



Social Capital Investment as Determinant of Teachers Emotional Intelligence in Public Secondary Schools in Rivers State

C. E. Amaewhule & N. M. Abraham

**Department of Educational Management,
Faculty of Education,
University of Port Harcourt,
Rivers State, Nigeria**

ABSTRACT

The study investigated the relationship between social capital investment and teachers' emotional intelligence in public secondary schools in Rivers State. There were two objectives, two research questions and two hypotheses formulated to guide the study. Correlational design was adopted for the study while the population of the study was 16,743 public secondary school teachers in Rivers State, 376 teachers were sampled for the study through multi-stage sampling technique. Two questionnaires which were a 35-item questionnaire titled "Social Capital Investment Scale" (SCIS) as well as 40-item questionnaire titled Emotional Intelligence Scale" (EIS) were used for the collection of data for the study. The questionnaires were validated by three experts in the area of Measurement and Evaluation, Department of Psychology, Guidance and Counseling, Faculty of Education, University of Port Harcourt. Cronbach Alpha was used to determine the internal consistency of the questionnaires with reliability indexes of 0.80 and 0.77 for the independent variable and 0.96 for the dependent variable. Pearson Product Moment Correlation was used to answer the research questions raised while the hypotheses were tested using z-ratio at 5% level of significance. The findings of the study showed that a fairly negative relationship exists between social trust and teacher's emotional intelligence as well as investment in social support and teacher's emotional intelligence in public secondary schools in Rivers State. It was recommended teachers be encouraged to work as a team to build trust and support. Similarly, principals should learn to reward teachers who provide work place support to other teachers for better service delivery.

Keywords: Social Capital, Investment, Intelligence, Secondary Schools, Rivers State

INTRODUCTION

The extent to which teachers understand one another is vital in the discharge of their teaching responsibilities. It is easier for teachers to succeed in their areas of responsibilities when they have a smooth working relationship with one another. This does not only increase the level of work efficiency and effectiveness but also improve on the quality and quantity of work done in the school. This is why educational stakeholders have continued to emphasize the need for teachers to improve on their level of emotional intelligence.

Teacher's emotional intelligence simply refer to the extent to which teachers understand themselves as well as other teachers in their place of work. The level of understanding is what promotes the achievement of quality educational objectives. However, achieving a high level of emotional intelligence depends on the level of teacher's investment in social capital.

Social capital investment focuses on the extent to which teachers invest in areas of relationship such that they can benefit maximally from having a cordial working relationship with other teachers in the educational industry. Investing in social capital can take different forms such as investing in social trust as well as social support. All of these go a long way in improving on teachers emotional intelligence which

has a direct positive relationship on the actualization of educational goals and objectives especially at the secondary level of education.

Concept of Social Capital Investment

Capital in any formal organization is usually sourced because of what it can help the organization to acquire. This is why Wakefield and Poland as cited in Ghamari (2012) stated that social capital is centered on the establishment of a communal form of relationship which tends to benefit all group members. The concept is used to refer to a situation where people build an association where all members can have mutual benefits from the relationship. Social capital is a network of individuals and groups which are established based on trust (Putnam, 2000; Shahidul, Karim & Mustari, 2015; Schuller, 2001). Investment in social capital therefore involves making conscious effort to sacrifice time, money and other economic resource to build a line of relationship where members can benefit from being members of the group.

Concept of Emotional Intelligence

Emotional intelligence as the concept implies relate to a teachers level of awareness about the emotional issues affecting all teachers in the school. The extent of a teacher's emotional intelligence refers to how well teachers understand their personal emotional condition as well as the emotion of other teachers as this affects the quality of work done in the school. Mayer and Salovey as cited in Mehmood, Qasim and Azam (2013) stated that

Emotional intelligence is a blend of capabilities that incorporates the possibility to discern feelings in the self and in other individuals, utilize feelings to improve execution, comprehend feelings and enthusiastic information, and direct feelings in the self and in other individuals (p. 302).

It can therefore be said that a teachers emotional intelligence deals with how well the teacher understand their emotional state while discharging their educational responsibilities as well as the emotional condition of other teachers in the school

Social Trust and Teacher's Emotional Intelligence in Public Secondary Schools

One of the key components of social capital is social trust. It is trust that assist people to invest in building their level of emotional intelligence. When people trust, it becomes easy for them to make predictions accurately about the actions and behaviour of other people. When trust is built, the process of decision making is easier since members of the groups have a high level of understanding. It is social trust that helps in strengthening the various other dimensions of social capital. When trust is built, it becomes easy to communicate and people can open up on their emotional state whether at home or work and this leads to a higher level of emotional intelligence.

One of the major factors that promote social trust is when people have shared values. This is why trust is easily built during bonding than bridging. Similarly, when bonds are strengthened, emotional intelligence is bound to increase because members of the group become indebted to one another and hence contribute to each other's welfare. It is also important to note that it is only when trust is built that people can open up and make meaningful contributions in the best interest of all group members. If trust is lost in a social group such as the school, it makes all school stakeholders to be secretive hence promoting staff ignorance among one another.

Scholars have pointed out that social trust and people's willingness to cooperate has a strong positive relationship. This is why Growiec, Growiec and Kamiński (2017) pointed out that "social trust and willingness to cooperate are the key channels through which social capital may influence the economic performance and psychological well-being of individuals and societies" (p.8). Trust is fundamental across all sectors of the economy whether political, social or educational. The absence of social trust accounts most times for the level of backwardness in most social organizations. Myeong and Seo (2016) on their part argued that trust helps to promote professional competence and it is obvious that no individual can achieve professional competence without having a good working relationship with the people around.

The secret of any civilized society is their ability to show trust whether socially, politically or otherwise. Trust is an attribute that people must build as individuals and this is why conscious effort must be made by individuals to ensure that they improve on their level of social trust. The level of trust between people differs as a result of their level of investment in this form of social capital. Investment in social trust is vital as it helps to improve returns to the group in the form of better human, physical and economic resources.

Beard (2005) pointed out that trust has a positive relationship with community development such as promoting civil participation in societal activities which helps to deliver public goods and services to the communities. It is therefore almost impossible for any social group such as the school to develop when individuals such as the teachers do not make conscious investment in social trust. Teachers who distribute or delegate part of their responsibilities to others as well as employ other people to work with them in their various areas of specialization are investing in their bank of social trust.

Social trust is an inherent part of the job of a teacher. This is because despite the level of independence that the teacher may exhibit at work, there are situations where they will require some assistance from other teachers. This is where the issue of trust becomes very vital. Therefore the relationship of the teacher with students, parents, colleagues, and the principal is built based on the extent to which the teacher can trust these individuals. There are various studies that have been carried out by educational scholars which revealed that teacher trust has a positive relationship on schools' effectiveness and improvement at work. Similarly, it has been revealed that the extent of investment in social trust by teachers has an influence on students' performance, on the level of professionalization in the school as well as the extent of innovation among teachers.

It has been pointed out that trust in school is captured in the social exchanges that exist within and outside the school. Adams (2008) pointed out that when the issue of social trust is mentioned, there are four school stakeholders who come to mind which are the teachers, students, teachers and principals. Similarly, the level of a teacher's emotional intelligence is based on the extent of understanding that exists between the teachers and these stakeholders. It is only when the teacher believes that the actions and expression of these individuals meets their expectations that social trust can be built. Otherwise, it will be difficult for the teacher to express trust. Louis (2007) stated that

Issues of trust have emerged as central to discussions about the future of education. Anecdotes of incompetent practices are used to bolster accusations of educational decline, while teachers complain that a misinformed public makes them into scapegoats for social forces beyond their control (p. 1).

The fear of being betrayed has made the issue of investment in social trust very difficult among teachers. There are teachers in the same school who compete with one another to please the principal or those in authority and as such it becomes difficult for them to open up to their colleagues. Similarly, since the principal or other school administrators build trust with teachers who give them confidential information, it promotes trust among those in the same group and leads to a reduction in trust among those outside the group.

There are different types of trust that can be built in a formal organization. Louis (2007) mentioned them to include the following:

1. Institutional trust (also referred to as social contract trust), is the expectation of appropriate behaviour in organized settings based on the norms of that institution. Parents, for example, generally trust that schools will do their utmost to try and educate and protect their child during school hours.
2. Relational trust (also referred to as situated trust) is the inevitable result of repeated interactions with others in modern organizations. While personal relationships may be limited, individuals interact repeatedly with the same individuals, which lead to expectations specific to that individual or group (p. 3).

It has been pointed out by educational scholars that when employees grow in any formal organization, their investment in social trust begins to decline. Therefore, investment in social trust appears to be more

pronounced among those who are new in the organization than those who have been there for a longer period of time. However, when trust diminishes in the work place such as the school, it becomes impossible for people to work together harmoniously and this leads to a decline in performance and productivity in the long run.

Social Support and Teacher's Emotional Intelligence in Public Secondary Schools

Scholars in social capital investment are of the opinion that social support is a sense that one is loved and cared for, esteemed, valued and belongs to a network of communication and group obligation. Social support deals with the provision of assistance which helps people to actualize their goals and objectives as an acceptable member of a larger group.

Cobb as cited in Turner-Cobb, Gore-Felton, Marouf, Koopman, Kim, Israelski and Spiegel (2002) pointed out that there are three separate elements of social support which are emotional support such as expression of understanding and sympathy; esteem support such as love and respect as well as network support which includes material and other tangible aids. Teachers are expected to invest in one or more of these types of social support. When teachers invest in social support, it helps to create an improvement in the socioeconomic conditions of all group members.

One area of relevance of social support in the school system is that it helps to promote social interaction. Social support whether emotional support, affective support or otherwise makes group members open to one another and this promotes understanding and the level of emotional intelligence. Teachers who have invested their time and other economic resources in providing social support have reported that it is a set of personal contacts from where individual maintains their social identity and receives emotional supports, material aid and services, information and new social contacts. When teachers provide assistance to one another in the school, they are simply contributing to improvement in the level of social support. This has been identified as one of the ways of reducing the level of poverty among teachers. Teachers who provide assistance to others in the form of voluntary assistance and also offer free service to their colleagues out of their time and energy are building their social trust level.

The need for social support cannot be overemphasized in a school system where the teacher is usually surrounded by different tasks to handle on daily basis. Greenglass as cited in Ferguson, Mang and Frost (2017) pointed out that:

Social supports serve three distinct purpose. First, interpersonal relationships may contribute to health because they are a source of acceptance and intimacy, i.e. emotional support. Second, there is consensus that social support may provide useful information, advice and guidance, i.e. informational support. Third, people may assist with instrumental problems by providing financial assistance, goods, or services, i.e. instrumental support (pp. 65-66).

The benefit of investing in social support is therefore a mutual benefit. When teachers invest in social support, all members of the group tend to benefit either immediately or in the future and this is for the overall benefit of the entire stakeholders in the school system.

It was pointed out by Richards (2012) that the most common way of coping with stress among teachers is by relying on the relationships established with friends and family. However, it is a known fact that getting help from friends and family is usually based on the assistance that has been provided to them in time past. This explains the need for investing in social support as any of the teachers could be in need of a support in the future and help will only come based on assistance that has been provided previously.

There has been a wide debate over the years on who needs social support the most between the male and female teachers in the school. Work-life balance is likely more stressful for women as women report having significantly more responsibilities of childcare (Duxbury & Higgins, 2013). However, Greenglass in Ferguson, Mang and Frost (2017) pointed out that male and female government managers used social supports differently to construct stress coping strategies. Females used social support from their bosses to construct preventative and instrumental coping strategies, while males did not. For both men and women, however, friend and relative support contributed to the use of preventative coping strategies (p. 67).

Requesting for support is one of the characteristics of a typical school system because aside the official responsibilities handle by teachers in the school; there are other demands on the teacher outside the school environment. There are teachers who have political and social obligations outside the school environment. Similarly, others have family responsibilities to handle and this sometimes makes it difficult for the teacher to complete assigned tasks in school. Since no individual is an island, the teacher will sometimes require help from other people within and outside the school environment. This help may be needed from fellow teachers, students, principals or even parents. It is the extent of social support investment made by the teacher that will compel others to come to his or her aid when the need arises.

Teachers who are new in the school environment also need a lot of investment in social support in order to cope with the new work environment. Social support provides opportunity for teachers in the school system to be able to cope with challenges that may arise in the work place either as a result of excess workload or inefficiency at work. This helps to provide a protection against negative workplace outcome.

The support invested in by teachers in the school can exist in different forms. There are teachers who need academic support to do their job while others may require emotional support as a result of one problem or the other. Similarly, there are other teachers who will require financial support and all of these are relevant for the smooth execution of work. However, emotional support seems to be one of the basic needs of teachers in the school. This is because the teacher from time to time needs to deal with educational stakeholders who have their individual differences. Ahmed (2017) pointed out that in providing social support in the school system, the following must be taken into consideration:

1. identify those affected by trauma
2. understand and deal with those affected by trauma using plays, arts, exercises, creative activities, in their teaching and learning methods
3. understand identified coping styles and strengths
4. understand basic concepts of "coping" and "resilience"
5. understand basic principles of development and how these affect those in an emergency
6. understand the importance of self, family and community in recovery
7. be conscious of the critical role that schools and teachers provide in the psychosocial well-being of their emergency-affected students
8. explore a wide range of specific attitudes, behaviors and communication modes to adopt in the classroom to support students and build resilience
9. identify, support and refer children or teachers with severe emotional distress
10. understand the importance of effective communication in supporting children or teachers who have experienced emergencies
11. utilize effective communication skills
12. identify, explore and practice a range of activities aimed at strengthening the coping capacity of all children and at promoting recovery in those who are more distressed
13. understand the link between specific activities and psychosocial benefits to the children
14. develop new psychosocial activities that they can use with their students
15. understand what teachers can do in the community to support the recovery and psychosocial development of the child and
16. develop personal work plans for psychosocial support and resilience building of their students (p. 6).

Providing support in the school is therefore a heinous exercise that requires adequate plan and preparation for it to be meaningful. In doing such, it is advised that contribution should be sought from those within and outside the school environment who can be of help. Thompson, Budden, Braga and Kapit (2014) pointed out that when providing support for teachers or to the school environment in general, there is need to incorporate even members of the community for better result where necessary. UNHCR as cited in Ahmed (2017) pointed out that some of the best practices which are generally acceptable when providing social support includes:

1. establishing general and psycho-social crisis plans for schools affected by violence and crises

2. strengthening emergency education capacities, addressing prominent protection issues within the curriculum
3. ensuring the availability of a concrete plan to protect and promote school staff well-being during the emergency
4. providing adequate managerial and organizational support including the provision of support to mitigate the possible negative psychosocial consequences of work in crisis situations
5. systemic and integrated approach to staff care at all phases of employment including in emergencies and at all levels of the organization to maintain staff well-being and organizational efficiency
6. preparing school staff for their roles and for the emergency context
7. ensuring that school counsellors and teachers receive information on the prevailing environmental and security conditions and possible future changes in these conditions
8. ensuring school staff have access to health care and psychosocial support
9. training some staff in providing peer support, including general stress management and basic psychological first aid (PFA)
10. addressing potential work-related stressors
11. ensuring clear and updated job descriptions
12. defining objectives and activities, where extra work loads are assigned to teachers
13. confirming with staff that their roles and tasks are clear
14. ensuring clear lines of management and communication are maintained in the education service delivery and
15. daily evaluation of the security context and other potential sources of stress (p. 11).

Aim and Objectives of the Study

The aim of the study was to investigate social capital investment as determinant of teachers' emotional intelligence in public secondary schools in Rivers State. Specifically, the study sought to:

1. find out the relationship between investment in social trust and teachers' emotional intelligence in public secondary schools in Rivers State.
2. determine the relationship between investment in social support and teachers' emotional intelligence in public secondary schools in Rivers State.

Research Questions

The following research questions were answered in the study:

1. What is the relationship between investment in social trust and teachers' emotional intelligence in public secondary schools in Rivers State?
2. What is the relationship between investment in social support and teachers' emotional intelligence in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between investment in social trust and teachers' emotional intelligence in public secondary schools in Rivers State
2. There is no significant relationship between investment in social support and teachers' emotional intelligence in public secondary schools in Rivers State

METHODOLOGY

The study adopted correlational design. The population of the study consisted of all the 16,743 public secondary school teachers in Rivers State. The sample of the study was 376 teachers who were selected through multi-stage sampling technique. There were two questionnaires used for collecting data for the study and these were a 35-item questionnaire titled "Social Capital Investment Scale" (SCIS) and a 40-item questionnaire titled Emotional Intelligence Scale" (EIS). The questionnaires were validated by three experts in the area of Measurement and Evaluation, Department of Psychology, Guidance and Counseling, Faculty of Education, University of Port Harcourt. The reliability of the questionnaires was determined using Cronbach Alpha statistic with reliability indexes of 0.80 and 0.77 for the sections of the

independent variable and 0.96 for the dependent variable. The research questions were answered using Pearson Product Moment Correlation while the hypotheses were tested using z-ratio at 5% level of significance.

RESULTS AND DISCUSSION

Answer to Research Questions

Research Question One: *What is the relationship between investment in social trust and teachers' emotional intelligence in public secondary schools in Rivers State?*

Table 1: Pearson product moment correlation co-efficient of the relationship between social trust and teachers' emotional intelligence in public secondary schools in Rivers State

Variable	n	r	Remark
Social Trust			Fairly strong negative relationship
Emotional Intelligence	376	-0.68	

Table 1 revealed that the value of the correlation co-efficient was -0.68. This implies that there is a fairly strong negative relationship between social trust and teachers' emotional intelligence in public secondary schools in Rivers State.

Research Question Two: *What is the relationship between investment in social support and teachers' emotional intelligence in public secondary schools in Rivers State?*

Table 2: Pearson product moment correlation co-efficient of the relationship between social support and teachers' emotional intelligence in public secondary schools in Rivers State

Variable	n	r	Remark
Social Support			Fairly strong negative relationship
Emotional Intelligence	376	-0.61	

Table 2 revealed that the value of the correlation co-efficient was -0.61. This implies that there is a fairly strong negative relationship between social support and teachers' emotional intelligence in public secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significant relationship between investment in social trust and teachers' emotional intelligence in public secondary schools in Rivers State

Table 3: z-ratio of the relationship between investment in social trust and teachers' emotional intelligence in public secondary schools in Rivers State

Variable	n	df	z-ratio	z-crit.	Level of significance	Decision
Social Trust						
Emotional Intelligence	376	374	13.60	1.96	0.05	There is a significant relationship

Table 3 showed that the value of the z-ratio was 13.60 while the z-critical value was 1.96. Therefore, since the z-ratio of 13.60 was more than the z-critical value of 1.96, the null hypothesis was rejected and the null hypothesis upheld that there is a significant relationship between social trust and teachers' emotional intelligence in public secondary schools in Rivers State.

Hypothesis Two: There is no significant relationship between investment in social support and teachers' emotional intelligence in public secondary schools in Rivers State

Table 4: z-ratio of the relationship between investment in social support and teachers' emotional intelligence in public secondary schools in Rivers State

Variable	n	df	z-ratio	z-crit.	Level of significance	Decision
Social Support Emotional Intelligence	376	374	12.20	1.96	0.05	There is a significant relationship

Table 4 revealed that the value of the z-ratio was 12.20 while the z-critical value was 1.96. Therefore, since the z-ratio of 12.20 was more than the z-critical value of 1.96, the null hypothesis was rejected and the null hypothesis upheld that there is a significant relationship between social support and teachers' emotional intelligence in public secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Social Trust and Teachers' Emotional Intelligence in Public Secondary Schools in Rivers State

According to the study conducted by Myeong and Seo (2016), investing in social capital outside a homogenous work environment reduces the prospects of social trust which in turn affects teachers' emotional intelligence. However, on the other hand, the findings of this study revealed that investment in social trust has a fairly strong negative relationship with the emotional intelligence of teachers. This is better understood from the position of the findings of the study conducted by Myeong and Seo (2016) who pointed out that trust is not enhanced when it is being made between heterogeneous units. The negative relationship between investing in social trust and emotional intelligence may be because some teachers are not free to divulge secrets about themselves to others. Therefore, the more you try to invest in trust the more difficult it is to understand or gain emotional intelligence about the other stakeholders.

However, in an organization where teachers operate harmoniously, investment in social trust is supposed to increase the level of emotional intelligence. This implies that in such environment, when people invest in social trust, their emotional intelligence also increases. According to the findings of the study conducted by Nikhah, Zhairini, Sadeghi and Fari (2014), there is more investment in the selected schools in social trust than even social networking at a ratio of 31%:14%. Supporting this position, Azkia and Hassani-Rad (2009) pointed out that while investment in social cohesion contributes 42% to the school, social trust contributes about 45%. This brings to the fore the need for teachers in public secondary schools to trust one another.

The fear of being indicted or witch-hunted may also be a reason why investing in social trust has a negative relationship with teachers' emotional intelligence. However, the failure to invest in social capital such as social trust has a negative implication as the study carried out by Durojaiye, Yusuf, Falusi and Okoruwa (2013) showed that such condition can reduce the level of profitability. Supporting this position, study carried out by Nnabuiife, Chukwuemeka, Chinwendu and Eberendu (2018) pointed out that only teachers with good self-esteem can be trusted and in turn they have a higher level of emotional intelligence. When there is no trust in the school system, any effort made by any teacher to gain the trust of the other educational stakeholders, may be seen as a plot to blackmail them and this causes some teachers to become unfriendly. As such, further investment in social trust will be counter-productive as it may be perceived as a plot undoing the other teachers and this in turn leads to a drop in the level of emotional intelligence of all the teachers in the school system.

Social Support and Teachers' Emotional Intelligence in Public Secondary Schools in Rivers State

Social support has to do with the ability to provide help to colleagues in the work place in this case the school when the need arises. According to the findings of the study carried out by Eboatu and Igboka (2017), support provided by teachers and parents provide almost the same benefit and as such the need for

teachers to give and get support from educational stakeholders within their reach. However, the finding of this study has revealed that investing in social support has a fairly negative relationship with teachers' emotional intelligence. According to the findings of the study carried out by Yussof (2014), it is usually difficult for people from different race to provide support for each other. This trend gives a clue to why investing in social support has a negative relationship with teachers' emotional intelligence. Just as in the case with social trust, there are some support that teachers provide in the school environment that is seen more as a threat than an assistance. The negative relationship between investing in social support and emotional intelligence reveals the need for teachers to be mild in investing in social support. The support that is to be provided should be very important before it is provided otherwise it will make little of no impact on the level of emotional intelligence of the teacher. This is very important since study carried out by Afroz (2016) has revealed that there is a high positive relationship between social support and emotional intelligence of teachers. Furthermore, when teachers give support and they do not get support in return, it can be counterproductive in the long run.

Abbasi and Abbasi-Ghadi (2008) revealed from the study they conducted that social support is more relevant among younger teachers than older ones. In the same vein, it is understandable that teachers who are new to the school will appreciate social support more than those who are already in the system. It can therefore be deduced that social support will lead to higher level of emotional intelligence not only among young people but also among new teachers. The relevance of this support cannot be over emphasized as Onomuodeke, Uvie, Nwaukwu and Magnus-Arewa (2017) pointed out that this support is equally important for improving the level of job satisfaction among teachers. The negative relationship between investing in social support and emotional intelligence of teachers in public secondary schools in Rivers State can hence be better utilized when such support is channeled to young and beginning teachers than those who are not.

CONCLUSION

The study concluded that investing in social trust and social support has a negative relationship with teacher's emotional intelligence in public secondary schools in Rivers State

RECOMMENDATIONS

The following recommendations were made based on the result of the study:

1. It was recommended that school administrators should put in place strategies for rewarding work support among teachers as this will help to promote team work and improve the quality of service deliver among teachers.
2. Principals also need to learn to provide social and financial support to teachers as this will become a culture in the school and also influence how teachers support one another in the school for the achievement of the goals ad objectives of education in the school.

REFERENCES

- Abbasi, M. R. & Abbas Ghaderi, M. (2009). *Examined the relationship between social capital and social participation of youth*. First International Conference on Intellectual Capital Management, 6th -9th Sept.
- Adams, C. M. (2008). Building trust in schools: A review of the empirical evidence. In W. K. Hoy & M. DiPaola (Eds.). *Improving schools: Studies in leadership and culture*. Charlotte, NC: Information Age Publishing Inc. (pp. 2954)
- Afroz, N. (2016). Emotional intelligence, social support and general well-being of working and non-working Muslim women: *International Journal of Indian Psychology*, 3(3), 6-19
- Ahmed, H. (2017). *Approaches to providing psychosocial support for teachers and other school staff in protracted conflict situations*. Retrieved from https://assets.publishing.service.gov.uk/media/5bacd290ed915d25a8b3b676/117_119_Psycho-social-support-for-teachers-and-other-education-staff-Final.pdf

- Azkiya, M., & Hassani Rad, K. (2009). The role of social trust in people's participation in rural development projects: *The Social Science Research*, 1, 82-87
- Beard, V. A. (2005). Individual determinants of participation in community development in Indonesia: Environment and Planning. *Government and Policy*, 23, 21-39
- Durojaiye, A. M., Yusuf, S. A., Falusi, A. O. & Okoruwa V. O. (2013). Social capital and its influence on profitability of foodstuff traders in Southwestern Nigeria: *American Journal of Social and Management Sciences*, 4(1), 42-53
- Duxbury, L., & Higgins, C. (2103). *The 2011/2012 national study on balancing work, life and caregiving in Canada: The situation for Alberta teachers*. Retrieved from <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-94%20National%20Study%20on%20Balancing%20Work%20-Duxbury.pdf>
- Eboatu, V. N. & Igboka, D. O. (2017). Extent of parental school involvement for improved student performance in Awka South Local Government Area of Anambra State: *European Scientific Journal*, 13(22), 192-206
- Ferguson, K., Mang, C. & Frost, L. (2017). Teacher stress and social support usage: *Brock Education Journal*, 26(2), 62-86
- Ghamari, M. (2012). The relationship of social capital and happiness among high school students of Karaj City: *International Journal of Academic Research in Business and Social Sciences*, 2(1), 353-363
- Growiec, K., Growiec, J. & Kamiński, B. (2017). Collegium of economic analysis working paper series: Mapping the dimensions of social capital. Retrieved from http://kolegia.sgh.waw.pl/KAE/Documents/WorkingPapersKAE/WPKAE_2017_025.pdf
- Louis, K. S. (2007). Trust and improvement in schools: *Journal of Educational Change*, 8, 1-24
- Mehmood, T., Qasim, S. & Azam, R. (2013). Impact of emotional intelligence on the performance of University teachers: *International Journal of Humanities and Social Science*, 3(18), 300-307
- Myeong, S. & Seo, H. (2016). Which type of social capital matters for building trust in government? Looking for a new type of social capital in the governance era: *Sustainability*, 8(322), 1-15
- Nikkhah, H. A., Zhairinia, M., Sadeghi, S. & Fani, M. (2014). The study of social capital and its impact on social participation: Bandar Abbas, Iran: *Mediterranean Journal of Social Sciences*, 5(23), 1712-1721
- Nnabuiife, E. J., Chukwuemeka, O. M., Chinwendu, U. P. & Eberendu, D. E. I. (2018). The relationship between self-esteem and emotional intelligence among undergraduate medical students of Imo State University, Owerri, Nigeria: *International Journal of Brain and Cognitive Sciences*, 7(1), 1-8
- Onomuodeke, M. A., Uvie, A., Nwaukwu, C. & Magnus-Arewa, E. A. (2017). Components of emotional intelligence and job satisfaction among secondary school teachers in Ughelli-North local government area of Delta State: *British Journal of Education*, 5(7), 83-93
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Princeton: University Press
- Richards, J. (2012). Teacher stress and coping strategies: A national snapshot. *Educational Forum*, 76(3), 299-316
- Schuller, T. (2001). The complementary role of human and social capital. *Canadian Policy of Social Research*, 2, 1824
- Shahidul, S. M., Karim, A. H. M. Z. & Mustari, S. (2015). Social capital and educational aspiration of students: Does family social capital affect more compared to school social capital? *International Education Studies*, 8(12), 255-260
- Thompson, H., Budden, J., Braga, P.J., & Kapit, A. (2014). *The Role of Communities in Protecting Education from Attack: Lessons Learned*. GCPEA. Retrieved from: http://www.protectingeducation.org/sites/default/files/documents/the_role_of_communities_in_protecting_education_from_attack.pdf
- Turner-Cobb, J. M., Gore-Felton, C., Marouf, F., Koopman, C., Kim, P., Israelski, D. & Spiegel, D. (2002). Coping, Social Support, and Attachment Style as Psychosocial Correlates of Adjustment in Men and Women with HIV/AIDS: *Journal of Behavioural Medicine*, 25(4), 337-353
- Yusoff, N. (2014). The Relationship between form of social capital and secondary schools students' education achievement in Kedah: *International Research Journal of Social Sciences*, 3(5), 12-21