-university partnerships (Diriye, 2019). Likewise, mutual relationships in higher education institutions and the development of a system of altruistic ethical norms transform universities into communities centered on the values of cooperation, tolerance, and solidarity, and thus social capital increases educational revenues and reduces transaction costs and employee expenses (Kanev, 2016).

Social capital also positively affects the effectiveness of universities and academic departments (Agapova et al., 2020), plays a clear role in achieving creativity among employees (Jaradat, 2020), and attains the sustainability of universities' competitive advantage (Abdelal, 2018). It provides a supportive climate for learning and research, which in turn leads to increasing its ability to create, disseminate knowledge, and develop its cognitive capital (Mohamed, 2012). In addition, the availability of social capital and dynamic capabilities accelerates the university's entrepreneurial achievement (Al-Humairi & Khalil, 2018). Strengthening social capital in academic environments also has significant benefits and positively affects the entrepreneurial behaviors of university faculty (Rafieiet al., 2019). Therefore, universities must build social capital within their institutions to enhance professional and entrepreneurial performance as well as academic achievements (Keshavarzi et al., 2023).

Therefore, the concept of social capital - as an advanced combination of functional and personal business networks - has received great attention from researchers in Western societies and in various social, cultural, political, and administrative disciplines. Due to social capital, Arab researchers moved towards studying various organizational phenomena such as culture, stress, organizational structure, etc. However, social capital as a field of research has not received much attention

(Odeh, 2014). Relying on social capital will contribute to achieving excellence, leadership, quality, and competitiveness for these universities (Al-Abadi, 2014). Abdulrahman (2018) points out that despite what many studies have shown that social capital affects organizational performance and effectiveness, there is still an urgent need to understand the dimensions of this modern concept and how to manage it successfully, especially those that have an impact on the organization's outputs and goals.

A review of the studies that deal with social capital, specifically the Arabic ones and the field of universities in particular, the current paper agrees with the findings of Hadiya (2021) demonstrating that their scarcity and limitations are the general characteristics of this review. Therefore, many studies in the Arab environment have recommended the need to pay attention to examining the improvement of human capital management in Arab universities, including the studies of (Hadiya, 2021; Al-Aliyah & Al-Otaibi 2021; Jalal & Ahmed, 2021). Accordingly, the research problem crystallizes by answering the following main questions:

- What is the degree of availability of social capital in Arab universities from the faculty member's perspective?
- What are the mechanisms for enhancing social capital management in Arab universities from the experts' perspective?

4. Research Significance

The research significance is reflected in enriching Arab libraries with scientific material and research on social capital management in universities and the requirements for strengthening it. It is hoped that the results can contribute to assisting decision-makers in Arab universities to work on improving the management of social capital in universities. The findings also help officials at the Ministry of Higher Education and universities and those in charge of the career and professional development process for faculty members to identify mechanisms for improving the management of social capital in universities to contribute to providing it in a way that increases the competitive capabilities of Arab universities in education, scientific research, and community service.

Hopefully, the results can benefit leaders of Arab universities in making decisions that allow the development of social capital management practices in universities. It is hoped that this work may be a starting point for other studies in which other variables are added and linked to social capital management. The results can also employ the research instrument in developing plans and strategies necessary to develop social capital management practices in universities and evaluate relevant university practices in light of them. Importantly, the study proposes mechanisms to enhance social capital management in Arab universities that may benefit those in charge of them and decision-makers in developing the necessary policies, plans, strategies, and programs in this regard.

5. Research Terms and Definitions

In this paper, the terms "social Capital and Social Capital Management" are mentioned, and their procedural definitions are as follows:

Social Capital: Al-Humairi and Khalil (2018) indicate that social capital is one of the organization's resources embodied in the social relationships between employees that provide various forms of mutual social relationships at both the formal and informal levels. Social capital includes "A set of shared and exchanged ideas, information, and other resources between employees that contribute to positive interaction and participation aimed at ensuring the progress of the process and its development in line with the organization's goals and objectives" (p. 98). On the other hand, Hadiya (2021) believes that it is a network of strong organizational social relations in which the high mutual trust between the members of this network is the most prominent feature and which is used to "achieve voluntary cooperation in exchanging knowledge, skills, perceptions and shared ambitions and transforming them into new knowledge and added values that distinguish the university in achieving its goals than other local and international universities" (p. 346).

Al-Rababah (2022) defines it as "a set of levels that constitute relationships between employees within the university, which includes relational social capital, cognitive social capital, and structural social capital" (p. 45). It is also defined as "structural, relational, and cognitive content between individuals within an organization" (Benbow & Lee, 2019). Procedurally, it is the degree obtained by Arab universities through the faculty members' responses to the questionnaire items related to social capital, which consists of three areas "structural social capital, cognitive social capital, and relational social capital".

Social Capital Management: It is a set of organized efforts made by the college administration "planning, organizing, directing and evaluating" to diagnose the capabilities and skills of the beneficiaries "internally and externally" and invest them optimally to support social ties and networks, increase interaction and joint cooperative work, trust, and shared values and visions to achieve the faculty's mission and vision (Jalal & Ahmed, 2021, p. 266). Procedurally, it is defined as the degree that it is hoped that Arab universities will obtain through the answers of experts from faculty members to the questionnaire items related to strengthening social capital management, which consists of three areas "structural social capital management, cognitive social capital management, and relational social capital management".

6. Research Limitations

The findings of this research can be generalized in light of the following limitations:

1. Objective Limitations: This research is limited to proposing mechanisms to enhance human capital management in Arab universities.
2. Human Limitations: This research is limited to a sample of faculty members and experts from the teaching staff in Arab universities.
3. Spatial Limitations: This research is conducted in universities in Arab countries
4. Temporal Limitations: This research is conducted in the second semester of the academic year 2022/2023. The first questionnaire is applied to the reality of social capital in Arab universities from the perspective of faculty members. After processing and analyzing the results, the second questionnaire on mechanisms for enhancing social capital management in Arab universities is prepared and applied from the perspective of experts in light of the shortcomings revealed by the results of the first questionnaire.

7. Method

Research Approach

The descriptive approach is used to achieve research objectives because it is the most appropriate approach for such research, along with using a questionnaire as a means of collecting data related to the research.

Research Population & Sample

The research sample consists of 611 faculty members from Arab universities randomly selected to answer the questionnaire on the reality of social capital in Arab universities. To develop the proposed mechanisms, a questionnaire on mechanisms for enhancing social capital management in Arab universities is applied to 91 educational experts from faculty experts in Arab universities selected in the stratified purposeful sampling approach. The questionnaire includes the following four criteria: The faculty members and experts cover the universities of all Arab countries, they have experience in capital management in general or social capital management in particular, they have taken courses related to this aspect, and they hold administrative or academic positions in one of the Arab universities. By applying the questionnaire, 47 experts have responded.

Research Instrument

Two questionnaires were developed due to the research nature. The first questionnaire is an 18-item closed questionnaire to measure the reality of social capital in Arab universities from the perspective of faculty members with 6 items for each domain. The second is a 30-item closed-open questionnaire to measure social capital management mechanisms in Arab universities from the experts' perspective with 10 items for each domain. In addition, there is an open question at the end of each domain that reads, "Do you have other proposals that I could add?" so that the expert can add their proposals.

The two questionnaires are developed based on theoretical literature and previous studies such as (Jaradat, 2020); Al-Rababah, 2022; Hadiya, 2021; García-Sanchez, Díaz-Díaz., & Saa-Perez, 2019; Keshavarzi, 2023; Abdelal, 2018), in addition to the comments of educational validators and specialists. A five-point Likert scale is adopted for both questionnaires, as five levels are identified for the first questionnaire: (5) always, (4) often, (3) sometimes, (2) rarely, and (1) never. Also, five levels are specified for the second questionnaire to clarify the degree of approval, as follows: (5) very high, (4) high, (3) medium, (2) low, and (1) very low. The sections are organized and all the questions in the two questionnaires fall within the five-point Likert scale for answering.

Questionnaire (1)

Questionnaire of the reality of social capital in Arab universities from the perspective of faculty members:

Research Instrument Validity

Face Validity

Face validity is used to check the research instrument validity by reviewing the questionnaire in its initial forms from (13) experienced and specialized faculty members in Arab universities. The comments, modifications, and recommendations proposed by the validators are taken into account, as the items have obtained an approval rating of (80%) or more. The necessary action is taken with the items suggested to be deleted, modified, or reformulated, and thus the questionnaire in its final form consists of (18). This method is suitable for checking the face validity of the questionnaire, that is, its items can measure what they are set to measure.

Internal Consistency Validity

By applying the questionnaire to a survey sample of (30) faculty members, the correlation coefficient is calculated between the degree of each item with the total degree of the related domain as shown in Table (1).

Table 1: *Correlation Coefficients between the Degree of the Item and the Total Score of the Related Domain*

Structural Social Capital		Cognitive Social Capital		Relational Social Capital	
No.	Correlation	No.	Correlation	No.	Correlation
1	0.66	7	0.62	13	0.65
2	0.68	8	0.67	14	0.73
3	0.64	9	0.75	15	0.69
4	0.67	10	0.68	16	0.63
5	0.67	11	0.65	17	0.66
6	0.71	12	0.71	18	0.72

The values of the correlation coefficients have ranged from (0.61) to (0.73), where they are all positive and statistically significant at the level (0.05), indicating the internal consistency between the degree of each item with the total degree of the related domain.

The values of the correlation coefficients have ranged from (0.62) to (0.75), where they are all positive and statistically significant at the level (0.05), indicating the internal consistency between the degree of each item with the total degree of the related domain.

Internal Consistency Reliability

The research instrument reliability is checked by calculating the reliability coefficient by applying Cronbach's Alpha formula on all domains. The Cronbach's Alpha formula measures the extent of consistency in the respondents' answers to all the items in the questionnaire as shown in Table (2).

Table 2: *The Reliability Coefficients of the Social Capital Instrument in Arab Universities*

Domain	Internal Consistency
Structural Social Capital	0.86
Cognitive Social Capital	0.84
Relational Social Capital	0.87
Overall Social Capital	

As shown in Table (2), the reliability coefficients of the social capital instrument in Arab universities have ranged between (0.80) and (0.87), where the highest reliability coefficient is the relational social capital, while the lowest is cognitive social capital.

Questionnaire (2)

Questionnaire of the social capital management mechanisms in Arab universities from the experts' perspective:

Research Instrument Validity

Face Validity

Face validity is used to check the research instrument validity by reviewing the questionnaire in its initial forms from (13) experienced and specialized faculty members in Arab universities. The comments, modifications, and recommendations proposed by the validators are taken into account, as the items have obtained an approval rating of (80%) or more. The necessary action is taken with the items suggested to be deleted, modified, or reformulated, and thus the questionnaire in its final form consists of (18). This method is suitable for checking the face validity of the questionnaire, that is, its items can measure what they are set to measure.

Internal Consistency Validity

By applying the questionnaire to a survey sample of (21) faculty members, the correlation coefficient is calculated between the degree of each item with the total degree of the related domain as shown in Table (3).

Table 3: *Correlation Coefficients between the Degree of the Item and the Total Score of the Related Domain*

Structural Social Capital	Cognitive Social Capital	Relational Social Capital

No.	Correlation	No.	Correlation	No.	Correlation
1	0.65	16	0.66	28	0.71
2	0.67	17	0.69	29	0.67
3	0.71	18	0.71	30	0.66
4	0.66	19	0.66	31	0.68
5	0.68	20	0.68	32	0.65
6	0.65	21	0.67	33	0.69
7	0.72	22	0.65	34	0.65
8	0.70	23	0.67	35	0.63
9	0.66	24	0.71	36	0.71
10	0.69	25	0.73	37	0.66
11	0.63	26	0.71	38	0.68
12	0.65	27	0.69	39	0.65
13	0.74			40	0.71
14	0.71			41	0.72
15	0.65			42	0.69

The values of the correlation coefficients have ranged from (0.62) to (0.74), where they are all positive and statistically significant at the level (0.05), indicating the internal consistency between the degree of each item with the total degree of the related domain.

Internal Consistency Reliability

The research instrument reliability is checked by calculating the reliability coefficient by applying Cronbach's Alpha formula on all domains. The Cronbach's Alpha formula measures the extent of consistency in the respondents' answers to all the items in the questionnaire as shown in Table (4).

Table 4: *The Reliability Coefficients for Enhancing Social Capital Instrument in Arab Universities*

Domain	Internal Consistency
Structural Social Capital	0.87
Cognitive Social Capital	0.86
Relational Social Capital	0.88
Overall Social Capital	

As shown in Table (4), the reliability coefficients of the questionnaire on mechanisms for enhancing social capital management in Arab universities have ranged between (0.86) and (0.88), where the highest reliability coefficient is the relational social capital, while the lowest is cognitive social capital.

Statistical Processing

The following statistical methods are used to answer the research questions and process the data statistically.
1. Means, standard deviations, ranks, and degrees are used to answer the first and second research questions.
2. Cronbach's Alpha coefficient is used to find the internal consistency coefficient of the research instrument.

The degree of availability of the requirements is also determined by applying the following equation:

Length of One Category = (the Highest Value of the Alternative - the Minimum Value of the Alternative) ÷ Number of Levels = (5-1) ÷ 3 = 1.33

And by adding (1.33) to the Minimum Value of the alternative (the minimum); the criterion for expressing those levels is: the Mean ranging between (1-2.33) indicates a Low Degree, the Mean ranging between (2.34-3.67) indicates a Medium Degree, and the Mean ranging between (3.68-5) indicates a High Degree.

8. Results & Discussion

First: Results related to the First Research Question

What is the degree of availability of social capital in Arab universities from the faculty member's perspective?

To answer this question, the means and standard deviations of responses of faculty members to the questionnaire on the degree of availability of social capital in Arab universities are calculated. Table (5) illustrates those results.

Table 5: *Means, Standard Deviations, degrees, and Rank of Availability of the Social Capital Instrument in Arab Universities from the Perspective of Faculty Members*

No.	Domain	Mean	Standard Deviation	Degree	Rank

1	Structural Social Capital	3.44	0.94	Medium	2
2	Cognitive Social Capital	3.56	0.92	Medium	1
3	Relational Social Capital	3.41	0.83	Medium	3
	All Instrument Items	3.47	0.89	Medium	

As shown in Table (3), the means of faculty members' approval on the degree of availability of social capital in Arab universities have ranged between (3.41) and (3.56), with a medium degree of availability for all domains. The order of the domains in terms of means is as follows: cognitive social capital, structural social capital, and relational social capital. The overall mean value for the degree of availability of social capital in Arab universities is (3.47) with a medium degree. This result agrees with the results of (see, for example, Al-Rababa, 2022; Hadiya, 2021), while it differs from the results of (Jalal & Ahmed, 2021).

In terms of the arrangement of dimensions, this differs from the result of (see also, Al-Rababa, 2022), while it agrees with the results of (Hadiya, 2021). This is consistent with the results of (Bstieler et al., 2015) demonstrating that the structural dimension is an antecedent of the relational dimension. The combined influence of structural and cognitive dimensions determines the measurement and intensity of relational capital (Carey et al., 2011; Roden & Lawson, 2014). All of this indicates that these dimensions fell below the expected high level in terms of their availability as essential components, and it is necessary to work towards developing them and improving their aspects.

Likewise, these findings explain the existence of personal relationships among faculty members formed over an international period. Personal relationships have resulted in mutual friendships based on mutual respect and cooperation that produced a fair amount of mutual trust involving good faith as a result of work activities. There are also functional relationships that are formed with the help of the functional structure through participation in interpreting information and transferring knowledge. Members of the social network have a role - to some extent - in collective work and decision-making. This network contributes to shaping the feelings of individuals and sets certain rules that govern their behaviors and direct them to achieve the vision, mission, and goals of the university. It also affects members' perceptions of each other's behaviors.

Furthermore, there are also reasonable levels of common principles that can contribute to forming a common vision among them, as there is selectivity in perceiving and interpreting faculty members' behaviors toward each other. These results may be due to several things, such as the heavy reliance on individualism, which is evident in individual promotion research, the emergence of large areas of differences in organizational culture, the lack of rules for teamwork and personal exchange between co-workers, and the absence of a shared vision and organizational learning, which requires directing the university's efforts towards collective initiatives directed at enhancing social capital management in Arab universities.

Second: Results related to the Second Research Question

What are the mechanisms for enhancing social capital management in Arab universities from the experts' perspective? To answer this question, the means and standard deviations of responses of faculty members to the questionnaire regarding the degree of availability of the mechanisms for enhancing social capital management in Arab universities are calculated. Table (6) illustrates those results.

Table 6: *Means, Standard Deviations, degrees, and Rank of Availability of the Mechanisms for Enhancing Social Capital Management in Arab Universities from the Perspective of Faculty Members*

No.	Domain	Mean	Standard Deviation	Degree	Rank
1	Structural Social Capital	4.87	0.86	High	2
2	Cognitive Social Capital	4.92	0.81	High	1
3	Relational Social Capital	4.83	0.82	High	3
	Overall Degree of Approval of Mechanisms to Enhance Social Capital Management	4.87	0.83	High	

As shown in Table (6), the means for the approval of faculty experts on mechanisms for enhancing social capital management in Arab universities have ranged between (4.83) and (4.92) with a high degree for all domains. The order of the domains in terms of means is as follows: mechanisms for enhancing the management of cognitive social capital, mechanisms for enhancing the management of structural social capital, and then mechanisms for enhancing the management of relational social capital. The overall mean value for the proposed social capital management mechanisms as a whole is (4.87), with a high degree.

This is consistent with the study (Jalal & Ahmed, 2021), which reveals, through the responses of a sample of faculty

members about the reality of social capital in Arab universities, the need for social capital in these universities to strengthen its management to achieve the vision, mission, and goals of Arab universities. These results confirm that experts are aware of the importance of paying attention to improving the management of the three capitals that make up social capital. This is because the value of social capital is derived directly from the sum of the three capitals that the organization already possesses (Akhavan & Mahdi, 2015).

Importantly, all universities benefit from strong social capital because it allows them to facilitate and accelerate the movement of information and resources to achieve their organizational goals (Gilmeanu & Gauca, 2017). Therefore, social capital management represents a fundamental pillar for the university to make the efforts of employees into one crucible and direct them toward achieving goals (Jalal & Ahmed, 2021). This result is consistent with what has been recommended by many studies (see also, Jaradat, 2020; Abdelal, 2018; Musleh & Qazaz, 2020). Moreover, the results show that the mean of the mechanisms for enhancing cognitive social capital management is ranked first from the experts' perspective (4.92) with a high degree.

The experts' approvals for all of its items are also high, as one of the experts has added a proposal that reads, "The university should provide compatible explanations for many societal and university issues". Another expert, however, has added another proposal that reads, "The university should make available all information about its current situation, goals, ambitions, and problems". This is due to the importance of cognitive social capital itself found in the knowledge creation and sharing literature as well as the management literature, and refers to the aspect of social relations that foster shared understanding between and among actors (Nahapiet & Ghoshal, 1998). The cognitive social capital represents shared concepts, culture, and goals, such as rules, goals, norms, shared vision and language, symbols, narratives, beliefs, aspirations, and shared values supporting the social order (Horn et al., 2014).

It targets common interests, giving individuals the ability to exchange by providing a common basis for the transaction (Ansari et al., 2012). These antecedent common factors promote the creation of a shared understanding of the group or collective goals, thus generating appropriate ways of working within that system (Tsai & Ghoshal, 1998). A group member expects to possess the same level of cognition and is concerned with the ability to interpret previous dimensions, which provides an essential means for coordination, creativity, and the ability to communicate effectively and make decisions (Song, 2016). Therefore, its management contributes to raising the capacity to transfer knowledge based on supporting common goals and sharing the same vision for individual development (Nedeva, 2021), and accordingly, higher education institutions are committed to deriving, integrating, and transferring expertise (Diriye, 2019).

In the same context, the domain of mechanisms for enhancing structural social capital management is ranked second from the perspective of experts with a mean of (4.87) and a high degree. Likewise, the experts' approvals for all of its items are also high, as one of the experts has added two proposals that read "The should university provide all information about external partners" and "The university should provide strong communication channels between faculty members of different generations and academic ranks". A second expert has added a proposal that reads "The university should establish networks and social ties between beneficiaries internally and externally", while a third expert has added a proposal that reads "The university should support research and joint projects with corresponding national and international universities". A fourth expert has added a proposal that reads, "The university should adopt an open-door policy in communicating with beneficiaries internally and externally".

The significance of the availability of these mechanisms and the emphasis of experts on them is because the structural social capital dimension represents a series of links that connect individuals or organizations with others (Zheng, 2010), as it represents the structural links of the social structure (Nahapiet & Ghoshal, 1998), which includes the frequency of interactions and the number of links in the social system (Zaheer & Bell, 2005). It thus focuses on the power connections and patterns between group members that facilitate the flow of information (Siegel et al., 2003). Sharing information also encourages individuals to learn in a deeply meaningful context (Huang & Knight, 2017). Opportunities provide interactions and interconnectedness, where strong connections lead to intense formation of feelings, familiarity, and interaction (Song, 2016; Lui et al., 2015). Therefore, its distinguished management contributes to the manifestation of existing relationships between individuals, allowing them to transfer knowledge through the freedom of movement and sharing of information and improving the efficiency of the transferred data, which improves the activities carried out to achieve a competitive advantage (Nedeva, 2021).

As a final point in the discussion, the domain of mechanisms for enhancing the management of social-relational capital is ranked third from the experts' perspective with a mean of (4.83) and a high degree. The experts' approvals for all its items are also high, as one of the experts has also added two proposals that read "The university should adhere to policies of integrity and organizational justice," and "The university should support strategies for positive human relations among all beneficiaries," while a second expert has added a proposal that reads "The university should provide an organizational climate in which the feeling of one family prevails". Besides, a third expert has added a proposal that reads, "The university should provide committees or units to manage relations with all concerned parties," while a fourth expert has added a proposal that reads, "The university should strengthen its university policy to give priority to the public interest over personal interests".

This result is due to the importance of relational social capital, as it represents the core of social capital at the group level

and provides motivation for exchange (Leana & Van Buren, 1999). The development of the relationship between active bodies supported by interactions reflects trust, shared respect, norms, commitment, expectations, and relatedness, with trust being fundamental in the creation of social networks (Whipple et al., 2015). Its good management, therefore, contributes to supporting built trust, which is crucial for social knowledge sharing in social networks (Nedeva, 2021), which means that the organization - the university - must trust that members have the ability and desire to exchange or integrate knowledge and reduce of the risks inherent in knowledge sharing (Veer & Rowley, 2018). With this discussion in mind, the next section includes the proposed mechanisms.

9. Proposed Mechanisms

The previous theoretical literature review, results and discussion, and field study on social capital and its management in Arab universities from the point of view of faculty members reveal its various shortcomings with a mean of (3.47) and a medium degree for all its domains "structural, cognitive, and relational". To be precise, there are efforts to benefit from it, but it needs more support to enhance it. The group of experts has also approved the proposed mechanisms to enhance social capital management, as the mean of their overall approval of the mechanisms is (4.87) with a high degree, ranging between (4.83) and (4.92) for all domains. The said experts have also proposed a set of mechanisms to enhance the management of social capital in these universities, which requires a systematic approach to managing social capital in universities according to a set of mechanisms necessary to enhance it to sustain the competitive position of Arab universities. Therefore, the current work proposes the following mechanisms at three levels approved by experts to enhance social capital management in Arab universities:

First: Mechanisms for enhancing structural capital management

There are several mechanisms for enhancing structural capital management such as establishing stable partnership networks with national and international universities in common fields, facilitating the acquisition and exchange of valuable information between faculty members and all stakeholders, easing access to specialists to help complete work, strengthening horizontal organization to empower faculties and scientific departments, founding university rules that encourage teamwork and work teams among employees, providing all information about external partners, establishing strong strategic partnerships with all relevant sectors of society to exchange interests, and furnishing strong communication channels between faculty members from different generations and academic ranks.

Other key mechanisms for enhancing structural capital management are providing strong communication networks to exchange resources and relationships necessary to connect individuals and organizational units, establishing social networks and ties between beneficiaries internally and externally, achieving a balance between the university's goals and the goals of the beneficiaries in a way that benefits all parties, supporting knowledge sharing through joint research and projects internally and with corresponding national and international universities, adopting an open-door policy in communicating with beneficiaries internally and externally, providing a university work environment that gives full opportunities for organizational disclosure and frankness without fear of repercussions, strong communication networks to exchange resources and relationships necessary to connect individuals and organizational units, and providing strong communication networks to exchange resources and relationships necessary to connect individuals and organizational units.

Second: Mechanisms for enhancing cognitive capital management

There are numerous mechanisms for enhancing cognitive capital management such as establishing work policies that help in implementing decision-making processes and taking initiatives, encouraging personal exchange between co-workers to support professional activities, urging university councils and meetings to encourage the exchange and integration of viewpoints, providing a job description for all employees that facilitates and integrates work tasks, organizing events to exchange experiences to better explain professional issues, and having a common vision to generate a collective agreement among all beneficiaries to develop university work.

Other key mechanisms for enhancing cognitive capital management are consolidating teamwork skills and values, establishing harmonious values and standards for university relations and practices, providing compatible explanations for many societal and university issues, intensifying constructive scientific dialogues and discussions in a humanitarian setting to generate a common line of thought, organizing the necessary events to share visions, general context, mental models, and common stories, and providing all information about its current situation, goals, ambitions, and problems.

Third: Mechanisms for enhancing relational capital management

There are numerous mechanisms for enhancing relational capital management such as providing contacts with important information for the professional life of faculty members, furnishing a supportive university work environment to build personal relationships based on trust and mutual respect, encouraging organizational learning to exchange personal and professional knowledge, supporting the building of effective social relationships among its members at all organizational levels, providing a work environment that encourages cohesion between and within work teams, and promoting trust as an ethical responsibility in internal and external dealings.

Other key mechanisms for enhancing cognitive capital management are drawing up a university policy that prioritizes the public interest over personal interests, establishing university values that support honesty and sincerity in internal and

external interactions and dealings, building an organizational climate in which a feeling of one family prevails, forming committees or units to manage relations with all concerned parties, drawing strategies for positive human relations among all beneficiaries, adhering to organizational integrity and justice policies in all dealings, and approving various intervention methods to manage conflict between individuals or work groups.

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