

SOCIAL CAPITAL OF EDUCATIONAL INSTITUTION: CONTEMPORARY STATE, FEATURES AND PROSPECTS FOR THE DEVELOPMENT

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The relevance of the topic is due to the increased need to fully participate in the management of educational institutions of all parties of the educational process. Objective: to study the level analysis of the social capital of secondary educational institutions (mesolevel), to identify the characteristics of the social capital of the teaching staff, to develop a list of effective management decisions and to determine the content of activities aimed at its augmenting. The leading methodical approaches are analysis of scientific sources, statistics, empirical analysis based on observation, questioning, testing, high-quality interpretation. The study involved 106 administrative and teaching staff. The main results of the study are: the revealed features of social capital of the secondary educational institution (SEI); a list of effective management decisions, and the content of future activities of the organization to enhance the level of social capital.

Key words: social capital, secondary educational institution, contemporary state, management decisions

INTRODUCTION

Low level of social capital (the ability of educators to set up lasting groups to solve job-related problems) in Russian secondary educational institutions was the main reason for the development and execution of the project for assessing the level of schools' social capital. The goal of this project was, in the final analysis, to overcome the contradiction between the high professional autonomy of teachers and the acute need of the society, participants of the educational process in the teacher of the 21st century who is capable to grow professionally, maintain emotional health, resist professional burnout, organize highly effective educational process that is relevant to the requirements of the federal state educational standards, in close collaboration with the colleagues. The main stumbling block, the professional autonomy of teachers, is a challenge hard to overcome, and here the traditional tool in the form of qualification upgrade courses no longer works (Ushakov & Kukharev 2016). According to the project authors, an effective solution is to raise the level of social capital in the educational organization that results in developing stable mutual professional ties. The aim of the project was to focus the attention of heads of educational institutions on the intra-resources and their development. The context of social capital development provides teacher's access to the human

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capital of his/her colleagues. The basis of social capital is the mutual trust of the members of the organization, where there is an intensive exchange of information and in-house training in the workplace. The results of the research (report, graphs) were obtained by the management of educational organizations (750 schools) from the project organizers and allowed to draw conclusions about the level of trust in the organization, the intensity of experience exchange, the dominant attitudes, etc. The next stage of the project was to study the level of the analysis of the social capital of secondary educational institutions (mesolevel), to identify the characteristics of the social capital of the teaching staff, to develop a list of effective management decisions and to determine the content of Activities aimed at its augmenting. The above-mentioned stage was carried out by the management of each school in cooperation with university scholars.

LITERATURE REVIEW

In our study, we relied on the work of Russian scholars, dealing with the problem of social capital, and we analyzed the foreign sources as well. V. Brown (2001) identifies three levels of analysis of social capital: micro, meso and macro levels. At the micro level he examines the satisfaction of individual interests, the allocation of resources in a social network that connects individuals, at the meso level - the formation of social structures, relationships within them and with other social structures. He estimates the distribution of the result of social interaction at the macro level as social capital of certain social structures (Brown, 2001). Thus, at the micro level, social capital includes the social relations of an individual, at the meso level it is formed by relationships of social communities, and on the macro level, it combines entire elements of the social structure. Representatives of the micro-level approach consider social capital from the perspective of the individual. Thus, according to R.S. Burt (1999), social capital is inextricably linked to human capital. The success of a person is determined by both the human and social capital. If human capital depends on the level of knowledge, intelligence and professional qualities of the person, the social capital is determined primarily by one's ability to establish links and contacts (Burt, 1999). Therefore, the combination of a high level of social and human capital enables a person to occupy the high social position, i.e., to occupy important positions, to have higher incomes, to manage projects, etc. W.E. Baker and J.E. Dutton (2007) see social capital as productive capacity, which helps individuals and groups to achieve their goals in new and better ways. They call this social capital positive, noting that it helps people to grow, thrive and prosper (Baker & Dutton, 2007). This vision of social capital refers to the dual nature of this phenomenon. On the one hand, capital can contribute to the prosperity and development of the individual or group, but on the other hand, may hinder the achievement of their goals. A. Portes (1998) defines social capital as the ability of the participants involved to receive benefits through membership in social networks

or other social structures. That is, social capital, according to the scholar, is primarily a property or quality of the participant in the process, which is its ability to benefit from its existing relationships. This emphasizes the subjective nature of social capital which depends mainly on the participant of the process and the propensity to use these social networks. E.A.W. Boxman, P.M. De Graaf and H.D. Flap (1991) believe that social capital consists of a collection of a number of people who can be expected to support, and the resources that these people have at their disposal. The main factor in forming social capital are the people who have some resources. However, the concept of support is not universal. According to N. Lin, social capital is a certain set of valuable resources (economic, political, cultural or social, i.e. social relations) of interacting network or networks members (Lin, 1999). He identifies three factors that explain why social capital can enhance performance. Firstly, useful information that can provide a choice, warn about possible consequences, reduce transaction costs and ensure adequate remuneration. Secondly, the impact that social ties can have on the most important participants in the process, playing a crucial role in decision making. And thirdly, evidence of social achievements, reflecting access to human resources through social networks and relationships. Thus, N. Lin considers the social capital in terms of social networks, identifying them as resources embedded in social networks that are available and / or activated in a targeted actions (Lin, 1999). R. Th.A.J. Leenders and S.M. & Gabbay (1998) refer to social capital at the level of the group using the term “corporate social capital”, considering the corporation in the broadest sense as an organization, group, community or society. According to them, social networks provide social capital only when they have effective positive impact on achieving the goal of process participants. J. Nahapiet, S. Ghoshal (1998) define social capital as the real and potential resources embedded in the network that are available through it and received only from the network of relations that individuals or social groups have. Scholars believe that social capital includes communication and assets that can be mobilized in the framework of this network. However, communication exists within the group, between its members as well as outside, with other social associations. Looking at the group social capital, it is necessary to take into account that the social group consists of a collection of individuals that have their own individual social capital. Therefore, on the one hand, we can assume that social capital at the level of the group is formed by a set of individual social capital, but the social capital of the group includes only that part of the social capital of the individual, which is used or attracted by him/her to achieve group goals. On the other hand, a group social capital forms those connections that are established between its members. However, these connections are limited because they do not go beyond the group (Lushnikova, 2013). In general, social capital at the macro level is seen in terms of social norms, trust, social networks, relationships, etc. Thus, we can conclude that social capital accumulation takes place only as a result

of social interaction. Established social networks allow to form a network of established contacts. In this case, the target is already determined by a community of people. Then, the aforementioned network is integrated into the social fabric, it becomes a part of it, and therefore has an impact on social life. This sequence corresponds to the three levels of understanding of social capital: micro, meso and macro levels. At the micro level, social capital is considered as the resources pool of an individual, at the meso level – of social groups and at the macro level – of the society as a whole. Measurement and level analysis of social capital of the educational institution (meso level) reveals the problems of interaction in the team (confidence in colleagues that manifests itself in the recognition of the value of cooperation, the frequency of experience exchange, working in teams, joint activities; the trust to the management which is manifested in how often teachers appeal to the administration regarding teaching and education, etc.). Results evaluation of studying social capital, the subsequent reflection enable the Directorate and the staff of educational institutions to develop strategic tactics for further work, as well as to identify relevant content of activities.

MATERIALS AND METHODS

Methods of the Research

The leading methodical approaches are analysis of scientific sources, statistics, empirical analysis based on observation, questioning, testing, high-quality interpretation. The study involved 106 administrative and teaching staff.

Level analysis of the social capital (mesolevel) was carried out on the basis of secondary educational institution (Gymnasium 16, Kazan, Russia). The project team includes leading Russian researchers (Ushakov Konstantin Mikhailovich, Doctor of Education, Professor of the Institute of Education NRU Higher School of Economics, the chief editor of “Director Shkoly” (“School Director”; Fishbein Dmitry Efimovich., Candidate of Science, associate professor of the Institute of Education of NRU Higher school of Economics, the chief editor of the “Zhurnal rukovoditelya upravleniya obrazovaniyem” (“The Journal of Education management”) , Yavorsky Rostislav Eduardovich., Candidate of Physical and Mathematical Sciences, Associate Professor of the Department of analysis and artificial intelligence of NRU Higher school of Economics; Shivaryov Pavel Vassilievich, deputy chief editor of “Zhurnal rukovoditelya upravleniya obrazovaniyem” (“The Journal of Education management”); Kukharev Anton Ivanovich, Master of education, Deputy Director of secondary school 1 25 of Republic of Tatarstan, Almetyevsk).

The composition of the group of respondents: the number of administrative and teaching staff - 106; the number of those who completed the survey - 106; administrative staff - 7; teaching staff - 99; Gender - 5 male, 101 female.

The analysis provides information at the following levels

1. *Level of horizontal confidence* (trust between equal colleagues by formal status (teachers and administration staff). Horizontal trust manifests itself in collaboration, joint activities, admitting the value of a trusting relationship. The components of the horizontal confidence level: the declared level of trust in colleagues (How important is trust, cooperation and exchange of experience for your colleagues?) regulated and unregulated exchange of experience (Does your educational organization provide conditions for reciprocal visiting of classes?); the existence of teams, joint activities;
2. *Level of vertical trust* (trust between process participants with different formal status: between teachers and administration. This section discusses the confidence of teachers to the administration (bottom-up). It is expressed in the willingness to “follow the instructions from above”, in the belief that the school administration takes care of the subordinates, etc. There is also a differentiation: the declared level of vertical trust (Reflections on one’s personal position); the actual level of vertical trust (data about aspects of professional trust);
3. *Level of horizontal interaction* (ways of professional communication of staff);
4. *Level of job satisfaction* (emotional attitude of the employee to the conditions, the process and the results of his/her work);
5. *Level of complexity of personal relationships* (relationships between colleagues which are formed in addition to their joint activity), personal leadership rating;
6. *Level of complexity of professional communications* (this type of interaction has a direct impact on the social capital of the organization).

Results summary for the indicators of levels

1. Admitting the value of cooperation and trust:
Affirmative answer (“yes” or “more likely yes than no”) - 83%; Negative answer (“no” or “more likely no than yes”) - 17%
2. Frequency of experience exchange in the organization:
Quite often (“once a week” or “once a month”) - 48%
Rather rarely (“Every six months” or “Even less”) - 52%
3. The type of cooperation on the exchange of experiences:
Lesson (event) is discussed one-on-one with the teacher - 28 (26%); Lesson (event) is analyzed with the administration - 8 (7%);
A group discussion of the lesson (event) by all those present is organized - 66 (65%); Nothing happens - 3 (2%).
4. *Participation in the teams work* (Are you a member of a permanent group or the team concerned with teaching and education, planning?):

Affirmative answer - 75 (71%); Negative answer - 31 (29%)

5. *The frequency of team work* (How often did the members of the group (team) meet during the last academic year to deal with issues of teaching and education, planning?):
Quite often (“Several times a week” or “Once a week”) - 47 (63%); Rather rare (“Once a month” or “Even less”) - 28 (37%).
6. *Procedure of team work*. Discussion of the issues in such groups (teams) usually takes place:
During the break (between classes) - 1 (1%); during a special time and at the special place - 71 (95%); Other - 3 (4%).
7. *The frequency of joint activities* (How often did you hold integrated classes or other joint activities with other educators (teachers, tutors) during the last academic year?):
Quite often (“once a week” or “once a month”) - 33 (32%); rather rarely (“Every six months” or “Even less”) - 70 (68%).
8. The declared level of confidence in management
Do you agree with the fact that the management of the educational organization protects your interests and cares about you?
Affirmative Answer (“yes” or “more likely yes than no”) - 99 (100%); negative answer (“no” or “more likely no than yes”) - 0 (0%).
9. Frequency of teachers appealing to the administration on matters of teaching and education:
Quite often (“Several times a week” or “once a week”) - 36%; rather rarely (“once a month” or “Even less”) - 64%.
10. *The position of the administration towards horizontal interaction* (If educators (teachers, tutors) have a conflict (for example, separation of duties), what way to resolve it should they use first of all?):
Appeal to the administration - 3 (42%); To solve the conflict issue on their own, Reaching an agreement with each other - 4 (58%); Discuss the situation with other colleagues - 0 (0%).
11. *Ways of conflict resolution* (If you have a conflict situation with a colleague (e.g., separation of duties), how do you solve it more often?):
Appeal to the administration - 34 (34%); reach an agreement with a colleague - 63 (64%); discuss with other colleagues - 2 (2%); other - 0 (0%).
12. *Reactions to the professional situation* (If you find that a fellow educator (teacher, tutor) showed injustice to the learner (pupil), what will you do?):

Console the learner (pupil) - 11 (11%); Discuss the situation with the colleague - 82 (83%); Appeal to the administration - 6 (6%); Nothing, maybe I just thought so - 0 (0%); Other - 0 (0%).

13. *The level of horizontal control* (Will you express your attitude towards a colleague who is late for his / her class or event?):

Affirmative answer (“yes” or “more likely yes than no”) - 51 (52%); Negative answer (“no” or “more likely no than yes”) - 48 (48%).

14. Job satisfaction:

Affirmative answer

(“yes” or “more likely yes than no”)- 100%; Negative answer (“no” or “more likely no than yes”) - 0%.

RESULTS

Main characteristics of educational institution

The activity of the educational institution “Gymnasium ¹ 6” (Kazan, Russia) is characterized by: - education based on history, tradition and innovation; - the priority of foreign language training (the average number of English classes per week in the middle school is about 4-5 hours without taking into account English for special purposes that is optional); multilevel education; full-time school with 15% gender-segregated education; artistic and aesthetic focus of education (music, dance, theater and fine arts are taught in all forms). To date, the school is among the city top ten and provides a wide range of educational services within the basic school and additional education.

The composition of the teaching staff is difficult to call homogeneous. It is characterized by the following:

- 50% of the staff are teachers who came in the opening year of the gymnasium and were taken on a competitive basis.
- 18% of the staff - teachers of retirement age.
- 10% of the teaching staff are graduates of the gymnasium who chose teaching profession and returned to their gymnasium as teachers.

Self-assessment before the level analysis of social capital

A distinctive feature of the gymnasium is the low turnover of teaching staff. Change of employment is often due to promotion or change of residence. Starting from the date of foundation, the gymnasium administration aspired to the fullest participation of all subjects of the educational process in the management, based on the inclusion of performers in the development and implementation of managerial decisions, on partnership, when the collegial style becomes the norm. Decentralized management

structure required solving the problem of motivating teachers and parents to participate in professional and public management bodies. The mid-1990s saw a lot of work done to shape the teaching staff of the gymnasium as a united team whose life and activity is aimed at cooperation and co-creation of the leader and subordinate, teacher and pupil, teachers with each other as a part of professional methodological associations, temporary creative groups etc. For an objective assessment of the real situation in the gymnasium, its team used tools based on Professor I.K. Adizes (2004) theory. During the research, it was found out that the management considers the gymnasium to be successful in professional and personal interaction, highly appreciates the abilities of the teaching staff to organize themselves and for joint actions to achieve a common goal.

Analysis of results

The analysis of the survey results shows that there remain a number of questions as regards to raising the level of social capital in the gymnasium, hence, there are reserves for improving the quality of education. It should be noted that the teaching staff of the gymnasium works in a mode determined by a large school enrollment (1,820 students, which is by 540 more than the projected number of students. 59 forms and two shifts from 08.00 to 18.30). Teachers' average workload is 27 hours per week. The total number of teachers is about two hundred people.

The results of the survey proved quite a strong influence of the management on the teaching staff: the director, her deputies and the leaders of the methodological associations enjoy great authority and are considered as leaders in teaching.

It is not surprising that members of the administration are among the most experienced teachers. It should be said that all deputy directors and heads of methodological associations were chosen and appointed to the position from among the best teachers. Four of the seven members of the administration, including the director, passed through competitive selection. Two of the deputy directors are the authors of textbooks and teaching aids. In addition, of the 25 top in the ranking of professional recognition, 19 are teachers of the highest qualification category who have extensive experience, excellent results in the USE, subject olympiads and translate their experience and skills to the city and the republic teachers. They also show a high level of job satisfaction, the level of complexity of professional ties, the level of horizontal interaction.

The position of 4 teachers of the highest qualification category in recognizing the value of cooperation and trust in relation to the declared level of trust in colleagues was unexpected. Of course, the staff has teachers who are not communicative by their nature. At the same time, their professional merits are undeniable. Here, it is also possible to assume an incorrect interpretation of the question.

In the section "Regulated and unregulated sharing of experience" a satisfactory survey result can be noted. The methodological office of the gymnasium pays

serious attention to the reciprocal visiting of classes and extracurricular activities which are specially prepared, open and daily. Having received the results of the December survey, the scholar and methodological council of the gymnasium conducted its analysis. In fact, the frequency of experience exchange is not affected by work experience and the category of respondents. Most often, these are teachers working in two shifts, having a class supervision, and not having a day for methodological preparation. Therefore, in this situation, we should recognize the need to ensure that the gymnasium has the conditions for equal participation of all and everyone in collective interaction, since much depends on the overall timetable. The value of cooperation and trust of teachers of the highest qualification category is recognized when they are in a team of colleagues with equal status, qualification, experience. To cooperate on equal terms among equals is more comfortable psychologically. Therefore, it is more reasonable to include teachers of the highest qualification category in the team as mentors.

Mentoring is one of the professional responsibilities of experienced teachers, which could also affect the responses in this section. There are one-year learning cycles of teachers which implement educational activity in one cohort; project teams working together to execute projects; temporary creative groups (to solve the tasks of the teachers' councils, methodological weeks, methodological procedures), a school of young specialists and a system of mentors. In these conditions, teachers have a motive for reciprocal visiting of classes, events since they perform the roles of adviser, mentor, analyst, moderator, coacher, consultant, expert, co-author, developer, etc. Reciprocal visiting of classes is carried out in accordance with the work plan of the gymnasium and depending on the tasks assigned by the methodological office.

The frequency of experience exchange depends on the designated projects. With the development of the Singapore project, the frequency of experience sharing prevailed among the teachers of I and II category (3 people). Teachers of the highest qualification category are actively involved in the generalization and dissemination of experience at the city and republican levels.

In the section "Participation in the teams" there is a clear discrepancy between referring oneself to the team and the frequency of their work. Perhaps, some of the respondents referred themselves to the collective as a team in the broadest sense of the word.

In the section "Level of vertical trust" the question [B18] sounds different than its interpretation. The question does not emphasize on "surveillance" or "caring parent". As for the protection of the interests of the employee, then in whom, if not in the director the teacher should see the defender. This should not affect the self-sufficiency, independence of people and their autonomy.

Thus, the level analysis of social capital of secondary educational institutions revealed the following **characteristics**:

- 1) a fairly strong influence of the educational institution's management;
- 2) members of the administration are considered as the most professional teachers. They show a high level of job satisfaction, the level of complexity of professional contacts, the level of horizontal cooperation;
- 3) the section "Regulated and unregulated exchange of experience" can be noted as having a satisfactory result of the survey;
- 4) the work experience and the category of respondents do not affect the frequency of experience exchange;
- 5) in the section "Participation in the teams" there is a clear discrepancy between referring oneself to the team and the frequency of their work. Perhaps, some of the respondents referred themselves to the collective as a team in the broadest sense of the word.

In accordance with the results of the conducted analysis of social capital and the assessment of identified characteristics, we developed a list of effective management decisions and determined the content of activities, aimed at augmenting it (Table 1).

As can be seen from the table, in the list of administrative decisions we named the basic managerial focused solutions, they were developed taking into account the social capital analysis and with a view to its gradual increase (increasing social capital through management of group relations of the staff, development of gymnasium's real structure through setting up microgroups, increasing the level of professional development through joint mastering of new technologies, methods and techniques, increasing horizontal trust, increasing the level of vertical trust, providing business and psychological security; we identified stakeholders to improve the level of social capital, activity content, timing of realization, the procedural aspect of the activities, long-term planning of the results.

We assessed risks and ways to overcome them (Table 2) taking into account the analysis of levels, characteristics of the main development trends of social capital in this educational institution, the developed content and procedural aspects of the managerial activities with regard to increasing social capital in the educational institution.

The main managerial measures here are reducing the teaching workload of teachers, changing the composition of groups, increasing the pay, changing priorities when setting goals and tasks, sharing the teaching function of a subject in one form between two teachers.

Thus, we can conclude that the social capital analysis of educational institution at different levels outlines specific features of the school context revealing many problems of relations. Being focused on them a manager of institution is able to propose to the personnel efficient content of the activity.

TABLE 1: LIST OF MANAGEMENT DECISIONS AND THE CONTENT OF THE ACTIVITY

<i>Management decisions</i>	<i>Who?</i>	<i>What is done?</i>	<i>When?</i>	<i>How?</i>	<i>What for?</i>
School management decisions' description	Who is affected by this decision? Why are these people chosen? Those who find themselves out of ties ("professional individualists")	What exactly will they do? Participation in the Subject of the week. Joint extracurricular activities on the subject. Joint designing of subject newspapers. Development of integrated lessons.	Schedule if a process March: languages: 2 nd week – English; Chinese; French. 3 rd week – The Tatar language. April. 2 nd week – elementary school. 4 th week – Physics, Mathematics.	Describing the procedures.	Expected results.
1. Increasing social capital through management of group relations of the staff.				Setting up a creative group, joint planning the Subject of the week, defining micro-groups for the preparation of common extra-curricular activities; one subject newspaper from each parallel form; the development of integrated lesson notes involving two teachers.	Alignment of the competence of teachers to provide equal access to quality education for every learner.
2. The development of gymnasium's real structure through setting up microgroups.	Attracting teachers of different subjects which are close in the ranking of professional and personal leadership	Reciprocal visiting of classes to examine the lesson	Weekly or daily work in pairs.	Two teachers work together, developing classroom practice and focusing on the educational needs of individual students. Teachers keep records of what they have learnt, and communicate each other the practical knowledge through demonstration lessons. At the beginning	Development of professional cooperation, establishment and development of professional relationships, building social capital of each member of teaching staff.

<p>of work in the micro group, a tutor (third party) is appointed to control discussion, to sum up, to keep track of how constructive the discussion is.</p>		<p>The growth of professional interaction.</p>
<p>3. Increasing the level of professional development through joint mastering of new technologies, methods and techniques</p>	<p>Teaching staff</p> <p>Joint mastering of new technologies, methods and techniques</p> <p>Weekly seminars</p>	<p>The order issued by the gymnasium director establishes weekly methodical seminar, mandatory to visit for everybody.</p> <p>Technologies that are novel for teaching staff are studied. Classes are held by teachers who are familiar with the technology or by group of employees participating in vocational training projects.</p>
<p>4. Increasing horizontal trust.</p>	<p>Establishing groups:- young professionals- teachers working by the Federal State Educational Standards of Elementary and Basic General Education;</p> <p>- groups by</p>	<p>Discussion on completion of the program, control of basic knowledge.</p> <p>Establishment of teachers' working groups, based on consultation in the parallel forms.</p> <p>Interaction in the framework of the methodological groups</p>
		<p>The development of teachers' interaction, providing effective guidance, the implementation of mutual control. Studying the models and forms of self-examination and self-</p>

<p>5. Increasing the level of vertical trust.</p>	<p>categorical structure: Teaching staff</p>	<p>Ensuring that all changes are known and public. Participation of the administration in the creative project teams.</p>	<p>General meeting (twice a year: August, December). The website of the gymnasium trade union (weekly).</p>	<p>Informing all members of the staff:- about the principles of distributing the incentive part in the new pay system. New pay system should stimulate teachers, especially, to develop methods of interaction with each other;- about the principles of distributing equipment;- about the principles of receiving industry awards.</p>	<p>diagnosis. Increasing the level of trust to director and director deputies</p>
<p>6. Providing business and psychological security. When designing – clear orientation “no untouchables”, the changes will affect everyone. Wages must encourage not individual achievement but collective interaction.</p>	<p>To divide all the staff into creative groups, according to the subjects or the cycles and parallels.</p>	<p>Drafting the gymnasium development program for 2016 - 2019 years.</p>	<p>March - May, the weekly schedule of work on the program.</p>	<p>1. Groups analyze the stages of the Educational Institution Development Program for 2012 - 2015. 2. Indicate the strategic objectives; tasks aimed at achieving the objectives. 3. Substantiate the relevance of the project and expected changes. 4. Develop draft amendments, expected results.</p>	<p>Encouraging teachers to cooperate in the process of drafting gymnasium development program. Extending the duration of teachers' professional effectiveness, which prevents emotional and professional burnout.</p>

TABLE 2: ASSESSING THE RISKS AND THE WAYS TO OVERCOME THEM

<i>Risks</i>	<i>Ways to overcome risks</i>
<ul style="list-style-type: none"> • What may not work out? • What are the limitations for implementing these solutions? • What are the possible undesirable consequences? 	<ul style="list-style-type: none"> · Alternative solutions if what is planned is not realized · How to avoid undesirable consequences?
There may be difficulties with changing the timetable	To reduce the workload to 24 hours per week with the provision of the teacher with a day for methodological preparation.
There are experienced good teachers who are used to working independently	To share teaching in one form of such subjects as the Russian language and literature, history and social studies, the Tatar language and Tatar literature between two teachers
Overload of teachers.	To reduce the workload of teachers.
With a new wage system, the wage premium is set for personal success.	Labor remuneration should stimulate collective interaction
Far from certain that the created relationships will develop.	To change the composition of groups or re-evaluate the goals and objectives.

CONCLUSION

This paper outlines important early-stage findings on the social capital of educational institution, its analysis permitting to develop effective management decisions and determine the content of future activities of the organization to enhance the level of social capital.

Achieving our vision for managers of educational institutions ready and capable to enhance the level of social capital competently and with confidence is proving challenging but possible. We believe that what we are doing is important because it offers the possibility of creating new context of institutions positioning social capital enhancement at the heart of the development process. Our intention in proposing this paper is to share our research approach and findings to date with colleagues on the international stage, so that we can benefit mutually from this discussion.

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