

HACETTEPE UNIVERSITY  
INSTITUTE OF POPULATION STUDIES

**UTILIZING MIXED METHODS IN SOCIAL  
CAPITAL RESEARCH**

Hande HACİMAHMUTOĞLU

Supervisor

Assoc. Prof. Dr. İlknur YÜKSEL-KAPTANOĞLU

Department of Social Research Methodology

PhD Thesis

Ankara  
January 2024



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Hande HACIMAHMUTOĞLU

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# PhD Thesis

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## **ABSTRACT**

The purpose of this thesis is to contribute to the mixed-methods research methodology literature, which continues to develop. The main issue that shapes the course of a mixed methods research study is its design strategy, which influences the integration process of the research. As a major issue for mixed methods research methodology, integration during the interpretation phase of a mixed methods study directly affects the output of the study. With this regard, the aim of this thesis is to seek the appropriate design type for a mixed methods research on a complex social phenomenon, how mixed methods research would be beneficial to comprehend a complex social phenomenon, and to see how design strategy, integration, and interpretation processes would occur within mixed methods research. In this study, social capital concept was taken as an exemplar complex social phenomenon for the mixed methods research.

The goal of the mixed methods research within this thesis is to comprehend social capital of the individuals in Turkey as completely as it can be. In the quantitative strand, nationally representative surveys that contribute to the generation of data on social capital were analysed, and data of the 2014-2015 Turkey Time Use Survey, which contains the most comprehensive questions on this subject were used.<sup>1</sup> A composite index of social capital was created by conducting a factor analysis. The index involved three sub-indices, i.e. everyday sociability, social network support, and cultural sociability. The results of the quantitative research were related to the networks component of social capital. In the qualitative strand in-depth interviews were conducted with 16 individuals, 8 women and 8 men. The findings of the qualitative research involved information related to the trust and norms components of social capital, in addition to the networks component. In the last strand of the study, the two data sets were integrated by merging them using a joint display matrix. An important finding of the study is that an individual's family and social environment is very important for social capital and that this environment provides stronger tools for men than for women.

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<sup>1</sup> The 2014-2015 Turkey Time Use Survey involves information about social capital of the individuals in the 'individual dataset' and the 'diaries dataset'. In this study, the individual data set was used.

As a significant outcome, we defined a new design type, i.e. complementary sequential design, to carry on a suitable integration process. On the other hand, although the purpose of this study is not to provide a questionnaire to be used in social capital research, since we find the results of our mixed methods research valuable for use in a social capital survey, a set of question recommendations that can guide a survey on social capital was presented.

**Key words:** Mixed-methods, methodology, complementary sequential design strategy, social capital, Turkey

## ÖZET

Bu tez, hala gelişmekte olan karma yöntemler araştırmasına ilişkin yöntem bilim alan yazınına bir katkı sağlama gayesini taşımaktadır. Karma yöntemler araştırmasında, araştırmanın tasarım deseni araştırmanın sürecini şekillendiren temel husustur ve bu aynı zamanda kullanılan yöntemlerin birleştirme sürecini de etkilemektedir. Karma yöntemler araştırmalarında yorumlama aşamasında gerçekleşen birleştirme işlemi, araştırmanın çıktılarını doğrudan etkilemektedir. Dolayısıyla, bu tezin amacı karmaşık bir sosyal olgu üzerine yapılacak karma yöntemler araştırması için uygun desen türünü aramak, karmaşık bir sosyal olguyu kavramak için karma yöntemler araştırmasının nasıl faydalı olacağını ve araştırma deseni, bütünleştirme ve yorumlama süreçlerinin nasıl gerçekleşeceğini görmektir. Bu çalışmada karma yöntemler araştırmamız için örnek karmaşık sosyal olgu olarak sosyal sermaye konusu ele alınmıştır.

Bu tez kapsamındaki karma yöntemler araştırmasının hedefi, Türkiye'deki bireylerin sosyal sermayelerini mümkün olduğunca bütünlüklü bir şekilde ortaya koyabilmektir. Nicel bölümde, sosyal sermayeye ilişkin veri üretilmesine katkıda bulunan ülke genelini temsil eden araştırmalar incelenerek, bu konudaki en kapsamlı soruları içeren 2014-2015 Türkiye Zaman Kullanım Araştırmasının verileri kullanılmıştır.<sup>2</sup> Faktör analizi yapılarak bir sosyal sermaye bileşik endeksi oluşturulmuştur. Endeksin, gündelik sosyalleşme, sosyal ağ destekleri ve kültürel sosyalleşme başlıklı üç alt endeksi bulunmaktadır. Nicel araştırma aşamasında sosyal sermayenin ağlar bileşenine ilişkin sonuçlar elde edilmiştir. Nitel araştırma aşamasında 8 kadın ve 8 erkek olmak üzere 16 kişiyle derinlemesine görüşme yapılmıştır. Nitel araştırma kapsamında sosyal sermayenin ağlar bileşenine ek olarak güven ve normlar bileşenlerine ilişkin bilgi sağlanmıştır. Çalışmanın son aşamasında her iki veri seti bir ortak gösterim matrisinde birleştirilmiştir. Araştırmada öne çıkan önemli bir bulgu, bireyin aile ve sosyal çevresinin sosyal sermaye için çok önemli olduğu ve bu çevrenin erkeklere kadınlara kıyasla daha güçlü araçlar sağladığıdır.

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<sup>2</sup> 2014-2015 Türkiye Zaman Kullanım Araştırmasında sosyal sermayeye ilişkin bilgiyi 'birey veri seti' ile 'günlükler veri seti' içermektedir. Bu çalışmada birey veri seti kullanılmıştır.

Çalışmanın gerektirdiği şekilde bir birleştirme süreci yürütmek için ‘tamamlayıcı sıralı tasarım’ adıyla yeni bir tasarım deseni tanımlayarak bu deseni kullanmamız çalışmanın önemli bir çıktısı oldu. Diğer taraftan, bu çalışmanın amacı sosyal sermaye araştırmalarında kullanılacak bir soru formu sunmak olmasa da, karma yöntemler araştırmasının sonuçlarını bir sosyal sermaye anketinde kullanılmak üzere değerli bulduğumuz için, sosyal sermaye anketi hazırlamaya yönelik bir çalışmaya rehber olabilecek soru önerisi seti de çalışma kapsamında sunulmuştur.

**Anahtar kelimeler:** Karma yöntemler, yöntembilim, tamamlayıcı sıralı tasarım deseni, sosyal sermaye, Türkiye

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## ABBREVIATIONS

ACS	American Community Survey
ANGİAD	Ankara Genç İş Adamları Derneği
CFA	Confirmatory Factor Analysis
CS	Cultural Sociability
CRCS	Colorectal Cancer Screening
EC-JRC	European Commission - Joint Research Center
EFA	Exploratory Factor Analysis
ES	Everyday Sociability
ESS	European Social Survey
EU SILC	European Union Survey of Income and Living Conditions
EUROSTAT	European Statistical Office
GSS	General Social Survey
IRS	Internal Revenue Service
KMO	Kaiser-Meyer-Olkin
MWU Test	Mann-Whitney U Test
NA	Not Available
NGO	Non Governmental Organisation
NM	Not Mentioned
OECD	Organisation for Economic Co-operation and Development
OLS	Ordinary Least Squares
ONS	Office for National Statistics
SCI-2	Social Capital Index-2-
SC-IQ	Social Capital Integrated Questionnaire
SCIs	Social Capital Indices
SCQ	Social Capital Questionnaire
SNS	Social Network Support
SOCAT	Social Capital Assessment Tool
TUS	Turkey Time Use Survey
TVE	Total Variance Explained
WEF	World Economic Forum
WVS	World Values Survey

## CHAPTER 1. INTRODUCTION

As a policy designer engaging in the area of development policies, I have been taking part in numerous social research studies, which are related to the social and economic well-being of the people, since 2003. While doing so, I have realised the importance of the methodology that a researcher employs to search for a specific research problem. Especially in the area I work, which is welfare policies, complex social phenomena require in-depth investigation. In this regard, I understood the significance of mixed methods research for social research.

Mixed methods research is still a developing research type. Hence, new studies that would add a benchmark in mixed methods research literature is very welcome. (Fetters and Freshwater, 2015; Fetters and Molina-Azorin, 2017; Creswell and Plano-Clark, 2023) In this regard, as a student in the Department of Social Research Methodology, my motivation for this study is to make an addition to the literature on the mixed methods research.

The main purpose of this study is related to the methodology issue of mixed methods research, which is my ‘point of departure’. The most basic definition of ‘mixed methods research’ is to use quantitative and qualitative research methods together in a single study. However, the discussion about ‘how integration process for qualitative and quantitative research should be conducted’ has a significant place in social research methods literature (Cresswell and Plano-Clark, 2018; Toraman Türk, 2021; Creswell and Plano-Clark, 2023). Thus, the aim of this study is to make a mixed methods research study that integrates a qualitative research and a quantitative research. Having this in mind we asked the main research question as “How does mixed methods research contribute to a research study on a complex social phenomenon?”.

Integration process is the main part of a mixed methods research, since how a researcher integrates the quantitative and qualitative methods directly affects the output of the study. As integration, borrowing the identification of Fetters and Molina-

Azorin (2017), we mean the integration that occurs within the interpretation phase of the study. On the other hand, the main issue that shapes the course of the study is the design strategy of it, and this strategy influences the integration process. The issue is actually two sided: the purpose of integration determinative of the design strategy decision, and the design strategy that is held by the research affects the integration process. To this respect, we saw that, first, we need to decide on the most suitable design strategy for our research study, and accordingly investigate the integration process.

Aiming to make an addition to the literature on the mixed methods research, As regards to the ‘complex social phenomenon’ issue, from my early searches related to my study subject, I know that the concept of social capital is quite controversial in the literature. Indeed, for several decades the researchers and experts has been dealing with social capital concept on an irregular manner, and the literature on social capital has grown in a scraggly way. To this respect, I find social capital as a suitable subject of interest for a mixed methods research study, since social capital is an intangible concept, which is needed to be handled with a holistic research method in order to be understood entirely. Indeed, although it is basically understood as the features of social organizations, which facilitate coordination and cooperation for mutual benefit, in the relevant literature, there’s even not a crystal clear definition of social capital. Relatedly, there is not a broadly agreed method in the relevant literature for assessing social capital.

Although there is an unvoiced consent on the three folds of the concept, i.e. networks, trust, and norms, many times the researchers build their analysis on just one aspect of the concept, since their researchs is delimited by the presence of the prevalent information. To this respect, we defined the goal of the mixed methods research within this study as to comprehend social capital as completely as it can be.

To decide the type of the mixed methods research of which we are going to scrutinize the integration process, we needed to understand the social concept that would be the subject of our research, i.e. social capital. More clearly, at the very

beginning, we needed to understand the aspects of social capital deeply and what types of indicators might guide us to totally comprehend this intangible concept. With this regard, I have made a very detailed desktop review to comprehend the social capital concept. After doing so, we saw that we have a valuable inventory of social capital that would be beneficial to be presented to the literature as a revisit to this very concept, and published this part of our study as an article (Hacımahmutoğlu and Yüksel-Kaptanoğlu, 2021).

During the first period of our study, we went over the questions and the variables that were used in the social capital measurement studies, and among these we saw that the study of Scrivens and Smiths put forth a questionnaire set for OECD that covers a wide range of social capital study. Then we examined the nationally representative surveys in Turkey, and perceived that none of these Surveys provides data related to the all three components of social capital, but saw that Turkey 2014-2015 Time Use Survey (TUS) provides the most extensive data related social capital, specifically on the networks component of it. Therefore, we decided to use 2014-2015 TUS data, and to complement it with the qualitative information that we would gather from the field. Hence, the strategy of our research design was shaped by our research requirements. Then, we turned to mixed methods methodology to grasp the most appropriate mixed methods design to use in our study, and we found out that none of the defined design strategies fit our needs. In this respect, we decided to be innovative and to conduct the mixed methods research by using the design strategy that we defined.

After defining our design strategy, we started to work on the quantitative strand. Employing the TUS data, we constructed three sub-indices i.e. everyday sociability index, social network support index, and cultural sociability index, as well as a social capital index for the individuals in Turkey. We published our quantitative research study as an article (Hacımahmutoğlu and Yüksel-Kaptanoğlu, 2021).

Following the quantitative research, we started to work on the qualitative strand. First, we formed the interview guide for the in-depth interviews, applied to the

ethical committee, and received approval for the field work (See Appendix C for the interview guide). Then, we conducted 16 in-depth interviews, with 8 women and 8 men, which were recorded based on the consent of the interviewees. Each interview was transcribed verbatim, and qualitative analysis was performed by using coding procedures. According to the forefront codes the concepts relevant to social capital were generated.

As the third strand of the study, the results of the quantitative research and findings from the qualitative research were integrated by merging them via joint display integration strategy. At the end of the integration phase, both confirmation/disconfirmation of the concepts of social capital and extension via the concepts that appeared in the qualitative strand occurred.

We have five chapters in this thesis. After the Introduction chapter, the second chapter involves the review of the literature on mixed methods research as well as social capital concept and its measurement. The third chapter involves the methodology of this study, starting by restating the purpose and research question of this study, then explaining the mixed methods research design, successively presenting the approaches for quantitative and qualitative strands respectively. The fourth chapter presents the results of the quantitative analysis, then the findings of the qualitative analysis, and afterwards the mixed methods analysis through displaying the joint display integration matrix, as well as introduces a set of question recommendations that might be a guide for the further social capital research studies as either a part of a current survey or a separate survey questionnaire. The fifth chapter summarizes the outcomes of this study.



## **CHAPTER 2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

In this chapter, first, I elaborate the existing studies on the methodology of mixed methods research, together with the theoretical framework of this research method. Afterwards I scrutinize the development of the social capital concept and the studies on the concept and measurement of social capital.

### **2.1. Mixed Methods Research**

Employing mixed methods in a research study would be based on different reasons for a researcher. By using mixed methods, a synergy will reveal, and this synergy will lead to a greater whole than the results that would be taken by using a single method (Fetters and Freshwater, 2015). In other words, the result of this integration is more than its individual parts, which are qualitative and quantitative.

The literature has no consensus on the definition of mixed methods research and its philosophical standpoint. However, many writers consider pragmatism as the most suitable philosophical position for mixed methods research (Johnson et al., 2007:125). While qualitative research is likely to employ a constructivist, post-structuralist, or critical standpoint, quantitative research uses a positivist, post-positivist viewpoint. Thus, research utilizing both methods would likely engage a philosophical viewpoint between these two, which is a pragmatic point. In this sense, since the most crucial issue for this study would be to receive the results as accurately as it can be, reflecting the social reality it searches for most exactly and make “warranted assertions” as Johnson et al. (2007:125) defined, the philosophical position of this study can be defined as a pragmatic position.

While analyzing a social reality, the point where we stand affects our view toward the expected knowledge and the way we expect to reach and justify this knowledge. As a researcher, if we hold a ‘single truth’ approach towards the social reality, we would likely stand at a point close to ‘quantitative methods’; if we hold a

‘relative truth’ approach towards the same social reality, our point would likely be close to ‘qualitative methods’. On the other hand, as Johnson et al. (2007) put it, if we seek a “workable middle solution for [our problem] of interest,” we would likely hold a mixed methods approach. (Johnson et al., 2007:113)

The mixed methods paradigm is grounded in philosophical thinking which has a long past. The ancient views related to ‘balances of extremes’ (such as Aristotle’s ‘golden mean’ principle) and a relatively new approach, ‘pragmatism’ (which was originated in the latter quarter of the 19<sup>th</sup> Century) pose a philosophical basis for the mixed method paradigm. On one side of the pragmatism paradigm lays ‘the quantitative research paradigm’, which holds a ‘singular truth’ approach (close to Socrates’ and Plato’s philosophical views), while on the other side lays ‘the qualitative research paradigm’ which holds a ‘relative truth’ approach (close to Protagoras’ and Gorgias’ philosophical views) (Johnson et al., 2007).

The pragmatism approach, which is generally thought as providing the philosophical ground for the mixed methods paradigm, advocates “the utility of a theory is a matter of its problem-solving power” (McDermid, 2013). From the pragmatic point of view, a researcher aims to use the most proper way for analysis to reach the purpose. Hence, the border of the study is flexible. If the theory does not fit the analysis that will be conducted (due to reasons related to data or research question), the researcher is free to hold different theories and/or use different methodologies to reach convincing results.

The early literature on mixing different methods, dating back to the 1950s, put forth the importance of using multiple research methods, asserting that using different methods would validate the results that have been reached (Boring, 1953; Campbell and Fiske, 1959). However, these assertions were mainly related to the usage of different methods of same type, rather than using different types of methods, i.e. quantitative and qualitative types, together and mixing them. Afterwards, the discussion on the usage of multi methods evolved towards the employment of different

types of methods and mixing them. (Such as Denzin, 1970; Bouchard, 1976; Jick, 1979; Rossman and Wilson, 1985)

In general, there is strong support in the literature for mixed methods (Denzin, 1970; Bouchard, 1976; Jick, 1979, Rossman and Wilson, 1985; Greene, 1985; Holland and Campbell, 2005; Tashakkori and Creswell, 2007; Johnson et al., 2007; Tashakkori and Teddlie, 2010; Hesse-Biber, 2010; Fetters and Freshwater, 2015; Fetters and Molina-Azorin, 2017). On the other hand, the possibility of causing harm to the paradigm the researcher employs for her/his research by using mixed methods might be a concern (See Bednarz, 1985). Bednarz (1985) elaborates this issue in detail, focusing on the causality, validity, reliability and sources of data (qualitative/quantitative) concepts to show that their approach-dependency. He concludes that while within philosophy, triangulation is possible “since it poses no issues of the combining of incompatible premises,” successful cross-philosophy triangulation is not possible because of the necessity of subsuming one approach to another (Bednarz, 1985:304). Contrary to this view, many proponent researchers of mixed methods praise the supportiveness function of using different types of research methods, and reaching to a bigger whole. As one of the proponents, Guba and Lincoln (2005) state that if these paradigms share similar axiomatic elements, using mixed methods would not have any harm to the research paradigm (quoted in Tashakkori & Teddlie, 2010).

The information used in quantitative and qualitative research stems from the same source: the subjects' experiences. More clearly, the data used in two types of research are generated from the subjects' experiences. On the other hand, while in quantitative research, the data is mainly evaluated in terms of ‘numbers,’ in qualitative research, it is evaluated primarily in terms of words. In mixed methods research, the data that were initially generated in [the form of numbers or words] is considered in terms of “transferable units of information” (Tashakkori & Teddlie, 2010:22). Hence, during the analysis process of mixed methods research, a sort of transformation is experienced, and this leads to broader information and more remarkable outcomes.

At the current stage, mixed methods research is seen as a methodology that might be a means of using different paradigms, research methods, data sources, and observers in a single study. Mixed method research “looks across diverse methodological applications for the commonalities that bind similar processes together” (Tashakkori & Teddlie, 2010:22). The researcher conducts this search iteratively and cyclically and “combines the inductive processes (which are typically associated with qualitative research) and the deductive processes (which are typically associated with quantitative research)” (Tashakkori & Teddlie, 2010:22).

### **2.1.1. From triangulation to different design strategies in mixed methods research**

Triangulation has been combined with mixed methods since the early discussions on multiple methodology. However, it is a terminology mainly used in navigation, and its dictionary meaning is “*the fixing of an unknown point, as in navigation, by making it one vertex of a triangle, the other two being known*” (Triangulation, 2023). In the social research literature, triangulation has been used to indicate the use of multiple methods to study the same objects (Denzin, 1970:301).

As mentioned above, in the early studies, triangulation referred to employing different methods that belong to the same paradigm. In their study, Campbell and Fiske (1959) discuss the issues related to the validation of quantitative findings, and see triangulation as a way of validation among quantitative methods. Later the discussion related to triangulation involved the usage of different methods that belong to different paradigms, such as the discourses of Webb et al. (1966), Denzin (1970), and Jick (1979).

Denzin (1970) explains triangulation as using qualitative and quantitative methods together in a study related to the same phenomenon. He eulogizes triangulation mentioning that “it raise[s] the sociologists above the personalistic biases that stem from single methodologies”, and adds that “the deficiencies that flow from one investigator or method” can be partially overcome by triangulation (Denzin,

1970:300). He classifies triangulation under four types: data triangulation, investigator triangulation, theory triangulation and methodology triangulation. While talking about methodological triangulation, he puts a reservation on ‘within-methods triangulation’, anticipating it as leading prevalence of inherent weaknesses of that method. He praises ‘between-method triangulation’ asserting that “no single measurement class is perfect” (Denzin, 1970:308). Referring to Webb et al (1966:174) Denzin says, “[w]hen a hypothesis can survive the confrontation of a series of complementary methods of testing it contains a degree of validity unattainable by one tested within the more constricted framework of a single method” (Denzin, 1970:308). The terminology Denzin uses is triangulation, multiple methods, and complementary methods, and he does not use the term of mixed methods at this study dated 1970.

Triangulation is implemented for different purposes, such as convergence, elaboration, initiation, etc. Jick (1979) emphasizes on *convergence* while explicating the benefits that triangulation provides for the researcher, and he mentions ‘revealing *counterpoints*’ and ‘*enriching* the knowledge’ as the other possible contributions of triangulation (Jick, 1979:606-609). For Jick (1979), some significant advantages of using the triangulation method are allowing researchers confidence in their research results, leading to richer data, and uncovering contradictions (quoted in Johnson et al., 2007:115).

Rossmann and Wilson (1985) define triangulation as “combining methods in a single study” “to improve the accuracy of conclusions by relying on more than one type of data” (Rossmann & Wilson, 1985:4). They underscore ‘*elaboration*’, stating that triangulation “expands understanding of the phenomenon studied through refinement and development” and provides richness and detail for a study (Rossmann & Wilson, 1985:5). They also mention ‘*corroboration*’ as aiming convergence of the research findings, and seeking for confirmation or disconfirmation between both types of findings (Rossmann & Wilson, 1985:5), as well as ‘*initiation*’ as leading to “new modes of thinking by attending to paradoxes that emerge from the two data sources” (quoted in Johnson et al., 2007:115)

Greene and McClintock (1985) define triangulation in reference to Bednarz (1985) as “the multiple employment of sources of data, observers, methods, or theories in investigations of the same phenomenon.” They assert ‘*congruence*’ and ‘*complementarity*’ of the results from each method, and strengthening the validity of the overall findings is the goal of triangulation. In this definition, congruence means “similarity, consistency or convergence of the results”, and complementarity means “one set results enrich, expand upon, clarify or illustrate the other” (Greene & McClintock, 1985:524). On the other hand, they assert that a sequential mixed methods strategy that involves interactive methods would “lose the capacity for triangulation” for the reasons that they would not be independent, and they may not be measuring the same phenomenon due to different timing (Greene & McClintock, 1985:525). Finally, they put forth that “the logic of triangulation requires” independent and concurrent implementation of the multiple methods (Greene & McClintock, 1985:526).

The purposes related to employment of multiple methods in social sciences defined by the researchers goes beyond triangulation. Mark and Shotland (1987) states the purposes for employing multiple methods as triangulation, bracketing and complementarity (quoted in Greene et al., 1989:257). According to their definition, *triangulation* looks for “convergence of findings”, *bracketing* looks for “a range of estimates on the correct answer”, and *complementarity* looks for “[assessment] of different study components or phenomena, ... the plausibility of identified threats to validity, or ... [enhancement of] the interpretability of assessments of a single phenomenon” (quoted in Greene et al., 1989:257).

With reference to the purposes of multiple methods usage, researchers generate taxonomies for the design types of mixed methods research. Hence, Greene and her/his colleageous (1989) classify the purposes for utilizing mixed methods under five categories, and define the design strategies for mixed methods based on these purposes. So, these five categories define both the purpose for a mixed methods study and the design strategy for that study. According to their classification, *triangulation* design is used in the search for convergence, *complementarity* design is “used to measure overlapping but also different facets of a phenomenon”, in *development*

design the results of the first method are used to develop the second method, in *initiation* design a fresh perspective or a paradox is discovered, rather than a planned intent, and *expansion* design includes multiple components for scope and breath. They understand triangulation as implementing more than one method simultaneously but independently assess the same conceptual phenomenon and preserve the counteracting biases of these methods.

**Table 2.1. Purposes of Using Mixed Methods**

Author	Purposes of Using Mixed Methods				
Jick (1979)	Triangulation				
	Convergence (counterpoint)		Enrichment		
Rossman & Wilson (1985)	Triangulation				
	Elaboration (enrichment)	Corroboration (convergence)		Initiation	
Greene & McClintock (1985)	Triangulation				
	Congruence (convergence)		Complementarity (expansion /enrichment)		
Mark & Shotland (1987)	Triangulation (convergence)	Bracketing		Complementarity	
Greene et al. (1989)	Triangulation (convergence)	Complementarity	Development	Initiation	Expansion

Source: Created by the author from Jick (1979), Rossman & Wilson (1985), Greene & McClintock (1985), and Greene et al. (1989).

Creswell and Plano Clark (2011) present a comprehensive and long list of the taxonomies that were generated by the researchers. In Table 2.2., I present the taxonomies that Creswell and Plano Clark listed, as well as add Onwuegbuzie and Johnson (2006), Creswell and Plano-Clark (2011) and since they did not include their taxonomy to their list, Fetters and Molina-Azorin (2017), Creswell and Plano-Clark (2018) quoted in Cresswell and Plano-Clark (2023), and Morgan and Hoffman (2021). Below, I explain some of the forefront taxonomies among these briefly.

**Table 2.2. Mixed Methods Design Taxonomies**

<b>Author</b>	<b>Mixed Methods Design</b>
Greene, Caracelli, and Graham (1989)	Triangulation Complementarity Development Initiation Expansion
Patton (1990)	Experimental design, qualitative data, and content analysis Experimental design, qualitative data, and statistical analysis Naturalistic inquiry, qualitative data, and statistical analysis Naturalistic inquiry, quantitative data, and statistical analysis
Morse (1991)	Simultaneous triangulation Sequential triangulation
Steckler, McLeroy, Goodman, Bird, and McCormick (1992)	Model 1: Qualitative methods to develop quantitative measures Model 2: Qualitative methods to explain quantitative measures Model 3: Quantitative methods to embellish quantitative measures Model 4: Qualitative and quantitative methods used equally and parallel
Greene and Caracelli (1997)	Component designs - Triangulation - Complementarity - Expansion Integrated designs - Iterative - Embedded or nested - Holistic - Transformative
Morgan (1998)	Complementarity designs - Qualitative preliminary - Quantitative preliminary - Qualitative follow-up - Quantitative follow-up
Tashakkori and Teddlie (1998)	Mixed methods designs - Equivalent status (sequential or parallel) - Dominant-less dominant (sequential or parallel) - Multilevel use Mixed model designs - Confirmatory, qualitative data, statistical analysis, and inference - Confirmatory, qualitative data, qualitative analysis, and inference - Exploratory, quantitative data, statistical analysis, and inference - Exploratory, qualitative data, statistical analysis, and inference - Confirmatory, quantitative data, qualitative analysis, and inference - Exploratory, quantitative data, qualitative analysis, and inference - Parallel mixed model - Sequential mixed model
Creswell (1999)	Convergence model Sequential model Instrument-building model



**Table 2.2. Mixed Methods Design Taxonomies (continued)**

<b>Author</b>	<b>Mixed Methods Design</b>
Sandelowski (2000)	Sequential Concurrent Iterative Sandwich
Creswell, Plano-Clark, Gutmann, and Hanson (2003)	Sequential explanatory Sequential exploratory Sequential transformative Concurrent triangulation Concurrent nested Concurrent transformative
Creswell, Fetters, and Ivankova (2004)	Instrument design model Triangulation design model Data transformation design model
Tashakkori and Teddlie (2003)	Multistrand designs Concurrent mixed designs <ul style="list-style-type: none"> <li>- Concurrent mixed methods design</li> <li>- Concurrent mixed model design</li> </ul> Sequential mixed designs <ul style="list-style-type: none"> <li>- Sequential mixed methods design</li> <li>- Sequential mixed model design</li> </ul> Multistrand conversion mixed designs <ul style="list-style-type: none"> <li>- Multistrand conversion mixed methods design</li> <li>- Multistrand conversion mixed model design</li> </ul> Fully integrated mixed model design
Onwuegbuzie and Johnson (2006)	Concurrent Sequential Conversion Parallel Fully integrated
Greene (2007)	Component designs <ul style="list-style-type: none"> <li>- Convergence</li> <li>- Extension</li> </ul> Integrated designs <ul style="list-style-type: none"> <li>- Iteration</li> <li>- Blending</li> <li>- Nesting or embedding</li> <li>- Mixing for reasons of substance or values</li> </ul>
Tashakkori and Teddlie (2009)	Mixed methods multistrand designs <ul style="list-style-type: none"> <li>- Parallel mixed designs</li> <li>- Sequential mixed designs</li> <li>- Conversion mixed designs</li> <li>- Multilevel mixed designs</li> <li>- Fully integrated mixed designs</li> </ul>
Morse and Neihaus (2009)	Mixed method simultaneous designs Mixed method sequential designs Complex mixed method designs <ul style="list-style-type: none"> <li>- Qualitatively driven complex mixed method design</li> <li>- Quantitatively driven complex mixed method design</li> <li>- Multiple method research programme</li> </ul>

**Table 2.2. Mixed Methods Design Taxonomies (continued)**

Author	Mixed Methods Design
Creswell and Plano-Clark (2011)	Core designs <ul style="list-style-type: none"> <li>- Convergent</li> <li>- Explanatory sequential</li> <li>- Exploratory sequential</li> </ul> Complex designs <ul style="list-style-type: none"> <li>- Embedded</li> <li>- Transformative</li> <li>- Multiphase</li> </ul>
Fetters and Molina-Azorin (2017)	Core designs <ul style="list-style-type: none"> <li>- Convergent</li> <li>- Explanatory sequential</li> <li>- Exploratory sequential</li> </ul> Advanced designs <ul style="list-style-type: none"> <li>- Intervention</li> <li>- Case study</li> <li>- Evaluation</li> <li>- Participatory design</li> </ul> Emergent
Creswell and Plano-Clark (2018)	Core designs <ul style="list-style-type: none"> <li>- Convergent</li> <li>- Explanatory sequential</li> <li>- Exploratory sequential</li> </ul> Complex designs <ul style="list-style-type: none"> <li>- Experimentam or intervention trials</li> <li>- Participatory research processes</li> <li>- Multiple case studies</li> <li>- Evaluation approach</li> </ul>
Morgan and Hoffman (2021)	Convergent Complementary <ul style="list-style-type: none"> <li>- Equal priority design</li> <li>- Quantitative priority design</li> <li>- Qualitative priority design</li> </ul> Sequential <ul style="list-style-type: none"> <li>- Exploratory sequential design</li> <li>- Explanatory sequential</li> <li>- Sampling sequential</li> <li>- Transferability sequential</li> </ul> Multi-part Quantizing

Source: Created by the author from Creswell and Plano Clark, 2011, Onwuegbuzie & Johnson (2006), Fetters & Molina-Azorin (2017), and Morgan & Hoffman (2021).

Morgan (1998) classifies the mixed methods studies according to two criteria, i.e. priority decision and sequence decision, and defines four design types. If the quantitative strand is conducted first but the qualitative strand has priority, the purpose of the design is “smaller quantitative study helps guide the data collection in” the qualitative strand and is named as *quantitative preliminary*. If the qualitative strand is conducted first but the quantitative strand has priority, the purpose of the design is “smaller qualitative study helps guide the data collection in” the quantitative strand,

and the design type is named *qualitative preliminary*. If the quantitative strand is conducted first and it has priority, the purpose of the design is “smaller qualitative study helps evaluate and interpret the results” of the quantitative strand, and the design type is named *qualitative follow-up*. If the qualitative strand is conducted first and it has priority, the purpose of the design is “smaller quantitative study helps evaluate and interpret the results” of the qualitative strand, and the design type is named *qualitative follow-up*. In this taxonomy no equality is assumed between the two methods, since one of the methods are expected to be priority.

**Figure 2.1. Mixed Methods Design Types by Morgan (1998)**

		Priority Decision	
		Principal Method: <i>Quantitative</i>	Principal Method: <i>Qualitative</i>
Sequence Decision	Complementary Method: <i>Preliminary</i>	<b>1. Qualitative Preliminary</b> <b>qual → QUAN</b> Smaller qualitative study helps guide the data collection in a principally quantitative study	<b>2. Quantitative Preliminary</b> <b>quan → QUAL</b> Smaller quantitative study helps guide the data collection in a principally qualitative study
	Complementary Method: <i>Follow-up</i>	<b>3. Qualitative Follow-up</b> <b>QUAN → qual</b> Smaller qualitative study helps evaluate and interpret results from a principally quantitative study	<b>4. Quantitative Follow-up</b> <b>quan → QUAL</b> Smaller quantitative study helps evaluate and interpret results from a principally qualitative study

Source: Morgan (1998:368)

Onwuegbuzie and Johnson (2006) define the types of mixed designs as *concurrent, sequential, conversion, parallel* and *fully mixed manner*. In *concurrent* mixed design, “the qualitative and quantitative data are collected separately at approximately the same time point and they are analysed separately, afterward the

results from the both types of analyses “are consolidated at the interpretation stage” and “a meta-inference is drawn which integrates the inferences made from the separate quantitative and qualitative data and findings”. In *sequential* mixed design, the qualitative and quantitative data collection, analysis and inference occur “in a sequence of phases”, and the former phase of data collection and analysis “are used to inform” the latter phase of the research. In *conversion* mixed designs, one type of data is converted into the other type, transforming either qualitative data into quantitative or quantitative data into qualitative, and analysed together. Parallel mixed designs are similar to concurrent designs, since the data collection and analyses occur at the same time point but separately. The difference between these two designs is that in concurrent design “the inferences are made ... in an integrated manner”, but in parallel design the inferences from each data analysis are reported separately and no meta-inferences is made. In fully mixed designs quantitative and qualitative methods are mixed “at all stages of the investigation” and “in an interactive manner”. (Onwuegbuzie & Johnson, 2006:53)

Creswell and Plano Clark (2011) classify the design types under two main types: core and complex designs. The core types are *convergent*, *explanatory sequential*, and *exploratory sequential*, and the complex types are *embedded*, *transformative*, and *multiphase*. Convergent design is similar to concurrent design that Onwuegbuzie and Johnson (2006) define, and they separate sequential design type that Onwuegbuzie and Johnson (2006) define into two. In explanatory sequential design the quantitative phase first occurs, and then qualitative strand conducted by using the quantitative results. In the other type of the sequential design, exploratory sequential design, the qualitative phase first occurs and then quantitative strand conducted by using the qualitative findings. In a sequential research study, one strand is built on the other, almost all parts of the quantitative and qualitative datasets are expected to overlap somehow to examine the confirmed and disconfirmed aspects of both datasets, as well as the sample populations are expected to overlap to some extent. In embedded design, one phase is incorporated into the other, and in multiphase design, both research strands occur more than one time. The transformative design involves data collection and analysis of the quantitative and qualitative phases that are planned to be

performed either concurrently or sequentially are framed within a transformative framework. In the transformative design, the theoretical framework is related to “advancing the needs of underrepresented or marginalized populations” (Creswell & Plano-Clark, 2011:73, 96).

Fetters and Molina-Azorin (2017) classify design types under three categories as core, advanced and emergent. The core design category is the same with Creswell and Plano-Clark (2011) classification. On the other hand, advanced design involves intervention, case study, evaluation, and participatory design types, of which intervention and case study might be classified as embedded designs according to Creswell and Plano-Clark (2011), evaluation can be classified as a multi-phase design. And emergent design category refers to the possible design types that might be devised on specific research needs.

Creswell and Plano-Clark (2018) shift their focus from ‘timing and priority of the different methods’ to ‘intent in using mixed methods’ and ‘the importance of integration’ (Creswell and Plano-Clark, 2023:26). With this regard, they make differences in the design diagrams that they present for the design types, putting an additional shape related to the intent of using mixed methods, like merging, comparing, etc. In addition, while they do not make a significant change in their core design definitions, they “expand [their] discussion of mixed methods designs to include complex designs such as mixed methods experimental or intervention trials, participatory research processes, multiple case studies, and evaluation approaches (quoted in Creswell and Plano-Clark, 2023:27), similar to Fetters and Molina-Azorin (2017).

Morgan and Hoffman (2021) classify design types under five categories, investigating the studies between 1999 and 2018, as convergent, complementary, sequential, multi-part, and quantizing. While convergent design is similar to Creswell and Plano-Clark’s category, in complementary design “different methods are used to answer different questions within a study” (Morgan and Hoffman, 2021:734). Complementary designs are expected to be conducted at the same time interval, and

under this category three sub-design categories are defined: (1) both methods have equal priority, (2) quantitative strand has priority, (3) qualitative strand has priority. Regarding the sequential category, Morgan and Hofmann classify the design types under two categories, as development and expansion. The studies under “development” category involves a smaller strand followed by a primary strand, and smaller strand aims to provide input to the primary strand. If the smaller strand is qualitative and primary strand is quantitative they call it as *exploratory sequential*, and if the smaller strand is quantitative and primary strand is qualitative it is called as *sampling sequential*. In the ‘*exploratory sequential*’ design the qualitative strand provides content for the larger quantitative strand, while in ‘*sampling sequential*’ design the quantitative strand “help[s] to create a purposive sample for a larger qualitative strand”. The studies under “expansion” category involves a primary strand followed by a smaller strand. If the primary strand is quantitative and smaller strand is qualitative they call it as *explanatory sequential*, in which qualitative strand aims “to help to understand how and why the quantitative results came out the way they did. If the primary strand is qualitative and smaller strand is quantitative it is called as *transferability sequential*, in which quantitative strand aims “to help to show that the qualitative results were not limited to a narrow sample or a particular interpretation”. (Morgan & Hoffman, 2021:735-736) Multi-part design type is sequential but involves three or more steps. Quantitizing is similar to the conversion mixed design that Onwuegbuzie and Johnson (2006) define within their taxonomy.

The endeavors towards defining design taxonomies continue. As Creswell and Plano-Clark put it, “there is no consensus about the design types or the names of the designs” yet (Creswell and Plano-Clark, 2023:26). Hence, in their recent study they briefly explain the change in defining design types of mixed methods research within time (Creswell and Plano-Clark, 2023).

### **2.1.2. Convergent and sequential**

During the evolution process of mixed methods research, which continues, the purpose of this research method and the design strategies relevant to these purposes

have been identified into various types. The early definitions were densely referring to triangulation, and there were several emphases on convergence, complementarity, enrichment and expansion purposes as well as concurrent and sequential design types. Within time, the two forefront classification criteria appeared as the timing of the methods, i.e., *concurrent* versus *sequential*, and the integration priority, i.e. convergence, building, expansion etc. The prominent classifications consider these two criteria together, such as Creswell and Plano-Clark (2011), Onwuegbuzie and Johnson (2006), Fetters and Molina-Azorin (2017), Morgan and Hoffman (2021).

The terms convergent, concurrent, parallel and complementary are often used interchangeably. However, there also exist classifications that identify two of them as two separate design strategies, such as Onwuegbuzie and Johnson (2006) and Morgan and Hoffman (2021). On the other hand, instead of the term ‘concurrent mixed methods design’, ‘the convergent mixed methods design’ has started to be used (Creswell, 2015 quoted in Fetters & Freshwater, 2015).

Fetters et al. (2013) explain the difference between convergent and sequential design types based on how the integration of the results occurs, “either through building or merging, respectively” (Fetters et al., 2013:2140). In convergent design, integration is expected to be merging. In merging, at the design phase, the researcher decides the plan for collecting both quantitative and qualitative data that would lead to merge the databases, and later the two databases are brought together “for analysis and for comparison” (Fetters et al., 2013:2140). In sequential design, the integration is expected to be building. In building, the “results from one data collection procedure informs the data collection approach of the other procedure, [and] the latter [is built] on the former.” (Fetters et al., 2013:2140)

Creswell and Plano-Clark (2011) assert that when one phase is not entirely informing what happens next, researcher might use convergent design in order to seek to confirm, contradict and/or expand the results and integrate the results of both data analyses by merging. Many researchers who write on mixed methods methodology

such as Fetters (2017), Fetters and Molina-Azorin (2017), and Hirose and Creswell (2023) identify convergent design similarly.

On the other hand, Onwuegbuzie and Johnson (2006) identify convergent and parallel design types separately. For them, while both types involve separate data collection and analysis phases, convergent design involves meta-inferences, which are drawn from the integration of the results from both data analyses stages, and in parallel design, the results of two types of data analyses are presented separately. Likewise, Morgan and Hoffman (2021) put convergent and complementary design types into different categories, and define the main difference between them as driving from the difference between the research questions of the two research methods. If both methods hold the same research question to answer, the study is defined as convergent; if they hold different research questions to answer, the study is defined as complementary. In addition, for Morgan and Hoffman, in complementary design the priority of the strands might differ, while in convergent design they have equal priority.

Research studies which employ convergent design mostly have small sample sizes for the quantitative strand, sometimes same samples for both quantitative and qualitative phases (Cooper and Hall, 2016; Ginn et al., 2017; Mellinger et al., 2017; Ankuda et al., 2018; Bustamante, 2018; Hatta et al., 2020; Hou, 2022). Sometimes, rather than using the term ‘convergent’, the researcher uses the term ‘concurrent’ still holding the purpose of convergence. (Cooper and Hall, 2016; Ginn et al., 2017; Hatta et al., 2020) There are also studies in which the design name is identified differently such as concurrent triangulation (Ginn et al., 2017, and Cooper and Hall, 2016), and convergent sequential (Poth et al., 2021). Poth et al. (2021) explain their reason for using the term ‘convergent sequential’ as conducting the quantitative and qualitative data collection and analysis sequentially, rather than concurrently.

Studies employing sequential design strategy generally use Creswell and Plano-Clark’s (2011) classification. Ivankova and Stick (2007) use explanatory sequential design aiming to identify the factors that contribute to persistence of students in a specific distance learning doctoral program, via first obtaining the results



of a survey with a sample size of 278 that they conduct, then selecting four of the respondents within the survey sample to explore the results of the survey in depth. McCrudden et al. (2010) employ an explanatory sequential design strategy aiming “to describe how relevance instructions affect [reader’s] text learning”, and conduct an experiment in the quantitative phase with a sample size of 52 university students, as well as interviews in the qualitative phase with 12 university students.

Goodwin et al. (2012) employ explanatory sequential design strategy in order to investigate the mental and physical health perception among Polish migrant in the UK, and to examine how their home country experiences influence their use of NHS. “[I]ncluding an element of ‘sequential triangulation’ with one stage influencing other”, they collect quantitative data over three phase, with a sample size of 418 participants, intertwined with the two qualitative data collection phases with a sample size of 30 participants selected from the quantitative phase sample. Although they have defined their design type as explanatory sequential, considering the quantitative and qualitative data collection phases of the study, I think it would be much appropriate to name their design type as multi-phase.

Aiming to explore social and cultural experiences of distress in older African American men, Watkins et al. (2017) employ exploratory sequential design strategy in order to “represent different levels of analysis for the same phenomenon, and form an overall interpretation of the phenomenon by uncovering concepts from the qualitative methods that can be tested using the quantitative methods” (Watkins et al., 2017:5). First, in the qualitative strand analyse the existing data of a focus group with 21 participants, then in the quantitative phase use the data of National Survey of American Life which was narrowed into a sub-sample size of 401 African American 65 plus years old men.

McCrudden and McTigue (2019) consider the levels of integration in mixed methods research, and aim to display “how integration can be achieved” at the methods and interpretation levels in an explanatory sequential design (McCrudden & McTigue, 2019:381). Integration at the methods level is implemented through connecting, by

forming the qualitative sample in relation to the quantitative results, and through building, by developing the interview protocol using the quantitative findings (McCrudden & McTigue, 2019:386). Integration at the interpretation level is implemented through using narrative and joint display. First, quantitative phase involved an argument strength rating task with 62 male students, then qualitative phase involved interviews with four students among the former 62 students.

Rogers et al. (2019) conduct a long term multiple mixed methods study involving an exploratory sequential mixed methods phase and an intervention mixed methods phase. They aim to develop and test an intervention, which “target[s] masculinity barriers to care and CRC-screening uptake among African-American men ages 45–75” (Rogers et al., 2019:1). The first strand of the exploratory sequential phase involves focus groups with 96 participants, cognitive interviews with 10 participants, and expert item review. In the second strand, utilizing the findings of qualitative strand an online survey with 400 African-American men is developed and conducted to assess the relation between scale scores and CRCS uptake.

Younas and his colleagues (2019) aiming “to explore and to gain a comprehensive and contextual understanding of nurse educators' challenges”, conducted an exploratory sequential mixed methods study involving a qualitative phase with 12 participants from nursing institutions and a quantitative phase with 112 participants. The findings of the qualitative strand are used to develop the questionnaire that will be used in the quantitative strand. The questionnaire was first pilot tested and then used in the survey conducted with 112 educators. Although Younas et al. define the design type of their study as exploratory sequential, it is an embedded mixed methods research according to the taxonomy of Creswell & Plano-Clark (2011), and an intervention mixed methods research according to the taxonomy of Fetters & Molina-Azorin (2017).

Howell-Smith et al. (2020) define their study, which aims “to develop and test a theoretical model for how domestic undergraduate engineering students develop interest in the engineering PhD”, as “mixed methods grounded theory exploratory

sequential study” (Howell-Smith et al., 2020:187). Their study has four phases: the first one is the qualitative phase, which holds grounded theory, the second is integration phase involving instrument development, the third is quantitative phase involving correlation study, and the fourth is the second integration phase involving synthesis. Focus groups with 140 students, interviews with 48 students, and telephone interviews with students conducted within the qualitative strand, and a survey with a sample size of 1459 students was conducted within the quantitative strand. Regarding the layered structure of their design, it would be much appropriate to define their study as multi-phase mixed methods research, rather than exploratory sequential.

Haynes-Brown and Fetters (2021) employ an explanatory mixed methods design for their study related to how teachers’ beliefs shaped the use of technology”, and they show that successive joint displays help to identify inconsistencies in the findings and to refine understanding of the researcher. The first phase, which is quantitative, involves a questionnaire survey with a sample size of 248 teachers, the second phase, which is qualitative, involves case studies with a sample size of 9 teachers from representing two different types of beliefs that was investigated in the quantitative phase. Both the sample and the questions of the qualitative phase were developed on the quantitative findings.

Munce et al (2021) aim to illustrate how exploratory sequential design can be used to develop a complex intervention, utilizing the findings of four former studies (two quantitative and two qualitative studies).

Peters et al. (2021) employ exploratory sequential design strategy, which consists of a qualitative phase with a sample size of 12 students and a quantitative phase that involves the survey that was built on the qualitative findings and has a sample size of 178 students, to “examine and expose learning strategies and practices that support and shape connected forms of learning in online higher education.”

Probing the literature, we see that, regarding the sequential mixed methods research the emphasis is generally on building and connecting, and regarding the

convergent mixed methods research, the emphasis is generally on convergence and complementarity. However, when a researcher decides to conduct a study that involves successive quantitative and qualitative phases aiming to complement each other due to the specific necessities of her research, neither of the design strategies classified by the mixed methods research methodologists answer the purpose. Thus, there are undefined spaces among the existing definitions of the design strategies, since for some cases they might not ensure a proper fit for the research purpose.

### **2.1.3. Integration in mixed methods research**

Integration in mixed methods research is the heart of this research type. It might be preferred to occur fully throughout all the steps of a mixed methods research study, or at any of these steps. In order to make it clear what these steps might be, Fetters and Molina-Azorin (2017) provide a detailed list of the dimensions (phases or steps of a research study) that mixed methods research is made up and in which integration might occur. These dimensions are philosophical dimension, theoretical dimension, team dimension, literature review dimension, rationale dimension, study purpose, aims, and research questions dimension, research design dimension, sampling dimension, data collection dimension, data analysis dimension, interpretation dimension, rhetorical dimension, dissemination dimension, research integrity dimension.

Fetters et al. (2013) defines occurrence of integration at three levels, as the design level, the methods level, and the interpretation and reporting level. They explain the approaches that a researcher hold towards to these three levels as follows. *Design level integration* approaches are basic designs, i.e. exploratory sequential, explanatory sequential, and convergent, and advanced frameworks, i.e. multistage, intervention, case study, and participatory (which “community-based participatory research and transformative”) (Fetters et al., 2013:2136). By stating “methods level” they imply data collection and data analysis. *Methods level integration* approaches are connecting, building, merging, and embedding. In *connecting*, “one type of data links with the other through the sampling frame” (Fetters et al., 2013:2139). For instance, interview participants of the qualitative strand are selected among the respondents to the survey

of the quantitative strand. In *building*, data collection of one method is builded on the other method; in other words, “the results from one data collection procedure informs the data collection approach of the other procedure” (Fetters et al., 2013:2140). For instance, the questions of the quantitative survey, which would be conducted successively are builded on the findings of the previously conducted qualitative interviews. In *merging*, the researcher “bring[s] the two databases together for analysis” (Fetters et al., 2013:2140). The data collection plan for both strands are expected to be done at the same time in order to be suitable for merging the two databases, and merging “occurs after the statistical analysis of the numerical data and qualitative analysis of the textual data” (Fetters et al., 2013:2140). *Embedding* “occurs when data collection and analysis are linked at multiple points” of quantitative and qualitative strands (Fetters et al., 2013:2141). In embedding, more than one type of integration strategy, i.e. connecting, building, and merging, occurs in combination.

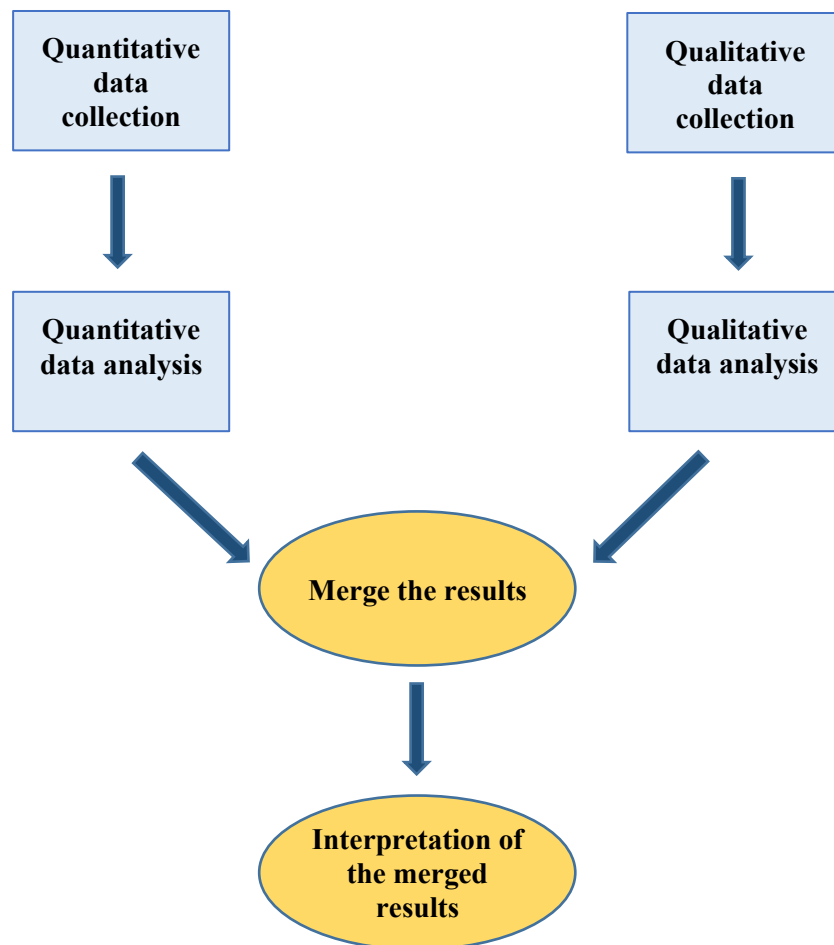
*Interpretation and reporting level integration* approaches are narrative, data transformation, and joint display (Fetters et al., 2013:2142-43). Narrative integration can be performed through three approaches: weaving, contiguous and staged. In the weaving approach, the findings of qualitative and quantitative strands are presented “together on a theme-by-theme or concept-by-concept basis” (Fetters et al., 2013:2142). In the contiguous approach, the findings of qualitative and quantitative strands are presented in different sections of the study. In the staged approach, the findings of qualitative and quantitative strands are presented “in stages as the data are analysed and published separately” (Fetters et al., 2013:2142). Integration through data transformation implies conversion of one form of data (either quantitative or qualitative) into the other format (either qualitative or quantitative), then “the transformed data are integrated with the data that have not been transformed” (Fetters et al., 2013:2142). In integration through joint display, the two data types are brought together through “a figure, a table, a matrix or a graph” in order “to draw out new insights beyond the information gained from separate quantitative and qualitative results” (Fetters et al., 2013:2143). Lastly, Fetters et al. put that when we assess “the fit of data integration” we can reach to three possible outcome: confirmation, which means, “the findings from both types of data confirm the results of the other”;

expansion, which means “the findings from the two sources of data diverge and expand insights of the phenomenon of interest by addressing different aspects of a single phenomenon or by describing complementary aspects of a central phenomenon of interest”; and discordance, which means “the qualitative and quantitative findings are inconsistent, incongruous, contradict, conflict, or disagree with each other” (Fetters et al., 2013:2144).

Bazeley (2009) defines mixed methods data analysis through six procedures. There might be “a substantive common purpose for a study, such as intensive case analysis”); the results in one analysis might be employed in approaching the analysis of another form of data; data from several sources might be synthesised “for joint interpretation, such as comparing theme data with categorical or scaled variables using matrixes”; one form of data might be converted into the other; blended variables might be created; or “multiple sequenced phases of iterative analyses” might be conducted (quoted in Creswell and Plano-Clark, 2011:214).

Creswell and Plano-Clark (2011) explicates the integration process in mixed methods according to the design type. Regarding a convergent mixed methods study, after analysing the quantitative and qualitative data sets the researcher merges these data sets via either comparing the two data sets or transforming one data set into the format of the other. In this design type, the key decisions are “deciding how to compare the two data sets, how to present the combined analyses, and what further analysis to conduct if the results diverge” (Creswell and Plano-Clark, 2011:221).

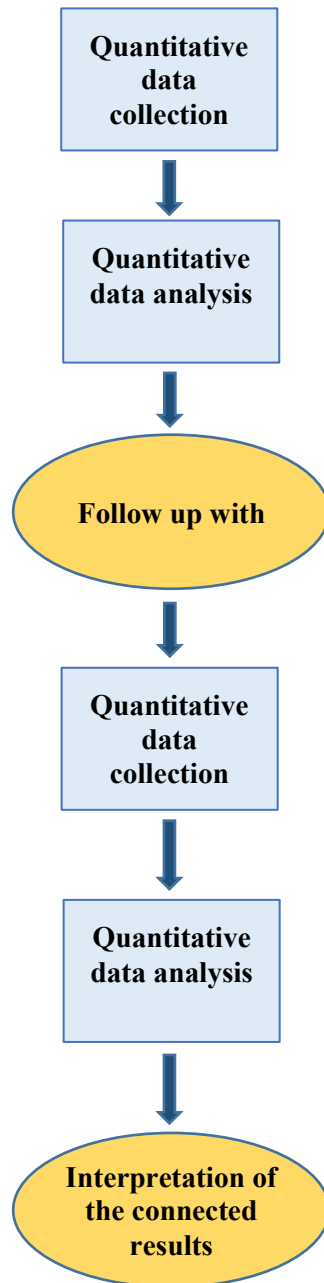
**Figure 2.2. Convergent Mixed Methods Design Type**



*Source: Created from Creswell and Plano-Clark, 2011.*

Regarding the explanatory design, the primarily collected quantitative data is analysed, then the results of the quantitative analysis inform the qualitative data collection, and qualitative data is analysed seeking to see “how the qualitative data help to explain the quantitative data” (Creswell and Plano-Clark, 2011:221). In explanatory design, the quantitative data analysis, which occurs initially, “connects into the data collection of the follow-up qualitative phase”, the quantitative analysis are used “to identify participants” of the qualitative study, and the interpretation stage involves the explanation about how qualitative data “explain the quantitative results” (Creswell and Plano-Clark, 2011:221).

**Figure 2.3. Explanatory Sequential Mixed Methods Design Type**



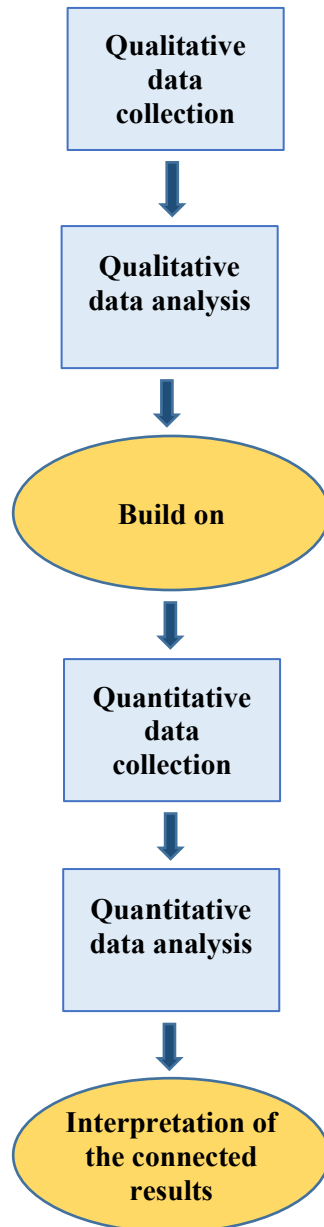
*Source: Created from Creswell and Plano-Clark, 2011.*

In exploratory design, data analysis process is similar to explanatory design, but vice-versa. In this respect, initially the qualitative data is collected and analysed. Then the quantitative phase build or expand on the qualitative findings (Creswell and Plano-Clark, 2011). The interpretatiton stage involves explanation about how



quantitative data “helps to generalize or extend the initial qualitative” findings (Creswell and Plano-Clark, 2011:221).

**Figure 2.4. Exploratory Sequential Mixed Methods Design Type**



*Source: Created from Creswell and Plano-Clark, 2011.*

For Creswell and Plano-Clark, in an embedded design, in which data collection can be sequential, concurrent, or both, and “one form of data is embedded within another form”, data analysis “depends on when and how the embedded data is used in

the study”. In this design type, there is primary data and secondary data, and the decision towards data analysis involves “how to use the secondary analysis and when it should be incorporated into the primary data design” (Creswell and Plano-Clark, 2011:221-222). Regarding transformative design, in which the study is framed “within a transformative theoretical perspective”, data collection can be sequential, concurrent, or both, as in embedded design. Thus, in this design data analysis process might employ concurrent or sequential data analysis procedures, which might be merging of the two data sets for concurrent design and connecting of the two data sets for sequential design. Lastly, multiphase design “combines sequential and concurrent strands over a period of time in a ... study”, and “data analysis decision [are related] to obtaining results to address the common research objective” (Creswell and Plano-Clark, 2011: 222).

## **2.2. Concept and measurement of social capital**

In the simplest way, the social capital concept can be defined as the relations among individuals. In a more complex way, it is the effects of these relations regarding the quality of information that is provided through these relations to facilitate actions of individuals. Nevertheless, in literature, it has been referred as a blurred concept that is difficult to be specified via crystal-clear definitions.

The concept of social capital has been discussed in many disciplines and the efforts to measure has enriched the discussions. Being a controversial subject among the theoreticians, social capital is measured by different means depending on the inclination of the researcher towards how to define social capital, within theory kind (e.g. sociological, developmental; collective, private; relational, owned etc.); having which forms and aspects (bond, bridge, link; structural, cognitive) and standing level (individual, societal, national; micro, meso, macro).

In order to study social capital concept, one needs to decide the level of the research and the theory that lays behind the necessary assumptions for the study. Social capital concept can be examined by looking through individual (Coleman, 1988; Bourdieu, 1986), community or national level (Putnam, 2000), assuming social capital

being a private (Bourdieu, 1986) or a collective good (Coleman, 1988; Putnam, 2000), describing its forms as bonding, bridging and/or linking, defining it as networks, norms and trust, or simplify its definition and take only the social networks into consideration. These all depend on the aim of the researcher.

This study is part of a PhD thesis on social survey methodology, which aims to explore social capital in Turkey via a mixed methods research with a gender sensitive point of view. In this context, the aim of this manuscript is to review the social capital concept and the indicators that are used to measure, and to identify the information and data source, which is suitable for a measurement study at individual level social capital in Turkey. With this regard, this study compiles both the seminal theoretical and the empirical studies in the literature and presents them starting from the early theoreticians the social capital concept is revisited, afterwards scrutinizes the measurement studies, and in the aftermaths summarizes the significant points of these studies.

### **2.2.1. Social capital concept**

Social capital concept is elaborated in the studies from various disciplines, such as sociology, economics, political science, education, psychology etc., which focus on the different aspects of social capital. Within this context, a highly complex concept is constituted.

The theoretical background of the social capital is found in the seminal theories such as Marx's 'class consciousness' theory, Durkheim's 'social integration and the sanctioning capacity of group rituals' theory, and Mill's argument on the 'value of connections between persons from dissimilar to themselves being significant sources of progress'. These theories laid the stones in the literature for the way through the social capital concept. And Tocqueville put forth the strength of civil associations in his widely known study, and without using the name of social capital he caused a significant impact on the development of the concept (Tocqueville, 1835; Putnam, 2000; Prakash, 2002).

The deployment of the concept in the early studies was complicated. There were studies that used the name ‘social capital’ for different concepts, such as race (Weatherly, 1910), labour force (Austin, 1918 quoted in Gabrielson, 2006), and stocks of physical capital (Marshall, 1890 and Hicks, 1942 quoted in Farr, 2004; Woolcock, 1998). In the early 1900s, Dewey (1915) and Hanifan (1916) used the term as it is understood today in their studies, both of which were in the area of education.

Social concepts generally have common constraints, such as having numerous ways of being defined and measurement methods, since the way theoreticians describe and researchers measure a social concept depends on the angle from where they look. Similarly, the complexity of the social capital concept led the theoreticians to elaborate from different point of views. Bourdieu sees social capital as a class issue and a private good, that the owner is expected to be a member of a certain class (Bourdieu, 1986; Ihlen 2005; Eşki, 2009). Coleman puts that social capital is a kind of a public good that each person might benefit (Coleman, 1988; Eşki, 2009). While Bourdieu, Coleman, Portes and Lin, approach to social capital on the basis of an individual point of view, Putnam defines social capital as an asset for society possesses, and takes the term as a feature of communities, of which members of that community (individuals) contribute to and use (Bourdieu, 1986; Coleman, 1988; Portes, 1998; Lin, 1999; Putnam, 2000) On the other hand, Lin puts that social capital can be utilized by both individual and community (Lin, 1999). Additionally, Coleman, Portes and Lin emphasized that social capital is a relational asset, which means that a person must be related to others in order to possess social capital, and to benefit the advantage (Coleman, 1988; Portes, 1998; Lin, 1999).

The complexity of social capital concept prompted it to be elaborated in the studies related to civic associations, community actions, development economics and alike. In the mid-1960s, Olson put forth a theory of groups and public goods referring to the importance of networks (Olson, 1965). Although Olson did not used the name of the term, his study contributed on the rise of social capital concept. Especially, his theory made an impact on the establishment of an initiative within the World Bank with the name of ‘Social Capital Initiative’ in the late 1990s, which was dedicated to

the studies of many theoreticians' in late 1990s and early 2000s (Woolcock & Narayan, 2000; Collier, 1998; Dasgupta, 2000; Serageldin & Grootaert, 2000; Grootaert & van Bastelaer, 2001). Regarding the social capital discourse within the area of development economics social capital was found effective against poverty and vulnerability (Woolcock & Narayan, 2000).

Similarly, Organization for Economic Co-operation and Development (OECD) has been highly interested in the social capital concept, since the late 1990s (Healy et al., 2001; Keeley & OECD, 2007; Boarini et al., 2014). Hence, OECD placed a great importance on social capital for the well-beings of nations and includes social capital in its measurements (OECD, 2011; 2013; 2015; 2017; 2020). In this regard, besides many studies, OECD has been publishing 'How's Life' report every two years which is based on 'four resources for future well-being' one of which is 'social capital'.

In the Turkish literature, the academic studies on social capital are mainly in the areas of business administration, economics, education, sociology and political sciences. In the area of economics, the focus is mainly on its relation to economic growth, or economic development (Basut, 2020; Bahtiyar, 2017; Halıcı-Tülüce, 2013; Özcan, 2011). There are also studies on the impact of social capital on rural development (Keleş, 2014), and poverty (Tatlı, 2013a). In the area of sociology, the studies focus on urban-rural relations, gender, migration, and social media by Aydemir, Sümer, Baş, and Babacan (Aydemir, 2011, Sümer, 2019; Baş, 2017; Babacan, 2012). In the area of business administration, the relation between social capital and organizational behaviour, leadership, entrepreneurship is at the forefront of research subjects in the studies of Düzgün, Söylemez, and Çıpa (Düzgün, 2018; Söylemez, 2019; Çıpa, 2020).

#### **2.2.1.1. The forms and aspects of social capital**

Previously, the terms that have been used to define the difference between the various forms of social capital were generally 'dense networks', 'intensive relationships', 'closure of the social relations', 'weak ties', and 'outer community

relations'. Coleman emphasized the benefit of closure of the social relations, while Burt urged the importance of weaker ties (Coleman, 1988; Burt, 1992).

The diversifying views of the theoreticians on social capital paved the way for the idea that 'the effects of social capital vary according to its types', and the types of social capital started to become prevalently discussed within the literature. Putnam emphasized 'bonding' and 'bridging' social capital while explaining the changing form of social capital (Putnam, 2000). Woolcock, following, the World Bank added 'linking social capital' into the literature as the third form of social capital (Woolcock, 2000; the World Bank, 2000). Bonding and bridging forms of social capital are related to the ties between either individuals, communities or institutions, while linking social capital is defined as involving a kind of power relation between the individual/community and formal organisations, such as banks, insurance companies, and alike. The importance of this diversification among different forms of social capital is that, the impact of each form of social capital on the life of an individual, a community and a society would vary, since each form would contribute to these spheres in different ways (Warren et al., 2001). However, the classification related to the forms of social capital is also complicated. The terms that describe the form of social capital are related to the formality (informal-formal) and strength (strong-weak) of a relation. Among different studies the conception of these forms might differ. For instance, considering Granovetter's 'strong and weak ties' which are redolent of bonding and bridging social capital respectively. Hodgkin and Putnam define bonding social capital via family and close friendship relations, while Warren and his colleagues define bonding social capital as 'within-community relations', such as the relations that church, school, etc., forges (Granovetter, 1973; Hodgkin, 2008; Putnam, 2000; Warren et al., 2001).

Regarding the aspects of social capital, Krishna and Uphoff define networks as the structural aspect of social capital, and trust and norms as the cognitive aspect, stating that the structural aspect of social capital "facilitates mutually beneficial collective action through established roles and social networks supplemented by rules, procedures and precedents, while the [cognitive aspect] predisposes people toward

mutually beneficial collective action on the basis of shared norms, values, attitudes and beliefs” (Krishna & Uphoff, 1999:7). This classification is embraced by other researchers, since it is prevalently utilized in the literature (Grootaert et al., 2004).

Lin states that limited studies focus on inequalities, and Addis and Joxhe mention that gender is not explicitly considered in the social capital literature (Lin, 1999; Addis & Joxhe, 2016). There are studies related to the effect of social capital on women’s entrepreneurship (Aaltio et al., 2008; Byoun, 2013; Vosta & Jalilvand, 2014; Toprakçı Alp et al., 2019). A number of studies are related to the social capital of specific women groups, and some studies discuss activity and network differences between men and women (Beyer, 2003; Lowndes, 2000; Addis & Joxhe, 2016). Significant points of these studies are found as, women are generally part of networks based on kinship, child care and/or friendship, while men are generally part of non-kin and colleague networks (Lin, 1999; Lowndes, 2000; Addis & Joxhe, 2016); women who become part of non-kin networks are found to be more successful in working life (Byoun, 2013; Lin, 1999). However, the discomfort with data and measurement of the empirical research on social capital is also valid for the studies that capture social capital from a gender point of view (Hodgkin, 2008).

The studies encompassing gender in the social capital concept, raised different views on this issue. On one side, there are the ones who favour social capital on behalf of women as a progressive concept (Addis & Joxhe, 2016; Toprakçı Alp et al., 2019; Vosta & Jalilvand, 2014; Byoun, 2013). On the other side, there are studies that assume social capital as reinforcing gender inequality by paving the way for gender-based hierarchies to continue in the family and in the community (Molyneux, 2002; Mayoux (2001) quoted in van Staveren, 2002). Yet, there is an idea, which Putnam revealed, that asserts women’s participation into labour market as one of the factors that led to the decrease in the social capital of the community, and some others adopt the idea (Putnam, 2000; Cicel & Heath (2001) quoted in van Staveren, 2002).

### *Critiques to the social capital concept*

Most of the critiques of the concept mainly focus on the vagueness of the term and its measurement problems. Asserting the three aspects of the 'capital', which are 'extension in time', 'deliberate sacrifice in the present for future benefit', and 'alienability'. Arrow urges abandonment of social capital term, since it fails to embody the third aspect of the capital concept (Arrow, 2000). Solow argues about its immeasurable character, which is unlike physical -even human- capital, stating that "where the numbers would come from" (Solow, 2000:7). Durlauf emphasizes its "vague definitions, poorly measured data, absence of appropriate exchangeability conditions, and lack of information necessary to make identification claims plausible" (Durlauf, 2002:474). He also criticizes the disarray situation of assumed causes of social capital, which omit other factors in the empirical analysis related to the measurement of social capital, and points out that rather than being causal variables the variables that are employed are "choice variables" and "subject to constraints" (Durlauf, 1999:3). Moreover, he adds that the direction of causality of social capital has not been cleared (Durlauf, 1999). Fine criticizes social capital as an oxymoron and chaotic as well as inappropriate to be used with the concept of 'capital' (Fine, 2010). He states that the use of various indirect indicators such as crime rates, blood donation etc. (indicators other than social networks, trust and social norms that are generally defined as the direct indicators of social capital) paved the way to considerable confusion about the meaning of social capital as well as "the relationship between social capital and its outcomes" (Fine, 2001 quoted in Sabatini, 2009: 432).

#### **2.2.2. Measurement of social capital**

Social capital is found as an "elusive concept" to be understood empirically (Stone & Hughes 2002a:1), and this prompts the measurement of the concept highly controversial (Durlauf, 2002; Fine, 2010). However, as Schuller puts it, the question is not "whether ... something is measurable or not", but to what extent, under what conditions and at what cost is it measurable (Schuller, 2001: 21).



While numerous studies examine a single aspect of social capital (either structural or cognitive), the multidimensional structure of social capital led some other researchers to an effort to comprehend via composite measures, specifically via building a composite index (See Appendix A).

The empirical studies on social capital grew during the late 1990s and 2000s. During this period, individual country studies and the studies of the World Bank (Grootaert & van Bastelaer, 2002; Grootaert et al., 2004) are the most prominent ones. Individual studies mostly concentrate on the studies in USA, Australia and Canada (Brehm & Rahn, 1997; Paxton, 1999; Hall, 1999; Putnam, 2000; Glaeser et al., 2001; Narayan & Cassidy, 2001; Costa & Khan, 2002; Stone & Hughes, 2002a). During this period, there are also a number of cross-country studies that focus on the selected countries (Knack & Keefer, 1997; Beugelsdijk & Schaik, 2006). A number of the studies aim to present a tool for social capital measurement (Narayan & Cassidy, 2001; Grootaert & van Bastelaer, 2002; Grootaert et al., 2004; Bullen & Onyx, 2005; Nyhan-Jones & Woolcock, 2007), of which some present this tool for the developing or the low-income countries (Grootaert & van Bastelaer, 2002; Grootaert et al., 2004; Nyhan-Jones & Woolcock, 2007). The interest in the literature paved the way for the government and international organisations to become interested in the social capital concept, such as National Bureau of Economic Research and Congress Joint Economic Committee in the USA (Hamilton et al. 2016; US Congress Joint Economic Committee, 2018), Office of National Statistics in the UK (Ruston, 2003; ONS, 2020), Australian Institute of Family Studies (Stone & Hughes, 2002a), as well as OECD and the World Economic Forum.

While measuring social capital, it is important to examine the existing relationships and understand the structure of those relationships. In this regard, although not as prevalent as quantitative studies, there are several studies, that employ mixed methods to measure social capital with an integrated view, such as Grootaert and van Bastelaer, Nyhan-Jones and Woolcock, and Hodgkin (Grootaert & van Bastelaer, 2002; Nyhan-Jones & Woolcock, 2007; Hodgkin, 2008).

Regarding the social capital measurement studies for Turkey, several studies analyze social capital across Turkey (Kızılkaya, 2017; Öztopçu, 2018); several studies analyze among countries (Eşki-Uğuz, 2011; Kızılkaya, 2017; Vergil & Bahadır, 2017; Karagül & Dünder, 2006). A considerable number of studies focus on certain regions or cities of Turkey (Ardahan, 2012; Tatlı, 2013b; Çalışkan et al., 2014; Keleş, 2014; Erbaşı, 2015; Özpinar et al., 2016; Türkseven & Kutlar, 2019; Şentuna & Çakı, 2020); and some studies focus on certain population groups (Uçar, 2006; Özdemir, 2008; Kartal et al., 2017; Baş, 2018; Polatcan, 2018; Seki, 2019; Kuştepli et al., 2019; Paksoy & Gül, 2019) (See Appendix B). Several studies measure social capital via a composite index (Uçar, 2006; Ardahan, 2012; Tatlı, 2013b; Akın & Aytun, 2014, Keleş et al., 2015; Çalışkan et al., 2014; Erbaşı, 2015; Kızılkaya, 2017; Öztopçu, 2018; Polatcan, 2018; Seki, 2019; Paksoy & Gül, 2019; Şentuna & Çakı, 2020). Most of the studies investigate social capital from the perspective of trust. However, to the known extent, there is not an across country study which both takes into account the three dimensions of social capital, namely networks, trust, and norms, and utilises quantitative and qualitative analysis together.

#### **2.2.2.1. Empirical studies with a single aspect of social capital**

The prominent studies that examine a single aspect of social capital are the studies of Knack and Keefer, Glaeser and his colleagues, Costa and Khan, Patulny, Xue, Christoforou, Weaver and his colleagues, Addis and Joxhe, and Hamilton and his colleagues (Knack & Keefer, 1997; Glaeser et al., 2001; Costa & Khan, 2002; Patulny, 2003; Xue, 2008; Christoforou, 2011; Weaver et al., 2013; Addis & Joxhe, 2016; Hamilton et al., 2016). Among these single-aspect studies, Glaeser and his colleagues, Christoforou, and Addis and Joxhe take into consideration a single indicator that is 'group/organisational membership', excluding Hamilton and his colleagues which take 'trust' into consideration.

Knack and Keefer use 'trust' and 'norms of civic cooperation' as the indicators, and analyse the relation between these indicators and economic activity (Knack & Keefer, 1997). They also analyse the relation between groups and trust as well as civic

cooperation, and found that groups that have distributional goals (such as trade unions and professional associations) are associated with trust and civic cooperation, while groups that don't have distributional goals (such as education, arts, music, cultural activity groups) have no effect on trust and have negative effect on civic cooperation. However, they emphasise the lack of their data which "do not permit ... to convincingly distinguish between socially efficient and inefficient memberships and activities" (Knack & Keefer, 1997:1274). However, the framework of their study that limits the concept of social capital to cognitive aspect, leads to a restricted analysis. Hence, taking into account the findings of Knack and Keefer it might be inferred that group membership is not a sufficient indicator by itself, it is needed to be assessed together with the quality of these memberships, and network issue should be considered in a broader extent, involving many sorts of social relations that reflects activities with others, not limiting to memberships in groups.

Having a different point of view, Glaeser and his colleagues examine "the social capital investment decision of individuals", employing an economic approach that "the traditional models of investment in human and physical capital" have employed (Glaeser et al, 2001:5). With this point of view, they define social capital as a trait of an individual, which facilitates the market and non-market benefits that an individual obtains, and researches at the individual level. They use 'organisation membership' as the indicator of social capital, and analyse the formation of social capital using a model of 'optimal individual investment decisions'. They find that the relationship between social capital investment and age has an invert -U shape, social capital investment declines with expected mobility, and social capital investment is higher among people who have occupations with greater returns to social skills, who are homeowners, live closer to each other, and who invest in human capital.

Christoforou explores the relationship between the individual and the aggregate factors of social capital in the selected European countries (Christoforou, 2011). Christoforou employs 'group membership', both formal and informal group membership, as the indicator of social capital, and she uses it as an index value. Regarding the individual aspect, Christoforou finds that having higher levels of

education and income, and being male increases the probability of group membership, but age does not have a common trend on group membership. Regarding the aggregate aspect, Christoforou finds that among the socio-economic indicators ‘per capita GDP’ has a positive impact on the probability of group membership, while ‘income inequality’ and ‘unemployment rate’ have a negative impact; and among the socio-political indicators ‘social trust’, ‘trust in political institutions’ and ‘corruption’ have positive impact, while ‘violation of political rights’ has a negative impact on group membership. The methodology of utilizing the ‘trust’, ‘trust in political institutions’, ‘corruption’ and ‘violation of political and civic rights’ as the independent variables for the analysis seems arguable, since these indicators are defined for trust and norms aspects of social capital in the relevant literature, and in this regard, it might be better to take them into consideration among the dependent variables.

Similar to the approach of Glaeser and his colleagues, Addis and Joxhe investigate how the accumulation of social capital differs according to sex and age. Employing the data of Italian Multiscopo Survey and comparing the social capital stock of two years, 1997 and 2011, they seek to find the changes in the social capital stock between these two years (Glaeser et al., 2001; Addis & Joxhe, 2016). They use ‘organisation membership’ as a stock indicator for social capital, asserting that organisation membership refers to ‘linking social capital’, which they also define as ‘weak-ties’. They find that women’s social capital investment continuously declines after the age of 18, which is always under the social capital investment of men, that increases up to the age of 45 and starts to decline after 45, and the gender gap narrows approximately 10 percent from 1997 to 2011. While the findings of Addis and Joxhe is significant in terms of revealing the gender difference in social capital, the scope of social capital they defined has some constraints. First of all, linking social capital, which is accepted in the literature as the relation between the more powerful and the less powerful, might also exist within business relations. Second, weak-ties cannot be induced to organisation membership, since it might also be realised within other type of relationships. Third, organisation membership might also involve strong ties, which might be defined as bonding social capital. Within this context, it will not be the best

possible option to define organisation membership with only linking social capital, and limit it into weak-ties.

Hamilton and his colleagues search the share of social capital within the production of wealth, and utilise ‘trust’ as the primary element of social capital (Hamilton et al., 2016). Employing the data of the Gallup World Poll, European Social Survey and the World Values Survey, they find that for the selected countries, social capital has the second highest share in the production of wealth among the four types of capital (physical, natural, human and social capital).

Kızılkaya analyses the relation between social capital and economic growth, accepting ‘economic trust’ as the main element of social capital (Kızılkaya, 2017). In this context, Kızılkaya employs ‘contract viability’, ‘law and order’, ‘economic risk assessment’, ‘financial risk assessment’, ‘political risk assessment’, ‘democratic accountability’, ‘government stability’ and ‘legislative power’ as the indicators for the economic trust and calculate a social capital index using the data related to these indicators. The main finding of Kızılkaya’s study is that social capital has a significant effect on economic growth. On the other hand, regarding the indicators that have been employed, it is seen that the social capital that is analysed in this study is related to economic, financial and political relations, however the social relations have not been included.

Vergil and Bahtiyar analyse the relation between social capital and economic growth within a model, which involves physical capital, human capital and trade openness for 28 EU countries and Turkey between 1980 and 2014 (Vergil & Bahtiyar, 2017). The indicator for social capital is defined as generalised trust, and the indicators for physical capital, human capital, trade openness and economic growth are defined as physical capital stock, education expenditure per capita, ratio of export to GDP and GDP per capita respectively. They find that social capital significantly and positively affects economic growth just as the other dependent indicators do.

Karagül and Dündar examine the relationship between social capital and human development (Human Development Index), competitiveness (competitiveness level), justice (justice level) and income distribution (Gini coefficient) (Karagül & Dündar, 2006). The aim of the study is to find how the other variables affect social capital, so social capital is determined as the dependent variable in this study. They define social capital as the generalised trust, and find significant relations between each independent variable and generalized trust.

#### **2.2.2.2. Empirical studies with two aspects of social capital**

Asserting the lack of ‘a link between theory and measurement’ in the existing empirical studies which led them to employ improper indicators for measurement, such as voting, Paxton puts that the studies which rely on a single indicator is against the multidimensional structure of social capital, hindering the identification of fatal indicator usage, and in her empirical study she accepts social capital involving two components: (1) Objective ties which indicates associations between individuals, (2) Subjective ties which indicate the characteristics of the ties as being “reciprocal, trusting, and involving positive emotion” (Paxton,1999:93). She finds that while the overall level of trust declines within the time period, level of associations does not decline. Paxton asserts that individual and group-level social capital are linked, stating that “the social capital in a [certain] community could have benefited any individual member” leading to individual-level good, while the same group could have “positive impact on all their members” for collective problems leading to group-level good (Paxton, 1999:94). In this sense “[t]he goods produced by social capital can occur at different levels of the social structure” (Paxton, 1999:93). For instance, when “a mother asks a friend to baby-sit rather than hiring a baby-sitter ... social capital is an individual, private good can be used for economic gain or another private outcome” (Paxton, 1999:94). This assertion of Paxton is an advancement within the argument of social capital being either a public or a private good, since it points to circumstantiality of the situation. Therefore, considering social capital as a private or a public good would depend on the level of analysis, whether it is micro (individual), or meso (community) and macro (national).

Costa and Kahn investigate the trends in social capital in the United States between 1952 and 1998, to understand the situation of social capital, as well as whether it has been decreasing as dramatically as Putnam asserts (Costa & Kahn, 2002; Putnam, 2000). With this aim, they analyse social capital ‘within the home’, involving ‘entertaining and visits with friends, relatives and neighbours, and ‘outside the home (or ‘within the community’), involving ‘volunteering’ and ‘membership in organisations’. In addition, they examine whether the particular trend changes for men and women, and for those who are college educated and non-college educated, emphasising these two groups supply many of the volunteer workers (Freeman, 1997 quoted in Costa & Kahn, 2000:2). Furthermore, they seek to find the effect of income, race, and ethnic heterogeneity within communities. They utilise ten different data sets, three of which are time-use studies. The variables they employ are related to membership, volunteering and relations with family and friends, as well as the duration and frequency of interactions. They spot a decline in both types of social capital with different paces. While the decline in ‘within home social capital’ is dramatic, the decline in ‘outside home social capital’ is moderate. Looking at the situation between the two sexes, they reveal that the decline in women experienced in both types of social capital is higher than men, and between the two types of social capital ‘within home social capital’ declines more, a trend which is explained by Costa and Kahn as a result of ‘greater labour force attachment’. They also find that the decline in the ‘outside the home social capital’ is related with increasing income inequality, ethnic heterogeneity and the decline in the women’s social capital’.

Eşki-Uğuz and her colleagues examine social capital employing the data of a survey which was conducted under a project named “A Field Study on Determining Turkey’s Social Capital Stock and Social Capital Profile of the Society” which is supported by the Scientific and Technological Research Council of Turkey (Eşki-Uğuz et al., 2011). The universe of the survey is the population aged 18 and over, the sampling frame is voter records, and the sampling size is 1600 individuals. They investigate social capital through the aspects of “attitude towards civil life and civil values”, “trust and sense of security”, “social tolerance”, “network characteristics” and “neighbourhood relationships”. The findings are evaluated based on the answers to the

questions under each aspect. In this context, analysis is limited to the evaluation of each answer individually, and the relation between these aspects emphasised narratively rather than empirically. Thus, the study provides an outlook for social capital in Turkey.

The OECD ‘How’s Life?’ studies have gradually developed the method of measurement of social capital in each report between 2011 and 2020. Within the scope of these reports, social capital is accepted to be effective on both current and future well-being as being one of the four types of capital, which form ‘capital stock’. However, the study has a significant constraint, as it is aimed to cover the data of OECD countries, which is quite difficult to gather with the same standards. In this regard, social capital is defined as one of the dimensions of future well-being and the data used to capture social capital is related to ‘trust’, ‘cooperative norms’ and ‘volunteering’.

### ***Social Capital Index studies***

Although criticized by some researchers, index usage for social capital measurement is prominent, especially among the studies, which assert the importance of social capital on the economic and social life (Putnam et al., 1993; Putnam, 2000; Putnam, 2001; Beugelsdijk & van Schaik, 2005; van Beuningen & Schmeets, 2013; US Congress Joint Economic Committee, 2018; Legatum Institute, 2007-2020). However, some researchers who criticise index usage for social capital measurement partially disagree with index building. For instance, Grootaert and Van Bastelaer construct a social capital index to show why index building is not suitable for social capital measurement, and conclude that although index usage is not appropriate for their study, multivariate index (which is a kind of composite index) building is correlated with the interaction of the indicators employed, and justify the usage of a multiplicative index if the effects of the indicators are thought to interact (Grootaert & Van Bastelaer, 2002).



One of the seminal studies that involve the social capital index belongs to Putnam. By employing the data from informal networks and data related to altruism in addition to the data from formal club membership, Putnam computes a social capital index, a single measure of social capital (Putnam, 2000). Besides, Putnam used the data for the number of lawyers per 10.000 employees and data related to crime as a proxy to examine the negative sides of the trend in social capital. Putnam finds that the level of informal networks, the number of formal club membership, and voluntary activities have been in a decline since 1965, while the number of lawyers has been doubled. Putnam also finds that crime rates are higher in various states where the social capital index level is lower. Putnam translates this as a “massive transformation of social bonds in America” (Putnam, 2001:48).

Referring to the multidimensionality of the social capital concept and questioning the validity of a single index to measure social capital, Stone and Hughes present an extensive study on this issue (Stone & Hughes, 2002a). Among the problems of the existing empirical studies on social capital, they mention using ‘the single item/index method’ and ‘not recognising the variability social capital among network types and social scales’, and they point to the importance of quality and structure of social capital. Their empirical study puts a significant effort to examine a proper way to measure social capital. They measure social capital in different network types and social scales, namely ‘informal realm, ‘generalised realm’, and ‘institutional realm’. As the output of their analysis, the items they employed are “grouped into several principal components” rather than a “cohesive measure”, and they assert that rather than using a single index to measure social capital, a composite measure of key dimensions of social capital is much more reliable (Stone & Hughes, 2002a:22). They also find that the different “types of relationships people have in different spheres of their lives” is important “to understand the complexity of social capital” (Stone & Hughes, 2002a:26). Although they determine the single item approach as faulty and failing to recognise the multidimensionality of social capital, and the index approach as “prevent[ing] analysis of how the various parts of the concept interact” (Stone & Hughes, 2002a:18). They mention that some elements of social capital, such as norms of trust and reciprocity, can “be grouped to represent overall dimensions of social

capital” (Stone & Hughes 2002a:23). And they emphasise that distinguishing the dimensions of social capital may not be important, due to the context of the research.

Beugelsdijk and van Schaik explore the relationship between economic success and social capital in the 54 regions of 7 Western European countries, namely Italy, France, Germany, Spain, the Netherlands, Belgium, and the United Kingdom, via constructing a social capital index (Beugelsdijk & van Schaik, 2005). They use ‘trust’, ‘passive group membership’ and ‘active group membership (doing voluntary work for certain group)’ in their index, and find that while there are noteworthy differences in the social capital index levels among the 54 regions, there are also “a positive and significant relationship between social capital and economic performance” in the mentioned regions (Beugelsdijk & van Schaik, 2005:19).

The Social Capital Index that is calculated by the Legatum Institute is prominent due to its usage among the sub-indices of the ‘Global Competitiveness Index’, which is announced by the World Economic Forum. Legatum Institute announces ‘Prosperity Index’ aiming to measure the national prosperity of countries examining the indicators related to institutional, economic, and social wellbeing of these countries, and ‘Social Capital Index’ is one of the eight sub-indices of this index. The variables that have been used in the calculations were changed within time. In the 2007 Report the relevant sub-index was named as ‘Community Life’ and social capital was associated with ‘trust’, in the 2008 Report the associated indicators involved volunteering, donation, membership, and trust. In the 2009 Report the name of the sub-index changed with ‘Social Capital Index’; in the 2010 Report two areas were defined under social capital sub-index, as ‘social cohesion and engagement’ and ‘community and family networks’; finally in the 2019 Report the social capital sub-index involved five areas, ‘personal and family relationships’, ‘social networks’, ‘interpersonal trust’, ‘institutional trust’, and ‘civic and social participation’, under which 17 indicators take place in total. The change in the way social capital examined and the extension in the number of indicators employed implies an ongoing change in the perception of social capital within time. In this regard, as it was mentioned in many studies, social capital is still a progressive concept.

Öztopçu investigates the relationship between social capital and regional development (Öztopçu, 2018). To find this relationship, first of all, Öztopçu constructs social capital index of the 26 NUTS 2 regions, using divorce rate, higher education graduation rate, voter turnout, migration rate, suicide rate and number of theatres. Afterwards, Öztopçu searches for a significant relation between the Social Capital Index and Socio-Economic Development Index values (which was formerly calculated by the Ministry of Development) of the regions. Öztopçu finds a significant relation between social capital and socio-economic development. Although the six indicators employed for social capital index calculation might have an indirect relation with social capital, they also have a direct relation with social development, which has an impact on economic development, significantly higher education rate, and migration rate. The major characteristics of social capital, such as networks, group membership, volunteering, or trust, are not involved in this social capital index, which is considered as a significant shortcoming.

Akın and Aytun study the direction of the causality relation between the unemployment rate and social capital in 41 countries, in which Turkey is not included, for the period of 1981-2012 (Akın & Aytun, 2014). They recognize linking social capital as the form of social capital that is effective on job finding, compared to the other two forms of social capital, bonding and bridging, assuming that these two forms of social capital might lead to high clientelism and negative externalities. They accept linking social capital formed through effective communication between individuals, thus defining land phone, cell phone and internet use as the indicators of linking social capital, and using communication data, they build an index as the indicator for social capital. They find a relationship between the unemployment rate and social capital, of which the direction is from social capital towards the unemployment rate. However, generalizing bonding and bridging social capital as leading clientelism and negative externalities, and thus omitting networks, trust, and norms from the analysis would lead to imperfect analysis.

### *Measurement tool studies*

With their empirical study, Narayan and Cassidy provide “a set of statistically validated survey questions for measuring social capital in developing communities”, and use this questionnaire in the surveys they conducted in Ghana and Uganda (Narayan & Cassidy, 2001:61). They define the determinants, dimensions and outcomes of social capital prior to their empirical work, afterwards check their relevance and relation, and re-define them. They conclude communication and empowerment as the determinants; government competence, government honesty and corruption, quality of government, peace and safety, and political engagement as the outcomes; and characteristics, generalized norms, trust, togetherness (how well people get along), everyday sociability, neighbourhood connections and volunteerism as the dimensions of social capital. A significant finding of this study is that ‘general trust’ and ‘trust in institutions’ measure different constructs. Taking this into consideration, it might be said that it will not be proper to use these two indicators interchangeably. Hence such constraints might also appear with a much closer look on the indicators, and this led us to the use of appropriate indicators for the certain design of the empirical study. More clearly, while using a certain indicator in lieu of some other indicators because of non-existence, it should be born in mind that, that a certain indicator might not be the proxy of the other.

The study of Grootaert and his colleagues presents a questionnaire, the Social Capital Integrated Questionnaire (SC-IQ), to be applied in the developing countries to measure social capital (Grootaert et al., 2004). The survey focuses on the measurement of social capital at the individual level. It involves six sections which reflect the dimensions of social capital: ‘group membership and networks’, ‘trust’ and ‘norms’, ‘collective action and cooperation’, ‘information and communication’, ‘social cohesion and inclusion’, and ‘empowerment and political action’. While Grootaert and his colleagues present a framework for social capital measurement, the indicators that will be used to measure social capital in a specific community and the method that will be used for the analysis are left to the researcher who would employ SC-IQ. On the other hand, emphasising the constraints of quantitative measurement of social capital,

they state that “the process of creation (and destruction) of social capital will be understood better by means of a variety of qualitative in-depth studies” (Grootaert et al., 2004:17).

Bullen and Onyx conduct a survey to measure social capital (Social Capital Questionnaire-SCQ) in five communities of New South Wales, Australia, and present a measurement tool with a guide for future practitioners (Bullen & Onyx, 2005). The study aims to ‘identify a good set of questions ... [to measure] social capital’ in order to identify the attitudes, behaviour and knowledge that are related to social capital, the elements of social capital, and whether social capital is correlated with gender and other demographic variables (Bullen & Onyx, 2005:13). In general, the questions are related to ‘relations with friends, neighbours and local community organisations’, ‘attitudes’, and ‘behaviours’. Using factor analysis, the underlying dimensions of social capital are investigated and the eight elements for social capital are found as ‘participation in local community’, ‘proactivity in a social context’, ‘feelings of trust and safety’, ‘neighbourhood connections’, ‘tolerance of diversity’, ‘value of life’ and ‘work connections’, while the questions related to ‘government’, ‘opposing to a generalised reciprocity’, and ‘isolation from or opposing to the social context’, are found irrelevant to social capital.

McAloney and her colleagues implement the questionnaire that Bullen and Onyx developed, the SCQ, in the Northern Ireland (McAloney et al., 2011; Bullen & Onyx, 2005). They include an additional dimension to the SCQ and exclude some of the indicators. And they conclude that “variations in the factor structure of the SCQ suggest that social capital may be structured differently in different cultures, and highlights the need to develop measures specific to the country or culture of interest” (McAloney et al., 2011:113).

### ***Mixed methods studies***

The study of Grootaert and van Bastelaer present an integrated measurement tool for social capital, which involves both quantitative and qualitative measures,

namely 'Social Capital Assessment Tool' (SOCAT) (Grootaert & van Bastelaer, 2002). The key objective is "to contribute to the understanding of how community, household, and organization-level measures of social capital interact with other development indicators [(such as poverty, education, health, infrastructure, crime and violence)] and thus to assess whether social capital contributes to or erodes economic and social development" (Grootaert & van Bastelaer, 2002:24). With this in mind, measurement of social capital is seen as a supplementary to measurement of the effect of certain development projects/activities that are conducted within a community, and it takes into consideration both structural and cognitive aspects of social capital. SOCAT consists of three sequential sections: community profiles, household survey and organizational profile. First section involves qualitative and quantitative data gathering steps, 'open-ended community discussions' and 'structured community interviews'; second section involves a quantitative data gathering step, 'household survey'; and third section involves two steps, 'semi-structured interviews' and 'score-sheets'. The two pilot studies of SOCAT were conducted in some of the communities of Panama and India. Since SOCAT gathers data about the social capital of a specific community, and its level of analysis is meso, its findings would be at community level. Although SOCAT is presented as an integrated measurement tool, the methodology related to the integration of the qualitative and quantitative phases of the analyses is not discussed within the study. It is mentioned that within the scope of SOCAT index building was not preferred since "the indicators capture different dimensions of social capital that are each relevant in their own right for understanding social capital" (Grootaert & van Bastelaer, 2002:56). On the other hand, multivariate index (which is a kind of composite index) building is mentioned as being correlated with the interaction of the indicators employed, and using a multiplicative index is justified even if the effects of the indicators interact.

Nyhan-Jones and Woolcock offer a tool to measure social capital via mixed methods research, at micro level (household or community level) (Nyhan-Jones & Woolcock, 2007). The dimensions they offer to examine social capital are the same six dimensions as Grootaert and his colleagues define (Grootaert et al., 2004). Moreover, they employ these six dimensions for both qualitative and quantitative

phases. Although they suggest an iterative process as an ideal method, they mention that the sequence of the qualitative and quantitative phases of a mixed methods research depends on both “the specific nature of the issue [that is] under investigation” and the limit of the research budget (Nyhan-Jones & Woolcock, 2007:2). Within this context, they suggest the qualitative phase of the study to be conducted “to explore issues of process and causality” of social capital, and present sample questions related to each dimension that the reader might benefit. As the methods for qualitative research on social capital, they emphasise ‘participatory method’ (which involves group discussions conducted among the representatives of the major subgroups in the community), ‘key-informant interviews’ and ‘participant observation’. Regarding the quantitative phase of the study, they present a questionnaire, which involves selected questions from the SC-IQ and a number of additional questions. On the other hand, they do not address how to integrate the outputs of qualitative and quantitative phases within the study.

Hodgkin criticizes the empirical studies on social capital for measuring only “the extent of participation in associational life” and “having little consideration for the informal networks to which people belong”, while emphasizing the possible “different types of social capital that include participation in both informal networks and more formal associations”, and conducting a mixed methods research (Hodgkin, 2008). Taking into consideration the constraints of the present empirical researches, Hodgkin employs quantitative and qualitative methods together, referring to the arguments of former researchers related to mixed methods research that “give[s] a more powerful voice to women’s experiences” (Brannen (1992), Epstein et al. (1991), Oakley (1999), Shapiro et al. (2003) quoted in Hodgkin, 2008:299). Hodgkin’s study seeks to map ‘the different patterns of participation’ based on gender, and to explore how ‘the role of mother’ alters the activities that women are involved in, and the reasons for this. Hodgkin performs an explanatory sequential design, and conducts the quantitative analysis in the first place to describe and explain the “aspects of the differences between men and women on social, community, and civic participation” (Hodgkin, 2008:303). Within the quantitative phase, Hodgkin employs ‘simple random sampling method’, and sends a survey questionnaire to 4.000 households from

a database that local government provided. Then conducts the qualitative analysis to “[explore], from the viewpoint of women, their processes of interacting in their social, community, and civic worlds and how they felt about their lives and the activities in which they became involved” (Hodgkin, 2008:300). The participants of the qualitative phase are selected via sending an invitation form to the respondents of the first phase. Subsequently having the results of both phases, Hodgkin evaluates the outputs through an integration point of view. Within this context, Hodgkin finds that while quantitative analysis reveals different social, community group and civic participation patterns for men and women, qualitative analysis shows that ‘good mother’ idea lies behind the motivations for participation. Another finding of this integration process is that, while quantitative results “highlight women’s increased role in informal social participation, social participation in groups, and community participation”, qualitative results reveal that most of the women feel excluded when they try “to participate at a civic level”. In this regard, the study of Hodgkin displays an example of how qualitative analysis shed light on the findings of quantitative analysis, and explicate them in-depth.



## **CHAPTER 3. METHODOLOGY**

In this chapter, I will briefly restate the purpose of this study and explicate the research question. Then explain the mixed methods research design type that I employ in my study, including the integration strategy that we use in the data analysis phase of the mixed methods research. Afterward, I explain the methods that I have employed in the quantitative and qualitative research strands separately.

### **3.1. Restatement of the Purpose and Research Question**

The core question in my mind was what mixed methods research can contribute to a study on a complex social phenomenon, such as social capital, in which I am very interested. Mixed methods research is still a developing research type, and additional studies enlarges it as well as strengthens its foundations. Hence, the motivation of this study is to provide a contribution to the mixed methods research methodology literature by seeking the appropriate integration strategy through employing the appropriate design type for mixed methods research on social capital, which is a complex social phenomenon.

Integration process is almost the most vital part of a mixed methods research, in which the main contribution of this research type happens since the mixing occurs. Within this context, the research question of this study is “how does integration process occur in mixed methods research about social capital which is a complex social phenomenon?”. Regarding the numerous integration phases that might be conducted within mixed methods research (see Fetters and Molina-Azorin, 2017), it is needed to be emphasized that the term ‘integration’ in this question refers to the integration of interpretation phase of the mixed methods research.

### **3.2. Mixed Methods Research Design**

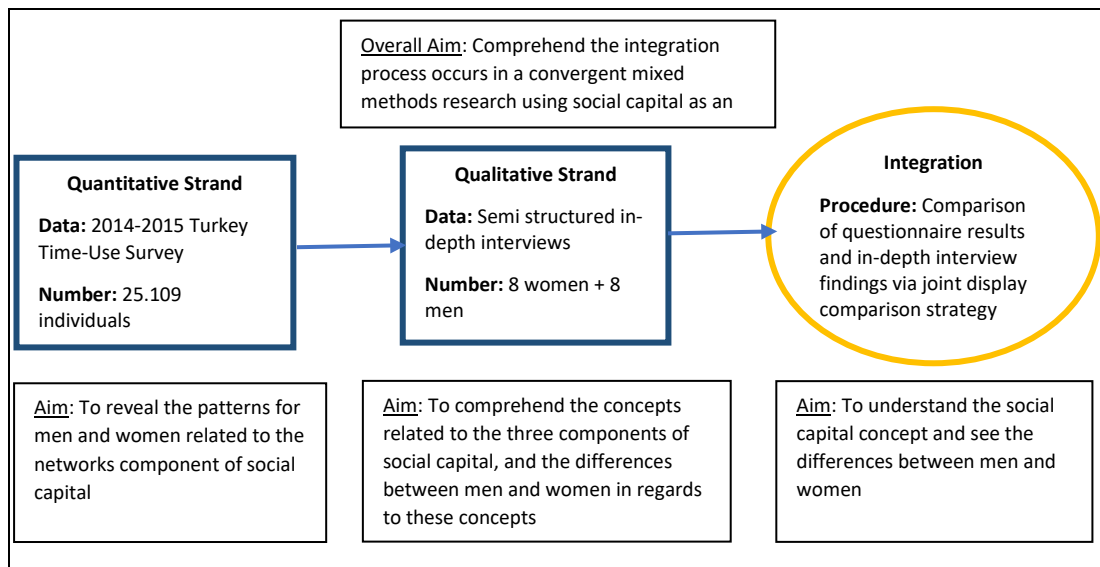
As explicated in detail under the second chapter, comprehension of social capital is an intangible and controversial subject. In order to understand social capital

within a whole picture, it is needed to scrutinize it in a detailed way, that mixed methods research provides a perfectly suited methodology for such a scrutiny.

Creswell asserts that, how the data combined in a mixed methods research depends related to the design type of the study (Creswell, 2015:75). In other words, the type of design changes according to the purpose of integrating the data, i.e. expansion, building, development, convergence, complementing etc. However, in addition to the purpose of integration, as it is explained in the second chapter, the timing of the research strands is another issue that is considered in numerous the mixed methods research design taxonomies, such as Morse (1991), Morgan (1998), Sandelowski (2000), Greene (2007), Tashakkori and Teddlie (2003), Onwuegbuzie and Johnson (2006), Creswell and Plano-Clark (2011), Fetters and Molina-Azorin (2017), Morgan and Hofmann (2021). Hence, the decision of a design type for a mixed methods study depends on two issues: timing and purpose of the integration (specifically in the interpretation dimension).

To decide the design strategy of this study, at the first stage I have made a desk review about the concept and measurement of social capital. Since the aim is to comprehend the social capital of the individuals in Turkey, I need a data set that is representative of Turkey. In this regard, I found that the Turkey Time Use Survey, which was conducted in 2014-2015 provides the most suitable quantitative data for the measurement of social capital. Since the data collection of the quantitative strand had already been completed much before my study, I needed to use a sequential design type in which the quantitative strand would be the first phase. Hence, the timing for my study appeared as preliminary quantitative strand and a succeeding qualitative strand.

**Figure 3.1. Complementary Sequential Mixed Methods Design**



In this study, integration occurs in the interpretation dimension, with the idea of complementation between the findings of the two data analysis strands. As Fetters and Molina-Azorin put it, integration in the interpretation dimension refers to “interpreting the meaning of mixed findings (drawing metainferences or conclusions based on interpreting the qualitative and quantitative findings) and examining for the fit of the two types of data (e.g., confirmation, complementarity, expansion, or discordance). When the results conflict with each other, using procedures for handling the latter including reconciliation, initiation, bracketing, and exclusion” (Fetters and Molina-Azorin, 2017:294). Thus, the second issue related to the design type decision, i.e. the purpose of the integration is complementarity.

Having ‘sequential timing’ and ‘complementarity purpose’ on our hands, we needed to go over the design types already defined in the literature, and decide whether to suit into one of them or to think about an innovation.

In our study, integration occurred at three levels: at the design level, the methods level, and the interpretation level. Regarding the design level, integration occurs using sequential design. Regarding the methods level, the integration approach of this study is merging. Regarding the interpretation level, our strategy is joint display. The design level and methods level integration approaches of this study are explained

in the section 3.2.1. The interpretation and reporting level integration is done via a joint display, and it is explained in the section 3.2.2.

### **3.2.1. Complementary sequential mixed methods research**

In the mixed methods research literature, two design-type definitions seem to be suitable for our study at first glance. One is Creswell and Plano-Clark's (2011) definition of explanatory sequential design. However, in this type of design, the focus is on the confirmation or disconfirmation of the two data sets; the follow-up strand is a smaller study that focuses on how to confirm or disconfirm the findings from both strands. In our study, rather than building the qualitative interview on the results of the quantitative analysis, we considered the findings of the quantitative results while designing the qualitative interview aiming to gather information about the individuals' attitudes towards the concepts related to social capital, which the quantitative data did not provide. Therefore, the aim was to complete our knowledge about social capital via qualitative strand. In addition, the sample of the qualitative strand of this study was not linked to the sample population.

The other one involves two sub-types of design which is defined by Morgan and Hofmann (2021) as explanatory sequential design and sampling sequential design. However, since our intent is to design both strands of the study with equal importance, which complements each other, these types do not fit to our purpose.

As elaborated above, complementarity of the findings from the two data analysis strands fit to the convergent design. However, in this study the collection phases were designed sequentially, since the quantitative data was already existed. Hence, data collection and data analysis phases occur sequentially per se. Morgan (1998), and Morgan and Hoffman (2021) take in complementary design type in their design type taxonomies. Nonetheless, they define the determining elements related to complementary design differently than the requirements of our design. Morgan (1998) asserts that the quantitative and qualitative strands have different priorities in the complementary design, but in our study, both strands have equal priority. Yet, Morgan

and Hoffman (2021) put an emphasis on the research question, as “different methods are used to answer different questions within a study” (Morgan and Hoffman, 2021:734), and the strands are expected to be conducted at the same time interval. But we conducted the strands in different time intervals.

Nevertheless, regarding the existing definitions for the sequential design types, we see none of them fit to the requirements of our study. On the other hand, as a developing methodology area, mixed methods research methodology has plenty of space to absorb the newly defined attributes and aspects that would help to meet its gaps. Yet, there is a vital gap in the existing design type taxonomies that leads some other researchers to define new design types, such as Poth et al. (2021). For the situation of my study, I take this opportunity to define a new design type under the sequential branch naming as ‘complementary sequential mixed methods research’.

### **3.2.2. Integration in data analysis**

The findings of the initially conducted quantitative strand have been inspiratory for the interviews of the qualitative strand, but not determinative. From the beginning, we were aware of the extent of social capital that is embraced by the quantitative study, which the networks component of social capital. Hence, the aim was to complete the other two components, i.e. trust and norms, by the findings that we would gather from the qualitative strand, as well as to enhance the understanding of the results from the quantitative strand, and to see the convergent and divergent findings from both types of data sets. Therefore, the data analysis procedure for integration in the interpretation phase was decided as merging.

There are different strategies towards comparing results in the merged data analysis. Creswell and Plano-Clark (2011) define them as side-by-side comparison, joint display comparison, and data transformation. Side-by-side comparison is “presenting the quantitative results and the qualitative findings together in a discussion or in a summary table” (Creswell and Plano-Clark 2011:223). If the presentation format is a discussion, quantitative results and qualitative findings, as quotes of the

participants, are presented successively, and a comment which mentions the qualitative findings confirm/disconfirm the quantitative results follows. In summary table format, the researcher presents the quantitative results and qualitative findings side-by-side by providing evidence, such as for each theme. For instance, qualitative interview data is compared with quantitative survey data, are presented side-by-side in the table.

Joint display comparison involves arraying of quantitative and qualitative data in a figure or a table “so that the two sources of data can be directly compared” (Creswell and Plano-Clark 2011:226). The decision related to “the dimensions to be considered” and “the specific information to be compared across the dimensions” is significant. Various forms of joint display are used, and new forms still evolve. A prominently used format is category/theme display, in which the qualitative themes are arrayed with quantitative data.

### **3.3. Quantitative Research**

Social capital context has been conceptualized and measured in different ways and various forms of data. Regarding the former studies in the literature, social capital can be defined as having three components under two groups, which are networks as structural aspect, and trust and norms as cognitive aspect, and the data from majorly ‘social surveys’, ‘value surveys’, ‘time-use surveys’, ‘GALLUP World Poll’, or specifically tailored surveys were used to measure social capital.

In the first strand of the study, to comprehend the social capital in Turkey to the extent possible via quantitative methods, I aimed to measure the social capital of individuals in Turkey by constructing a composite index using official and nationally representative data. Before the analysis phase of the study, I scrutinized the indicators used in the former studies and constructed a composite index employing 2014-2015 Turkey Time-Use Survey (TUS) data. The unit of analysis is determined as individuals, and we took into account the individuals 18 years and over, assuming that it is appropriate to consider social capital as an asset for adults.

### 3.3.1. Data source

As mentioned above, there are several surveys that are used in the measurement of social capital. To decide the survey that we are going to use in the quantitative analysis, we scrutinized the OECD question set, which was arranged by Scrivens and Smith (Scrivens and Smith, 2013). To form the question set Scrivens and Smith search through a wide range of studies on social capital, and made a list of questions that were used in the social capital measurement studies. The total number of questions in this question set is 1,280, and they were classified under four categories, as ‘personal relations’, ‘social network support’, ‘civic engagement’, and ‘trust and cooperative norms’, as well as an additional category as ‘other’. The question set also involves the information about the survey that the relevant question belongs to, the place of the survey, and the responsible organisation of the survey.

Among the 1,280 questions in the OECD question set 368 questions are found in the Turkey’s official surveys, and among these 368 questions 267 of them can be found in the TUS 2014-2015.

“Time use surveys measure the amount of time people spend doing various activities, such as paid work, household and family care, personal care, voluntary work, social life, travel, and leisure activities. The survey consists of a household interview, a personal interview, a diary and a week diary” (EUROSTAT, 2000) In this regard, the dataset of Turkey TUS 2014-2015 is composed of ‘*individual questionnaire*’, ‘*household questionnaire, diaries*’ and ‘*weekly work-chart*’. Except the last one, which includes the individuals who are 15 years old and older, the other questionnaires collect information from individuals who are 10 years and above. The total number of households and individuals that were reached are 9,073 and 25,109 respectively between July 2014 and August 2015. In this survey, the guideline of Harmonised European TUS was taken into account, to ensure the international comparability. Within this context, the ‘individuals’ dataset consists of information related to education, health, technology products the individual owned, social participation, voluntary work, help or service to a person living in another household,

employment, unemployment, time-use, and elderly care. Diaries provide data related to the amount of time that the respondent allocates within a weekday and a weekend day for the activities under the titles of personal care, employment, education, household, and family care, voluntary works and meetings, social life and entertainment, sports and nature activities, hobbies and games, mass media, travel, and undefined time-use, as well as where these activities take place and with whom. In this regard, TUS 2014-2015 provides a good scale of information about individual activities, which might be evaluated as the marks of social relations of the individuals. This informs us about the individuals' social capital from a structural aspect.

To get the 2014-2015 Turkey Time Use Survey (TUS) data, we applied to the Turkey Statistical Institution, providing my research details and was found eligible to receive the data. When we searched through the questions of TUS we saw that the questions relevant to social capital can be found in both the individual questionnaire and the diaries. First, we used the diaries data set and calculated the total amount of time that was spend by each individual for a certain activity. Then we conducted a factor analysis using these activities, 100 activities in total. Initially we reached 42 factors. After extraction, five factors with 15 components (variables) were identified. However, the number of components under the factors were only two for the of the factors, as well as the factors did not reflect suitable activity areas that might be determined as being directly related to social capital. Therefore, we decided to use the individual data set, and using this data-set we reached three factors that can be defined as meaningful for social capital. The details of this factor analysis is described under the title 3.3.2.2. Index Construction: Factor Analysis.

### **3.3.2. Data analysis**

In data analysis, we constructed a composite index and conducted descriptive analysis regarding the difference between women and men according to age, marital status, education, employment, and technology ownership. The steps of composite index construction are explained below.



### 3.3.2.1. Variable determination

From the individual data set we identified 45 questions, and from these questions we determine 45 variables to use in the analysis (Table 3.1.). Since for this study we considered social capital as an asset for adults, individuals 18 years and older were included in the analysis, and the size of the “individual’s data-set” of TUS 2014-2015 was reduced from 25,109 individuals to 21,087, who are 18 years and older.

**Table 3.1. Questions from TUS 2014-2015**

	Question	Variable Names in the data set (in Turkish)	Used in the index calculation or not
1.	Have you done any voluntary work on behalf of a political group at any time during the last 4 weeks?	GONULLU_SIYASI_GRUP	Not used
2.	Are you a member of a non-profit political party?	UYE_SIYASI_PARTI	Not used
3.	Have you done any voluntary work on behalf of a youth group at any time during the last 4 weeks?	GONULLU_GENCLIK_GRUP	Not used
4.	Have you done any voluntary work on behalf of an environmental group at any time during the last 4 weeks?	GONULLU_CEVRECI_GRUP	Not used
5.	Have you done any voluntary work on behalf of a justice/human rights group at any time during the last 4 weeks?	GONULLU_ADALET_INSAN_HAK	Not used
6.	Have you done any voluntary work on behalf of a social assistance group at any time during the last 4 weeks?	GONULLU_SOSYAL_YRD_GRB	Not used
7.	Have you done any voluntary work on behalf of a sports club or association at any time during the last 4 weeks?	GONULLU_SPOR_KLUBU_DERNEK	Not used
8.	Have you done any voluntary work on behalf of a religious place at any time during the last 4 weeks?	GONULLU_IBADETHANE_YRD	Not used
9.	Have you done any voluntary work on behalf of a security or first aid group at any time during the last 4 weeks?	GONULLU_GUVENLIK_ILK_YRD	Not used
10.	Have you done any voluntary work on behalf of a regional solidarity group at any time during the last 4 weeks?	GONULLU_HEMSERI_DERNEK	Not used
11.	Have you done any voluntary work on behalf of an art or hobby group at any time during the last 4 weeks?	GONULLU_SANAT_HOBI	Not used
12.	Have you done any voluntary work on behalf of a vocational solidarity association at any time during the last 4 weeks?	GONULLU_MESLEK_ODA	Not used

**Table 3.1. Questions from TUS 2014-2015 (continued)**

	<b>Question</b>	<b>Variable Names in the data set (in Turkish)</b>	<b>Used in the index calculation or not</b>
13.	Have you done any voluntary work on behalf of an adult education group at any time during the last 4 weeks?	GONULLU_YETISKIN_EGITIMI	Not used
14.	Have you done any voluntary work on behalf of a parent-teacher association at any time during the last 4 weeks?	GONULLU_OKUL_AILE	Not used
15.	Have you done any other voluntary work at any time during the last 4 weeks?	GONULLU_DIGER1	Not used
16.	Are you a member of a non-profit sports club?	UYE_SPOR_KLUP	Not used
17.	Are you a member of a non-profit foundation?	UYE_VAKIF	Not used
18.	Are you a member of a non-profit association?	UYE_DERNEK	Not used
19.	Are you a member of a non-profit trade union?	UYE_SENDIKA	Not used
20.	Are you a member of a non-profit professional association or vocational institution?	UYE_MESLEK_ODA	Not used
21.	Are you a member of a non-profit cooperative or professional union?	UYE_KOOPERATIF	Not used
22.	Have you visited a relative at any time during the last 4 weeks?	AKRABA_ZIYARET	Not used
23.	Have you gone to a movie at any time during the last 4 weeks?	SINEMA	Used
24.	Have you gone to a theatre at any time during the last 4 weeks?	TIYATRO	Used
25.	Have you gone to a concert at any time during the last 4 weeks?	KONSER	Used
26.	Have you gone to a ballet or opera at any time during the last 4 weeks?	BALE	Used
27.	Have you gone to an exhibition at any time during the last 4 weeks?	RESIM_SERGI	Used
28.	Have you gone to an exhibition a charity bazaar, fair, festival etc. at any time during the last 4 weeks?	KERMES_FUAR	Not used
29.	Have you gone to library any time during the last 4 weeks?	KUTUPHANE	Not used
30.	Have you gone to a sports competition as an audience at any time during the last 4 weeks?	SPOR_SEYIRCI	Not used
31.	Have you visited a friend any time during the last 4 weeks?	ARKADAS_ZIYARET	Not used
32.	Have you gone to some other place of entertainment at any time during the last 4 weeks?	DIGER_FALIYET	Not used
33.	Have you gone to an internet cafe at any time during the last 4 weeks?	KAFE_BAR	Used

**Table 3.1. Questions from TUS 2014-2015 (continued)**

	Question	Variable Names in the data set (in Turkish)	Used in the Index calculation or not
34.	Have you spent time in social media at any time during the last 4 weeks?	SOSYAL_MEDYA	Used
35.	Have you gone to a shopping mall at any time during the last 4 weeks?	AVM_DOLASMAK	Used
36.	Have you gone for hiking at any time during the last 4 weeks?	TUR_DOGA_YURUYUS	Not used
37.	Have you gone to a picnic at any time during the last 4 weeks?	PIKNIK	Not used
38.	Have you helped someone who is not a member of your household for transportation at any time during the last 4 weeks?	YPLN_YRD_YETISKIN_ULAS	Used
39.	Have you helped someone who is not a member of your household for shopping at any time during the last 4 weeks?	YPLN_YRD_ALIS_VERIS	Used
40.	Have you helped someone who is not a member of your household for utility payment at any time during the last 4 weeks?	YPLN_YRD_FATURA_ODE	Used
41.	Have you helped someone who is not a member of your household for childcare at any time during the last 4 weeks?	YPLN_YRD_COCUK_BAK	Not used
42.	Have you helped someone who is not a member of your household for sick/elderly/disabled care at any time during the last 4 weeks?	YPLN_YRD_OZUR_HASTA	Used
43.	Have you helped someone who is not a member of your household for health-related issues at any time during the last 4 weeks?	YPLN_YRD_SAGLIK	Used
44.	Have you helped someone who is not a member of your household for education at any time during the last 4 weeks?	YPLN_YRD_DERS	Not used
45.	Have you helped someone who is not a member of your household for any other reason at any time during the last 4 weeks?	YPLN_YRD_DIGER1	Not used

The questions provide a range of activities that can be performed by individuals from different social classes, such as balet, concert, voluntary work for religious places, helping to elderly or disabled etc. Hence, regarding the involved activities, we might say that there is not a class limitation. On the other hand, as it is mentioned below, due to the factor analysis that we conduct, 13 activities included in the social capital index, and the rest of the activities left out. And among the activities that are involved in the social capital index calculation there are the ones such as balet, concert,

and exhibition, which might be regarded as social class related activities. Nevertheless, this derived from the factor analysis itself.

### **3.3.2.2. Index construction: Factor analysis**

Factor analysis is one of the grouping methods that is prevalently used in composite index construction (Nardo, Saisana, Saltelli and Tarantola, 2005). It aims to summarize the data to comprehend its relations and patterns. To do so, it searches for the latent variables that explain the interrelationships among the observed variables via regrouping the observed variables and considering the shared variance among those variables (UCLA, 2016; Costello and Osborne, 2005; Yong and Pearce, 2013).

There are two main techniques for factor analysis: exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). EFA aims “to uncover complex patterns by exploring the dataset and testing predictions,” while CFA is used “to confirm hypotheses and uses path analysis diagrams to represent variables and factors” (Yong and Pearce, 2013). In EFA, “no specifications are made [initially] regarding the number of common factors or the pattern of relationships between the common factors and the indicators (i.e., the factor loadings),” so it is often used in the early stages of the research (Brown and Moore, 2013:2). On the other hand, in CFA, the number of factors, the pattern of indicator-factor loadings, and “other parameters such as those bearing on the independence or covariance of the factors and indicator unique variances” are specified in advance (Brown and Moore, 2012:3). Considering these issues, we adapted EFA in our analysis.

Before conducting factor analysis, we tested the collinearity between the variables to check whether collinearity problems exist between the variables (Nardo et al., 2005; OECD / EU / EC-JRC, 2008). The correlation coefficients and the variance inflation factor between the variables were analysed, and we saw no major collinearity problem between the variables since all the correlation coefficients are between 0 and 0.382.

Afterwards, we performed EFA to identify the dimensions of social capital. Initially, 16 linear components (factors) were found by using the 45 variables identified among the OECD dataset questions, and the scores of KMO and total variance explained (TVE) were seen as 0.792 and 47.262%, respectively. After extraction, three factors with 13 components (variables) were identified, and the scores of KMO and TVE were found as 0.749 and 40.192%, respectively. The variables under the three factors were found to be related to everyday sociability, social network support, and cultural sociability, all of which are linked to networks. The eigenvalue of each variable is greater than one, and factor loadings are higher than 0.3. The factors and their underlying variables are presented at Table 3.2. The frequencies show the percentage of men and women who were at least one time performed the relevant activity within last four weeks.

**Table 3.2. The Factors and Underlying Variables\*; and Frequencies of the Variables**

<b>Factors</b>	<b>Variables *</b>	<b>Men</b>	<b>Women</b>
Everyday Sociability (ES)	Using social media	40.0	24.4
	Visiting a mall	44.3	38.8
	Visiting café-bar	42.1	19.7
	Going to a movie	10.2	8.0
Social Network Support (SNS)	Helping for shopping	5.7	4.2
	Helping an adult for transport	5.7	2.8
	Helping for utility payment	4.4	1.0
	Helping for health-related issues	1.3	2.3
	Helping a sick or disabled person	1.0	2.1
Cultural Sociability (CS)	Going to a concert	2.3	2.1
	Going to an exhibition	1.3	1.5
	Going to a theatre	1.5	1.6
	Going to a ballet show	0.1	0.1

\* Activities performed within the last four weeks.

While using the term ‘everyday sociability’ (ES) we were inspired by Narayan and Cassidy (2001) since they used the so-called term referring to questions related to the activities people do such as “visit one another, eat outside the home, shop and play games together” (Narayan and Cassidy 2001:66). For our second factor, we used the term ‘social network support’ (SNS) regarding the dimensions used in the previous

studies such as Scrivens and Smith (2013) and ONS (2011) for unpaid help provided. Moreover, we defined our third factor as ‘cultural sociability’ (CS) since the activities under this factor imply sociability related to the cultural area (Table 3.2.).

As it is seen in Table 3.2., within the last four weeks, the percentage of men who perform any of the everyday sociability activities at least one time is higher than that of women. On the other hand, regarding the Social Network Support component for the same period of time, the percentages of men who help for shopping, help an adult for transport or help for utility payment at least one time are higher than that of women, while the percentage of women who help for health related issues or help a sick or disabled person are higher than that of men. Regarding the Cultural Sociability component, for the same period of time, the percentage of men who go to a concert is slightly higher than that of women, while the percentage of women who go to an exhibition or a theatre is higher than that of men, and the percentage of men who go to a ballet show is the same with women. The everyday sociability activities are activities that are performed outside, except social media usage. This made us to think that men are tend to spend their time outside home, compared to women. And this situation might be assessed as men’s participation into social life is likely to be higher than women.

In the same manner, the Social Network Support activities that men have higher frequencies i.e. help for shopping, help an adult for transport or help for utility payment, might be assessed as related to participation in public life, and two of these activities, i.e. help for shopping, help an adult for transport, are performed outside the home. Therefore, regarding the type of these activities, we might also think that men’s participation into social and public life is tend to higher than women. Yet, regarding the Social Network Support activities that women have higher frequencies i.e. helping for health related issues and helping a sick or disabled person, we think that they might be carework related activities. This might imply the responsibilities of the women related to the care related works and that these responsibilities are accepted as a part of their social roles.

On the other hand, the percentages of cultural sociability activities do not provide a noteworthy and easily interpretable situation. Among the four cultural sociability activities, one is higher for men, two are higher for women, and one is the same for men and women. In addition, the differences between the percentages for women and men are too low to talk about a noteworthy behavioural difference. Another issue is that, the frequencies of the Cultural Sociability activities are very low. This indicates the low attendance of the individuals in Turkey to cultural activities.

### ***Normalization***

Normalization is needed to make the indicators of the index comparable (OECD/ European Union/EC-JRC, 2008). For normalization, we used the re-scaling method and transformed each factor in

$$I_{qc} = \frac{X_{qc} - \min_c (X_q)}{\max_c (X_q) - \min_c (X_q)}$$

where  $\min_c (X_q)$  and  $\max_c (X_q)$  are the minimum and the maximum value of  $X_{qc}$  across all the cases ( $c$ ). After re-scaling the factors, the values of the normalized factors ( $I_{qc}$ ) range between zero and one.

### ***Weighting***

Two different weightings were used for the sub-indices. As the first weighting method, we assigned equal weightings for each sub-index, 0.33, and named the first index “Social Capital Index A”. As the second weighting method, we considered the contribution of each factor to TVE, which is 0.388005 for ES, 0.34464 for Social Network Support, and 0.267531 for CS. We named the second index as “Social Capital Index” (SCI-2).

The factor analysis results show that the two social capital indices (SCIs) have slight differences. On the other hand, we preferred to consider Social Capital Index in

our evaluations since the weightings it holds were based on the contribution of each factor to the explained total variance.<sup>3</sup> Therefore, in this section, we elaborate on the results of data analysis considering the Social Capital Index for women and men according to demographic and socio-economic characteristics.

### *Comparing means*

In order to test whether there are differences between the Social Capital Index scores, as well as the three sub-indices scores, of women and men we have conducted Mann-Whitney U test (MWU test). The reason to use MWU test is that Social Capital Index and sub-indices are not normally distributed variables. And MWU test is a non-parametric test that is employed for independent samples when the dependent variable is not normally distributed. We saw that there are significant differences between the Social Capital Index scores, as well as sub-indices scores, of women and men.

### **3.3.3. Limitations of the Quantitative Research**

As explained above in detail, the 2014-2015 Time Use Survey data is used since it is found to be the most appropriate data that includes questions related to social capital concept to conduct a nationally representative analysis. However, the TUS data has some limitations. First, it provides a picture with a lapse of time, which accounts for 9 years. Some social surveys, like the TUS, are conducted with long time intervals, due to the reason that the information they would provide are not expected to change in a noteworthy way. However, within this time, two important incidents were experienced, which influence the social life. One is the Covid-19 pandemic, which continued for almost two years starting from early 2020. The other one is the earthquakes that happened in February 2024.

Second limitation of TUS data is that the TUS is not conducted with a specific purpose of providing information about social capital. On the other hand, it provides a

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<sup>3</sup> We did the analysis for both SCIs, but presented here the results for SCI-2.



valuable data related to social capital, and with this reason, we see that it is one of the surveys that are used in social capital research studies in the literature.

Third limitation is not directly related to the data itself but it derives from the output of factor analysis. The TUS 2014-2015 provides a wide range of activities not restricted to class specific ones, since it is conducted to present nationally representative data. On the other hand, as it is mentioned below, in the initial analyses we saw that it is better to use the activities from individual data set in the factor analysis, and afterwards the output of our factor analysis revealed 13 factors that we might consider as the variables related to social capital. Hence, no intentional limitation has been done related to the activities. In addition, we did not conduct a class specific analysis, since this is not a part of our study purpose.

The quantitative strand of this study was designed and conducted being aware of these limitations of the quantitative analysis.

### **3.4. Qualitative Research**

The aim of the qualitative strand is primarily to understand the components of social capital which is missing in the quantitative studies that collected based on the previous studies, i.e. trust and norms, in the qualitative data set, as well as to bring forward new concepts related to the networks component in addition to the concepts that the quantitative analysis revealed, and thereby to set out the contribution of mixed methods research in order to contribute understanding of dimensions of social capital in a holistic way for the individuals in Turkey.

As it is explained above in detail, the results of the quantitative strand provide information about the networks component of social capital, highlighting the everyday sociability, social network support, and cultural sociability concepts. From the literature, we know that there are other concepts related to network component of social capital such as relations with friends, family relatives, colleagues, and other persons, communication skills, group membership, communication skills etc. In addition, while the mentioned concepts are the visible aspects of networks there are

also concepts related to the quality and features of the relations that form networks which imply information about how a person build relations, how he/she continues these relations, and the like.

To reveal these additional concepts, we have conducted 16 semi structured in-depth interviews with eight women and eight men.

#### **3.4.1. Participant selection**

The participants were selected employing a purposeful sampling strategy. The main criteria for participant selection were defined as equal number of participants from both genders. Since I conducted the interviews in Ankara, where the characteristics of the population are close to homogenous, the characteristics of the participants were not varied largely. I have reached the participants by using my social network and the social networks of the ones who are in my network. Persuading the people for the in-depth interviews was quite difficult since the interviews take time and most of the people do not prefer to spend their time for an interview with somebody they do not know well.

The participants I have reached were mostly employed people, and their education levels were generally high school graduate and higher. On the other hand, I have also reached primary and secondary school graduates from both genders.

#### **3.4.2. In-depth interviews**

In-depth interview “is a form of conversation [with a purpose]” (Legard et al, 2003:138, and Webb and Webb, 1932:130 in Legard et al, 2003:138) which would help “to grasp [the people’s] point of view” (Burgess, 1982a in Legard et al, 2003:138). Du to “the power of language to illuminate meaning”, “personal accounts are seen as having central importance” in social research, so in-depth interview employed as one of the major methods of data collection in qualitative research (Legard et al, 2003). With these reasons, we choosed to use in-depth interviews for data collection in our quantitative research.

We have constructed the interview guideline considering the findings of the quantitative strand as well as the aspects and components of social capital concept that were discussed in the literature. In this respect, the content of our interview guide included networks, which involves factors that affect personal relations and communication, participation into civil society organisations, access to information, participation into social environments, starting a conversation, helping others; trust, which involves trust to other/institutions/society, the people who are trusted the most, trust of the others, and the groups in which the person feel different; norms, which involves the issues that are cared for personal relations, definition of success the necessary traits for being successful, attitudes towards differences; supportive issue, which involve, self-confidence, life satisfaction, participation into decision-making processes, sense of belonging, influence personal relations on the current position of the person, and attitudes towards a disliked environments (Appendix C).

Ethical approval were obtained from Hacettepe University's Ethics Commission (Appendix D). After receiving the approval of the Commission, I started to conduct the interviews. The interviews were completed in two stages. At the first stage, I conducted four interviews and completed their coding. Taking into consideration the transcriptions and findings of the first four interviews, I reviewed the interview guide to see if there was any question that was not understood clearly, and - if there are any- to decide how to probe the question to reveal the information that I expected to get. Thus, I conducted the remainder 12 interviews using the same interview guideline but probing the questions that I found it was needed. The reason to conduct the interviews at two stages is explained in the Data analysis title.

Among the 16 interviews, seven were done at a café, five were done at the participant's work place, and four were done at the participant's house. The participants decided the place of interviews, and I led them to decide a place where they would feel comfortable to talk.

Prior to each interview the Voluntary Participation Form was read to the participant, and his/her consent was taken for the interview as well as for tape-

recording. Afterwards, interviews were conducted in line with the In-depth Interview Guide, and were tape-recorded. Each interview was saved assigning a nickname, which involves a letter indicating gender, i.e. W for women and M for men, a number indicating the rank of the interview, i.e. from 1 to 8, and a nickname to be used while presenting the findings.

### 3.4.3. Data analysis

A social researcher does data reduction in order to sharpen, sort, focus, discard, and organize the qualitative data to draw and verify conclusions from a vast amount of field information (Miles & Huberman, 1994:11). With this respect, data reduction involves processes of “selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions” (Miles & Huberman, 1994:11). Hence, following each in-depth interview, I wrote down *a biographic information note*, which consists of the demographic and socio-economic information, such as date and place of birth, marital status, education, occupation, number of children etc. of the participant, as well as the characteristics of the participant that I observed. I also wrote *an interview summary note*, which includes information summary from the responses, interesting and impressive points from the interview such as the attitude of the participant, reminder statements from the interview, and my ideas about the things the participant told. Afterwards, the tape recordings was transcribed verbatim, and the transcription text was read all at once without making any coding.

We used Strauss and Corbin (1998)’s coding strategy, which involves open coding, axial coding and selective coding. As Corbin and Strauss (2008) put it, open coding is “breaking data apart and delineating concepts to stand for blocks of raw data” (Corbin and Strauss, 2008:198). With the words of Strauss and Corbin (1998), axial coding “reassembles the data that were fractured during open coding” (Strauss and Corbin, 1998:124). More clearly, axial coding involves looking at the links between codes and concepts and the superiority and inferiority relation between them. Selective coding is the process of deciding on a central concept (Strauss and Corbin defines it as “category”) and refining the concepts (Strauss and Corbin, 1998:143).

I used both software programmes and manual coding while making the qualitative analysis. For the first four interviews, I used MAXQDA programme and manual coding, then for the successive 12 interviews I used Microsoft Excel and manual coding. The reason for using two different computer programmes is the hardship I experienced while using the MAXQDA programme for coding. Indeed, I lost in the data while coding with the MAXQDA software programme, so we decided to code the data using Microsoft Excel programme for the rest of the works. This method gave me flexible thinking.

During the second round of reading, open coding were done by manually on the transcription printouts, i.e. the first round of coding. Afterwards, the second round of coding, which is also open coding, was done using a computer programme. While doing the second round of coding I checked the codes that I had written manually on the relevant printouts at the first round. In the third round of coding, the vital concepts became much evident and I did axial coding. In the fourth round of coding, I did selective coding in order to simplify the sub-codes, codes, and concepts. Then, I combined the simplified code lists from the MAXQDA programme and the Microsoft Excel. The main concepts and codes were placed in a framework as the conceptual framework of the analysis, showing the ties between the concepts and the codes were displayed. During this process another simplification was carried out as the fifth round of coding. Hence, the vital concepts become prominent while the conceptual framework exercise was done.

Following this, for each participant I wrote a coding summary note, which involves the prominent codes and themes for that specific participant, as well as the quotations of the relevant participant that I found significant. In addition to the coding summary notes for each participant, I wrote a summary note for each social capital component, i.e. networks, trust, and norms, which involves the prominent codes and themes relevant to that component. Lastly, in line with the suggestion of Corbin and Strauss (2008), I asked three questions, which would also help me to compare the participants, to answer while writing the findings of the qualitative analysis (Corbin and Strauss, 2008:68-77):

- Who are the participants with high social capital, low social capital, and medium social capital?
- Which codes and/or themes help us to make this classification?
- Which codes and themes emphasize the differences between the two genders?

## CHAPTER 4. RESULTS

In this section, the results of the quantitative analysis and qualitative analysis are presented separately. Afterwards, the integration of the two types of results is presented.

### 4.1. Quantitative Analysis

Regarding the demographic characteristics of the sample population, while 26.5% of men are never married, this rate is 17.2% for women; 42.1% of men are either primary school graduates or have an education level less than primary school, while this rate is 59.3% for women. Regarding socio-economic characteristics of the sample population, 68.9% of men are employed while this rate is 26.9% for women, 92.4% of men are cell phone owners whereas for women this is 77.2%, and 33.6% of men are laptop owners while this rate is just 20.3% for women (Table 4.1.).

Considering the frequencies of the variables under the Social Capital Index, it is seen that men have higher frequency levels for all the variables under Everyday Sociability sub-index and four out of six variables under Social Network Support sub-index, while women have noteworthy higher frequency levels for two out of six Social Network Support variables and slightly higher frequency levels for two out of four Cultural Sociability variables (Table 3.2.). The variables that men display higher frequencies, such as visiting a mall, visiting a café-bar, going to a movie, help for someone other than a household member for shopping, etc., might imply to the higher mobility of men. On the other hand, the two variables that women display noteworthy higher frequencies, which are 'helping someone other than a household member for health issues' and 'helping a sick or disabled person other than a household member', might be in relation to women's traditional roles related to elderly and disabled care in the society.

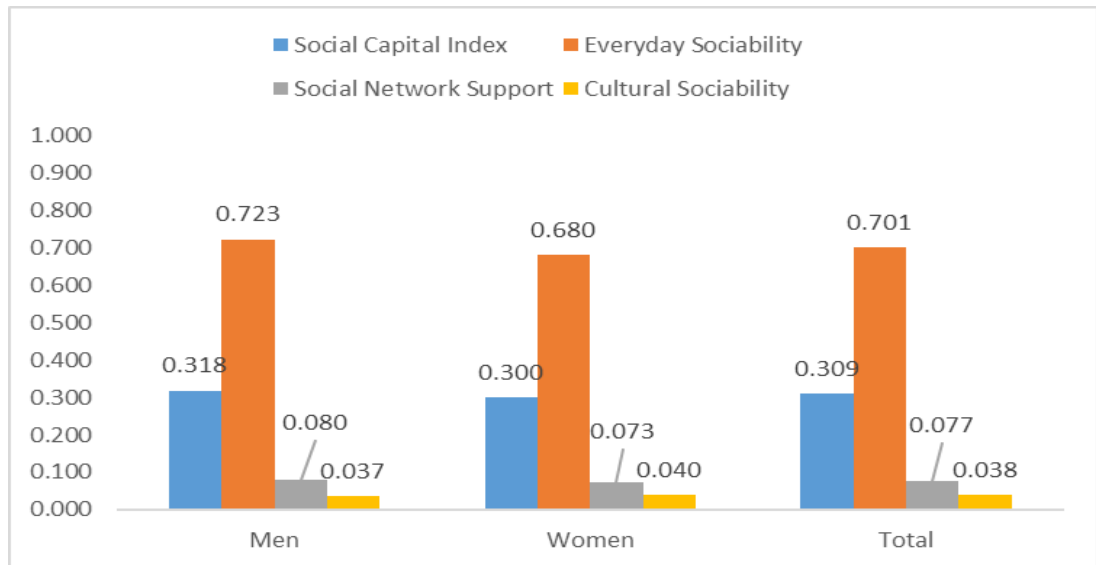
**Table 4.1. Demographic and Socio-Economic Characteristics of Men and Women**

<b>Demographic and Socio-Economic Characteristics</b>		<b>Men</b>	<b>Women</b>
<b>Age Groups</b>	18-24	14.6	14.6
	25-29	11.7	11.3
	30-34	12.3	11.8
	35-39	11.3	10.7
	40-44	10.4	10.1
	45-49	8.9	8.4
	50-54	8.4	8.2
	55-59	6.9	6.7
	60-64	5.3	5.4
	65 +	10.2	12.8
<b>Marital Status</b>	Never Married	26.5	17.2
	Ever Married	73.5	82.8
<b>Education</b>	Less Than Primary or Primary School Graduate	42.1	59.3
	Primary/Secondary/Vocational Secondary School	17.6	12.5
	High School/Vocational High School	23.2	16.1
	College, University, Master, PhD	17.1	12.2
<b>Employment</b>	Worked last week	68.9	26.9
	Did not Worked last week	31.1	73.1
<b>Technology Ownership</b>	Cell Phone Owner	92.4	77.2
	No Cell Phone	7.6	22.8
	Laptop Owner	33.6	20.3
	No Laptop	66.4	79.7

The Social Capital Index score of men is higher than that of women, deriving from the higher level of the Everyday Sociability and Social Network Support sub-indices (Figure 4.1.).



**Figure 4.1. Social Capital Index and Sub-Indices**



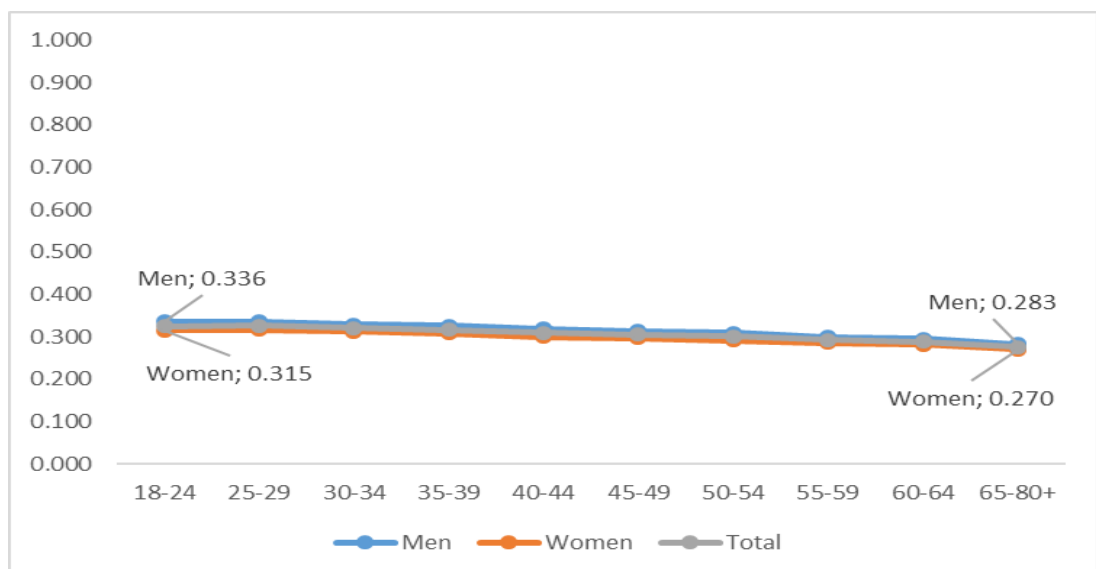
Source: Created by the author.

Below the differences between women and men regarding age groups, marital status, education level, employment, and technology ownership are scrutinized.

***Differences among age groups***

The Social Capital Index score first increases than decreases while age increases, and the trends are similar for both women and men (Figure 4.2.).

**Figure 4.2. Social Capital Index according to Age**



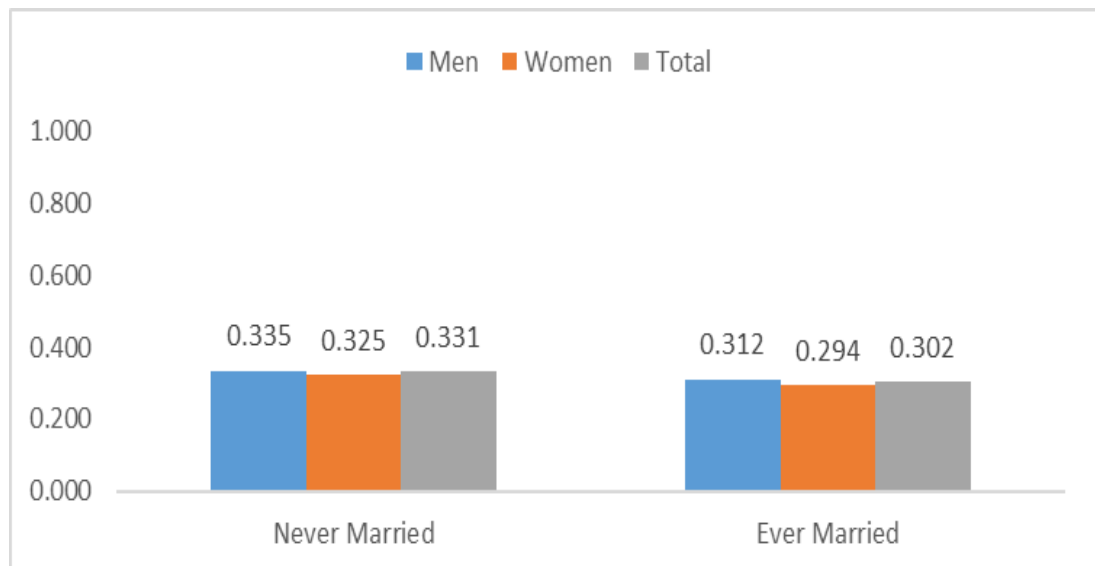
Source: Created by the author.

The trend in Everyday Sociability sub-index for both women and men almost reflects the trend in the Social Capital Index, except it decreases starting from the 18-24 age group. The Social Network Support sub-index score is also higher for men, but displays a different trend. First it increases for both men and women upto 30-34 age group, then presents a slightly stable trend, and decreases after 50-54 age group, but with different paces for women and men. On the other hand, the Cultural Sociability sub-index score is higher for women, and the scores display fluctuating trends for both men and women, but mainly decrease between 18-24 and 65-80+ age groups (Appendix E).

### ***Differences among marital status***

Marriage seems to affect social capital adversely, due to negatively affected Everyday Sociability and Cultural Sociability sub-indices. For both women and men, Social Capital Index scores are lower for ever-married group, which consists of married, divorced and widow sub groups (Figure 4.3.).

**Figure 4.3. Social Capital Index according to Marital Status**



Source: Created by the author.

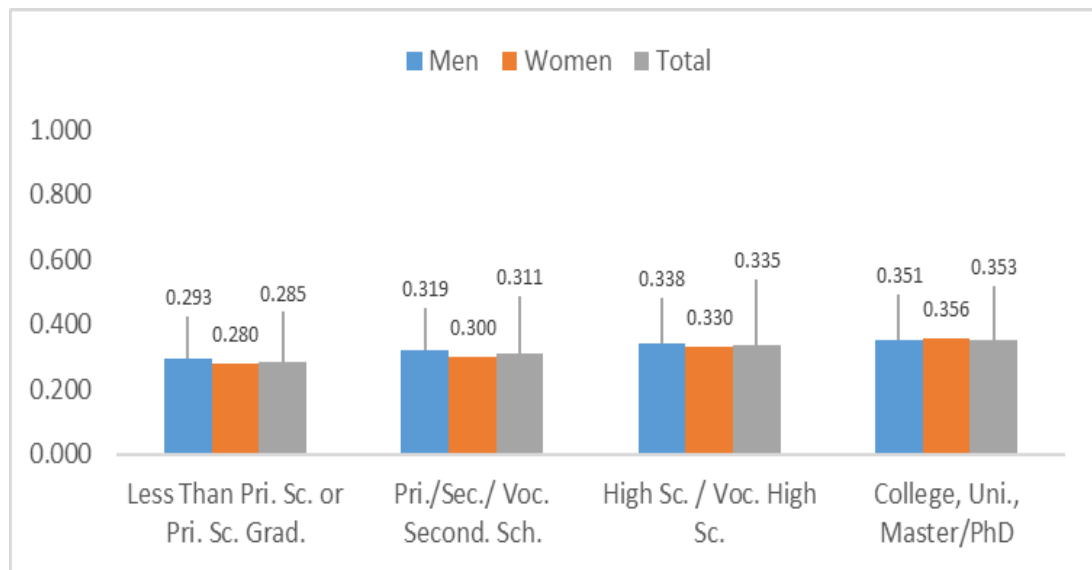
Regarding the Everyday Sociability and the Cultural Sociability sub-indices, ever-married women and men have higher scores. But while the Everyday Sociability scores of men is higher than women in both groups, the Cultural Sociability scores of

women is higher than men in both groups. On the other hand, the Social Network Support sub-index scores for ever-married women and men are higher than never-married women and men, with men having higher scores for both groups (Appendix E).

***Differences among education level***

The Social Capital Index scores increase while education level increases, but the pace of increase across education levels differs for women and men (Figure 4.4.). While the Social Capital Index score for men up to high school education is higher, women gain on men throughout the higher education levels, and at the college or upper levels of education, the Social Capital Index score for women is slightly higher than men.

**Figure 4.4. Social Capital Index according to Education**



Source: Created by the author.

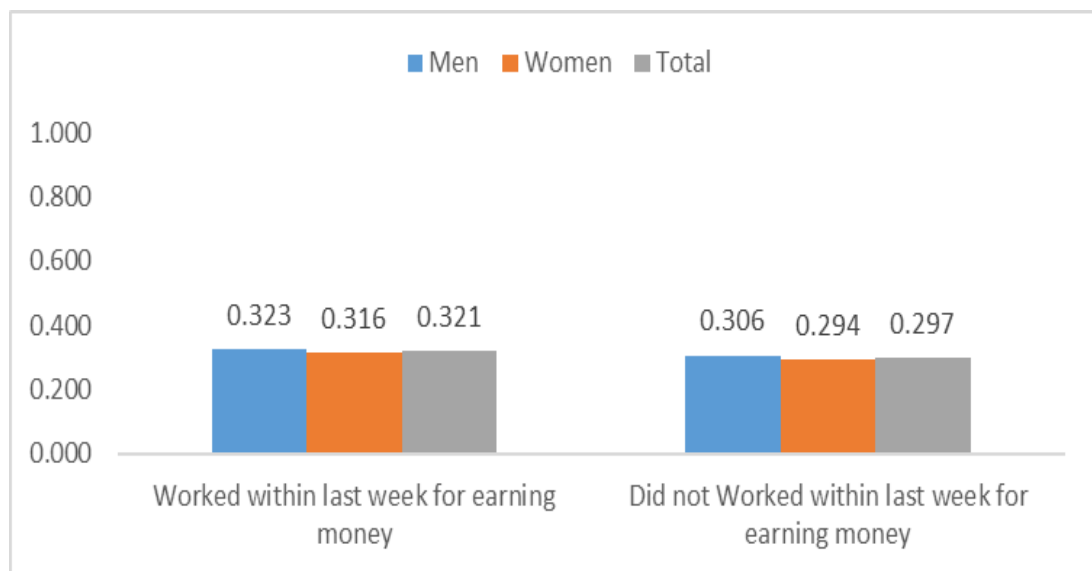
As in the Social Capital Index scores, all the sub-indices scores increase while the education level increases for both women and men (Appendix E). On the other hand, while the trend for the Everyday Sociability sub-index scores are similar to the Social Capital Index scores, the trend for the Social Network Support sub-index score differs for women since it is also lower than men for the college or upper levels of

education. Regarding the Cultural Sociability sub-index, the scores of women are higher than men at all the education levels.

***Differences in employment status***

Employment might have a positive effect on social capital. Hence, the Social Capital Index scores for women and men who worked last week are higher than those who did not (Figure 4.5.).

**Figure 4.5. Social Capital Index according to Employment**



Source: Created by the author.

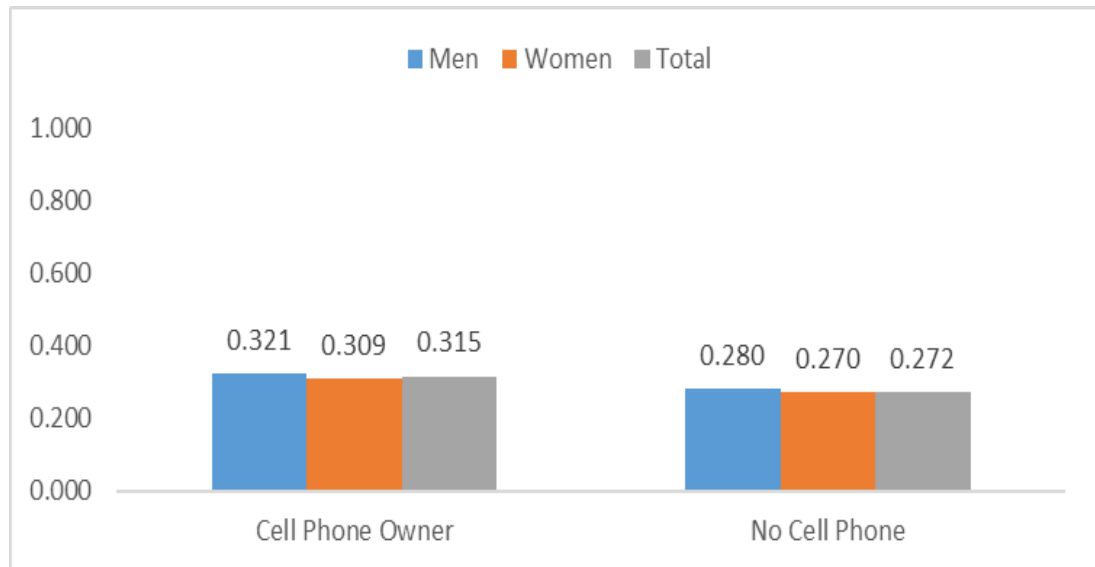
Regarding the Everyday Sociability sub-index, the employed women and men have higher scores, and the scores of men are higher than the women. On the other hand, regarding the Social Network Support sub-index, the scores of employed men and women are also higher than the unemployed ones, but the unemployed women has higher score than unemployed men. Contrary to the other two sub-indices, the scores of Cultural Sociability sub-index are lower for the employed women and men, and the scores for women are higher than men in both groups (Appendix E).

***Differences in technology ownership***

Cell phone and laptop ownership indicators are defined as technology ownership in this study. The two forms of technology ownership seem to positively

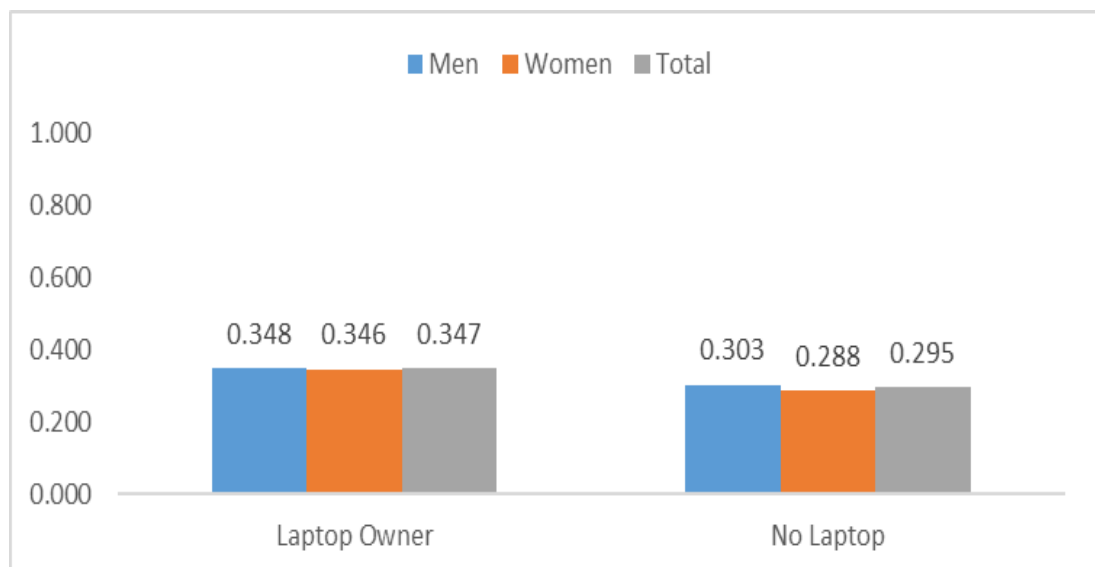
affect social capital. Hence, the Social Capital Index scores for both technology ownership types are higher than ‘not owners’ (Figure 4.6a. and 4.6b.).

**Figure 4.6a. Social Capital Index according to Cell Phone Ownership**



Source: Created by the author.

**Figure 4.6b. Social Capital Index according to Laptop Ownership**



Source: Created by the author.

For all the sub-indices for both of these indicators, owners have higher scores than not owners. On the other hand, while for the Everyday Sociability and Social Network Support sub-indices the scores of men are higher than that of the women in

both groups, for the Cultural Sociability sub-index the scores of women are higher than the scores of men in both groups (Appendix E).

While some of the quantitative results correspond with the previous studies, some of them contradicts. These differences derive from the diversity of the analysed social capital aspects or components, data scope, sample frame, research place, etc. For instance, in his study for the UK, Ruston found that women spend more time for socializing activities than men (Ruston, 2003:10). Similarly, Hodgkin found that women's social activities in public spaces, including cafe or restaurant, social club, cinema, or theatre, is higher than men in Australia (Hodgkin, 2008:306). In our quantitative analysis two sub-indices, Everyday Sociability and Cultural Sociability, involve the social activities, and we found that while the Everyday Sociability sub-index is lower for women than men, the Cultural Sociability sub-index is higher for women.

Ruston put that helping others is likely to increase with age, and women spend more time helping than men (Ruston 2003:10). In his study for Australia, Patulny (2003) also found a positive relationship between age and volunteering. These findings match our finding about increasing Social Network Support while age increases for both women and men, but women have lower score for the Social Network Support sub-index.

Former studies put forth worthy findings on the features of social capital. For instance, Glaeser et al. (2001) assert that social capital is "highly community-specific" (Glaeser et al., 2001:10), Hodgkin (2008) found that women have higher scores on informal social participation, which involves visiting family/friends/neighbours (Hodgkin, 2008:308). However, our dataset does not include such data, and the factor analysis we conducted did not reveal the relevant variable. In this regard, there are two main issues: first, official data for Turkey does not reveal some textures of social capital; second, the findings of studies in other countries might not correspond with Turkey.

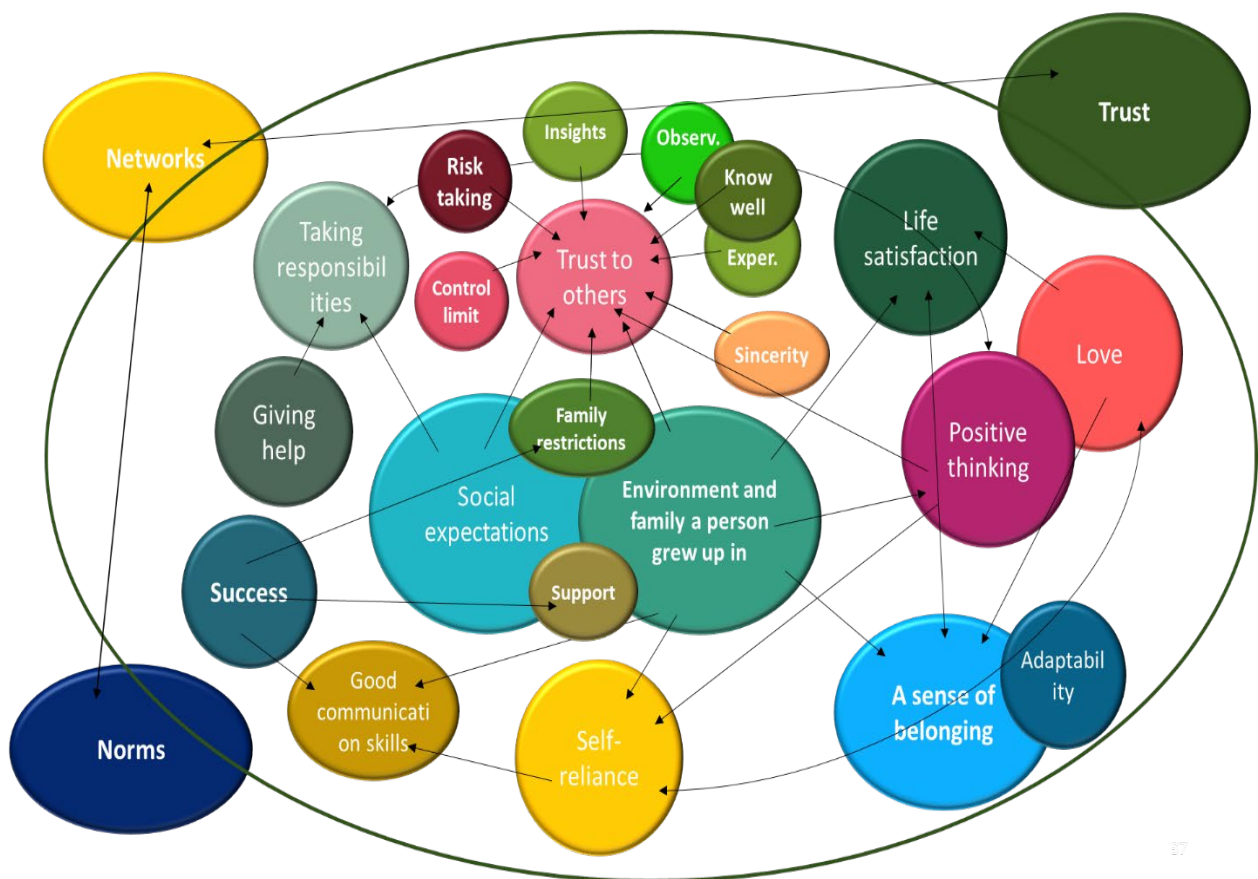
The studies for Turkey mostly analyse a specific population segment based on a certain geographic area, an occupation or another form of specification, while some of them presents country-wide or across countries analysis. In his study Erdoğan (2006) focused on trust among the youth, and found that types of trust differ for young women and men, such as trust for media, army, justice system and police are higher for women, while trust for civil society organisations is higher for men. Paksoy and Gül (2019) found that male students display more institutional trust than female students. Eşki-Uğuz et al. (2011) put that the network space of the people in Turkey is broad, they generally meet with their relatives and the people from same sex. In his study for the garment manufacturing workers in Batman, Sözbilir (2022) put that relational social capital levels, which he defines as trust and intensity of the relations, of the women workers and the married workers are higher than the men workers and the never married workers. Gerşil and Aracı (2011) analysed social capital via trust among the workers and found no significant difference between women and men. Hence, it is seen that, the measurement studies about social capital in Turkey also display varying findings, depending on the sample frame and the analysed aspect or component of social capital, like the studies in other countries.

The differences between the studies for other countries and our study implies us societal and cultural differences might affect the factors that form social capital in different ways. On the other hand, we accept the constraints of our data and the methodology we used while interpreting the results. One of these constraints is that the data we employed provide information about the networks component, and yet a part of it, but does not involve trust and norms component. Indeed, as mentioned above, there is a lack of official and national data for these two aspects. Second, as Nardo et al. (2005) put it, composite indices cannot evaluate every detail of the relevant concepts but might help to understand the general situation. Nevertheless, we comprehend the study's results considering the so-called constraint of composite indices.

## 4.2. Qualitative Analysis

In the social capital literature, “networks”, “trust”, and “norms” are defined as the three components of social capital. In the qualitative strand of this study, I have seen that operation of the social networks in favour of an individual is the visible aspect of social capital, while trust and norms affect the formation of networks in a highly intertwined manner. The forefront themes related to each component are not separated in certainty because of their links. I also identified that several themes are connected to more than one component.

**Figure 4.7. Conceptual Framework**



*Source: Created by the author.*

In this study, we try to understand how social capital is understood by discussing the views of interviewees not restricted to the concepts of networks, trust,



and norms but also in regard to their potential for social capital accumulation and development. Depending on the in-depth interviews, I can say that the themes that became prominent are intertwined with and support each other (Figure 4.7.). Thus, in the analysis phase, rather than explaining these intertwined concepts one by one, I explained the results of the analysis, focusing on the situations of high and low social capital. Below, the cases among the interviewees who are observed as having high and low social capital are discussed in detail, and assessed the situations that stay between high and low social capital as medium social capital and emphasized the determinants of this group.

### ***Having high social capital***

I defined the participants whom I thought to have wider and stronger networks as having high social capital. Trust becomes a prominent concept for the participants who have high social capital. Considering both the social capital literature and the interviews of this study, I define trust as a concept that involves aspects such as trust to others, to institutions, and to society, as well as a sense of belonging, life satisfaction, and self-confidence.

Among the participants having high social capital, two male interviewees' attitudes towards 'trust to others' are remarkable, involving different strategies that the person developed against distrust. In this regard, Tuncay, a university graduate, self-employed, 60 years old, married man, expressed his strategies before trusting the others by saying:

*“Trust is something I care a lot about and I try and prefer to trust. I find it very tiring to live without trust. I mean, I prefer to be wrong and to say I learned a lesson and I'll write it down and keep it in mind from now on. I prefer to be wrong. I'd rather take a risk than to say what if I'm wrong and limit myself in a cautious protection in an insecure way. That's my choice. It's good to have trust.”*

The quotations of Tuncay imply the conflict in a person's mind about trust and negative experiences. Rather than a vigilant protection, Tuncay prefers to take risks, which might be his definition of 'being protected' when trusting to others. This kind of a strategy might be the consequence of his migration experience at a young age as well as the attitudes of his family towards taking risk. Indeed, his parents, whom were both teachers, had moved from Artvin to Ankara to provide better education opportunities for their children when he was 11 years old. . He defines his parents' migration as moving from their well-known environment, where they were highly respected, to an unknown one. This also reminds me that his parents' attitudes towards taking risk and moving to another city for good most probably influenced Tuncay's attitude towards taking risk and trust.

*“And of course I owe a debt of gratitude to my parents. I feel I have to applaud the courage of a couple of teachers to build a new life for themselves 1000 kilometers away... I think the adventure that my father and mother have undertaken for our education is a very respectable one. I mean, if we stayed there ... they were loved and respected in the narrow circle there and so on. They came to a place they knew nothing about. They didn't know what to do.”*

Related to trust to others, I have seen a similar strategy in Arin's words, a high school graduate, self-employed, 57 years old, married man. He defines his strategy for protection against misuse of trust as “defining a control limit” and “giving some time to the others”. Arin too has a migration history at a young age, which might be the reason for his attitude towards trust.

*“I trust everyone, but I know you can't trust everyone. I give it time. I wait for some things to pass. ... I think that if you don't put a limit on everyone ... a limit of control ... including your closest person, your spouse ... even there you have to be cautious. My experiences have taught me that. But I trust, I trust everyone. ... events show me in time whether that trust should continue or whether I should end it.”*

His father made Arin to work with him while he was at the primary school, so he grew up in a business environment. He learns the world of trade and running a business while having an active role in it. I think growing up in such a circumstance made him learn how to develop strategies towards personal relations, of which trust to others is an integral part. I guess starting to work at a very young age might influence a person's feeling of 'trust' in a positive way. When he was in primary school, his father opened a wholesale store for him, his mother was taking him from school to take delivery of the products, and a few years later, he started to make travels by himself to collect the revenue. The situation of Arin reflects how the society sees a male and expects a social and economic role from him even at very early ages, which is quite different then the social role expected from a female. In this context, even a boy at the primary school is thought to be capable of taking responsibility of the family like a breadwinner. Hence, I think the trust towards him, paved the way for his trust towards others, as well as for his self-reliance. In addition, Arin's definition of trust, which seems to have a dynamic structure as it changes according to the situation he is in, might be shaped by those social expectations. His feeling of trust complies with the situation he is in.

*"I have been in that business since primary school. In the first grade of primary school, my father even opened a wholesale shop for me. My mom would come from class and take me out, the goods would arrive, I would pick them up and go back to school. I grew up in the trade with my father. He used to take me along with him when he was constantly distributing out-of-town products to other cities. In middle school, I started to go on my own. I started traveling between cities. This continued until my military service."*

I think both Arin's and Tuncay's environment and family in which they grown up made them feel confident about themselves, and this improved their trust to others.

Contrary to Arin and Tuncay, Vedat, a high school graduate, self-employed, married, 39 years old man, mentions his distrust to others, except some very close persons. He have a wide social circle but he trusts to a few number of people.

*“There is a saying that I learned not to trust anyone from those closest to me, you know, ... I have lost my sense of trust.... I trust my wife a lot. I trust X (his best friend) a lot. I trust my father a lot. Apart from that, if you say that there are thousands of people around you, I have 10 thousand people registered in my directory, 10 thousand people, I'm not exaggerating. Believe me, there are no others (that he trust).”*

I believe Vedat's attitude towards trust to others derives from the “unsecure neighbourhood” he lived during his childhood and youth. He says that he grown up in a getto neighbourhood, some of his neighbourhood friends went to prison, became drug addict, but he succeeded to stood away from those kind of things. Hence, such an environment seems to paved the way for his distrust to others. On the other hand, despite of his childhood environment, he has a very high self-confidence that I think was grounded on his family environment, especially on his father's protective attitudes in a positive way to prevent him from the unsecure environment of the neighbourhood, as well as his father's care for him. He also mentions about his uncle as his role model, who took care of him.

*“We didn't have such a healthy youth. Because the neighborhood we lived in was a slum neighborhood. ... many of my childhood friends went to prison. There were people who were addicted to drugs. ... but we ... always tried to stay away from that environment without ever bowing to our parents ... My father was always on top of me. So he always pumped me with self-confidence. ... because that neighborhood was very dangerous. ... my father used to tell me to come home when it got dark in the evening and I would never refuse. ... Although my father was tough ... he would always say "my lion, my ram". He would kiss me and take me out on a Sunday ... somewhere. ... he took care of me.”“(His uncle) He had been picking up me, showing me around ... back then it had been a luxury to eat a doner, so he had been taking me to eat doner.*

*Even these had been very big things. No one in the family had a car, but my uncle had... it had been very interesting that he had been taking us for a tour ... taking to the presidency and saying this is how it is here. Maybe for this reason he was a role model for me.”*

Similar to Vedat, Okan, university graduate with a masters degree, wage earner, married, 38 years old man, also mentions distrust to others, but not as certain as Vedat. He has trust to people whom he knows very well, but does not trust to the others. He mentions that he needs time to gain trust.

*“If I know them very well, of course I have a limitless trust. But if I don't know them, I need time to get to know them. Maybe that trust can be gained with time. Of course, I can be distrustful of people I know less.”*

Suat, a primary school graduate, wage earner, 45 years old, married man, is the most difficult case for me to decide whether to identify as having high or medium social capital. First of all he has a strong social network, primarily consisting of the people from his home village whom migrated to Ankara and live at the same neighbourhood with Suat, as well as the other people he met while working, especially the craftsmen in the neighbourhood. His remarks indicate that he has self-confidence in general. The main reasons of my hesitation are that he feels uncomfortable beside people whose cultural level and education are higher than him, and his life satisfaction is blurred. He mentions his satisfaction on the grounds of his religious point of view, but he also implies that he is not very content with his situation. On the other hand, he has a sense of belonging to his environment, to his neighbourhood and to society, as well as he trusts to the people he knows and to the society. I think as a person who migrates during his 20s developing a sense of belonging to his new place of living shows his adaptability, which is related to building new networks and trust. I see that he had a wide extent of acquaintances, of whom he can ask many of his requirements, which means he can easily benefited from his relations. Considering these, I think that he has high social capital. His situation related to starting to work at a very young age,

at 12 years old, is similar to Arın, which I think, as mentioned above, reflects the society's view towards males. I believe the environment in which he grew up had an influence on his attitude towards life and on his self-confidence. In addition, I think his strong relations with the people from his home village, the high frequency he meets with them, almost all nights, and how he feels good when he is with them are effective on his sense of belonging and on his positive thinking.

*"I came to Ankara in 2011. I was already living in Çorum before. ... Where I live now, 21 people are our own villagers. ... almost every evening ... we meet, we see each other. .... Let's say it is also the culture and the education issues, because we live comfortably in the village, so we talk about some things a bit unrestricted. ... I'm afraid that something wrong will come out of my mouth and I feel shy and I feel embarrassed. ... I mean, we have met a lot, I mean, as friends, I look at the sincerity of those friends, I mean, I look at their friendship. I mean, if they are really friendly people, I mean, if they are not after such a benefit, I try to establish a constant dialogue with them ... There are so many shopkeepers I know now. I mean, with my name ... there are people I will get a lot of work done. I mean, we have formed such a friendship ... because I have a very good relationship with people, I mean, I'm leaving Bağlıca, my hometown, but I want to return here as soon as possible. I mean, because I got used to the environment here, I see this place as my hometown now. ... I started to live in a foreign place at a very young age. I started at the age of 12. At the age of 12, I started working in brick factories."*

Sevil, a primary school graduate, wage earner, 58 years old, married woman, showed me an entirely different concept than the male interviewees relevant to social capital, which is 'love'. She mentions that love is her benchmark for the personal relations, and emphasizes thinking in positive way in communication. 'Love' appeared as a different concept than the ones that I have come up with within the narrations of the male interviewees. Although I found it as a surprising concept, actually 'love' is a concept that completes the picture with 'positive thinking', 'self-confidence, and 'life satisfaction', as well as 'trust to others'.

*“My bar has been set on love. All my capital, everything I invested, everything I invested was on love. ... Everyone says that life is about money and possessions, but the value they lose is love. ... I have never thought negative or bad. Always positive ... in life I have always caught a positive in negativity ... you will know how to look from a wide angle. You have to look and see. It is very easy to see the bad ... It is important to see the good. When you look at the positive instead of the negative, all the beauty comes out. You see beauty even in the bad. ... (Satisfaction with life) I am satisfied. I love my husband, I love my son, I love my job.”*

Hence, positive thinking for all times and for every situation comes to the forefront within her words, and I believe this made her to take the lead for difficult situations not only for herself but also for others. She tells how she acts immediately when she sees needy persons, and she says she continually helps two needy family. This kind of attitudes of her signals her feature of taking responsibilities.

*“I came home from work ... they were gathered together, the ladies were talking. ... Ay, they said, a family came ... They have three girls. A single bed and a mat. ... her mother-in-law had thrown them away. ... The woman has no education. I said shame on you for sitting and talking about this ... I said ... you didn't say where the 3 children will sleep and what they will eat ... you gathered here ... I immediately put my chickpeas in the pressure cooker. I made rice with it ... I made tarhana soup.... I took the food away. ... There's nothing. How they would go to sleep. My pillow, my husband's pillow, my child's pillow. ... no curtains, the curtains I used, my carpet on the floor, the blanket on top of us, I collected them. I gave them. My plates ... half and half.”*

Considering trust, she emphasizes that her expectations from the other person come to the front rather than trust. In this respect, she shares her problems with her friends knowing that they would not share these with someone else. However regarding other issues, i.e. material support, she knows that their resources are limited

to help her, hence she does not expect material support. On the other hand, regarding trust to others, she does not mention a direct trust, but she says that her insights help her to decide whether a person is trustworthy or not.

*“What I call trust, you know, it depends on the expectation, I mean, when I share a problem, he will listen to me, he will not give it to anyone, there are such things about that ... my friends have certain limits, they have certain characters. On the same scale, I mean, they can't afford, they can't afford, but they are great people, they have good hearts. I believe they would do if they could. ... I've always trusted my insights, my insights has never failed me. ... I ... have something inside me ... it pushes me. But it also knows how to pull me if it's going to hurt me.”*

The environment that she grown up is a stable and caring family environment. She mentions the peaceful atmosphere at home, her mother's wisdom and supportive behaviours towards herself, her father's care for her, and her relation with his father. I believe that her family environment during her childhood had a significant affect on her positive thinking, feel of love and self-confidence. Sevil's quotations about her happy and peaceful family environment is very similar to the above-mentioned male interviewees' quotations about the family environments they grew up in. The diversifying concept is her feel of love. Apart from the difference related to concept of 'love', the situation of Sevil is similar to the male interviewees with high social capital that she grew up in a supportive family environment. I believe her family environment affected her self-confidence and communication skills in a positive way, which also influenced her personal relations and yet her social capital.

*“We didn't even see a pointing finger. Not even the shaking of that finger. When we did something wrong, my mother would just eyebrow... We would know that it was wrong. She was very loving, I mean my mother was full of compassion... to her children... ... I grew up in a very happy parental home... No beatings, no violence, no fighting, no shouting, no screaming... I had a wonderful father. I was a very lucky*



*child. ... My communication with my father was very good. We were never father and daughter. We were friends. ... He was a caring father. ... My mom said, "Daughter, always walk in the light. ... I did that. ... she raised us very well. She raised us with a lot of courage. I was a bit timid as a child. ... It was like I didn't want to be seen. It was my mom who made me visible."*

Elif, a university graduate with a masters degree, wage earner, 46 years old, married woman, is among the interviewees with high social capital who have wider and stronger networks. She has trust to the ones she knew well, her family, relatives, most of her friends and work friends. She mentions that her trust is induced mainly by knowing the other person well, to have some time and have several experiences together and observing the behaviours of the other person, while her distrust derives from the feeling of insincerity of the other person. She has self-confidence within a large group of people either she knews or not, and she can initiate a conversation easily.

*"You can only build trust or distrust in a person when you have been through so much together, when you have gone through trials and tribulations together... You have to look at the rhetoric and actions. I mean, you have to look at how he behaves. ... When I think that the other party is insincere enough, I usually develop this kind of insecurity. ... Recently, we were with a circle of friends that we hadn't been together for a long time and a circle of coworkers. I had to talk to a friend from a very different area. A friend of mine told me that you are an ice breaker who melts the ice when you enter such an environment."*

Regarding trust for institutions, Tuncay implies trust for NGOs but does not mention either trust or distrust for public or private institutions. He tells that he has been active in several NGO's. and took part both in an existing NGO and in the establishment of a new one. His NGO memberships happen by way of his personal relationships, which are examples of good communication, especially in the case of ANGIAD membership. Additionally, while telling his membership of ANGIAD he mentions his intention to become a part of a certain insitution rather than acting alone.

I think this point of view he indicates the importance he gives to the 'sense of belonging'. Another issue is that, when he becomes a member of an NGO he is very active in that NGO, taking care of several works of the NGO and taking place in its management. Hence, he mentions his aim for taking the responsibility when he sees necessity.

*"I told him (to his friend) that I had a company too. A production company. It's hard to do these things alone. I feel a sense of belonging very much. I said I was thinking about belonging somewhere, to an association ... but ... which one ... .. I immediately became a member ... with his reference (referring to ANGIAD) ... Since then I was one of the most popular members again. There was no almanac or magazine of the association. I published them. ... I was always in the High Consultation." "For a while, one of our friends, with whom we took part in the management of ANGIAD ... was the President of the Physically Disabled Sports Federation ... We took part in his management for a while. The Physically Disabled Sports Federation." "I was the treasurer of the Moldova Turkish Friendship Association for a while." "For example, we founded an association of children and youth theaters. I was in its management. But ... the association was stillborn." "I am currently a member of the Voice-over and Acting Actors' Union." "I'm not a person who likes to hold himself back and lean on someone else. You know, I think I need to take responsibility... Yes, I think I need to take responsibility. I sometimes run after what is difficult and even tiring."*

Arin mentions trust for private sector, which is a rare view among other participants, and distrust for public institutions and NGOs. I believe his trust towards private sector derives from his place in this sector as being an active businessperson. His distrust for NGOs and public institutions is also derives from his personal experiences. He states that, since most of the NGOs are his clients, he knows that they serve primarily to their close circle, than to the rest only for show.

*“The private sector is more honest and honorable because you have a commercial aspect. When you set out the conditions and rules or make a contract with the other party, you can trust them more because at least the liabilities that may be faced by the one who breaks the contract are determined there ... I don't trust any of the non-governmental organizations ... I don't trust them ... most of them are my clients ... the priority is related to the economics of themselves and their board of directors or their close circle. In other words, they provide services, but they primarily use the cream of the cake of the income for themselves and their circles and use the rest for show.”*

Rather than becoming a member of an NGO, he says he established NGOs in the areas he works when he sees necessity. An example is the one he established in the area of tourism while he was living in Germany to improve the services of the Turkish tourism firms in Germany, as well as to support tourism in Turkey by increasing the number of foreign tourists that comes to Turkey from Germany. Another example is the World Press Federation that he established in London in order to find a channel for the people who work in press in Turkey and to overcome the difficulties they experience, including him. I assume this attitude of him indicates that he is taking the responsibility and taking action when he sees the necessity.

*“I don't really have the status of an external member or chairman or whatever. ... But I like to create it myself.” “I was struck by the structure of Turkish travel agencies there ... They think that selling plane tickets is a travel agency. ... Germans are mostly directed to Turkey by German agencies. For this reason, there was TÜRSAB here, the Association of Turkish Travel Agencies ... I came and talked to TÜRSAB and established a similar organization there. I am one of the 3 founding members. I was its secretary general. To revitalize Turkish travel there and to direct those tourism agencies to real tourism.” “... as a member of the press, that blow led me to establish a press organization. ... I founded a federation called the World Press Federation in England. ... I am now the president of a federation that has 1.500 journalist members, journalists from 20 countries. ... And I have the right to issue international press cards.”*

Okan says his trust to institutions depends on the type of institution and sector, mentioning that he trusts some institutions in health and education sector, one of which, i.e. education, is a sector that he knows inside out. Considering trust to society, he states that he does not have trust any more just like the rest of the people.

*“For example, among the health institutions, there are health institutions and organizations that I prefer and trust very much... the same in educational institutions ... in the society we are in ... trust, of course ... unfortunately, no one has left. It's the same with me.”*

Sevil states that she no longer trusts to institutions, and her narrations imply that her trust to society also vanished. I believe that her distrust to institutions and to society does not affect her sense of trust adversely. Thus, more or less, similar patterns are observed for the other interviewees with high social capital, which implies that trust to society and institutions is not directly linked to trust to others, and these two concepts might be considered separately. Yet, while analysing individual social capital it might be reasonable to have a focus on trust to others, and trust to institutions and to society might be considered as supplementary issues, rather than main concepts.

*“(Trust to institutions) No, no, not anymore. (Trust in NGOs) No, it doesn't exist anymore. ... (Trust in society) The society has become very silent ... it makes me very sad. Actually, our voice is very strong, it is just waiting for someone to speak out. Someone will make a noise and we will applaud them. We will follow him. Why are we waiting for someone? Why can't we be united. Why can't we unite? Why can't we move forward on one issue, one idea. We are always waiting for someone to step forward.”*

Regarding Elif, we see that her trust to institutions is also decreasing, just like most of the other interviewees. She mentions that although her trust to institutions,

specifically to public institutions, was not at hundred percent, it was higher than today's level. Related to private sector institutions, her trust is again not at hundred percent, but is slightly higher than public sector. Regarding NGOs, she mentions that there are a few number of NGOs that she trusts. On the other hand, she keeps aloof from the NGOs, since she believes that there are issues related to NGOs that go beyond what we see in social media, and it is not clear what they are up to.

*“Honestly I used to trust more ... maybe I used to trust eighty or ninety percent, but now I don't even trust that much, I mean not even 80-90 percent. ... Private sector institutions are actually not very different, I mean, when I look at the country as a whole, I don't think they differ from each other very dramatically, so if I trust the public sector 60-70, I trust the private sector 70-75. ... There are civil society organizations that I trust, but sometimes I think that there are different, more exaggerated things than what we see on social media in some of the actions of civil society organizations. That's why, as I just said, I am a little more distant towards non-governmental organizations ... I feel like there are also non-governmental organizations whose purpose is not understood.”*

Although both Arin and Tuncay do not mention about their trust to society, they both mention that they have a sense of belonging to society. Since trust is linked to a sense of belonging, I think their sense of belonging to society signals their trust in it.

Regarding self-confidence and communication skills, Arin and Tuncay both say they feel confident in any group either they knew or did not know before. Yet Tuncay states that since he loves to talk he becomes the centre of any social environment he participates. I think, this implies the good communication skills he possesses. Arin says that as a human who lives in the earth he feels confident and has self-confidence.

*“Tuncay: (In a crowded group) I make no special effort, but I find myself in the center in a short time.*

*Arin: I have traveled to many countries around the world, I have never been a stranger anywhere. I am an individual, I am also confident in myself living in the world. The other people might feel like a foreigner where I am, why should I feel like a foreigner, so I do not have such a problem. My self-confidence is good.”*

Regarding trust to society, Vedat mentions distrust, and about sense of belonging to society he is also negative. Hence, these two issues comply with one another for Vedat, as I have mentioned above for Arin and Tuncay.

Vedat’s words about life satisfaction is important to comprehend his positive way of thinking, and I believe together with his ‘self-confidence’ and ‘effective communication’, his positive thinking paves the way for him to have high social capital:

*“I can say I’m having the best time. Thank God for that. I mean, if you had asked me 5 years ago, I would have said the same thing. I would have said this 5 years ago. You know, I believe that I live life to the fullest. ... something happened, for example, I passed away, but when I look back, there is nothing that I can say that I didn't do this or I didn't do that or I didn't live that, so there is nothing that I can say.”*

I found ‘self-confidence’ and ‘effective communication’ is significant for Vedat’s social capital. He knows how to communicate, how to start a conversation, what to talk about and how to warm up the other person. While talking about this features of him, he tells that he might have been influenced from his uncle who is sociable and talkative.

*“I am full of self-confidence ... because I am a warm person in terms of character ... I can mingle very quickly ... because I know the balance of*

*sincerity very well, that is, I am as sincere as you need to be with a person I have just met. Without crossing the line. ... I can also contact with new acquaintances very quickly." "After talking a little bit, you can ... figure out people ... what they are prone to, what they are uncomfortable with, what they are sensitive to ... you need to start a conversation without touching these areas ... you are face to face, he doesn't speak, I don't keep quiet .... if I need to speak, I don't hesitate. ... there is a community, if I am going to have an interview, for example, I take the microphone ... I go out and speak freely." "My uncle was more social. ... It might be because of that, yes, my uncle was a bit more like that."*

Okan's sense of belonging and life satisfaction are prominent. Regarding sense of belonging, he mentions that he has sense of belonging to every level of social surroundings he is in, such as family, friend, neighbourhood, city, society, and that he easily develops sense of belonging to the places he lived and/or has close connections. About life satisfaction, he states his contentment of life.

*"For example, I can say that Eskişehir is ... my city. ... my wife is from Ordu. I got to know Ordu later, but ... I can easily say that I am from Ordu. ... Of course, I am satisfied with my situation and my life ... I have my own house, a car, a wife. We are all healthy. My wife has a job. We have an economic situation in which we can sustain our lives."*

Okan's statements about his relations imply good communication with the people he know, including his work friends. He defines himself as being sociable, talkative and open to communication. He likes to communicate. He socialize with his work friends, so his relations with his work friends is not restricted to work. He believes his relations have an affect on getting a job and his success.

*"I am a social person, I am very open to communication. I love to communicate with everyone, I love to chat, I love to talk ... I have teacher friends that I see at the school. I have administrator friends that*

*we meet outside. .... It's not just work. Communication can sometimes lead to other things. It can develop other things. I think communication is very important in that sense."*

Similar to her distrust to society, I understand that Sevil does not have sense of belonging to society. She expresses her shock to see how society has been changed, and how everyone has become estranged to each other recently. Sevil's attitudes toward trust and sense of belonging to society are parallel concepts. Just like trust to institutions, trust to society displays a decreasing trend not only for Sevil but also for other interviewees. Regarding several interviewees with high social capital does not trust to society, I think that trust to society does not seem to be a determinant for the personal relations as well as for social capital.

*"I look at people, I look at relationships. There is always a sense of me, me, me ... when I go somewhere ... a sense of me, grabbing space, grabbing whatever. So we have lost our priorities, we have lost kindness ... we have lost some qualities ... We used to be much happier. If you ask me about the old times, I like the old times better. There was cooperation. Now people are afraid to say hello. When someone says hello, they think that you will ask for a loan ... So the beauties have started to disappear. I don't like such people. I want people to help each other. Let's be happy together. We were a whole, were helpful. Now we don't have these. Each one is his own. Those who are in trouble are on their own. That's not who we are."*

Her positive thinking and feel of love affect her self-confidence positively, and her communication is entirely based on these two concepts. She has many friends, and keeps going to see her old friends even the ones from primary school. I think this implies her strong bonds with the ones she has connections, and it is a result of her good communication skills which derive from her positive thinking and feeling of love. Additionally, as a sign of her self-confidence, she is comfortable with any people even when she has been recently meet.



*“And people can't say I love you. I don't understand why they can't ... How are you? How was your day? Are you okay? ... I still keep in touch with my primary school friends. I've never lost touch. My greatest wealth, my greatest investment is my friends. ... It's a silent atmosphere. I can also enter by saying, "What happened, why are we silent?" I can bring up any issue, I mean the weather, the water. ... I am comfortable because I trust myself, I trust my heart.”*

Elif has a sense of belonging to her environment and has life satisfaction. She offers support to her friends and relatives whom she thinks might have be in need, which signals her attitudes towards responsibility taking. Considering the words about her family, I think Elif also grown up within a reliable and stable family circumstance, just like the other interviewees who have high social capital.

*“I see my family as people who try to do the right thing that they believe it is true, who try to do the right thing within the framework of their own knowledge, who try to place the right things with the right references. That's why I am satisfied with my family.”*

As explained above, trust, which involves trust to individuals, to institutions and to society, as well as sense of belonging, life satisfaction and self-confidence, is the most significant factor for social capital. Trust to others differs among the participants who have high social capital, but sense of belonging, life satisfaction and self-confidence of them are similar, and additionally they all have strong attitudes towards ‘positive thinking’ and ‘taking responsibility’, as well as they have good communication skills. Especially, ‘sense of belonging’, ‘life satisfaction’ and ‘self-confidence’ are highly intertwined concepts. Additionally, I think, reliable and stable family circumstances have positive impacts on the concepts of ‘sense of belonging’, ‘life satisfaction’, ‘self-confidence’, ‘positive thinking’, ‘taking responsibility’ and ‘good communication skills’, which are effective on social capital.

Regarding gender, a noteworthy difference I see is the feel of love that I have observed for Sevil. However, such a concept does not become prominent within the statements of Elif. Nevertheless, apart from that, the concepts that become prominent are similar for both gender, although their education levels are different.

Within the quotations of the male interviewees with high social capital, we observe the social and economic role that the society expects from a man, and the support given for a man for his effective participation into the social life. Assessing these expectations and support towards men with the society's views towards women, which becomes more clear in the below mentioned quotations of the female interviewees with low social capital, we see that the social and economic roles that were expected from women and men affect trust, self-confidence, personal relations, and yet social capital.

### ***Having low social capital***

I defined the interviewees whom I thought to have narrower and weaker networks as having low social capital. Among these participants, distrust of others becomes prominent, which I believe adversely affects all the aspects of social capital when concepts of sense of belonging, life satisfaction and self-confidence are also missing.

Cem, a university graduate, wage earner, 47 years old, single man, is highly dissatisfied with his life due to his circumstances at home, where he takes care of his elderly mother. Although he has two sisters and two brothers, he is the only child who is in charge of caring for their mother. On the other hand, his mother seems to be too rigid to live with any other of her children. Cem complained about not finding time for social activities and for seeing friends and relatives since he is responsible for taking care of his mother. This is the main reason for his dissatisfaction. He also mentioned that he would like to be an engineer but was not able to do. Although he did not mention family pressure, regarding his existing circumstances and the things that he was not able to do, I think he might have had an oppressive family environment.

*“(Participating into social activities) I think about it, of course, but as I said because there is no time, you work here, you go home, it's the same, nothing changes. ... I wanted to study engineering. I have a lot of enthusiasm. But my mother is a big obstacle for me. I need to work. You'll work here, at night, you know, it doesn't matter during the day, but I have to go to education at night, I can't leave her and go. ... My biggest ambition, my ideal, is to study engineering.”*

Regarding trust to others, Cem puts a great emphasis on sincerity and honesty. He does not build a friendship easily, since he needs to observe and understand whether the person is sincere and honest. Hence, he does not have too many friends. On the other hand once they become friends, it means that he trusts that people. Nevertheless, he says that he trusts most of his friends in every aspects.

*“I look for sincerity and honesty. The person has to give trust. ... If the other person is good, I talk to them. ... Mine is all sincerity and goodwill. I mean honesty and trustworthiness. I trust, I mean I trust ninety percent of them in everything. ... anyway, if I don't trust, I stay away ... I don't trust, I don't talk to everyone ... I talk to people who will be very sincere, reliable, etc., so I talk to people who will not cause trouble ... I don't have many such friends around me.”*

Mehmet, a secondary school graduate, wage earner, 23 years old, single man, does not have trust for others, except a few people among his friends and relatives. He does not find the number of people that he trust enough, mentioning that if he had more people to trust to he would feel himself much safer, adding that for many times he does not feel himself in safe. On the other hand, he can trust to the people he recently met after he observed them. He mentions about creating a character in his mind for the person he met by observing that person's behaviours, and decide whether to trust or not.

*“Whether friends or relatives. So there are a few people I can count. ... You know, I wish there were more, I think the people I trust more create a space for me to feel more secure. ... When I observe them, I create a personality in my mind from their actions about them. I trust them a lot ... But when I feel insecure from their actions, I don't trust them at all.”*

Füsün, a secondary school graduate, wage earner, 49 years old, divorced woman, states that she no longer trusts to the people she knew, and keeps them at an arm's length. She also mentions her distrust to people she does not know well and keeping her distance to them.

*“Once I've been hit a lot by people I knew very well. Of course, I don't trust them as much as I did in the early days, so there's always a distance. ... I don't trust people I know less. I mean, I keep my distance and I don't trust them because I don't know what's underneath.”*

Esra, a high school graduate, wage earner, 23 years old, single woman, says that she might trust to a person she recently met if she gets along with that person and feels as if she has known her/him for years. On the other hand, she trusts just a limited number of people among the ones she knew, specifically her elder sister and her cousin. While mentioning her distrust she emphasizes people's behaviours towards finding faults of another person and using it.

*“If I get used to a person right away, maybe after five minutes I may feel like I've known them for years, in terms of trust, if we have an electricity ... very quickly ... the feeling of trust intensifies in me ... There are very few people I trust one hundred percent, the people I know very well. I can say that maybe it's my own sister or cousin. ... Now everyone has turned into something, you know, I don't trust everyone one hundred percent because the conversation of uncovering someone's fraud is going on a lot.”*

On the other hand, she feels diffidence beside a person recently met. Yet, there are additional factors that make her feel uncomfortable in an environment, such as people whose education and/or income is higher than her. She states that these two issues make her feel uncomfortable when the difference between them cause a discrimination against her. The example she gives from her childhood indicates that these feelings of her have their roots in the environment that she grown up. She expresses her discomfort beside the children of the owner of the farm at the time that her parents were working at that farm while she was a kid.

*“When I was a child ... when there were people who were better off financially or better off than us, there was a hesitation. For example, we ... grew up on a farm. I mean, the bosses there ... you know, their children come like that, they dominate everything ... they can eat everything ... they can do everything, but it seemed forbidden to us. That's why I don't like such environments ... I mean, it's something that comes from childhood ... The moment I see that discrimination, I do something.”*

Mehmet has distrust to institutions unless he has a positive experience with the insitution. ‘Having experience’ implies to ‘knowing’, and as mentioned above, ‘knowing’ is an important factor for trust. He also excludes the NGOs that work on environment issues from the insituitions he distrust.

*“I don't trust institutions very much. ... I don't trust institutions or anything I don't know. ... I don't trust them (private sector) at all ... I need to have some experience about it. Then I trust ... non-governmental organizations ... whether it's nature walks, animal lovers ... I trust them.”*

Esra does not mention a clear trust for public and private institutions. She emphasizes that if she goes to an institution via someone’s reference she believes she will not have a problem, otherwise she does not trust. Regarding NGOs she mentions

her lack of knowledge makes her feel quite distant to NGOs, but she says that she feels close to the ones that provide aid.

*“I trust the institutions fifty percent. ... Private firms in the same way, if I go to them with someone's reference ... I don't think I will experience much, but since they look at very different things ... they don't give me much confidence either. ... I can't say that I have one hundred percent trust in NGOs that do things for SMA patients or in earthquake zones, but I still look at them more favorably.”*

Cem states that he does not have life satisfaction. He emphasizes not to have time to do the things he would like to do, his lack of opportunity for self-development and missing the things that he would like to have. He also mentions that he does not have a sense of belonging for his work environment, and looking for going back to his previous work place, from which he had transferred a few years ago due to the distance between his home and work. On the other hand, he has a sense of belonging to his family and to society that I think it might derive from his traditional point of view. He also mentions that he is religious.

*“Now here you are bustling around until evening. You go home and bustle around the house. After a while, your legs ache. Your head gets distracted and you can't read. I mean, time is not much, so it's not much, and you try to get something and it gets away from you. ... The work environment is like this, I don't feel it here. I was better at the ministry. ... The circle of friends was a better. For example, he laughs in your face ... when it doesn't suit him, he turns his elbow to you. But not in the ministry.”*

Regarding self-confidence, Cem indicates that due to his mother's situation, he is not socially active and this makes him to feel uncomfortable within a social environment. He also mentions that he feels diffidence in a crowded environment and

he does not initiate the conversation with a person whom he met recently. I think these words signals for the lack of good communication skills.

*"(Related to social life) I don't have confidence in myself because I'm not very active, to tell you the truth. ... let me put it this way, I'm a little shy ... I mean, I'm not sociable. You know, as I said, you become something, so there is a little shyness. I don't talk much."*

Mehmet expresses a sense of belonging to his environment and to society, and about his sense of belonging to society, he mentions that he loves the people, implying the people constitute the society. On the other hand, he mentions that his trust to society has decreased in recent times. About his distrust to soecity, he emphasizes the feel of love in people towards each other, and that he sees this love was disappeared. The remarks of him about sense of belonging and trust, seems quite incompatable. Both of his remarks involve love, but he expresses them for two opposite directions. He loves the people who constitute the society, but the people who constitute the society do not love each other. Actually, this incompatance might be deriving from his beliefs that are most probably in the process of maturation since he is at a young age.

*"I feel I belong to the environment I am in. I like the environment. I feel that I belong to society. ... I mean I love people. ... My trust in society has actually disappeared recently. There used to be that love of people, getting closer to each other. I used to believe that people love each other, but lately it has decreased a little bit more."*

Regarding self-confidence, another aspect of trust, he feels unconfident and uncomfortable beside the people he knows less, he feels diffidence within a large group of people either he knows or not, and he observes the environment for some time, as well as he does not initiate the conversation. He also expresses his lack of confidence at his work environment. These remarks imply his low level of trust and limited communication skills.

*“When there are people I don't know, I think I have lower self-confidence ... I think I stay in the back ... I hesitate a little bit ... I don't warm up immediately ... I stay a little quieter ... I don't fit in right away ... Even if they are acquaintances ... I observe the environment ... and then ... I communicate ... I don't initiate the first communication ... They mostly start the conversation and I keep it going. ... I want to be confident in the work environment ... But mostly I don't.”*

Füsun says that she has self-confidence, but she expresses feeling uncomfortable beside the people she recently met. I think these two concepts, self-confidence and feeling comfortable, are related, since when I asked either of these concepts the wordings of the answer might involve the other one. She emphasizes that she needs time to know the person she recently met, and to decide whether to trust or not.

*“I can't be comfortable because I don't know what kind of a person he is... Is he reliable or not. I think about them a lot. And if ... if I trust them after meeting them a few times, then yes, we can be friends.”*

Füsun declares dissatisfaction of her life, and the main reason is her job. She cannot find time to do the activities that she would like to do. She also mentions about her sense of guilty, which is groundless, when she is on leave. Yet, she does not like her job, mostly because of the people she works with, whom made her a shouting person. Hence, she mentions that since she started to work there, her character changed dramatically.

*“I am ... not satisfied with my life. I mean, I don't have a social life, there are no activities, you don't go anywhere, you don't enter a different environment, so I am not very satisfied. Because ... there are so many things I want to do. I can't do any of that. ... And I have ... I have a sense of guilt. Even if I take a day off, I feel like I'm being unfair.”*



*... I don't want to do that, so I don't go out anywhere. ... I don't understand it here, I mean, they are full of gossip. They catch the slightest opportunism, the slightest vulnerability so that I can use it on you. When they say something, we get angry too. We yell and scream. My behavior changed a lot since I came here.”*

She puts a great emphasis on lack of support, mentioning that she would succeed many things if she was motivated and it would change her life. She tells that her father supported her before he died, but her mother never supported her, and even with her son’s supportive talks she feels confident about doing an other work. These remarks of Füsün imply that how important it is for a person who has low social capital to get support from her/his environment. Considering these remarks together with the narrations of the interviewees who have high social capital, ‘being supported’ has an impact not only on social capital of a person but also on using her/his potential and this might be a signal for a link between social capital and capabilities. Her words related to the restrictions of her ex-husband also imply the lack of support that she complains. Both her family’s patriarchal attitudes and her ex-husband’s restrictions displays the society’s expectations from a woman and the restrictions towards a woman’s participation into society.

*“My father was there, but he was a working man. He would come at 11 or 12 o'clock at night. My mother never supported me like that. If only she had supported me, maybe my future would have been very different. ... if I have support, I can achieve anything ... if someone motivates me, there is nothing I can't do, nothing I can't achieve. I mean, for example, when my son just says to me, "Mom, you can open a very nice place and run it very well", when he says “let's do it”, I feel so happy and I want to do it and I really want to do it and I really think I can do it ... it may seem insignificant, but when someone says that to you, it really awakens different things in you.” “I'm a housewife, you stay at home, you take care of the kids, you are this and that. So I wanted to overcome all that... What are the different positions you take, you take English classes, different social activities. ... When I wanted to go out, when I wanted to go downstairs, all hell was breaking loose and I was getting beaten up by him all the time. I didn't want anything from him because I was*

*getting beaten up. He wouldn't send me anywhere so I could go. After we broke up, I started to struggle for life."*

Esra does not feel a sense of belonging to her family. Emphasizing the patriarchal mindset of her family, she mentions that she has a different point of view with them. She also does not feel that she belongs to the society. On the other hand, she feels belonged to her friends, especially to a few of them with whom she can share many things. I see that she feels belonging to her friends whom has similar values with her, and she does not feel belonged to her family and to the society whom have different values with her. Thus, sharing and being similar is crucial for sense of belonging.

*"So there is not much sense of belonging. Because I grew up in a patriarchal family. I mean, my mother is a woman like that, so I feel like I don't belong eighty percent ... I can't say that I feel like I belong to society. Because there are so many distinctions, there are different views in our society now, so I don't feel ... I don't feel anything towards society. ... I say, with certain three people or two people, I wish we could live together ... we are very much with them in everything, we are partners, so I feel I belong to them."*

Regarding success, she says a family who helps to resolve one's problems has a positive impact on success. This implies the concept of 'support' that I also came across among Füsün's remarks. Hence, both the patriarchal family whom Esra does not feel belonging and her emphasis on a need for help from the family, imply the restricted role of a woman has at social sphere.

*"A family that you can communicate with in every sense, I don't know, solve your problems, I think that's what makes you successful."*

Esra does not express a clear life satisfaction, and states that she is trying to persuade herself that she is satisfied with her life. This makes me think about a kind of pressure on her to be grateful, which might have its grounds in the traditional point of view she grown up in.

*“I am satisfied, that is, as satisfied as I can be, I try to please myself with the means I have.”*

For the interviewees with low social capital, lack of trust becomes prominent. Trust to others is limited for the four participants who have low social capital, regardless of gender. On the other hand, the situation in a sense of belonging, life satisfaction and self-confidence differs to some extent. While Cem and Mehmet declare a sense of belonging to their family, Füsün mentions that she has been recently developing a sense of belonging to her family but does not have a sense of belonging to society, and Esra mentions no sense of belonging to her family and to the society. About ‘life satisfaction’, only Mehmet expresses his satisfaction, Cem and Füsün mention that they do not have life satisfaction, and Esra says she is trying to persuade herself. Regarding ‘communication skills’ and ‘self-confidence’, all four of them seem to have lower communication skills and lack of self-confidence.

Contrary to the participants who have high social capital, for the participants with low social capital I have not seen ‘positive thinking’, ‘taking responsibility’ and ‘good communication skills’ as relevant concepts. On the other hand, ‘need for support’, ‘diffidence’ and ‘feeling uncomfortable’ are the concepts that become prominent.

The personal circumstances of a person, such as lack of family support or having a patriarchal family, has a stronger negative influence on the social capital, through decreasing self-confidence, hindering positive thinking, limiting communication skills, etc. Hence, such circumstances prevent the person from realizing himself and limits the relationships of that person. For instance, in the case

of Cem, we see that care responsibility, which becomes heavier due to his patriarchal family circumstance, seems to appear as a determinant of social capital having an adverse affect on it by limiting his personal relations. In this respect, regarding the interviewees with low social capital, we see that growing up and living within an oppressive and/or patriarchal family environment has a negative effect on self-confidence, which is highly effective on personal relations, and therefore on social capital.

### *Having medium social capital*

Defining the interviewees as having medium social capital is complicated. The participants in this group are quite different from each other, and the prominent concepts that they have in common is few. At the beginning of the qualitative analysis, I have defined some of these participants, as having high or low social capital, and then I saw that it would not be appropriate to classify their social capital as low or high since I could not find doubtless explanations for such a classification. First, they do not have either ‘wide and strong’ social networks (for the high social capital group) or ‘narrow and weak’ social networks (for the low social capital group) which forms the visible aspect of social capital. Secondly, the concepts that become prominent from their narrations do not comply with the main concepts, which become prominent for the high or the low social capital group.

For instance, Ümit, a high school graduate, wage earner, 45 years old, single woman, has good communication skills, she can easily initiate communication with a person whom she recently met, easily adapts to an unfamiliar environment, feels comfortable in any circumstances, and has self-confidence. As a sales representative, she can easily communicate with people. On the other hand, she does not have a sense of belonging to her family and to society as well as does not have life satisfaction. She also mentions that she does not have trust to anyone; she even does not think about trust, rather than trust she is looking for sincerity. Additionally, she tends to quit things, including her relations, easily and changes her environment. Quitting the university she went, and her jobs are examples of this behaviour. I think ‘quitting easily’ might

signal a lack of responsibility taking. Considering these, I see that having high social capital is not only related to having good communication skills, but also involves a sense of belonging and taking responsibility. In this regard, I think that Ümit's situation does not fit to high social capital.

*"I'm confident. I told you, I have been always in the sales sector, human relations, I even mingle directly with the customer. I have the numbers of some customers, I have many of the customer numbers. I mingle quickly ... Whether I know them or not, I am comfortable, that is, I am as I am. Natural, relaxed ... I can be butterfly. Because I can't be very consistent about something. ... I am successful in every sector I go to, but I get bored very quickly. In university ... I dropped out of school when I dropped a few of the zootechnics courses in the 3rd year. ... I can stay in a company for 1.5 - 2 years at most."*

Münire, a university graduate, wage earner, 33 years old, married woman, has a wide social network due to her job and her husband's social environment. She has sense of belonging to her environment since she has formed her environment, has life satisfaction, and trust to people she knows well, but does not trust to the people she knows less. She also does not trust to society due to her disagreements with the society. She feels uncomfortable in crowded social environments or beside people she does not know well, needs time to get used to the people in order to communicate, and defines herself as being generally shy and diffident. Regarding these, I think her communication skills are limited and she does not have self-confidence. Therefore, I could not define her as having high social capital.

*"I honestly don't trust anyone very much. I mean, for the ones who are out of my close circle my trust is a little bit low ... I can't say that I trust society and that I know what they are thinking. Because we live in a period where there are too many differences of opinion ... When the number of people I don't know well is high, I guess my trust is at lower levels ... Socially, my self-confidence is low ... Crowded environments always make me ... uneasy and worried ... Since I can't speak very*

*comfortably, I have difficulty expressing myself, so a little diffidence is more at the forefront. ... the more time I spend with a person, the more it my diffidence breaks down a little bit.... I can't say that I adapt myself very well in every environment.”*

Öznur, a university graduate, free-lance worker, 49 years old, widow woman, has a wide social network, involving both her and her ex-husbands' acquaintances. She has self-confidence in a social environment, communicates with the people she recently met, within the limits that social life requires, and her behaviour towards a newly met person is formed according to the sincerity of that person. On the other hand, her communication skills are not as good as the interviewees I have identified as having high social capital. She does not initiate communication in a crowded social environment, and prefers to listen to other people. She feels uncomfortable beside people she does not know well. She does not think about trust to others, rather she considers sincerity of the people. In addition, she does not feel like she belongs to society, as well as not have a clear sense of belonging to her family. Regarding these, I could not define her as having high social capital.

*“(With a group of few people she does not well) I feel very uncomfortable ... When I first enter, I feel a slight uneasiness. I give my civilized greetings. But I don't mingle. ... (First conversation) I definitely don't initiate ... Unless someone speaks to me directly, I try to adapt to the environment by smiling ... (To the family) I feel I belong but not that much ... (Belonging to the society) I don't feel it either. But I adapt.”*

Ergin, high school graduate, wage earner, 38 years old, single man, has self-confidence in a crowded social environment, can initiate communication, and feels comfortable in general. However, he does not trust most of the people he knows because of a previous experience of him, and he is almost skeptic towards people, as well as does not trust to society. He says he does not have life satisfaction, stating that he is not happy with the way he spends his life. Considering these, I could not identify him as having high social capital.

*“(Related to a previous experience) He destroyed my trust so badly that I became prejudiced against all my friends, acted prejudiced to the people who were not guilty of anything because of him. But I am cautious ... (Trust in society) Minus ... rather than zero. ... I think I can't improve myself much ... I don't think you should spend your free time foolishly. I spend it a bit like that. I spend it foolishly.”*

Feray, high school graduate, wage earner, 44 years old, married woman, has close circle of social network consisting of her relatives whom she meets frequently and she has trust towards them. She has a sense of belonging to her environment, and has life satisfaction. On the other hand, she does not trust to society and to other people. She says that she does not generally initiate communication with a person whom she recently met, unless it is necessary, and she needs some time to feel comfortable in such an environment. Regarding her answers, I could not say that she has wide and strong social network.

*“I guess I'll talk if I need to talk, I won't hesitate, but I prefer not to start it ... I'll be a little nervous, I'll probably be timid because I don't know, but it won't last long, I'll get over after a while.”*

Considering the narrations of the participants who have medium social capital, I see that seeing each other frequently, being acquaintances for a long time and sincerity effect the trust and communication between people. Thus, regardless of having high, medium or low social capital, seeing someone frequently positively affects trust and feeling comfortable when being together.

The participants in medium social capital group have good communications with their close circle, are generally diffident in a social environment they do not know well, and they do not trust to other people as well as to society. On the other hand,

sense of belonging and life satisfaction differs among them. I could not gain insight about positive thinking and responsibility taking for most of them.

### **4.3. Mixed Methods Analysis**

In our study, integration occurred at three levels: at the design level, the methods level, and interpretation level. At the design level, we employed complementary sequential mixed methods design. At the methods level we merged the two data set to expand the findings from the quantitative analysis and reveal additional knowledge about social capital. At the interpretation level, we used joint display approach, which helps to compare quantitative and qualitative data.

In Table 4.2., the results of mixed methods research is presented as a joint display matrix. The first and second columns are related to the quantitative analysis, the third and fourth columns are related to the qualitative analysis, and the fifth column is related to the mixed methods analysis. In the first column, the relevant component of social capital and the sub-component that comes from the quantitative analysis are written. In the second column, the results of the quantitative analysis related to the sub-component in the first column are presented. In the third column, the concept that is revealed in the qualitative analysis related to the sub-component in the first column is written. In the fourth column, the prominent quotations related to the concept in the fourth column are presented. In the fifth column, the meta-inferences from the integration of the two types of data sets are presented, as well as the inferences from the qualitative data set are presented by reassessing the findings. In addition, in the cell above the one in which the meta-inferences are presented, it is mentioned whether the meta-inference refers to confirmation or expansion of the results of the first strand, i.e. quantitative research.



**Table 4.2. Joint Display Integration Matrix**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Confirmation
<i>Networks (Everyday sociability)</i>	<p>Using social media Men % 40.0 Women % 24.4</p> <p>Visiting a mall Men % 44.3 Women % 38.8</p> <p>Visiting cafe-bar Men % 42.1 Women % 19.7</p> <p>Going to a movie Men % 10.2 Women % 8.0</p> <p>Men are more likely to participate in daily social life.</p>	<p><i>Existence at public areas at young ages</i></p>	<ul style="list-style-type: none"> <li>• For men participation in public areas at young ages is prominent</li> </ul> <p><i>Suat: I started to live in a foreign place at a very young age. I started at the age of 12. At the age of 12, I started working in brick factories. ... I left home ... I was working far from home, the factories were opening in the spring. I would work there as an expatriate until the winter season came and then I would return to my village in the winter. ... I started life at the age of 12, as I said.</i></p> <p><i>Arin: I have been in that business since primary school. In the first grade of primary school, my father even opened a wholesale shop for me. My mom would come from class and take me out, the goods would arrive, I would pick them up and go back to school. I grew up in the trade with my father. He used to take me along with him when he was constantly distributing out-of-town products to other cities. In middle school, I started to go on my own. I started traveling between cities.</i></p> <p><i>Vedat: Everything was learned on the field. There's a saying that it's not your age but your experiences that teach you life, we started early ... the environment we were in pushed us into this. ... I was 12 years old. I went to Alanya on my own. ... the driver... I felt he didn't mean well, I'm a boy but I was 12 years old and I was going on my own. ... I would be picked up (from the station). In Afyon ... I got off the bus without saying anything to anyone. I waited for the bus to leave. The bus left... I bought a ticket for half an hour later. I went in the other car.</i></p>	<p>According to the results of quantitative analysis, men are more likely to participate in daily social life. This implies that their participation is more likely to be allowed, yet encouraged by the society.</p> <p>Considering the numbers related to social media usage, men display a significant difference from women, having 64 percent higher usage rate. I think the difference of cell phone and laptop ownership between women and men might influence this situation. The number of men having cell phone is almost 20 percent higher than women, while this is 65,5 percent for laptop ownership. The numbers of quantitative analysis represent the situation in 2014-2015. On the other hand, social media is a concept that has been developing since the smart phones, tablets and laptops became prevalent within 10-15 years. From the interviews, we see that almost all the interviewees use social media for the news and to access information. In this regard, I guess the noteworthy difference between the social media usage of men and women might imply the higher capability of men to access opportunities and innovations.</p> <p>The numbers related to visiting a mall do not present a noteworthy difference between men and women. The percentage of men who visit a mall is 14 percent higher than the women. From the interviews, we also did not come across a difference on this issue. On the other hand, the difference between the numbers might due to men's participation to social life is much tolerated and allowed than women.</p> <p>Regarding going to cafe-bar, the rate for men is 113 percent higher than women. Hence, going to cafe-bar is the most visible aspect of participation into social life. The numbers are supported by the information we gathered from the interviews, since we see that men are not only allowed much more but also encouraged to go out and participate into social life.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Confirmation
<i>Networks (Everyday sociability)</i>		<i>Family restrictions</i>	<ul style="list-style-type: none"> <li>For women restrictions arising from family (parents and husband) towards participation into social life is apparent</li> </ul> <p><i>Füsün: I'm a housewife, you stay at home, you take care of the kids, you are this and that. So I wanted to overcome all that... What are the different positions you take, you take English classes, different social activities. ... When I wanted to go out, when I wanted to go downstairs, all hell was breaking loose and I was getting beaten up by him all the time. I didn't want anything from him because I was getting beaten up. He wouldn't send me anywhere so I could go. After we broke up, I started to struggle for life.</i></p>	<p>The numbers related to going to a movie also does not present a high difference, since men for men it is 27 percent higher than women do. The situation for this variable is similar to going to a mall.</p> <p>The existence of men in public areas is more evident and powerful than women. The cases of Suat, Arın and Vedat indicates this existence beginning from very young ages. On the other hand, women need much support to become more visible and powerful in public areas.</p> <p>Although women have chance to work, their role and freedom within the society is quite limited, that we see the traces both in the results of the quantitative analysis and the quotations of the female interviewees. Füsün's words about her need for receiving support indicates this issue. Esra's words related to her patriarchal family, for which she does not feel a sense of belonging to, imply the same situation.</p> <p>For women family (parents, relatives, husband) might be restrictive on their existence in the social and economic areas. In the case of Füsün, she mentions her husband restrictive attitudes towards her economic and social activities. She also strongly emphasises her need for support.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Confirmation
<i>Networks (Everyday sociability)</i>		<i>Lack of time</i>	<ul style="list-style-type: none"> <li>• For women lack of time can be an obstacle on participation into social life</li> </ul> <p>Lack of time due to house works</p> <p><i>Füsun: I mean, if I had time, of course I would think about it, why not, I mean, there could be a ceramics course, there could be educational courses.</i></p> <p>Lack of time due to care works</p> <p><i>Cem: As I said because there is no time, ... you work here, you go home, ... it's the same, nothing changes ... the things I usually can't go to are always because of time, otherwise I don't have any problems in this regard.</i></p> <p>Lack of time due to work</p> <p><i>Vedat: Activities like, ... you know, we have customer dinners or something like that. They take up a lot of our time. But if I had the opportunity, for example, the rest of the time you go out with your wife anyway. If I had the opportunity, for example, I would like to go to a movie with my wife. I would like to go to the theater.</i></p> <p><i>Arın: After our pets ... It worked for me too, actually. The cats are at home, dad, we can't stay the night. We can't go on vacation, what are we going to do with them ... I guess because I'm a workaholic, those useless trips for me, I always work like a vacation because of my job. They don't want to be on their own, they want to spend their days with me, but I'm not in a position to quit my job and take a week off. Pets have helped me a lot in this regard.</i></p>	<p>Participation into social life is also related to sufficient time that an individual has. Women might have limited time for social activities, especially if they work. Hence, after work time they need to spend their time at house works. Füsun mentions that after divorce, although the restrictions of her ex-husband were gone she still cannot participate in social activities, since she does not have enough time. Other personal circumstances, such as care works or excessive working hours, might affect participation into social activities. In the case of Cem, care works related to her mother take most of his time after work, so he does not have time to attend any social activity. For Vedat, work meetings take most of his time, so he barely finds time to spend with his family, so he does not have enough time for social activities. For Arın a similar case is seen, since his work takes most of his time, and he is looking for spending his time at home.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Confirmation
<i>Networks (Social network support)</i>	<p>Helping for shopping Men % 5.7 Women % 4.2</p> <p>Helping an adult for transport Men % 5.7 Women % 2.8</p> <p>Helping for utility payment Men % 4.4 Women % 1.0</p> <p>Helping for health related issues Men % 1.3 Women % 2.3</p> <p>Helping a sick or disabled person Men % 1.0 Women % 2.1</p> <p>Men are more likely to help issues related to out-of-house works, as shopping, transport. On the other hand, women are more likely to help works directly related to caring, as health-related issues.</p>	<i>Giving help</i>	<ul style="list-style-type: none"> <li>Giving help is prevailing for both men and women</li> </ul> <p><i>Arin: I love to help ... I say very clearly, whatever I can help, ask me, so don't hesitate.</i></p> <p><i>Esra: This is something I like very much, I mean, it is something I like to be able to help someone else, something that makes me feel very, very comfortable.</i></p> <p><i>Feray: I am the first person to call for help, the first person if something is needed. And I try to run to everyone as much as possible. I catch up with everyone.</i></p> <p><i>Füsün: I go and try to help. I make her manti. I take care of her child. ... There is a neighbor who has to go somewhere. She can't take the child. She says, "Sister, can I leave the child with you? I'll take care of her child until she comes back.</i></p> <ul style="list-style-type: none"> <li>Women might give help without request</li> </ul> <p><i>Elif: I can also offer to help. I can also offer my friends ... if I think they need it, I can offer and help them... for people whom I think might want help, I always give a hand in advance, "I mean you can call me whenever you want, or whenever you want, you know, I can help you as much as I can, I can help you financially" ... I can say "if you want me to give the things that I don't use ... I can ... support you."</i></p> <p><i>Sevil: I ran to whoever was in trouble ... There are cancer patients ... I lived close to oncology. Cakes and cookies ... I make something and go to read a book on the weekends ... there is no better feeling than helping someone ... There are orphanage houses, for example, I can help them. If only I do nothing, I can put a stone aside on the road.</i></p>	<p>The results of quantitative analysis indicate that men are more likely to help for issues related to out-of-house works, as shopping, transport, and women are more likely to help works directly related to caring, as health-related issues. This imply the difference between the social roles of men and women.</p> <p>Quantitative research results involve numbers related to giving help, but the frequencies are too low. I guess this is due to the close-ended questions, as well as the wordings of the questions involve limitation related to the time-period for these activities, which is "the last four weeks". Nevertheless, from the qualitative findings we see that giving help is prevailing both men and women.</p> <p>According to the quantitative results, help for shopping does not present a dramaticly high difference between men and women, as help for transport and help for utility payment present. The rate of men who help for shopping is nearly 36 percent higher than the women are. I think this modest difference is because shopping is an activity that women are also responsible. Regarding help for transport and utility payment, we see a significant difference at transport, which is nearly 104 percent, and a huge difference at utility payment, which is 309 percent. Most probably, these numbers underscore the out-of-house responsibilities of men, which are related to social and economic life. Indeed, since women are less likely to be expected to drive a vehicle and pay for the expenses, it is not surprising to see much lower rates for women for helping others on these issues. On the other contrary, helping for health related issues and someone who is sick or disabled is higher for women, which is 77 percent and 110 percent respectively. Likewise, from the narrations of the interviewees in the qualitative strand, we came across that women are tend to help in the areas related to in-house or caring activities.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Networks (Social network support)</i>		<i>Receiving help</i>	<ul style="list-style-type: none"> <li>Hesitation is seen specifically related to ask for material help</li> </ul> <p><i>Sevil: I have always preferred to be the giving hand instead of the receiving hand ... I always stood on my feet, I have never taken refuge behind anyone ... I wait my turn for what I can afford.</i></p> <p><i>Suat: I didn't want it for myself, but I wanted it for others, that is, to be an intermediary. I have been an intermediary, I mean, I would be an intermediary, I mean, I would be again for someone else, but for myself, I would say that it would never be like that. I didn't want anything for myself, but I wanted for others, that is, to be an intermediary. I have been an intermediary, I mean, I would be an intermediary, I mean, I would be again for someone else, but for myself, I would say that it would better never be like that.</i></p> <p><i>Cem: I usually don't ask for anything from anyone because of my nature, so I try to handle it myself. ... financially I never ask for anything from anyone. We try to handle it within our own family.</i></p> <p><i>Esra: Let me say that I don't like those conversations very much, I work myself, but money conversations, that is, the desire to ask for money from someone does suits me. I have to be in a very, very difficult situation to ask for money from someone.</i></p> <p><i>Füsün: Is there anyone I can ask for financial help? I mean, I have this, I wonder if I can get it, and that, if I can afford it, if I'm really in a difficult situation, I prefer to withdraw it from the bank. Because at least no one would talk about.</i></p>	<p>Qualitative research findings involves issues about 'receiving help' related to social network support. Hesitation is prevalent especially for asking material help for both men and women.</p> <p>Heart-to-heart talk, which is a type of non-material help, is more prominent for women, while men might be tight for sharing their problems.</p> <p>For receiving support, the ones with whom the person has strong relations are important for both men and women. They are mainly the family members, close friends, and the people from home village. Hence, being close to a person most probably eliminate the hesitation in asking for help. Yet, this is not a determinative issue with regard to having higher social capital.</p> <p>On the other hand, giving or receiving help might be gender biased. From the narrations of the interviewees, I think women tend to help women and ask for help from women, and men tend to do so.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Confirmation
<i>Networks (Social network support)</i>		<i>Receiving help</i>	<ul style="list-style-type: none"> <li>• For women ‘having a heart-to-heart-talk’ is more prominent</li> </ul> <p><i>Suat: I don't tell anyone about it as something deep in an environment of friends. I have such a character. ... whether it's material or spiritual, I mean, telling my troubles seems a bit ... it seems absurd to me, I mean, I don't want to talk about everything.</i></p> <p><i>Arın: I'm closed about it. I'm very closed about it, I can't even share my privacy, my problems with my household. It's a bit difficult.</i></p> <p><i>Feray: (People she can talk about her problems) Çok az ama var. ... Bazen hissediyor insan hani dertleşeyim bi konuşayım içimi dökeyim filan. Very few, but there are some. ... Sometimes you feel like, you know, let me talk to you, let me pour out my problems.</i></p> <p><i>Esra: I have one very close friend, so I can tell her everything. She's the only one I can confide in.</i></p> <ul style="list-style-type: none"> <li>• Strong relations, such as family, close friendship, being from the same home village, come to forefront</li> </ul> <p><i>Arın: I cannot easily ask something. We provide that cycle together with our brothers and sisters. ... (3 brothers) There are no account between us. There is no note of what was given and received. The passage of money from one place to another is not included in the note or in the return. Whoever is in need, we help them there.</i></p>	

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Confirmation
<i>Networks (Social network support)</i>		<i>Receiving help</i>	<p><i>Suat: I don't ask for help for anything from the people I am not very friendly with... If I say to a friend right now, go and get me this from the village, that is, from the hometown he would go and get it. He never asks for a penny for his car.</i></p> <p><i>Mehmet: I mostly ask my friends for (financial) help, or my friends ask me for help. So we help each other.</i></p> <p><i>Tuncay: When I decided to close down my production company ... I was going to move the stuff ... I couldn't find a single person to help me ... I mean I couldn't ask them but ... I had a staff member from Artvin. He was my driver. I called him easily. Thanks to him, he helped me till the morning.</i></p> <p><i>Esra: Most of my cousins live here. ... We can help each other very quickly, so I have a few cousins that I can call them immediately in every problem. We handle such situations with them immediately. ... (Asking for help from people who are not very close) I can't even tell my own family that I have a problem or need something very easily. That's why it is very difficult for me to communicate with someone else on that subject.</i></p> <p><i>Füsün: (Family) I have two elder sisters. They have always been there for me in those matters ... (Friends) Fatma and Nebile have always supported me in those matters ... These are the people we can get support, of course.</i></p> <ul style="list-style-type: none"> <li>• Help might be gender biased</li> </ul> <p><i>Arin: (3 erkek kardeş) There are no account between us. There is no note of what was given and received. The passage of money from one place to another is not included in the note or in the return. Whoever is in need, we help them there. The girls (2 sisters) are a step away.</i></p>	

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Confirmation
<i>Networks (Cultural sociability)</i>	<p>Going to a concert Men % 2.3 Women % 2.1</p> <p>Going to an exhibition Men % 1.3 Women % 1.5</p> <p>Going to a theatre Men % 1.5 Women % 1.6</p> <p>Going to a ballet show Men % 0.1 Women % 0.1</p> <p>Not a noteworthy difference is observed between men and women. This might be due to the very low levels of cultural sociability for the society in general, and the population segment who participates cultural activities, which is expected to have high education levels, may not present a high difference in the acceptance of social roles of men and women, as it is expected to be seen in the population segments having lower education levels.</p>		<p>In the quantitative interviews, no noteworthy finding was appeared about cultural sociability, but just a few quotations were came across.</p> <p>Vedat: <i>If I had the opportunity, I would like to go to a movie with my wife. I'd like to go to the theater.</i></p> <p>Öznur: <i>I don't have people around to go to museums together, I do them alone. You know, we rarely go to exhibitions, but these are my activities, for example, artistic activities, I usually do them alone. If you mean things like birthday celebrations, going somewhere, having a picnic, yes, we do those. We do them in groups.</i></p>	<p>Results from the quantitative analysis display that, participation into cultural activities is very low among the population, and regarding the population who participate into these activities there are slight differences between men and women, that do not make sense.</p> <p>Participation into cultural activities is also related to sufficient time that an individual has. As for the social activities we have discussed under everyday sociability, women might have limited opportunities for cultural activities, such as time and consent. I again present here the case of Füsün, who mentions that after divorce she still cannot participate in social activities, since she does not have enough time, the case of Cem, whose care responsibilities related to her mother take most of his time after work, and the case of Vedat, whose work related activities take most of his time.</p> <p>On the other hand, regarding cultural sociability, I think two issues can be inferred. First, cultural activities are not prominent in Turkey. Even for the people with higher education the frequency of participating cultural activities might be low. Second, although according to the results of the quantitative analysis cultural sociability and everyday sociability appeared as different factors, it might be better to assess them together and name as 'social activities'.</p>



**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Networks (Personal relations)</i>	NA	<i>Communication skills</i>	<ul style="list-style-type: none"> <li>• Communication skills</li> </ul> <p><i>Vedat: I am as sincere as you need to be with a person I have just met. Without crossing the line. ... I can also contact with new acquaintances very quickly.</i></p> <p><i>Okan: I am a social person, I am very open to communication. I love to communicate with everyone, I love to chat, I love to talk.</i></p> <p><i>Sevil: It's a silent atmosphere. I can also enter by saying, "What happened, why are we silent?" I can bring up any issue, I mean the weather, the water. ... I am comfortable because I trust myself, I trust my heart.</i></p> <p><i>Ümit: I'm confident. I told you, I have been always in the sales sector, human relations, I even mingle directly with the customer. I have the numbers of some customers, I have many of the customer numbers. I mingle quickly.</i></p> <p><i>Münire: Since I can't speak very comfortably, I have difficulty expressing myself, so a little diffidence is more at the forefront. ... the more time I spend with a person, the more it my diffidence breaks down a little bit.... I can't say that I adapt myself very well in every environment.</i></p> <p><i>Öznur: When I first enter, I feel a slight uneasiness. I give my civilized greetings. But I don't mingle. ... I never initiate (the first conversation) ... unless someone is talking to me, I smile and try to blend in.</i></p> <p><i>Mehmet: I stay a bit quieter ... I don't fit in right away ... even if they are familiar ... I observe the environment ... and then ... I communicate ... I don't initiate (the first communication) ... they initiate the conversation and I continue it.</i></p> <p><i>Cem: I'm a bit shy ... I mean I'm not sociable. As I said, you know, you become a little shy. I don't talk much.</i></p>	<p>Personal relations come to front as an important concept for social capital. It involves the traces related to the width and depth of the networks. While talking about the personal relations, we see the situation related to relations with family, relatives, friends, colleagues, neighbours, and other people recently met. Here, we take the factors that became prominent to be effective on personal relations. These factors are intertwined, since in the narrations of the interviewees while talking about one of them the other one(s) appeared.</p> <p>Good communication skills are highly significant to both start a communication and continue it, and to have good relations with the people known. For good communication skills, self-confidence is crucial, specifically in a crowded environment and/or beside the people whom known less. Indeed, we see that the interviewees who have self-confidence have the ability to communicate easily with the people they barely know.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Networks (Personal relations)</i>	NA	<i>Self-confidence</i>	<ul style="list-style-type: none"> <li>• Being comfortable / Being diffidence</li> </ul> <p><i>Arin: I am an individual, I am also confident in myself living in the world. The other people might feel like a foreigner where I am, why should I feel like a foreigner, so I do not have such a problem. My self-confidence is good.</i></p> <p><i>Vedat: I am full of self-confidence ... because I am a warm person in terms of character ... I can mingle very quickly.</i></p> <p><i>Sevil: I am comfortable because I trust myself, I trust my heart.</i></p> <p><i>Ümit: Whether I know him/her or not, I'm comfortable, I'm the way I am. Natural, comfortable.</i></p> <p><i>Münire: When the number of people I don't know well is high, I guess my trust is at lower levels ... Socially, my self-confidence is low ... Crowded environments always make me ... uneasy and worried.</i></p> <p><i>Mehmet: When there are people I don't know, it's lower (his self-confidence) ... I think I stay in the back ... I'm a bit shy ... I can't warm up immediately ... I want to be confident in the work environment, in fact, in most matters ... But mostly it doesn't happen.</i></p> <p><i>Cem: I don't have self-confidence because I'm not very active (socially), to tell the truth. ... I'm a bit shy ... I mean I'm not sociable.</i></p>	<p>Self-confidence is linked to both personal relations and trust. The ones who have self-confidence tend to make connections more easily and to have good communication skills. Additionally, regardless of gender, self-confident interviewees are more likely to have feeling of trust. Indeed, we see that interviewees in the high social capital group have self-confidence.</p> <p>On the other hand, for the ones in the low and medium social capital groups self-confidence differ, but an evident pattern that affect the self-confidence of the ones in these two groups is not observed.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Networks (Personal relations)</i>	NA	<i>Time &amp; Closeness</i>	<ul style="list-style-type: none"> <li>• Time</li> </ul> <p><i>Elif: Now that we have been together for many years, working together and overcoming certain difficulties and stresses together, there is inevitably a unity of heart. ... Things that have been formed through many years of living together, overcoming exams. ... there are people who protect me a lot. But as I said, all of them are the people with whom I have developed the ability to look at things from the same point over time or to think in a similar way due to staying together a lot over time, and I catch this feeling with people whose view of life is integrated in certain aspects with certain things.</i></p> <p><i>Esra: How do I feel? I don't talk much, you know, I can't be involved in conversations a lot, ... I need to get used to the conversation ... I can't do anything right away with people I don't know. I can't be involved in the conversation, I don't express my opinion much.</i></p> <ul style="list-style-type: none"> <li>• Closeness</li> </ul> <p><i>Sevil: (Relatives on the father's side) Further away, further away, further away. at the events such as wedding, because the opinions of my relatives are not suitable for me. I mean their thoughts are wrong. I don't like them because they are mischievous people. ... (Close friends) Very, very often. They call me more often. They cannot break away from me. ... (G) You mentioned earlier about your relations with your neighbours, I understand that you see them frequently. (S) We see each other, go back and forth ... a lot.</i></p>	Being close to a person also affects the relations. By closeness, we understood the frequency of seeing a person and the length of time he/she has been known. For instance, from Elif's quotations we see that the colleagues that she has been working with since years became her close circle. Another issue related to closeness is that, knowing each other for a long time is not effective solely for being close. For instance, beside the relatives that are not seen frequently the person might feel uncomfortable, which indicates a weak relation. Elif defines the effect of closeness to relations in an easily understandable way as "becoming to see and to assess the events in the same way".

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Networks (Personal relations)</i>	NA	<i>Time Closeness</i>	<p>&amp; Mehmet: <i>We see my mother's side time to time, but my father's side is usually in Istanbul ... we don't see them much. I mean, we only see them once on Eid or once every two Eids, but we see them, whether it's my grandmother or my other grandfather or something like that. ... my relatives from my mother's side are a little more friendly. We meet them often anyway. I feel more comfortable with them, but my father's side ... If we meet once every 2 months, whether I feel comfortable or not. Of course I'm not very comfortable ... The questions they ask ... you know, classic things.</i></p>	<p>Another important concept for personal relations is appeared as sincerity. Sincerity is defined as crucial especially at the beginning of a communication. When the recently met person is seen as sincere, the communication is likely to continue. Besides, trust is also developed with regard to the sincerity of the other person. Nevertheless the interviewees who tend to have higher social capital do not mention sincerity as a condition for their first contact with a person, but it is mentioned as crucial for feeling trust.</p>
<i>Networks (Personal relations)</i>	NA	<i>Sincerity</i>	<ul style="list-style-type: none"> <li>• Sincerity</li> </ul> <p>Suat: <i>I look at his sincerity, I mean, I look at his friendship. I mean, if he is a really friendly person, if he is a person who is not after such a benefit, I try to establish a constant dialogue with him.</i></p> <p>Elif: <i>You need to look at the rhetoric and actions. I mean, you have to look at how she behaves. ... I usually have this kind of insecurity when I think that the other person is not sincere enough.</i></p> <p>Cem: <i>I look for sincerity and honesty. The person has to give trust. ... If the other person is good, I talk to them. ... Mine is all sincerity and goodwill. I mean honesty and trustworthiness.</i></p>	

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Trust to others</i>	NA	<i>Time &amp; closeness</i>	<ul style="list-style-type: none"> <li>Time is needed for the formation of trust to others <i>Okan: If I don't know them, I need time to get to know them. Maybe that trust can be gained with time.</i> <i>Cem: A certain amount of time has to pass.</i></li> <li>Trust decision develops based on the observations and knowing that person <i>Mehmet: When I observe them, I create a personality about them in my mind from their actions. I trust them a lot ... But when I feel insecure from their actions, I don't trust them at all.</i> <i>Okan: If I know them very well, of course I have a limitless trust. Of course, I can be distrustful of people I know less.</i></li> <li>Closeness is a factor <i>Münire: My close circle consists of people I absolutely trust. If I don't trust them, they are not close to me ... I am very clear about trusting people I barely know. I mean, I honestly don't trust anyone one hundred percent.</i> <i>Cem: (those in his close circle) I trust ninety percent of them in everything ... anyway if I don't trust them I stay away ... I don't trust, I don't talk to everyone</i> <i>Füsün: I don't trust people I hardly know ... I don't trust my relatives too much except my family. Within my own family, my family is my sister, my mother, my brother.</i></li> </ul>	<p>Trust to others is one of the four sub-components of the trust component of social capital. Trust to others involves both the people whom recently met and the ones that have been known before.</p> <p>The findings of the qualitative analysis reveal the important concepts related to trust to others as time and closeness, sincerity and honesty, not thinking about trust, trusting everyone and insights. On the other hand, the concepts of 'time and closeness' and 'sincerity' were came into front related to the two sub-components, i.e. 'personal relations' and 'trust to others'. From the quotations of the interviewees, we see that the two sub-components and the two concepts are highly intertwined. It is not surprising, because people tend to continue their relations with the ones they trust. In this regard, I placed 'time and closeness' among the concepts of both 'personal relations' and 'trust to others', since the answers were clearly related to both concepts that can be separated from each other. On the other hand, the answers that imply the relation between sincerity and trust were basically given for the questions about personal relations; so I placed them above, under 'personal relations' sub component, and did not place them here.</p> <p>The duration of time that someone is known is an effective factor on trust. During this time, the person finds opportunity to observe and to know the other person. Sufficient time and observation brings closeness, which is another factor for trust to others, and it is similar for both men and women.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Trust to others</i>	NA	<i>Not thinking about trust</i>	<ul style="list-style-type: none"> <li>A strategy towards mistrust is not thinking about trust</li> </ul> <p><i>Öznur: I don't think about trust at all, so I feel neither insecurity nor trust. This was the same with my husband. It's the same with my children. It's the same with everyone I know. I approach it as people can do anything, but they can also not do anything. And this is not an issue for me to think about.</i></p> <p><i>Ümit: I say I trust, but I don't. I have no sense of trust. But how can I have no sense of trust, I mean, whether I trust or not, I have nothing to gain or lose.</i></p>	<p>While talking about trust to others, two interesting concepts came to front. One of them is 'not thinking about trust', and mentioned by two female interviewees. The other one is 'trusting everyone', and were mentioned by two male interviewees. We think that these two concepts indicate personal strategies towards mistrust, and they are like two sides of a coin. The quotations related to 'not thinking trust' are sounded like there is no trust but does not stated in a crystal-clear way. On the other hand, the quotations related to 'trusting everyone' are much clearer, involving giving some time and taking risk. We see that men are more likely to take risk by trusting, while women prefer not to take the risk and not to think about trust at the first place.</p>
<i>Trust to others</i>	NA	<i>Trusting everyone</i>	<ul style="list-style-type: none"> <li>Another strategy towards mistrust is trusting everyone</li> </ul> <p><i>Arın: I trust everyone, but I know you can't trust everyone. I give it time. I wait for some things to pass. ... I think that if you don't put a limit on everyone ... a limit of control ... including your closest person, your spouse ... even there you have to be cautious. My experiences have taught me that. But I trust, I trust everyone. ... events show me in time whether that trust should continue or whether I should end it.</i></p> <p><i>Tuncay: Trust is something I care a lot about and I try and prefer to trust. I find it very tiring to live without trust. I mean, I prefer to be wrong and to say I learned a lesson and I'll write it down and keep it in mind from now on. I prefer to be wrong. I'd rather take a risk than to say what if I'm wrong and limit myself in a cautious protection in an insecure way.</i></p>	

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Trust (Trust to others)</i>	NA	<i>Insights</i>	<ul style="list-style-type: none"> <li>• Relying on insights</li> </ul> <p><i>Feray: My insights are very strong. I trust it, obviously, that I shouldn't talk to that person or that I should talk to that person.</i></p> <p><i>Sevil: I've always trusted my insights, my insights has never failed me. I am so lucky about it.</i></p>	Another difference between men and women is using insights while deciding whether someone is trustable or not. Hence, two female interviewees state that their insights are powerful and guiding them to trust a person.
<i>Trust (Sense of belonging)</i>	NA	<i>Difference in thinking</i>	<ul style="list-style-type: none"> <li>• Thinking in different ways</li> </ul> <p><i>Vedat: I don't feel that I belong to society. Because I think that my way of thinking... in general, my way of thinking, my style and so on are incompatible with the society.</i></p> <p><i>Münire: When their socio-cultural level is a bit lower, sometimes there can be difficulties in communication. So sometimes, I don't feel like I belong there.</i></p> <p><i>Feray: Before it was yes, but now it's a little bit like this, you feel like a foreigner a little bit in the society.</i></p> <p><i>Füsün: I don't feel that I belong to society ... I don't do lot of the things that the society does.</i></p> <p><i>Ümit: I don't feel that I belong to the current order of the society. I don't actually want to live in this order.</i></p> <p><i>Tuncay: I don't like the degeneration in the society, I don't like the deterioration and I don't feel like I belong.</i></p> <p><i>Esra: I can't say that I feel like I belong to society. Because there are so many distinctions, there are different views in our society now, so I am very much against society.</i></p>	<p>An interviewee explains the reason for his lack of sense belonging to society as the difference in his thoughts from the society. Some other interviewees remark their reasons as existence of social &amp; cultural differences, feeling like a stranger, not doing the things that society do, not feeling belonging to the existing social order, and degeneration, which I think are also related to 'difference in thinking'.</p> <p>Among the interviewees who mention a sense belonging to society some of them put emphasis on being the part of it. One of them make a much clearer explanation by saying although he has a different viewpoint than society, since he is the part of society, he belongs to it.</p> <p>For men and women not a significant difference is seen in regards to sense of belonging. Concerning the different social capital groups, yet not a noteworthy difference is observed.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Trust (Sense of belonging)</i>	NA	<i>Being a part of the society</i>	<ul style="list-style-type: none"> <li>Being a part of the society</li> </ul> <p><i>Arin: I feel like I belong to all of them. No matter how much a part of the society does not have the same opinion, we are a part of that society.</i></p>	
<i>Trust (Life satisfaction)</i>	NA	<i>Having life satisfaction</i>	<ul style="list-style-type: none"> <li>Having life satisfaction is prominent among high and medium social capital groups</li> </ul> <p><i>Arin: I have no dissatisfaction, that is, in every environment I was in ... I had created space and environment for myself to create satisfaction.</i></p> <p><i>Tuncay: I'm satisfied, I mean, what if I had more money? I'd have a bigger car or something. What would have happened, nothing would have happened, so I'm satisfied. I'm a person who knows how to be content. Health is something I care about. The feeling of not needing anyone is something I care about. I'm in that situation now, so I'm satisfied.</i></p> <p><i>Okan: Of course, I am satisfied with my situation and my life ... I have my own house, a car, a wife. We are all healthy. My wife has a job. We have an economic situation in which we can sustain our lives.</i></p> <p><i>Sevil: I am satisfied. I love my husband, I love my son, I love my job. I love my children (as a childcare giver), all of them.</i></p> <p><i>Elif: I am satisfied, what I mean by being satisfied is what I mean by being satisfied with yourself, yes, I am satisfied, I am satisfied with my circle of friends, I am satisfied with what I have done so far, I am satisfied with what I have not done, I am satisfied with what I have not chosen to do.</i></p> <p><i>Mehmet: I am satisfied, I love my life. I mean, even though I feel unhappy about some things, but I love my life.</i></p> <p><i>Ümit: I am satisfied with my life.</i></p> <p><i>Münire: I'm satisfied, I'm fine now.</i></p>	<p>Life satisfaction seems to be a general concept for the high and medium social capital groups.</p> <p>However, dissatisfaction with life is prominent among the ones from the low social capital group. The forefront reason for their dissatisfaction is the things that they could not do.</p> <p>On the other hand, there is not a noteworthy difference between men and women.</p>



**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Trust (Life satisfaction)</i>	NA	<i>Having life satisfaction</i>	<ul style="list-style-type: none"> <li>• Unsatisfaction with life was came across in low social capital group</li> </ul> <p><i>Füsün: I am ... not satisfied with my life. I mean, I don't have a social life, there are no activities, you don't go anywhere, you don't enter a different environment, so I am not very satisfied.</i></p> <p><i>Esra: I am satisfied, that is, as satisfied as I can be, I try to please myself with the means I have.</i></p> <p><i>Cem: (Satisfaction with life) I am not. I mean, let me put it this way, for example, I have a time problem.</i></p>	

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Norms (Success)</i>	NA	<i>Communication skills</i>	<ul style="list-style-type: none"> <li>• Good communication skills</li> </ul> <p><i>Okan: It's not just work. Communication can sometimes lead to other things. It can develop other things. I think communication is very important in that sense.</i></p> <p><i>Vedat: In order to have a good life, you need to have social relations and earn serious amount of money so that you can achieve some kind of status. I went, this was all again due to social relations, we had a boss, for example, he was a very high level person in the bureaucracy. He told me, "This desk is yours, start from here. But I didn't know anything ... For me, social relations are very important.</i></p>	<p>Having good communication skills might be an important factor on success. Having good communication skills is also linked with environment, since via communication skills a person forms an environment, which would help her/him on her success. Hence, the quotations of some interviewees indicate this situation. For instance, a male interviewee mentions that he believes his relations have an affect on getting a job and his success.</p> <p>Need for support, especially for women, seems to be a vital factor. A female interviewee mentions her need for support to be successful. Another female interviewee says a family who helps to resolve one's problems has a positive impact on success. These remarks indicate the lack of support. The restricted role of women mainly in social but also in economic sphere reveals the need for support in an acute way.</p>
<i>Norms (Success)</i>	NA	<i>Need for support</i>	<ul style="list-style-type: none"> <li>• Support</li> </ul> <p><i>Füsün: My mother never supported me like that. If only she had supported me, maybe my future would have been very different. ... if I have support, I can achieve anything ... if someone motivates me, there is nothing I can't do, nothing I can't achieve. I mean, for example, when my son just says to me, "Mom, you can open a very nice place and run it very well", when he says "let's do it", I feel so happy and I want to do it and I really want to do it and I really think I can do it ... it may seem insignificant, but when someone says that to you, it really awakens different things in you.</i></p> <p><i>Esra: A family that you can communicate with in every sense, I don't know, solve your problems, I think that's what makes you successfull.</i></p> <p><i>Ümit: I am successful in every sector I go to, but I get bored very quickly. In university ... I dropped out when I dropped a few of the zootechnics courses in the 3rd year. ... I can stay in a company for 1.5 - 2 years at most.</i></p>	<p>Another factor appears as having a vision. A female interviewee mentions vision might be effective on success, emphasising that a particular environment leads to vision. A male interviewee tells how his vision (he name it point of view) put him to the front among many of his colleagues. In his narrations, we see that his vision has its grounds on the attitudes of his uncle, whom he has highly influenced while he was growing up.</p> <p>Among other things, "seeing opportunities" is seen as a factor in success. The female interviewee who mentions this say it as if she cannot see the opportunities. A male interviewee tells that thanks to the environment he grew up in, his senses are clear so he can easily realise the good and the bad, which, I think, would also help him to see the possible opportunities.</p>

**Table 4.2. Joint Display Integration Matrix (continued)**

Quantitative Analysis		Qualitative Analysis		Mixed Methods Meta-Inference
Social Capital Components (Sub-Components)	Results	Concepts	Findings	Expansion
<i>Norms (Success)</i>	NA	<i>Vision &amp; Seeing opportunities</i>	<ul style="list-style-type: none"> <li>• Having vision</li> </ul> <p><i>Münire: The visionary qualities of people in certain environments where they were brought up can also bring them success.</i></p> <p><i>Vedat: When you run after your vision, the money is already coming after you. I mean, of course, we all work for money and so on, but I think money is not the only point, I mean, when you add something to your vision, when you elaborate, money follows you. ... I always wanted to reach the best ... For example, I was always very careful about how I dressed. I always paid attention to my hair, my beard, my hands, my face. And I was never rude. That made me stand out.</i></p> <ul style="list-style-type: none"> <li>• Seeing opportunities</li> </ul> <p><i>Öznur: But if you say success in a professional sense, these are very clear things, already working hard and seeing opportunities that I could not see.</i></p> <p><i>Vedat: Your perception has to be very clear... None of us can know one hundred percent where evil comes from and where good comes from. But these things, you know, by experiencing much more, the environment we are in has taught us these things by experiencing them.</i></p>	

Comparing the results of the quantitative analysis with qualitative findings, we noticed confirmative results. According to the results of quantitative analysis, men are more likely to participate in daily social life. This implies that their participation is more likely to be allowed, yet encouraged by the society. Hence, the existence of men in public areas is more evident and powerful than women. The cases of several interviewees indicate this existence beginning from very young ages. On the other hand, women need much support to become more visible and powerful in public areas. Thus, family of a woman i.e. parents, other close relatives, and husband, might restrict her existence in the social and public areas. Additionally, participation into social life is related to have sufficient time, and women might have limited time for social activities, especially if they work. Hence, after work time they need to spend their time at house works.

Although women have chance to work, their role and freedom within the society is quite limited. We see this situation both in the results of the quantitative analysis and the quotations of the female interviewees. A female interviewee tells her need for receiving support and another one mentions about her patriarchal family, for which she does not feel a sense of belonging.

Regarding social network support, the results of quantitative analysis indicate that men are more likely to help for issues related to out-of-house works, as shopping, transport, and women are more likely to help works related to caring, such as health-related issues. From the qualitative findings, we see that giving help is prevailing attitude of both men and women. On the other hand, similar to the quantitative results, from the narrations of the interviewees, we see that women tend to help in the areas related to in-house or caring activities. Additionally, qualitative research findings involve issues about 'receiving help' related to social network support. About receiving help, hesitation is prevalent especially for asking material help for both men and women. Nevertheless, heart-heart talk, which is a type of non-material help, is more prominent for women, which might indicate that men tend to be tight for sharing their problems. About receiving support, the ones with whom the person has strong relations are important for both men and women. They are mainly the family members,

close friends, and the people from home village. Hence, being close to a person most probably eliminates the hesitation in asking for help. On the other hand, giving or receiving help might be gender biased. From the narrations of the interviewees, we think women tend to help women and ask for help from women, and men tend to do the same.

Regarding cultural sociability, the quantitative results indicate very low levels with tiny differences between men and women. Since participation into cultural activities is also related to have sufficient time, similar to the case for the social activities we have discussed about everyday sociability, women might have limited opportunities to participate these activities. On the other hand, related to cultural sociability two issues can be inferred. First, cultural activities are not prominent in Turkey. Even for the people with higher education, the frequency of participation might be low. Second, although according to the results of the quantitative analysis cultural sociability and everyday sociability appeared as different factors, it might be wiser to take them together and name them as ‘social activities’.

As for the sub-components that are appeared from the qualitative strand as an expansion to the quantitative strand, personal relations came to front related to the networks component of social capital. It involves the traces related to the width and depth of the networks. While talking about the personal relations, we see the situation related to the relations with family, relatives, friends, colleagues, neighbours, and other people recently met. Here, we take the concepts that became prominent to be effective on personal relations. We saw that these concepts are intertwined. While an interviewee was talking about one concept, another one might appear in his/her narrations. For instance, good communication skills are highly significant to both start a communication and continue it, and to have good relations with the people known. For good communication skills, self-confidence is crucial, specifically in a crowded environment and/or beside the people whom known less. Indeed, we see that the interviewees who have self-confidence have the ability to communicate easily with people they barely know. Being close to a person also affects personal relations. By closeness, we understood the frequency of seeing a person and the length of time

he/she has been known. Another issue related to closeness is that, knowing each other for a long time is not effective solely for being close. Indeed, while being together with the relatives that are not seen frequently the person might feel uncomfortable, which indicates a weak relation. Another important concept for personal relations are appeared as sincerity. Sincerity is defined as crucial especially at the beginning of a communication. When the recently met person is seen as sincere, the communication is likely to continue.

Trust to others is one of the four sub-components of the trust component of social capital. Trust to others involves both the people whom recently met and the ones that have been known before. The findings of the qualitative analysis reveal the important concepts related to trust to others as time and closeness, sincerity and honesty, not thinking about trust, trusting everyone and insights. On the other hand, the concepts of 'time and closeness' and 'sincerity' were came into front related to the two sub-components, i.e. 'personal relations' and 'trust to others'. From the quotations of the interviewees, we see that the two sub-components and the two concepts are highly intertwined. It is not surprising, because people tend to continue their relations with the ones they trust. Since the answers related to the 'trust to others' and the 'personal relations' sub-components, which were given separately by the interviewees, clearly involve quotations about the 'time and closeness' concept, we placed this concept under both sub-components. However, since the answers that imply the relation between the sincerity concept and the the 'trust to others' sub-component were basicly given for the answers related the 'personal relations' sub-component, we placed this concept under the 'personal relations' sub-component, and did not place it under the 'trust to others' sub-component in order to avoid dublication.

As for the 'time and closeness' concept, the duration of 'time' that someone known is an effective factor on trust to that person. During this time, the person finds opportunity to observe and know the other person. Sufficient time and observation brings 'closeness', which is another factor for 'trust to others', for both men and women.

While talking about ‘trust to others’, two unexpected concepts came to front. One of them is ‘not thinking about trust’, as mentioned by two female interviewees. The other one is ‘trusting everyone’, as mentioned by two male interviewees. We think that these two concepts indicate personal strategies towards mistrust, and they are like two sides of a coin. The quotations related to ‘not thinking trust’ are sounded like there is no trust but does not stated crystal-clear. On the other hand, the quotations related to ‘trusting everyone’ are much explicit, involving ‘giving some time to the other person’ and ‘taking a risk by trusting the other person’. Thus, we think that men might be more likely to take risk by trusting, while women might prefer not to take the risk and not to think about trust at the first place. Another difference between men and women is using insights while deciding whether someone is trustable or not. Hence, two female interviewees state that their insights are powerful and guiding them to trust a person.

Among the interviewees who mention a sense belonging to society some of them put emphasis on being the part of the society. One of them make a much clearer explanation by saying although he has a different viewpoint than society, since he is the part of society he belongs to it. For men and women, there is not a significant difference in regards to sense of belonging. Concerning the different social capital groups, yet not a noteworthy difference is observed.

Life satisfaction seems to be a general concept for the high and medium social capital groups, with regards to trust, while dissatisfaction with life is prominent among the ones from the low social capital group. The forefront reason for dissatisfaction with life is the things that a person could not do. On the other hand, we do not see a noteworthy difference between men and women on this issue.

Self-confidence is another issue linked to both the ‘personal relations’ sub component and the ‘trust to others’ sub-components. The ones with self-confidence tend to contact easily with other people and to have good communication skills, as well as are more likely to have feeling of trust towards others. Yet, since the quotations that imply the relation between the ‘self-confidence’ concept and the ‘trust to others’

sub-component were mentioned within the answers related the ‘personal relations’ sub-component, we placed this concept under the ‘personal relations’ sub-component and did not place it under the ‘trust to others’ sub-component in order to avoid duplication. We see that interviewees in the high social capital group have self-confidence. On the other hand, for the ones in the low and medium social capital groups’ self-confidence differ, but we could not observe an evident pattern that affects the self-confidence of the ones in these two groups.

Regarding the ‘success’ sub-component, we again came across ‘good communication skills’, which is also an important factor on personal relations. Thus, there is a relation between the ‘success’ and the ‘personal relations’ sub-components. More clearly, the person with good communication skills tend to form an environment that would support him/her on his/her success. ‘Support’ seems to be another vital factor in success, especially for women. The lack of support came to the front for women. The restricted role of women mainly in social sphere, but sometimes in economic sphere too, reveals the need for support in an acute way. ‘Vision’ appears as another factor on success. We see that, vision might be a trigger on a person’s attitudes, which positively influence his/her success. Additionally, ‘seeing opportunities’ is a factor that was mentioned related to success.

Assessing the sub-components, the prominent concepts related to them, and the factors that we came across in relation to the concepts in the integration process, we see that they are highly intertwined to each, and a sole one affecting many. On the other hand, regarding our findings from the integration process, it appears that the society presents stronger means to men to form their social capital, even from scratch, while women are less lucky, if they do not have a favoured environment.

#### **4.4. Further Studies: A Guideline for A Module on Social Capital**

The aim of this study does not involve providing a questionnaire that would be used in social capital research. On the other hand, we found that the outcomes of this study might be valuable to be used in a social capital survey. Therefore, we decided to



provide a set of question recommendations that can be a guide to a study on preparing a social capital questionnaire as either a part of a current survey or a separate survey questionnaire. Below we present a module guideline, which involves the concepts that we revealed from the meta-inferences of our mixed methods research, as well as the sample questions related to these concepts in order to examine social capital of the individuals. The concepts are presented with the components and sub-components that they are considered to be primarily related. However, it should be kept in mind that they are in a complex network of interconnections with each other. In fact, as stated in the sections above, the relationship between components, subcomponents, and concepts both among themselves and with more than one subcomponent and component was observed in the analysis.

In this guideline, while listing the relevant concepts, first we checked the social capital questions data set of OECD (see Chapter III for detailed explanation), aiming to provide a suggestion about the related concept within the existing questions. Then, if a suitable question is not found within the data set, we formed sample questions just to indicate how the concept might be addressed.

It should be noted that, the aim of this section is to highlight the important concepts related to social capital that should be considered in a research study on the evaluation of this complex phenomenon. In this regard, the questions that are presented below should be seen as exemplars we used while seeking to form the precursors of a longer road. With this aim, we present sample questions for the concepts that were come to front in the third analysis strand of this study, i.e. meta-inferences. Thus, this section should be understood as a draft study, and it would be much favourable to scrutinize our suggestions within a framework of a further focused research with a specific purpose on developing a questionnaire for social capital.

We recommend 51 questions in total. Under the networks component we recommend 37 questions, of which six questions are related to both networks and trust component, and five questions are related to both networks and norms. Among these 37 questions, eight questions are related to everyday sociability, 16 questions are related to social network support, and 13 questions are related to personal relations sub-components of networks. Under the trust component, we recommend 13 questions, of which six questions are also related to networks component. Among these 13 questions, eight questions are related to trust to others sub-component, four questions are related to a sense of belonging, and one question is related to life satisfaction sub-components of trust. Under the norm's component, we recommend 11 questions, of which five questions are also related to networks component. Among these 11 questions, all are related to success sub-component of norms. Lastly, one question is related to all the three components.

Below we explain the concepts that we considered while recommending the guideline questions regarding the component they are related to.

### **Networks**

**Existing in social areas:** The meta-inferences of the mixed methods research indicate that the existence of men in public and social areas is more evident and powerful than women. This existence begins from very young ages. This implies that their participation is more likely to be allowed, yet encouraged by the society. We saw that existence in social areas affects the width and strength of the networks. Hence, the questions that would help to comprehend the existence in social areas is related to participating into both social and organisational activities. In the OECD questionnaire data set, there are also questions about political engagement and religious participation. However, since they did not appear as crucial issues related to existence in social areas we do not include the questions that are specifically related to political participation. On the other hand, we included the questions, which involve political activities among the selections of associational activities; hence, we did not exclude the selections related to political activities. Under this concept, we recommend 21

questions, of which six questions are both related to existing in social areas and lack of time. Among these questions, nine questions are revised from the existent survey questions that are involved in the OECD question-set questions and 12 questions are formed regarding the meta inferences of the mixed methods strand of the study

**Lack of time:** Participation into social life is also related to sufficient time that an individual has. Women tend to have limited time for social activities, especially if they work. Other personal circumstances, such as care works or excessive working hours, also affect participation into social activities. The questions related to lack of time might be asked following the questions about ‘everyday sociability’ and ‘social network support’. We recommend 12 questions related to lack of time concept, of which six questions are both related to lack of time and existing in social areas. All the questions under this concept are formed regarding the meta inferences of the mixed methods strand of the study.

**Family restrictions:** The meta-inferences of the mixed methods research indicate that family, i.e. parents, relatives, husband etc., might be restrictive on the existence of an individual in the social, economic and public areas, especially for the women. In the OECD question-set a suitable question does not exist about family restriction. Thus, we formed two sample questions regarding the meta inferences of the mixed methods strand of the study.

**Giving help:** The meta-inferences of the mixed methods showed that the interviewees who are thought to have higher social capital provide and/or offer help to the people they think as being in need. Additionally, rather than helping others via an organisation, giving help at the individual level came to front. Indeed, the numbers related to involvement in voluntary activities via civil society organisations, which are provided by the time-use survey, display a weak linkage between these organisations and the individuals. In this regard, here, we consider providing help to others at individual level rather than organisational level. Related to this concept, we recommend eight questions, of which one question is both related to giving help and

receiving help. All the questions are revised from the existent survey questions that are involved in the OECD question-set.

**Receiving help:** Receiving help is a concept that is revealed from the quantitative strand. Related to receiving help, we saw that, hesitation on asking for help is prevalent for both men and women, especially related to material help. As a type of non-material help, heart-to-heart talk is also important. We saw that, it is more prominent for women, while men might be tight for sharing their problems. For receiving support, existence of the people whom the person might ask help is important. They are mostly the family members, close friends, and the people from home village. Related to receiving help we recommend 13 questions, of which one question is related to both receiving help and giving help. All the questions are revised from the existent survey questions that are involved in the OECD question-set.

**Sincerity:** The meta inferences display that, before building a friendship, especially at the beginning of a communication, an individual tend to look at the sincerity of the other person. Hence, sincerity is also mentioned with regard to trust. We recommend two questions related to sincerity, which we formed regarding the meta inferences of the mixed methods strand of the study.

### **Trust**

**Trusting everyone or not thinking about trust:** The qualitative strand revealed that trusting everyone and not thinking about trust are both related to avoiding the negative feeling of absence of trust. While trusting everyone involves giving a time for the other person, not thinking about trust put other issues such as sincerity in the place of trust. Either way or another way, trust to others appeared to be an important factor for social capital. We recommend two questions related to this concept, and both questions are revised from the existent survey questions that are involved in the OECD question-set.

**Being a part of society:** It is seen that feeling as being a part of society is effective on feeling a sense of belonging to society. Related to this concept we recommend three questions that are revised from the existent survey questions that are involved in the OECD question-set.

**Difference in thinking:** Having differences in thinking with the others in the family, the society or the neighbourhood has a significant adverse effect on sense belonging. Difference in thinking is related to not sharing compatible world-views, having differences in social and cultural matters, feeling like a stranger in a circumstance, and the like. Related this concept we recommend one question, which is formed regarding the meta inferences of the mixed methods strand of the study.

**Having life satisfaction:** We recommend one question under this concept, and it is formed regarding the meta inferences of the mixed methods strand of the study.

### **Norms**

**Need for support:** Need for support is seen as an important factor, specifically for women. In the case of lack of support, especially the support of family, problem resolving and success at work can be difficult for an individual. Related to this concept we recommend two questions, of which one questions is revised from the existent survey questions that are involved in the OECD question-set, and the other question is formed regarding the meta inferences of the mixed methods strand of the study.

**Vision and seeing opportunities:** The findings revealed that having a vision is important on the success of a person. Vision also influence seeing the opportunities. Under this concept, we recommend one question, which is revised from the existent survey questions that are involved in the OECD question-set.

### **Networks and Trust**

**Self-confidence:** Self-confidence is linked to both personal relations and trust. The ones who have self-confidence tend to make connections more easily and to have

good communication skills, as well as more likely to have feeling of trust. Feeling comfortable or diffidence is seen as a determinative issue on self-confidence. We recommend three questions related to self-confidence, which are also related to time and closeness concept. Among these questions, two questions are revised from the existent survey questions that are involved in the OECD question-set, and one question is formed regarding the meta inferences of the mixed methods strand of the study.

**Time and closeness:** Meta inferences indicated that being close to a person, i.e. frequency of seeing a person and the length of time he/she has been known, affects the relation with her/him. On the other hand, knowing one and other for a long time is not solely effective on being close. For instance, a person might feel uncomfortable beside her/his relatives whom she/he does not see frequently, and this situation indicates weak relations with those relatives. In addition, we see that becoming to see and to assess the events in the same way is much more important. On the other hand, the duration of time that someone is known is effective on trust. Indeed, a sufficient amount of time that gives opportunity to observe that person brings closeness. Related to time & closeness we recommend seven questions, four of which are also related to self-confidence. Six of these questions are revised from the existent survey questions that are involved in the OECD question-set, and one question is formed regarding the meta inferences of the mixed methods strand of the study.

### **Networks and Norms**

**Communication skills:** Starting a conversation and to continue that conversation affect social capital in a positive way. Being talkative is also related to communication skills. The meta inferences of the mixed methods strand displayed that good communication skills have a noteworthy effect on both personal relations, which we define as a sub-component of networks, and success, which we define as a sub-component of norms. Related to communication skills we recommend eight questions, of which seven questions are formed regarding the meta inferences of the mixed methods strand of the study, and one question is revised from the existent survey questions that are involved in the OECD question-set.

### **Networks, Trust, and Norms**

**Family environment in which a person grow:** The meta inferences in the mixed methods strand revealed “family environment in which a person grew” as a significant and common concept for the three components of capital. Hence, growing in a positive family environment highly affects social capital via affecting its three components. Related to this component we recommend one question, which is formed regarding the meta-inferences of the mixed methods strand of the study.

**Table 4.3. A Guideline for a Social Capital Module**

1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Existence in social areas	Q.1.a	<p><b>In the last 12 months, did you do any voluntary work for a group or organisation?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p> <p>IF (YES) GO TO Q.1.a.                      IF (NO) GO TO Q.1.d.</p>	<p>The types of groups or organisations:</p> <ul style="list-style-type: none"> <li>✓ sports or exercise group;</li> <li>✓ hobby, recreation, or social group</li> <li>✓ dance, music or theatre group</li> <li>✓ adult education or evening classes</li> <li>✓ group for senior citizens</li> <li>✓ group for children, young people or students</li> <li>✓ religious group (such as church)</li> <li>✓ ethnic or cultural group</li> <li>✓ environmental or animal welfare group</li> <li>✓ business, professional, or union group</li> <li>✓ political or lobby group</li> <li>✓ health, welfare, or support group</li> <li>✓ local community or neighbourhood group</li> <li>✓ emergency service</li> <li>✓ other group</li> </ul>	The question is revised from the questions of the New Zealand General Social Survey, 2010 questionnaire.
Networks	Everyday Sociability	Existence in social areas	Q.1.b	<p><b>How often did you do voluntary work for a group or organisation?</b></p> <p><input type="checkbox"/> Every day  <input type="checkbox"/> At least once a week  <input type="checkbox"/> At least once a month  <input type="checkbox"/> At least once every 3 months  <input type="checkbox"/> At least once a half year  <input type="checkbox"/> Less frequently  <input type="checkbox"/> Do not know</p>		The question is revised from the questions of the New Zealand General Social Survey, 2010 questionnaire.
Networks	Everyday	Exist. in soc. areas	Q.1.c.	<p><b>Do you find the frequency of this voluntary work enough?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Don't know</p> <p>IF (NO) GO TO Q.1.d.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question



Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Exist. in soc. areas & Lack of time	Q.1.d.	<p><b>What is the reason you did not do any voluntary work or did this voluntary work less than you desire?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of time</li> <li><input type="checkbox"/> No transport</li> <li><input type="checkbox"/> Financial reasons</li> <li><input type="checkbox"/> No groups in local area</li> <li><input type="checkbox"/> No childcare available</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Not convenient</li> <li><input type="checkbox"/> Discrimination because of ethnic or cultural background</li> <li><input type="checkbox"/> Health reasons</li> <li><input type="checkbox"/> Other</li> </ul> <p>If (LACK OF TIME) GO TO Q.1.e.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Lack of time	Q.1.e.	<p><b>What is the reason for your lack of time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can't get the childcare I need to be able to go out</li> <li><input type="checkbox"/> I'm too busy with family</li> <li><input type="checkbox"/> I'm too busy with my job</li> <li><input type="checkbox"/> I'm too busy with studying</li> <li><input type="checkbox"/> Other reason</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Exist. in soc. areas	Q.2.a.	<p><b>(Apart from the voluntary work) In the last 12 months, did you take part in any activity organised by a group or organisation? (attending meetings connected with these activities is included)</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p> <p>IF (YES) GO TO Q.2.b.  IF (NO) GO TO Q.2.d.</p>	<p>The types of groups or organisations:</p> <ul style="list-style-type: none"> <li>✓ sports or exercise group;</li> <li>✓ hobby, recreation, or social group</li> <li>✓ dance, music or theatre group</li> <li>✓ adult education or evening classes</li> <li>✓ group for senior citizens</li> <li>✓ group for children, young people or students</li> <li>✓ religious group (such as church)</li> <li>✓ ethnic or cultural group</li> <li>✓ environmental or animal welfare group</li> <li>✓ business, professional, or union group</li> <li>✓ political or lobby group</li> <li>✓ health, welfare, or support group</li> <li>✓ local community or neighbourhood group</li> <li>✓ emergency service</li> <li>✓ other group</li> </ul>	<p>Question is revised from the questions of the New Zealand General Social Survey, 2010 and the EU SILC - Ad Hoc Module on Social Participation, 2006 questionnaires.</p>
Networks	Everyday Sociability	Existence in social areas	Q.2.b.	<p><b>How often did you take part in those activities?</b></p> <p><input type="checkbox"/> Every day  <input type="checkbox"/> At least once a week  <input type="checkbox"/> At least once a month  <input type="checkbox"/> At least once every 3 months  <input type="checkbox"/> At least once a half year  <input type="checkbox"/> Less frequently  <input type="checkbox"/> Do not know</p>		<p>Question is revised from the questions of the New Zealand General Social Survey, 2010 and the EU SILC - Ad Hoc Module on Social Participation, 2006 questionnaires.</p>
Networks	Everyday Sociability	Existence in social areas	Q.2.c.	<p><b>Do you find the frequency of those activities enough?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Don't know</p> <p>IF (NO) GO TO Q.2.d.</p>		<p>The question is formed regarding the meta inferences of the mixed methods strand of the study.</p>

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Exist. in soc. areas & Lack of time	Q.2.d.	<p><b>What is the reason you did not involve in any of those activities or involved those activities less than you desire?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of time</li> <li><input type="checkbox"/> No transport</li> <li><input type="checkbox"/> Financial reasons</li> <li><input type="checkbox"/> No groups in local area</li> <li><input type="checkbox"/> No childcare available</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Not convenient</li> <li><input type="checkbox"/> Discrimination because of ethnic or cultural background</li> <li><input type="checkbox"/> Health reasons</li> <li><input type="checkbox"/> Other</li> </ul> <p>If (LACK OF TIME) GO TO Q.2.e.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday	Lack of time	Q.2.e.	<p><b>What is the reason for your lack of time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can't get the childcare I need to be able to go out</li> <li><input type="checkbox"/> I'm too busy with family</li> <li><input type="checkbox"/> I'm too busy with my job</li> <li><input type="checkbox"/> I'm too busy with studying</li> <li><input type="checkbox"/> Other reason</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Existence in social areas	Q.3.a	<p><b>How often in the last 12 months have you organised, helped in the organisation of, or just participated in activities, events held at your place of residence or the area where you live?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every day</li> <li><input type="checkbox"/> At least once a week</li> <li><input type="checkbox"/> At least once a month</li> <li><input type="checkbox"/> At least once every 3 months</li> <li><input type="checkbox"/> At least once a half year</li> <li><input type="checkbox"/> Less frequently</li> <li><input type="checkbox"/> Do not know</li> <li><input type="checkbox"/> Never</li> </ul> <p>IF (NEVER) GO TO Q.3.c. IF OTHER ANSWERS GO TO Q.3.b.</p>		The question is revised from a question of the Polish Social Cohesion Survey, 2011 questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Existence in social areas	Q.3.b.	<p><b>Do you find the frequency of those activities enough?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Don't know</p> <p>IF (NO) GO TO Q.3.c.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Exist. in soc. areas & Lack of time	Q.3.c.	<p><b>What is the reason you did not involve in any of those activities or involved those activities less than you desire?</b></p> <p><input type="checkbox"/> Lack of time  <input type="checkbox"/> No transport  <input type="checkbox"/> Financial reasons  <input type="checkbox"/> No groups in local area  <input type="checkbox"/> No childcare available  <input type="checkbox"/> Not interested  <input type="checkbox"/> Not convenient  <input type="checkbox"/> Discrimination because of ethnic or cultural background  <input type="checkbox"/> Health reasons  <input type="checkbox"/> Other</p> <p>If (LACK OF TIME) GO TO Q.3.d.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Lack of time	Q.3.d.	<p><b>What is the reason for your lack of time:</b></p> <p><input type="checkbox"/> I can't get the childcare I need to be able to go out  <input type="checkbox"/> I'm too busy with family  <input type="checkbox"/> I'm too busy with my job  <input type="checkbox"/> I'm too busy with studying  <input type="checkbox"/> Other reason</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Existence in social areas	Q.4.a.	<p><b>On how many days a week do you participate in an organised leisure activity outside the home?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every day</li> <li><input type="checkbox"/> On 5–6 days a week</li> <li><input type="checkbox"/> On 3–4 days a week</li> <li><input type="checkbox"/> On 1–2 days a week</li> <li><input type="checkbox"/> Less often than once a week</li> <li><input type="checkbox"/> No participation</li> <li><input type="checkbox"/> Do not know</li> </ul> <p>IF (NO PARTICIPATION) GO TO Q.4.c. IF OTHER ANSWERS GO TO Q.4.b.</p>		Question is revised from a question of the Finland Leisure Survey, 2002 questionnaire.
Networks	Everyday Soc.	Exist. in soc. areas	Q.4.b.	<p><b>Do you find the frequency of this activity enough?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Don't know</li> </ul> <p>IF (NO) GO TO Q.4.c.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Exist. in soc. areas & Lack of time	Q.4.c.	<p><b>What is the reason you did not participated in any of those activities or participated those activities less than you desire?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of time</li> <li><input type="checkbox"/> No transport</li> <li><input type="checkbox"/> Financial reasons</li> <li><input type="checkbox"/> No groups in local area</li> <li><input type="checkbox"/> No childcare available</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Not convenient</li> <li><input type="checkbox"/> Discrimination because of ethnic or cultural background</li> <li><input type="checkbox"/> Health reasons</li> <li><input type="checkbox"/> Other</li> </ul> <p>If (LACK OF TIME) GO TO Q.4.d.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Lack of time	Q.4.d.	<b>What is the reason for your lack of time:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can't get the childcare I need to be able to go out</li> <li><input type="checkbox"/> I'm too busy with family</li> <li><input type="checkbox"/> I'm too busy with my job</li> <li><input type="checkbox"/> I'm too busy with studying</li> <li><input type="checkbox"/> Other reason</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Existence in social areas	Q.5.a.	<b>Whether you are an active member, an inactive member or not a member of an organization? (response in each case)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Active member</li> <li><input type="checkbox"/> Inactive member</li> <li><input type="checkbox"/> Do not belong</li> </ul> <p>IF (ACTIVE MEMBER) GO TO Q.5.b. IF (INACTIVE MEMBER) OR (DO NOT BELONG) GO TO Q.5.c.</p>	Types of organisations: <ul style="list-style-type: none"> <li>✓ Church or religious organization</li> <li>✓ Sport or recreational organization</li> <li>✓ Art, music or educational organization</li> <li>✓ Labor Union</li> <li>✓ Political party</li> <li>✓ Environmental organization</li> <li>✓ Professional association</li> <li>✓ Humanitarian or charitable organization</li> <li>✓ Consumer organization</li> <li>✓ Self-help group, mutual aid group</li> <li>✓ Other organization</li> </ul>	The question is revised from a question of the World Values Survey, Master Survey, 2012 questionnaire.
Networks	Everyday Sociability	Existence in social areas	Q.5.b.	<b>Do you find your active membership enough?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Don't know</li> </ul> <p>IF (NO) GO TO Q.5.c.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Exist. in soc. areas & Lack of time	Q.5.c.	<p><b>What is the reason you are not a member/an active member or your active membership is less than you desire?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of time</li> <li><input type="checkbox"/> No transport</li> <li><input type="checkbox"/> Financial reasons</li> <li><input type="checkbox"/> No groups in local area</li> <li><input type="checkbox"/> No childcare available</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Not convenient</li> <li><input type="checkbox"/> Discrimination because of ethnic or cultural background</li> <li><input type="checkbox"/> Health reasons</li> <li><input type="checkbox"/> Other</li> </ul> <p>If (LACK OF TIME) GO TO Q.5.d.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Lack of time	Q.5.d.	<p><b>What is the reason for your lack of time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can't get the childcare I need to be able to go out</li> <li><input type="checkbox"/> I'm too busy with family</li> <li><input type="checkbox"/> I'm too busy with my job</li> <li><input type="checkbox"/> I'm too busy with studying</li> <li><input type="checkbox"/> Other reason</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Existence in social areas	Q.6.a.	<p><b>How often you meet your ... ? (response in each case)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every day</li> <li><input type="checkbox"/> At least once a week</li> <li><input type="checkbox"/> At least once a month</li> <li><input type="checkbox"/> At least once every 3 months</li> <li><input type="checkbox"/> At least once a half year</li> <li><input type="checkbox"/> Less frequently</li> <li><input type="checkbox"/> Do not know</li> <li><input type="checkbox"/> Never</li> </ul> <p>IF (NEVER) GO TO Q.6.c. IF OTHER ANSWERS GO TO Q.6.b.</p>	<p>Answer for each choice:</p> <ul style="list-style-type: none"> <li>✓ Family who lives outside your household</li> <li>✓ Relatives who lives outside your household</li> <li>✓ Friends</li> </ul>	The question is revised from a question of the Polish Social Cohesion Survey, 2011 questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Existence in social areas	Q.6.b.	<p><b>Do you find your meetings enough?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Don't know</li> </ul> <p>IF (NO) GO TO Q.6.c.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Exist. in soc. areas & Lack of time	Q.6.c.	<p><b>What is the reason you do not meet with your ... or your meetings are less than you desire?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of time</li> <li><input type="checkbox"/> No transport</li> <li><input type="checkbox"/> Financial reasons</li> <li><input type="checkbox"/> No groups in local area</li> <li><input type="checkbox"/> No childcare available</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Not convenient</li> <li><input type="checkbox"/> Discrimination because of ethnic or cultural background</li> <li><input type="checkbox"/> Health reasons</li> <li><input type="checkbox"/> Other</li> </ul> <p>If (LACK OF TIME) GO TO Q.6.d.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Lack of time	Q.6.d.	<p><b>What is the reason for your lack of time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can't get the childcare I need to be able to go out</li> <li><input type="checkbox"/> I'm too busy with family</li> <li><input type="checkbox"/> I'm too busy with my job</li> <li><input type="checkbox"/> I'm too busy with studying</li> <li><input type="checkbox"/> Other reason</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question



Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Sociability	Existence in social areas	Q.7.a	<p><b>How often you meet your ... in a cafe, pub or club? (response in each case)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every day</li> <li><input type="checkbox"/> At least once a week</li> <li><input type="checkbox"/> At least once a month</li> <li><input type="checkbox"/> At least once every 3 months</li> <li><input type="checkbox"/> At least once a half year</li> <li><input type="checkbox"/> Less frequently</li> <li><input type="checkbox"/> Do not know</li> <li><input type="checkbox"/> Never</li> </ul> <p>IF (NEVER) GO TO Q.7.c. IF OTHER ANSWERS GO TO Q.7.b.</p>	<p>Answer for each choice:</p> <ul style="list-style-type: none"> <li>✓ Family who lives outside your household</li> <li>✓ Relatives who lives outside your household</li> <li>✓ Friends</li> </ul>	The question is revised from a question of the Polish Social Cohesion Survey, 2011 questionnaire.
Networks	Everyday Soc.	Exist. in soc. areas	Q.7.b.	<p><b>Do you find your meetings enough?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Don't know</li> </ul> <p>IF (NO) GO TO Q.7.c.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Exist. in soc. areas & Lack of time	Q.7.c.	<p><b>What is the reason you do not meet with your ... or your meetings are less than you desire?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of time</li> <li><input type="checkbox"/> No transport</li> <li><input type="checkbox"/> Financial reasons</li> <li><input type="checkbox"/> No groups in local area</li> <li><input type="checkbox"/> No childcare available</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Not convenient</li> <li><input type="checkbox"/> Discrimination because of ethnic or cultural background</li> <li><input type="checkbox"/> Health reasons</li> <li><input type="checkbox"/> Other</li> </ul> <p>If (LACK OF TIME) GO TO Q.7.d.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Everyday Soc.	Lack of time	Q.7.d.	<b>What is the reason for your lack of time:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can't get the childcare I need to be able to go out</li> <li><input type="checkbox"/> I'm too busy with family</li> <li><input type="checkbox"/> I'm too busy with my job</li> <li><input type="checkbox"/> I'm too busy with studying</li> <li><input type="checkbox"/> Other reason</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Family restrictions	Q.8.a	<b>To what extent do you agree with the statements:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strongly agree</li> <li><input type="checkbox"/> Agree</li> <li><input type="checkbox"/> Neither agree nor disagree</li> <li><input type="checkbox"/> Disagree</li> <li><input type="checkbox"/> Strongly disagree</li> <li><input type="checkbox"/> Don't Know.</li> </ul> <p>IF (STRONGLY AGREE) OR (AGREE) GO TO Q.8.b.</p>	The statements are: <ul style="list-style-type: none"> <li>✓ My family (parents and/or relatives) put restrictions on my actions while I was growing up</li> <li>✓ My family (parents, relatives, and/or spouse) put restrictions on my actions</li> </ul>	The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Everyday Sociability	Family restrictions	Q.8.b.	<b>The restrictions of my family involves: ...</b>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Soc. Net. Supp.	Giving help	Q.9.a	<p><b>In the last 12 months did you undertook (private) voluntary activities to help someone (excluding any activity that you undertake for your household, in your work, or within a voluntary organisation)?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p> <p>IF (YES) GO TO Q.9.b. and Q.9.c.</p>	<p>The types of help:</p> <ul style="list-style-type: none"> <li>✓ House works or home maintenance (cooking, cleaning, gardening, maintenance, painting, shovelling snow, car repairs, etc.)</li> <li>✓ Care works at home (childcare, elderly care, disabled care)</li> <li>✓ Shopping</li> <li>✓ Health-related help (taking care of people in hospital, taking people for a walk, etc.)</li> </ul>	<p>The question is revised from the questions of the EU SILC - Ad Hoc Module on Social Participation, 2006, the EU Social Survey, Rotating Module Round 2 - Family, Work &amp; Well-being, 2004, the Canada Survey of Giving, Volunteering &amp; Participating, 2010, the French Survey of Trajectories &amp; Origins, 2008 and the Australian General Social Survey, 2010 questionnaires.</p>
Networks	Soc. Net. Supp.	Giving help	Q.9.b.	<p><b>For whom did you do this?</b></p> <p><input type="checkbox"/> Your child(ren)  <input type="checkbox"/> Your father or mother  <input type="checkbox"/> The mother or father of your partner  <input type="checkbox"/> Another member of your family  <input type="checkbox"/> A friend  <input type="checkbox"/> A neighbour  <input type="checkbox"/> A colleague  <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> <li>✓ Emotional support, counselling, providing advice</li> <li>✓ Paperwork tasks (writing letters, doing taxes, filling out forms, banking, paying bills, finding information etc.)</li> <li>✓ Teaching, coaching, tutoring, or assisting with reading</li> </ul>	<p>The question is revised from the questions of the EU SILC - Ad Hoc Module on Social Participation, 2006, the EU Social Survey, Rotating Module Round 2 - Family, Work &amp; Well-being, 2004, the Canada Survey of Giving, Volunteering &amp; Participating, 2010, the French Survey of Trajectories &amp; Origins, 2008 and the Australian General Social Survey, 2010 questionnaires.</p>
Networks	Soc. Net. Supp.	Giving help	Q.9.c.	<p><b>How often did you do this?</b></p> <p><input type="checkbox"/> Every day  <input type="checkbox"/> At least once a week  <input type="checkbox"/> At least once a month  <input type="checkbox"/> At least once every 3 months  <input type="checkbox"/> At least once a half year  <input type="checkbox"/> Less frequently  <input type="checkbox"/> Do not know</p>	<ul style="list-style-type: none"> <li>✓ Borrow equipment</li> <li>✓ Financial support</li> </ul>	<p>The question is revised from the questions of the EU SILC - Ad Hoc Module on Social Participation, 2006, the EU Social Survey, Rotating Module Round 2 - Family, Work &amp; Well-being, 2004, the Canada Survey of Giving, Volunteering &amp; Participating, 2010, the French Survey of Trajectories &amp; Origins, 2008 and the Australian General Social Survey, 2010 questionnaires.</p>

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Soc. Net. Supp.	Giving help	Q.10.	<p><b>How much support in everyday housework or care do you provide for your grown up children or grandchildren who live apart from you?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A lot of support</li> <li><input type="checkbox"/> Some support</li> <li><input type="checkbox"/> No support</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is revised from a question of the European Social Survey, Rotating Module Round 2 - Family, Work and Well-being, 2004 questionnaire.
Networks	Soc. Net. Supp.	Giving help	Q.11.	<p><b>How often do other people turn to you for help to solve a problem, a difficult life situation or use your influence in their favour?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Very often</li> <li><input type="checkbox"/> Quite often</li> <li><input type="checkbox"/> Sometimes</li> <li><input type="checkbox"/> Rarely</li> <li><input type="checkbox"/> Never</li> </ul>		The question is revised from a question of the Social Capital in the Region of the Czech Republic, 2009 questionnaire.
Networks	Soc. Net. Supp.	Giving help	Q.12.a.	<p><b>In the last 12 months did you help someone you did not know who needed help?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Do not know</li> </ul> <p>IF (YES) GO TO Q.12.b.</p>		The question is revised from a question of the Gallup World Poll, 2012 questionnaire
Networks	Soc. Net. Supp.	Giving help	Q.12.b.	<p><b>How often did you do this?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every day</li> <li><input type="checkbox"/> At least once a week</li> <li><input type="checkbox"/> At least once a month</li> <li><input type="checkbox"/> At least once every 3 months</li> <li><input type="checkbox"/> At least once a half year</li> <li><input type="checkbox"/> Less frequently</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is revised from a question of the Gallup World Poll, 2012 questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Soc. Net. Supp.	Receiving help	Q.13.	<p><b>How much support with your everyday housework or care do you currently receive from your grown up children or grandchildren who live apart from you?</b></p> <p><input type="checkbox"/> A lot of support  <input type="checkbox"/> Some support  <input type="checkbox"/> No support  <input type="checkbox"/> Do not know</p>		The question is revised from a question of the European Social Survey, Rotating Module Round 2-Family, Work and Well-being, 2004 questionnaire.
Networks	Soc. Net. Supp.	Receiving help	Q.14.	<p><b>How much financial support do you currently receive from your grown up children or grandchildren who live apart from you?</b></p> <p><input type="checkbox"/> A lot of support  <input type="checkbox"/> Some support  <input type="checkbox"/> No support  <input type="checkbox"/> Do not know</p>		The question is revised from a question of the European Social Survey, Rotating Module Round 2-Family, Work and Well-being, 2004 questionnaire.
Networks	Soc. Net. Supp.	Receiving help	Q.15.	<p><b>Are you able to ask for help from any friend, relative or neighbour? (the ones who live outside the household)</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> No relatives, friends or neighbours</p>		The question is revised from the questions of the EU SILC - Ad Hoc Module on Social Participation, 2006 questionnaire.
Networks	Soc. Net. Supp.	Receiving help	Q.16.	<p><b>Are you able to ask for help from others when you need it? (Refers to any kind of help: moral, material or financial)</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p>		The question is revised from the questions of the EU SILC - Ad Hoc Module on Social Participation, 2006 questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Soc. Net. Supp.	Receiving help	Q.17.	<p><b>If you needed help for each of the following situations, is there anyone outside your household you can count on to give you unpaid help with ... ?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p>	<p>Answer for each situation:</p> <ul style="list-style-type: none"> <li>✓ House works or home maintenance (cooking, cleaning, gardening, maintenance, painting, shovelling snow, car repairs, etc.)</li> <li>✓ Care works at home (childcare, elderly care, disabled care)</li> <li>✓ Shopping</li> <li>✓ Health-related help (taking care of people in hospital, taking people for a walk, etc.)</li> </ul>	<p>The question is revised from the questions of the EU SILC - Ad Hoc Module on Social Participation, 2006, the EU Social Survey, Rotating Module Round 2 - Family, Work &amp; Well-being, 2004, the Canada Survey of Giving, Volunteering &amp; Participating, 2010, the French Survey of Trajectories &amp; Origins, 2008, the Australian General Social Survey, 2010 and the EU Quality of Life Survey, 2012 questionnaires.</p>
Networks	Soc. Net. Supp.	Receiving help	Q.18.	<p><b>Whom or where could you ask for a help? (you can choose more than one)</b></p> <p><input type="checkbox"/> Friend  <input type="checkbox"/> Neighbour  <input type="checkbox"/> Family member (who live outside the household)  <input type="checkbox"/> Relative (who live outside the household)  <input type="checkbox"/> Work colleague  <input type="checkbox"/> Community, charity or religious organisation  <input type="checkbox"/> Municipality  <input type="checkbox"/> Government organisations  <input type="checkbox"/> A professional (health, legal, financial etc.)  <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> <li>✓ Emotional support, counselling, providing advice</li> <li>✓ Paperwork tasks (writing letters, doing taxes, filling out forms, banking, paying bills, finding information etc.)</li> <li>✓ Teaching, coaching, tutoring, or assisting with reading</li> <li>✓ Borrow equipment</li> <li>✓ Financial support</li> <li>✓ Support when looking for a job</li> </ul>	<p>The question is revised from the questions of the EU SILC - Ad Hoc Module on Social Participation, 2006, the EU Social Survey, Rotating Module Round 2 - Family, Work &amp; Well-being, 2004, the Canada Survey of Giving, Volunteering &amp; Participating, 2010, the French Survey of Trajectories &amp; Origins, 2008, the Australian General Social Survey, 2010 and the EU Quality of Life Survey, 2012 questionnaires.</p>

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Social Network Support	Receiving help	Q.19.	<p><b>Do you personally know someone in any of the following types of organisations that you would feel comfortable contacting for information or advice?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p>	<p>Types of organisations:</p> <ul style="list-style-type: none"> <li>✓ Municipality</li> <li>✓ Government</li> <li>✓ Parliament</li> <li>✓ Political party</li> <li>✓ Legal system</li> <li>✓ Healthcare</li> <li>✓ Trade union</li> <li>✓ Media</li> <li>✓ Academia</li> <li>✓ Education system</li> <li>✓ Religious/spiritual group</li> <li>✓ Big business</li> <li>✓ Small business</li> <li>✓ NGO</li> </ul>	<p>The question is revised from a question of the Australian General Social Survey, 2010 questionnaire.</p>
Networks	Social Network Support	Giving help & Rec. help	Q.20.	<p><b>How often did you and your neighbours/friends do favours for each other?</b></p> <p><input type="checkbox"/> Every day  <input type="checkbox"/> At least once a week  <input type="checkbox"/> At least once a month  <input type="checkbox"/> At least once every 3 months  <input type="checkbox"/> At least once a half year  <input type="checkbox"/> Less frequently  <input type="checkbox"/> Never  <input type="checkbox"/> Do not know</p>	<p>Types of favours:</p> <ul style="list-style-type: none"> <li>✓ Watching each other's children</li> <li>✓ Helping with shopping, house sitting, lending garden or house tools</li> <li>✓ Other small things to help each other</li> </ul>	<p>The question is revised from a question of the Civic Engagement Supplement to the Current Population Survey, US questionnaire.</p>

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Soc. Net. Supp.	Receiving help	Q.21.	<p><b>If you needed to ask for cooperation in helping you make improvements in the neighbourhood/community, would it be possible?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Impossible</li> <li><input type="checkbox"/> Difficult</li> <li><input type="checkbox"/> Easy</li> <li><input type="checkbox"/> Very easy</li> <li><input type="checkbox"/> Neither easy nor difficult</li> </ul>		The question is from the Mexican National Survey of Income and Outcome of Households, Module on Socioeconomic Conditions, 2010 questionnaire.
Networks	Soc. Net. Supp.	Receiving help	Q.22.	<p><b>Please indicate how you first found out about work at your present employer.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> From parents, brothers or sisters</li> <li><input type="checkbox"/> From other relatives</li> <li><input type="checkbox"/> From a close friend</li> <li><input type="checkbox"/> From an acquaintance</li> <li><input type="checkbox"/> From a public employment agency or service</li> <li><input type="checkbox"/> From a private employment agency</li> <li><input type="checkbox"/> From a school or university placement office</li> <li><input type="checkbox"/> From an advertisement or a sign</li> <li><input type="checkbox"/> The employer contacted me about a job</li> <li><input type="checkbox"/> I have never worked for pay</li> </ul>		The question is revised from a question of the International Social Survey Programme, Social Relations and Support Systems, 2001 questionnaire.
Networks	Soc. Net. Supp.	Receiving help	Q.23.a.	<p><b>Have you ever received financial or material assistance, or moral support from a friend, close one, neighbour, or family member (living outside of household)?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No, I needed such help but didn't receive it</li> <li><input type="checkbox"/> No, I didn't need help</li> <li><input type="checkbox"/> Not applicable (no friends, family or neighbours)</li> <li><input type="checkbox"/> Don't know</li> </ul> <p>IF (YES) GO TO Q.23.b.</p>		The question is revised from a question of the French Resources and Quality of Life Survey, 2006, module on Contact with Friends and Family questionnaire.
Networks	Soc. Net.	Rec. help	Q.23.b.	<p><b>What type assistance did you receive?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Financial assistance</li> <li><input type="checkbox"/> A different type of material assistance</li> <li><input type="checkbox"/> Moral support</li> <li><input type="checkbox"/> Don't know</li> </ul>		The question is revised from a question of the French Resources and Quality of Life Survey, 2006, module on Contact with Friends and Family questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question



Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Soc. Net. Supp.	Receiving help	Q.24.	<p><b>Do you belong to a group or association whose members help each other cope with their own or their relatives health problems, for example support groups such as Alcoholics Anonymous or parents' association for mentally disabled children?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> No answer</p>		The question is revised from a question of the Swiss Public Health Survey, 2009 questionnaire.
Networks & Norms	Personal relations	Comm. skills	Q.25.	<p><b>How often do you start a conversation with someone you do not know well?</b></p> <p><input type="checkbox"/> Very often  <input type="checkbox"/> Quite often  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Rarely  <input type="checkbox"/> Never</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks & Norms	Personal relations	Comm. skills	Q.26.a.	<p><b>Does this change according to the situation, such as the traits of the person or the circumstance?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p> <p>IF (YES) GO TO Q.26.b.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks & Norms	Personal relations	Comm. skills	Q.26.b.	<p><b>Which situations change your attitude towards starting a communication?</b></p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks & Norms	Per. rel. & Success	Comm. skills	Q.27.	<p><b>Do you feel comfortable finding subjects to talk about with someone you do not know well?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks & Norms	Per. rel. & Success	Comm. skills	Q.28.a.	<p><b>Does this change according to the situation, such as the traits of the person or the circumstance?</b></p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know</p> <p>IF (YES) GO TO Q.28.b.</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks & Norms	Per. rel. & Success	Comm. skills	Q.28.b.	<p><b>Which situations change your attitude towards starting a communication?</b></p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks & Norms	Per. rel. & Success	Comm. skills	Q.29.	<p><b>How of often do you describe yourself as a talkative person in most of the environment?</b></p> <p><input type="checkbox"/> Very often  <input type="checkbox"/> Quite often  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Rarely  <input type="checkbox"/> Never</p>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

**Table 4.3. A Guideline for a Social Capital Module (continued)**

1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks & Trust	Pers. rel. & Trust to others	Self-confidence Time & Closeness	Q.30.	<p><b>How much of the time you spent with ... is enjoyable?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All of the time</li> <li><input type="checkbox"/> Most of the time</li> <li><input type="checkbox"/> Sometime</li> <li><input type="checkbox"/> None of the time</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each of the choice:</p> <ul style="list-style-type: none"> <li>✓ Your immediate family</li> <li>✓ Friends</li> <li>✓ Relatives</li> <li>✓ Colleagues</li> </ul>	<p>The question is revised from a question of the European Social Survey, Rotating Module Round 3 - Personal and Social Well-Being, 2006 questionnaire.</p>
Networks & Trust	Pers. rel. & Trust to others	Self-conf. & Time & Closeness	Q.31.	<p><b>How much of the time spent with ... is stressful?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All of the time</li> <li><input type="checkbox"/> Most of the time</li> <li><input type="checkbox"/> Sometime</li> <li><input type="checkbox"/> None of the time</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each of the choice:</p> <ul style="list-style-type: none"> <li>✓ Your immediate family</li> <li>✓ Friends</li> <li>✓ Relatives</li> <li>✓ Colleagues</li> </ul>	<p>The question is revised from a question of the European Social Survey, Rotating Module Round 3 - Personal and Social Well-Being, 2006 questionnaire.</p>
Networks & Trust	Pers. rel. & Trust to others	Self-conf. & Time & Closeness	Q.32.	<p><b>How much of the time you feel confident in a social environment?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All of the time</li> <li><input type="checkbox"/> Most of the time</li> <li><input type="checkbox"/> Sometime</li> <li><input type="checkbox"/> None of the time</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each of the choice:</p> <ul style="list-style-type: none"> <li>✓ With immediate family</li> <li>✓ With friends</li> <li>✓ With relatives</li> <li>✓ With colleagues</li> <li>✓ With the people met recently</li> <li>✓ In a crowded circumstance (not official)</li> <li>✓ In a crowded circumstance (not official)</li> </ul>	<p>The question is formed regarding the meta inferences of the mixed methods strand of the study.</p>

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks	Personal relations	Sincerity	Q.33.	<p><b>To what extent sincerity of a person affects your first contact with her/him?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks	Personal relations	Sincerity	Q.34.	<p><b>To what extent sincerity of a person affects you to keep in communication with her/him?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Networks & Trust	Personal relations & Trust to	Time & Closeness	Q.35.	<p><b>How often do you have direct face-to-face contact with the ones who live outside your household?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every day</li> <li><input type="checkbox"/> At least once a week</li> <li><input type="checkbox"/> At least once a month</li> <li><input type="checkbox"/> At least once every 3 months</li> <li><input type="checkbox"/> At least once a half year</li> <li><input type="checkbox"/> Less frequently</li> <li><input type="checkbox"/> Never</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each of the choices:</p> <ul style="list-style-type: none"> <li>✓ Children/Grandchildren</li> <li>✓ Mother or father</li> <li>✓ Siblings/ Nieces and nephews</li> <li>✓ Grandparents</li> <li>✓ Parents-in-law</li> <li>✓ Uncles and aunts</li> <li>✓ Other relatives</li> <li>✓ Friends</li> <li>✓ Work colleagues (outside of professional obligations)</li> <li>✓ Neighbours</li> </ul>	The question is revised from the questions of the European Quality of Life Survey, 2012 questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks & Trust	Personal relations & Trust to	Time & Closeness	Q.36.	<p><b>How often do you have contact by phone, the Internet or by post with: (the ones who live outside your household)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every day</li> <li><input type="checkbox"/> At least once a week</li> <li><input type="checkbox"/> At least once a month</li> <li><input type="checkbox"/> At least once every 3 months</li> <li><input type="checkbox"/> At least once a half year</li> <li><input type="checkbox"/> Less frequently</li> <li><input type="checkbox"/> Never</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each of the choice:</p> <ul style="list-style-type: none"> <li>✓ Children/Grandchildren</li> <li>✓ Mother or father</li> <li>✓ Siblings/ Nieces and nephews</li> <li>✓ Grandparents</li> <li>✓ Parents-in-law</li> <li>✓ Uncles and aunts</li> <li>✓ Other relatives</li> <li>✓ Friends</li> <li>✓ Work colleagues (outside of professional obligations)</li> <li>✓ Neighbours</li> </ul>	The question is revised from the questions of the European Quality of Life Survey, 2012 questionnaire.
Networks & Trust	Pers. rel. & Trust to others	Time & Closeness	Q.37.a.	<p><b>Are there any other relatives with whom you are close other than parents, children, brothers and sisters, grandparents, and grandchildren?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Do not know</li> </ul> <p>IF (YES) GO TO Q.37.a.</p>		The question is revised from a question of the Italian Multipurpose Survey on Households: Module on Household and Social Subjects, 2009 questionnaire.
Networks & Trust	Pers. rel. & Trust to others	Time & Closeness	Q.37.b.	<p><b>Choose the relatives with whom you are close: (You can choose more than one)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uncle or aunt (biological)</li> <li><input type="checkbox"/> Uncle or aunt (spouse of biological uncle or aunt)</li> <li><input type="checkbox"/> Cousin</li> <li><input type="checkbox"/> Nephew/niece</li> <li><input type="checkbox"/> Father- or mother-in-law</li> <li><input type="checkbox"/> Daughter- or son-in-law</li> <li><input type="checkbox"/> Step-father or step-mother</li> <li><input type="checkbox"/> Step-daughter or step-son</li> <li><input type="checkbox"/> Other</li> </ul>		The question is revised from a question of the Italian Multipurpose Survey on Households: Module on Household and Social Subjects, 2009 questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Trust	Trust to others	Trusting every. or not think. trust	Q.38.	<p><b>To what extent do you agree with the following statements?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>The statements:</p> <ul style="list-style-type: none"> <li>✓ Most people can be trusted</li> <li>✓ There are only a few people in whom I can trust completely</li> <li>✓ Most of the time you can be sure that other people want the best for you</li> <li>✓ People would take advantage of you if they got the chance</li> </ul>	<p>The question is revised from the questions of the International Social Survey Programme Citizenship, 2004 and the International Social Survey Programme Social Relations and Support Systems, 2001 and the Finland Leisure Survey, 2002 questionnaires.</p>
Trust	Trust to others	Trusting every. or not think. trust	Q.39.	<p><b>How much you trust people you meet for the first time?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trust completely</li> <li><input type="checkbox"/> Trust somewhat</li> <li><input type="checkbox"/> Do not trust very much</li> <li><input type="checkbox"/> Do not trust at all</li> <li><input type="checkbox"/> Do not know</li> </ul>		<p>The question is revised from a question of the World Values Survey, Master Survey, 2012 questionnaire.</p>
Trust	Being a part of society	A sense of belonging	Q.40.	<p><b>To what extent do you agree that you personally feel a part of society?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		<p>The question is revised from the questions of the Citizenship Survey, 2010 questionnaire.</p>

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Trust	Being a part of	A sense of belonging	Q.41.	<p><b>To what extent do you feel belong to neighbourhood?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is revised from the questions of the Citizenship Survey, 2010 questionnaire.
Trust	A sense of belonging	Being a part of society	Q.42.	<p><b>How close do you feel to the following places? (“Feel close to” is to be understood as “emotionally attached to” or “identifying with”)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Very close</li> <li><input type="checkbox"/> Close</li> <li><input type="checkbox"/> Not very close</li> <li><input type="checkbox"/> Not close at all</li> <li><input type="checkbox"/> Can’t choose</li> </ul>	<p>Answer for each place:</p> <ul style="list-style-type: none"> <li>✓ Your town or city</li> <li>✓ Your province</li> <li>✓ Country</li> </ul>	The question is revised from a question of the International Social Survey Programme National Identity, 2003 questionnaire.
Trust	A sense of belonging	Difference in thinking	Q.43.	<p><b>To what extent do you think that you have compatible worldviews with the following?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each choice:</p> <ul style="list-style-type: none"> <li>✓ Your immediate family</li> <li>✓ Relatives</li> <li>✓ Your friend</li> <li>✓ The people in your neighbourhood</li> <li>✓ Your colleagues</li> <li>✓ The larger society</li> </ul>	The question is formed regarding the meta inferences of the mixed methods strand of the study.
Trust	Life satisfaction	Having life satisfaction	Q.44.	<p><b>To what extent are you satisfied with the following?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each choice:</p> <ul style="list-style-type: none"> <li>✓ Family life</li> <li>✓ Social life</li> <li>✓ Relations with your neighbours</li> </ul>	The question is revised from the questions of the Israeli General Social Survey, 2011 and the European Quality of Life Survey, 2012 questionnaires.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Norms & Networks	Success & Per. relations	Communication skills	Q.45.	<p><b>To what extent you agree that it is all right to develop friendships with people just because you know they can be of use to you?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is revised from a question of the International Social Survey Programme, Social Relations and Support Systems, 2001 questionnaire.
Norms & Networks	Success & Per. relations	Communication skills	Q.46.	<p><b>To what extent do you think that your communication skills positively affect your work success?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Norms & Networks	Success & Personal relations	Communication skills	Q.47.	<p><b>How often do you experience positive influence of your social relations on your work success?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most of the time</li> <li><input type="checkbox"/> Sometimes</li> <li><input type="checkbox"/> Rarely</li> <li><input type="checkbox"/> Never</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question



Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Norms	Success	Need for support	Q.48.	<p><b>To what extent has your family been supportive during your life span?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.
Norms	Success	Need for support	Q.49.	<p><b>To what extent you believe that there are people in your life who really care about you?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completely</li> <li><input type="checkbox"/> To a large extent</li> <li><input type="checkbox"/> To some extent</li> <li><input type="checkbox"/> Minimally</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> Do not know</li> </ul>		The question is revised from a question of the European Social Survey, Rotating Module Round 3 - Personal and Social Well-being, 2006 questionnaire.
Norms	Success	Vision & Seeing opportunities	Q.50.	<p><b>How important do you think the following issues are for getting ahead in life?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Very Important</li> <li><input type="checkbox"/> Fairly important</li> <li><input type="checkbox"/> Not very important</li> <li><input type="checkbox"/> Not important at all</li> <li><input type="checkbox"/> Do not know</li> </ul>	<p>Answer for each choice:</p> <ul style="list-style-type: none"> <li>✓ coming from a wealthy family</li> <li>✓ having well-educated parents</li> <li>✓ having a good education yourself</li> <li>✓ having ambition</li> <li>✓ hard work</li> <li>✓ knowing the right people</li> <li>✓ having political connections</li> <li>✓ giving bribes</li> <li>✓ a person's race</li> <li>✓ a person's religion</li> <li>✓ being born a man or a woman</li> </ul>	The question is revised from a question of the ISSP Social Inequality, 2009 questionnaire.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

Table 4.3. A Guideline for a Social Capital Module (continued)						
1	2	3	4	Sample Question	Explanations	Origin of the Question
Networks, Trust, Norms		Family environment in which a person	Q.51.	<p><b>How do you describe the family environment in which you were grown up? (You can select more than one)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cosy</li> <li><input type="checkbox"/> Peaceful</li> <li><input type="checkbox"/> Happy</li> <li><input type="checkbox"/> Chatty</li> <li><input type="checkbox"/> Stressful</li> <li><input type="checkbox"/> Disciplined</li> <li><input type="checkbox"/> Supportive</li> <li><input type="checkbox"/> Safe</li> <li><input type="checkbox"/> Other</li> </ul>		The question is formed regarding the meta inferences of the mixed methods strand of the study.

(1) Component, (2) Sub-component, (3) Concept, (4) Number of the question

## CHAPTER 5. DISCUSSION AND CONCLUSION

Mixed methods research is still developing. While the idea appeared during 1950s, the term mixed methods started to be used and discussed since 1970s, and the discussion exacerbated after 1990s. As for the methodology of mixed methods research, in 2000s many authors concerned about, and some of them specifically occupied themselves with improving the methodology of mixed methods research to make this research type widely acceptable and to have rigorous methodology standards (such as Creswell, Fetters, and Ivankova, 2004; Holland and Campbell, 2005; Onwuegbuzie and Johnson, 2006; Tashakkori and Creswell, 2007; Johnson et al., 2007; Greene, 2007; Tashakkori and Teddlie, 2010; Creswell and Plano Clark, 2011; Hesse-Biber, 2010; Fetters and Freshwater, 2015; Fetters and Molina-Azorin, 2017; Morgan and Hoffman, 2021; Creswell and Plano-Clark, 2023). These efforts accelerated to a great extent following the launch of a specific journal on mixed methods research, i.e. Journal of Mixed Methods Research. Yet, new studies that would contribute to the methodology of mixed methods research are expected with enthusiasm.

Having an intention of contributing to the methodology of mixed methods research, this study put forth two significant outcomes in relation to methodology issue. In the first place, while deciding the proper design type for our research subject we noticed the need for a new design type to carry on a suitable integration process, so we defined a new design type. In the second place, it presents a valuable example of the integration process in a mixed methods research study, which is looked forward in the literature, since integration process is the most important part of a mixed methods study (Creswell and Plano-Clark, 2018; Toraman Türk, 2021; Creswell and Plano-Clark, 2023).

The significant elements that affect the mixed methods research design decision of a researcher are classified differently among the authors. We also see that the same author might even classify these elements differently within time. For instance, Morgan asserted 'sequence' (timing of the different research methods) and

‘priority’ (either the quantitative or the qualitative strand is important) as the two criteria for his design type classification, and refused equal priority of the quantitative and qualitative strands (Morgan, 1998). Afterwards, Morgan and Hoffman accepted three criteria: the methods addressing the same or different research questions, the timing of the methods, and the priority of the methods, either having different priorities or equal priority (Morgan and Hoffman, 2021).

In the mixed methods research literature, the prevalently accepted design taxonomies rely on two criteria in general: the timing of the research strands and the priority of integration. Regarding the timing criteria, if the quantitative and qualitative strands conducted at the same time interval the design type is defined as concurrent, convergent, or parallel, and if the two strands are conducted successively the design type is defined as sequential. On the other hand, in their recent study Creswell and Plano-Clark explain their approach towards the central elements of the designs, and state that they have “reduced the emphasis on timing for designs”, mentioning that they moved “the term sequential ... into a secondary position” as well as replaced the term concurrent with convergent. However, this does not eliminate the issue of timing as one of the criteria, which affect the difference between the design strategies (Creswell and Plano-Clark, 2023:26).

Regarding the integration priority, in other words ‘the purpose of integration’, the authors present various approaches, but these approaches do not differ largely. If the purpose of integration is to compare the two data sets by merging, the research strands are expected to be conducted at the same time interval, and the design type is defined as convergent. With this regard, Creswell and Plano-Clark call concurrent design type as convergent design (Creswell and Plano-Clark, 2011; Creswell and Plano-Clark, 2018; Creswell and Plano-Clark, 2023). On the other hand, if the purpose of integration is to connect one type of analysis into the other one by following up one data set with the other, the research strands are expected to be conducted successively, and the integration purpose is defined as explanatory. If the purpose of integration is to connect one type of analysis into the other one by building one data set onto the other, the research strands are also expected to be conducted successively, and the

integration purpose is defined as exploratory. With this respect, in the explanatory sequential design, the initial strand is quantitative and the following strand is qualitative, while in the exploratory sequential design, the initial strand is qualitative and the second strand that is builded on the initial strand is quantitative.

Regarding the criteria and terminology used in the classification of design types with the timing and integration purpose of our study three issues come to front: 1) conducting the research strands successively, 2) merging the two data sets, 3) expanding our information related to our research subject. Regarding this, we saw a need to define a new design type to meet the requirements of our study. Hence, the most important contribution of our analysis is to complete the findings we had from the quantitative strand by the knowledge we generated from the qualitative strand. Therefore, the qualitative strand completes the quantitative strand and expands it. Considering the three above-mentioned issues, we decided to name the type of design we employed in our study as ‘complementary sequential mixed methods research’.

‘The complementary design’ term is one of the design types, which were defined within the design type taxonomies of Morgan (1998), and Morgan and Hoffman (2021). However, the determining elements identified related to complementary design are different from the requirements of our design. Morgan (1998) accepts that complementary design involves different priority between the two strands, but in our study, both strands have equal priority. Morgan and Hoffman (2021) asserts that the two strands aim to answer different research questions, and the strands are expected to be conducted at the same time interval (Morgan and Hoffman, 2021:734), but in our study the quantitative and the qualitative strands are conducted successively.

Regarding the sequential design terminology, we also see different definitions. Creswell and Plano-Clark expect the two research strands to be connected with each other either by building one on the other, or by following on one strand with the other (Creswell and Plano-Clark, 2011). However, rather than connecting, we merged the two research strands.

As for the development of this new design type, i.e. ‘complementary sequential mixed methods design’, we believe that new mixed methods research studies, which employ ‘complementary sequential mixed methods’ design will enable to comprehend the caviats of this design type. Thus, new studies would provide valuable samples that would make it possible to make comparisons and to discuss the place of this new design type among the other types.

As for the second significant outcome of our study, the interpretation strategy we used to explicate our findings is joint display. In this context, we present a joint display matrix, which elaborates the results of the quantitative strand and the findings of the qualitative strand, and shows the meta-inferences we revealed from these results and findings. Using this matrix, we displayed which of the results and findings are confirmed each other, which of the findings expanded our output, and we reached to the relational concepts of social capital that should be considered in social capital research studies.

We saw that among the concepts that were revealed, either confirmed or appeared as an expansion, a number of them are not included in the previous research studies on social capital. On that account, an additional outcome of this thesis is related to social capital, which we used as an exemplar subject in our mixed methods research. I would like to emphasise that, this thesis which is written for the Department of Social Research Methods, does not have a specific purpose related to sociology or social policy areas. However, the mixed methods research we conducted on social capital revealed important concepts that might be beneficial to be considered in the further studies on social capital. In this regard, we recommend a set of questions which might be evaluated as a guideline for the future studies on social capital. In this guideline we covered the emerging concepts from our mixed methods research on social capital.

Beside the above-mentioned outcomes, there are some limitations of this study. First, for the quantitative strand of this study, we used the quantitative data of a survey, which was conducted in 2014-2015, while the qualitative research was conducted in 2023. During this period, the types of activities of the individuals, which are related to

the components of the social capital concept might have changed. Second, we reckon the results might change according to the urban/rural areas, different economic conditions and education levels, as well as behaviours of different social classes; but our study does not involve the answers related to these kind of differences. Thus, we suggest that such issues that were appeared apart from the purpose of this social research methods thesis, which is related to research methodology, should be considered in the further studies that would focus on social capital concept.

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**APPENDIX A. TABLE A. SELECTED EMPIRICAL STUDIES ON SOCIAL CAPITAL**

Author	Year	Country	Data Source	Social Capital Dimensions	Method of Analysis
Knack & Keefer	1997	29 Market economies	WVS	Trust	- OLS regression - 2 Stage Least Sq. reg.
				Civic Cooperation	
Brehm & Rahn	1997	USA	GSS	Civic Engagement	Pooled cross-sectional analysis Structural Model
				Interpersonal Trust	
Paxton	1999	USA	GSS, 1975-1994	Objective ties (Associations)	- Polychoric correlation matrix - Max-likelihood estimation model
				Subjective ties (Trust)	
Hall	1999	UK	Civic Culture Sur.; Pol. Action Sur.; WVS; Eurobarometer	Networks of sociability	NM
				Norms of social trust	
Putnam	2000	USA	GSS; Roper Social & Political Trends Achieve; DDB Needham Life Style Achieve	Community Org. Life	Factor analysis
				Engagement in Public Affairs	
				Community Volunteerism	
				Informal Sociability	
Glaeser et al.	2001	USA	GSS, 1972-1998	Social Trust	- OLS regression - 2 Stage Least Square. regression
				Organisation membership	
Narayan & Cassidy	2001	Ghana & Uganda	Questionnaire constructed by the researchers	Group Characteristics	- Exploratory factor analysis (Principle component analysis & Non-linear principal components analysis) - Confirmatory factor analysis (Structural equation modelling)
				Generalized Norms	
				Trust	
				Togetherness (how well people get along)	
				Everyday Sociability	
				Neighbourhood Connections	
Costa & Kahn	2002	USA	American Nat. Election St.; Americans' Use of Time; Current Pop. Sur.; DDB Life Style Sur.; The 5 Nation St.; GSS; Giving & Volunteering in US; NPD Group Time Study; Political Part. in America; Time Use in Eco & Soc Accounts	<i>Outside home SC</i>	Probit equation
				Volunteering	
				Memberships	
				<i>Within home SC</i>	
Stone & Hughes	2002	Australia	Survey data collected within the 'Families, Social Capital & Citizenship Project, 2000-2001'	Entertaining & Visiting	Pearson's correlation Principle comp. analysis Cluster analysis - Squared Euclidean distance measure, within gr.av.met., multivariate reg.mod.
				Norms of trust	
				Reciprocity	
				Size	
				Network charact.: Density	
Network charact.: Diversity					

**APPENDIX A. TABLE A. SELECTED EMPIRICAL STUDIES ON SOCIAL CAPITAL (continued)**

Author	Year	Country	Data Source	Social Capital Dimensions	Method of Analysis			
Grootaert & van Bastelaer	2002	Global	Qual. analy.	Open-ended comm. discuss.	Community profile	NM		
				Semi-str.inter.; Key inf.inter; Foc.gr.int	Organisational profile			
			Quan. Analy.	Struc. Comm. Interv.	Community profile		- Factor analysis/ Principal component analysis	
				Household question.	Str.dim. of soc.cap.; Cog.dim. of soc.cap		- Multivariate analysis	
			Org.nal profile: scoresh.	Organisational profile				
Ruston	2003	UK	UK 2000 Time Use Survey	Formal participation	- T-test			
				Informal involvement	- ANOVA			
				Informal sociability	- Logistic regression			
Patulny	2003	Australia	WVS; Australian Use of Time Sur.	Volunteering	OLS regression			
Grootaert et al.	2004	Developing countries	Questionnaire constructed by the researchers (SC-IQ)	Groups & Networks	Factor analysis			
				Trust & Solidarity				
				Collective Action & Coop.				
				Info. & Comm.				
				Social Cohesion & Inclusion				
				Empowerment & Pol. Action				
Bullen & Onyx	2005	New South Wales	Questionnaire constructed by the researchers	Participation in local comm.	Factor analysis			
				Neighbourhood connections				
				Work connections				
				Family & friend connections				
				Proactivity in a soc. context				
				Feelings of trust and safety				
				Tolerance of diversity				
				Value of life				
Beugelsdijk & Schaik	2006	54 reg. Fr, It,,UK, Ger,Sp,Nt,Belg.	European Value Survey	Trust	Factor analysis			
				Civic engagement				
Nyhan-Jones & Woolcock	2007	Low income countries	Qualitative research: - Participatory methods - Key-informant interview - Participant observation	Groups & Networks	NM			
				Trust & Solidarity				
				Collective Action & Coop.				
				Info. & Communication				
				Social Cohesion & Inclusion				
				Empowerment & Pol. Action				
			Quantitative research: Revised SC-IQ				Groups & Networks	NM
							Trust & Solidarity	
							Collective Action & Coop.	
							Info. & Communication	
				Social Cohesion & Inclusion				
				Empowerment & Pol. Action				



**APPENDIX A. TABLE A. SELECTED EMPIRICAL STUDIES ON SOCIAL CAPITAL (continued)**

Author	Year	Country	Data Source	Social Capital Dimensions	Method of Analysis	
Hodgkin	2008	Australia	Quantitative research: Questionnaire constructed by the Baum et al. (2000)	Social participation-informal	Explanatory sequential analysis	One-way between-groups multivariate analysis of variance
				Social participation-in public spaces		
				Social participation-group act.		
				Civic participation-individual act.		
				Civic participation -collective act.		
			Comm gr. part.-mix of social &civic	Narrative analysis		
Qualitative research: - In-depth interviews - Diary/Written reflections	The range & types of part. involved in					
				Caring active & their effects		
				Having done smt in a diff. way in life before		
Xue	2008	Canada	Longitudinal Survey of Immigrants to Canada	Family & relatives	Panel data models: -fixed-effects logit mod., random-eff. -logit mod., gen.est.eq.pop.-av log mod	
				Friends		
				Groups & organisations		
Sabatini	2009	Italy	Indagine multiscopo sulle famiglie (2000-2001-2002-2003-2004)	Strong family ties	- Principal components analyses - Structural equations models	
				Weak informal ties		
				Voluntary organizations		
				Political participation		
				Civic awareness		
Christoforou	2011	14 Euro Countries	European Community Household Panel	Group membership	Binary logistic regression model	
McAloney et al.	2011	Northern Ireland	- SCQ (Bullen&Onyx) - General Hh Sur., 2001 - Continuous Hh Sur., 2003&2004 - Northern Ireland Hh Panel Sur, 2011 - Community Attitudes Sur, 2002	Trust and politics	Exploratory and confirmatory factor analyses	
				Formal part. in community		
				Work connections		
				Tolerance of diversity		
				Neighbourhood Connection		
				Value of life		
				Family & friends connection		
				Proactivity		
				Neighbourhood safety		
Van Beuningen & Schmeets	2013	The Netherlands	- Permanent Survey on Living Conditions 2009 - Dutch Parliamentary Election Study	Social Participation	Structural equation modelling based on partial least squares estimations	
				Organizational Part.		
				Political Participation		
				Social Trust		
				Organizational Trust		
Political Trust						
Weaver et al.	2013	Canada	General Social Survey	Bonding Social Capital	Multivariate analysis: Ordinal logistic reg.	
				Bridging Social Capital		
Addis & Joxhe	2016	Italy	Multiscopo Sur. 1997 & 2011	Civic Participation	OLS regression	
Hamilton et al	2016	132 countries	Gallup World Poll; ESS; WVS	Trust	NM	

**APPENDIX A. TABLE A. SELECTED EMPIRICAL STUDIES ON SOCIAL CAPITAL (continued)**

Author	Year	Country	Data Source	Social Capital Dimensions	Method of Analysis
US Congress Joint Economic Committee	2018	USA	American Comm. Sur.; Nat. Sur. of Child. Health; Behavioral Risk Factor Surveillance System; Civic Engagement Supp. to Nov. 2008, Pop. Sur.; Volunteer Supp. to Nov.2013, Pop. Sur.; Volunteer Supp. to Sep.2015, Pop. Sur.; County Business Patterns; ACS pop. Estimates; IRS, Business Master File; ACS population estimates; US Religion Census; Election Admin. & Voting Sur.; Census Bureau; FBI Uniform Crime Reporting Stat.	<i>State-Level Social Capital Index:</i> - Family Unity Sub-index - Family Interaction Sub-index - Social Support Sub-index - Community Health Sub-index - Institutional Health Sub-index - Collective Efficacy - Philanthropic Health	Principal components analysis
				<i>County-Level Soc. Cap. Index:</i> - Family Unity Sub-index - Community Health Sub-index - Institutional Health Sub-index - Collective Efficacy	
Wichowsky	2019	USA	Current Population Survey, 2008 and 2011	Group Membership	OLS regression
				Reciprocal Exchange with Neighbours	
Office of National Statistics, UK	2020	UK	Understanding Society: UK Hh Longitudinal Study; ESS; Community Life Sur.; Opinions & Lifestyle Sur.; Electoral Commission; European Qual. of Life Sur.; Eurobarometer; Crime Sur. for Eng. & Wales	Personal Relationships	NM
				Social Network Support	
				Civic engagement	
				Trust & Cooperative Norms	
OECD	2020	OECD Countries	OECD Survey of Adult Skills; EU SILC; Gallup World Poll; OECD Ind.s of Reg. Pol. & Govern.; OECD Women in Politics; Transparency Int. Corruption Percept. Index	Trust	Spearman correlation
				Volunteering	
				Governance & Institutional Arrangements	
Legatum Institute	2020	167 countries across the World	- Gallup World Poll - IDEA - WEF - IVS & Bar	Personal & Family Relations.	- Cronbach's alpha - Monte Carlo simulations
				Social Networks	
				Interpersonal Trust	
				Institutional Trust	
				Civic & Social Participation	

Abbreviations: WVS - World Values Survey, OLS - Ordinary Least Squares, GSS - General Social Survey, NM - Not mentioned, SC-IQ - Social Capital Integrated Questionnaire, SCQ - Social Capital Questionnaire, ESS - European Social Survey, IRS - Internal Revenue Service, ACS - American Community Survey, EU SILC - European Union Survey of income and Living Conditions, WEF - World Economic Forum.

**APPENDIX B. TABLE B. SELECTED EMPIRICAL STUDIES ON SOCIAL CAPITAL IN TURKEY**

Author	Year	Country / Location	Data Source	Social Capital Dimensions	Method of Analysis
Karagül & Dündar	2006	45 Countries	WVS	Trust	OLS regression
Uçar	2006	Ankara, Hacettepe and Gazi University (alumni)	Questionnaire constructed by the researcher	Strategic trust Generalized trust Institutional trust Common values Group belonging	Factor analysis (Cronbach's alpha for reliability)
Eşki-Uğuz et al.	2011	Turkey	Questionnaire constructed by the researchers	Civic and political activism Feelings of trust and safety Tolerance Neighbourhood	Frequency analysis
Özdemir	2008	Uni. in Tr. with highest number of publishing	Questionnaire constructed on the scales designed by Hansen (1999), Johnson (1996) and McAllister (1995)	Networks Trust based on altruism Trust based on competence	- Principal components analysis - Hierarchical regression
Ardahan	2012	Antalya	Questionnaire constructed by Onyx & Bullen (2000)	Participation in local communities Neighbourhood relation Belonging Tolerance of diversity Membership to civil society organisations Trust in the people in the community Trust in the living area Social roles & responsibility	Exploratory factor analysis (Cronbach's alpha for reliability)
Tatlı	2013	Malatya, Elazığ, Bingöl, Tunceli	Questionnaire constructed by the researchers	Groups and networks Trust and solidarity Collective action and coop. Information and communication Social cohesion Empowerment & pol. Action	Logit model - Maximum likelihood estimation
Akın & Aytun	2014	41 countr.(exc.Tr.)	World Bank database	Communication	Panel causality analysis
Çalışkan et al.	2014	Yalova	Questionnaire constructed by the researchers based on SOCAT and Çalışkan & Meçik (2011)	Trust Norms Networks	Social capital index Semi-logarithmic model

**APPENDIX B. TABLE B. SELECTED EMPIRICAL STUDIES ON SOCIAL CAPITAL IN TURKEY (continued)**

Author	Year	Country / Location	Data Source	Social Capital Dimensions	Method of Analysis
Keleş et al.	2015	Erzurum (rural area)	Questionnaire constructed by the researchers based on Narayan & Cassidy (2001) and Onyx & Bullen (2000)	<i>Structural social capital</i> - social relations <i>Relational social capital</i> - trust, trustworthiness, norms & sanctions, recip. <i>Cognitive social capital</i> - behavioural norms, common values, recipr.&trust	Structural equation model
Erbaşı	2015	37 districts in Konya & Karaman	Turkstat and Registration data	18 indicators related to socio-economic, demographic, cultural issues and civic part.	Principle components analysis
Özpınar et al.	2016	İstanbul, Ankara, İzmir	Questionnaire constructed by the researchers	Organisation membership Political activity Social networks Participation in cultural activities Daily life practices Consumption patterns	Descriptive analysis
Kızılkaya	2017	Turkey	International Country Risk Guide	Contract viability Law and order Economic risk assessment Financial risk assessment Political risk assessment Democratic accountability Government stability Legislative power	- Principal components analysis - Structural break cointegration test - DOLS estimation method
Vergil & Bahtiyar	2017	28 EU countr.& Tr	WVS; European Val. Sur.; Eurobarom	Trust	- Panel data analysis
Kartal et al.	2017	Çanakkale 18 Mart Uni., Fac. of Edu. & Erzurum Atatürk Uni.Fac. of Edu.	Questionnaire constructed by Onyx & Bullen (2000)	NM	Ordinal logistic regression analysis
Öztopçu	2018	Turkey (across regions)	Turkstat database	- Divorce rate - Voter turnout - Migration - Number of university graduates - Number of suicides - Number of theatres	- Principal components analysis

**APPENDIX B. TABLE B. SELECTED EMPIRICAL STUDIES ON SOCIAL CAPITAL IN TURKEY (continued)**

Author	Year	Country / Location	Data Source	Social Capital Dimensions	Method of Analysis
Baş	2018	Selected Uni.s in Turkey	Questionnaire constructed by William (2006)	<i>Bridging social capital:</i> - Outward looking - Contact with a broad range of people - View of oneself as part of a broader group - Diffuse reciprocity with a broader community	Structural equation modelling
				<i>Bonding social capital:</i> - Emotional support - Access to scarce or limited resources - Ability to mobilize solidarity - Out group antagonism	
Polatcan	2018	Ankara (Schools in Yenimahalle district)	Questionnaire constructed by the researcher	Loyalty	Factor analysis (Cronbach's alpha for reliability)
				Social interaction bonds	
				Trust	
				Participation	
Türkseven & Kutlar	2019	Kırıkkale, Aksaray, Kırşehir, Nevşehir and Niğde	Turkstat and Registration data	Number of active associations	Panel data analysis - Seemingly unrelated regression model
				Number of courses	
				Number of enterprises	
				Number of marriages	
				Number of divorces	
Seki	2019	Çanakkale 18 Mart Uni., Fac. of Eco. & Adm.Scie	Questionnaire constructed by the researcher	Trust	Frequency analysis
				Networks	
				Reciprocal assistance and cooperation	
Kuştepli et al.	2019	Info. & comm. tech. sector in Tr&Germ.	European Comm. CORDIS website	Linking social capital (collab. betw. academics)	Social network analysis
Paksoy & Gül	2019	Gaziantep Uni., Fac. of Eco. & Adm. Sci.	Questionnaire constructed by the researchers based on the Social Capital Index const. by Uçar (2006)	Strategic trust	Factor analysis (Cronbach's alpha for reliability) T-Test ANOVA
				Generalized trust	
				Institutional trust	
				Group belonging	
Şentuna & Çakı	2020	Balıkesir	Questionnaire constructed by the researchers	Neighbourhood capital	Explanatory factor analysis (Cronbach's alpha for reliability)
				Civil society capital	
				Family capital	
				Neighbour capital	
				Finance capital	
				Trust capital	
				Party capital	

Abbreviations: WVS - World Values Survey, OLS - Ordinary Least Squares, NM - Not mentioned

## APPENDIX C. INTERVIEW GUIDE

### YÜZ YÜZE GÖRÜŞMELER GÖRÜŞME YÖNERGESİ

Türkiye'deki bireylerin sosyal sermayelerinin ölçülmesi konusundaki araştırmamın nitel aşamasına katılmayı ve görüşme kaydını kabul ettiğiniz için çok teşekkür ederim. Görüşmemize sizi tanıyarak başlamak istiyoruz. Biraz kendinizden bahsedermisiniz?

#### Demografik bilgiler ve iş yaşamı

- Demografik bilgiler (yaş, eğitim, medeni durumu vb.)
- Göç geçmişi olup olmadığı (doğum yeri, yaşadığı yer)
- Çalışma durumu (varsa çalıştığı kurum; daha önce çalıştığı kurum/lar)

#### Ağlar

- İnsanlarla ilişkiler ve iletişimin tanımı, faaliyetler (yakın çevre, yeni tanıştıkları)
- İlişki ve iletişimi etkileyen faktörler
- Vakıf-dernek gibi organizasyonlara katılım
- Habere / bilgiye erişim
- Belli ortamlara/gruplara katılımda engeller
- İletişimi başlatma / devam ettirme
- Başkalarına yardım
- Network oluşturma/çevre genişletme ihtiyacı

#### Güven

- Kişilere / kurumlara karşı güven düzeyi (yakın çevre, toplum, kurumlar)
- Yeni tanışılan kişilere güven duyma
- Çok güvenilen kişiler
- Başkalarının ona güveni
- Ayrıksı hissedilen topluluklar

## Normlar

- ☐ İnsanlarla ilişki kurmak / iletişim açısından önem verilen hususlar
- ☐ Başarının tanımı; Başarılı olmak için sahip olunması gereken özellikler
- ☐ Farklılıklara karşı tutum

## Destekleyici Konular

- ☐ Boş zamanların değerlendirilmesi
- ☐ Para kazanmayla ilgili tutum
- ☐ Karar alma süreçlerine katılım
- ☐ Kendine güven
- ☐ Yaşamdan memnuniyet
- ☐ İçinde bulunulan topluma ait hissetme
- ☐ Bulunulan yere gelmede ilişkilerin etkisi
- ☐ Hoşuna gitmeyen ortamlardaki tutum

Deneyimlerinizi ve görüşlerinizi bizimle paylaştığınız için çok teşekkürler...

## APPENDIX D. ETHICAL APPROVAL



T.C.  
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Rektörlük



Sayı : E-35853172-300-00002486832  
Konu : Hande HACİMAHMUTOĞLU Hk. (Etik Komisyon İzni)

2.11.2022

### NÜFUS ETÜTLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 17.10.2022 tarihli ve E-85844849-300-00002464361 sayılı yazınız.

Enstitümüz Sosyal Araştırma Yöntemleri Anabilim Dalı Doktora programı öğrencilerinden **Hande HACİMAHMUTOĞLU**'nun Doç. Dr. İlknur YÜKSEL-KAPTANOĞLU danışmanlığında yürüttüğü "Gender Sensitive Mixed- Methods Research: A Case for Social Capital Patterns" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 25 Ekim 2022 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN  
Rektör Yardımcısı

**Bu belge güvenli elektronik imza ile imzalanmıştır.**

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**APPENDIX E. TABLE E. THE MEAN SOCIAL CAPITAL INDEX AND SUB-INDICES SCORES FOR MEN AND WOMEN**

Variables		Social Capital Index			Everyday Sociability			Social Network Support			Cultural Sociability		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Age</b>	18-24	0.336	0.315	0.325	0.781	0.729	0.754	0.063	0.062	0.063	0.040	0.041	0.041
	25-29	0.336	0.317	0.327	0.776	0.725	0.751	0.071	0.071	0.071	0.039	0.042	0.040
	30-34	0.329	0.312	0.321	0.752	0.709	0.730	0.081	0.078	0.079	0.036	0.038	0.037
	35-39	0.326	0.308	0.317	0.733	0.695	0.715	0.095	0.079	0.087	0.034	0.040	0.037
	40-44	0.319	0.300	0.310	0.717	0.671	0.694	0.093	0.086	0.089	0.034	0.038	0.036
	45-49	0.314	0.297	0.305	0.701	0.665	0.683	0.094	0.081	0.088	0.036	0.041	0.038
	50-54	0.310	0.292	0.301	0.690	0.651	0.671	0.094	0.083	0.088	0.036	0.040	0.038
	55-59	0.300	0.285	0.293	0.676	0.642	0.659	0.080	0.074	0.077	0.038	0.040	0.039
	60-64	0.295	0.282	0.289	0.670	0.639	0.654	0.075	0.068	0.072	0.035	0.039	0.037
	65-80+	0.283	0.270	0.276	0.645	0.618	0.630	0.065	0.059	0.061	0.037	0.038	0.038
<b>Mar. Stat.</b>	Never Married	0.335	0.325	0.331	0.780	0.750	0.768	0.062	0.062	0.062	0.041	0.047	0.044
	Ever Married	0.312	0.294	0.302	0.702	0.665	0.683	0.087	0.076	0.081	0.035	0.038	0.037
<b>Education</b>	Less Than Pri. Sc. or Pri. Sc. Grad.	0.293	0.280	0.285	0.664	0.632	0.645	0.077	0.072	0.074	0.034	0.037	0.036
	Pri./Sec./ Voc. Second. Sch.	0.319	0.300	0.311	0.730	0.683	0.710	0.078	0.072	0.075	0.033	0.038	0.035
	High Sc. / Voc. High Sc.	0.338	0.330	0.335	0.770	0.758	0.765	0.085	0.073	0.080	0.037	0.041	0.039
	College, Uni., Master/PhD	0.351	0.356	0.353	0.798	0.807	0.802	0.085	0.082	0.084	0.047	0.056	0.051
<b>Emp.</b>	Worked within last week for earning money	0.323	0.316	0.321	0.733	0.717	0.728	0.085	0.076	0.083	0.036	0.042	0.038
	Did not worked within last week for earning money	0.306	0.294	0.297	0.701	0.666	0.676	0.069	0.072	0.071	0.038	0.039	0.039
<b>Tech. Own.</b>	Cell Phone Owner	0.321	0.309	0.315	0.730	0.699	0.715	0.082	0.077	0.080	0.037	0.041	0.039
	No Cell Phone	0.280	0.270	0.272	0.643	0.616	0.622	0.062	0.060	0.060	0.036	0.037	0.037
	Laptop Owner	0.348	0.346	0.347	0.789	0.786	0.788	0.088	0.080	0.085	0.041	0.050	0.045
	No Laptop	0.303	0.288	0.295	0.689	0.653	0.669	0.076	0.071	0.074	0.035	0.037	0.036

## SOCIAL CAPITAL REVISITED: CONCEPT AND MEASUREMENT

Hande HACİMAHMUTOĐLU<sup>1</sup>

İlknur YÜKSEL-KAPTANOĐLU<sup>2</sup>

### ABSTRACT

The concept of social capital implies to the benefit of social relations for individuals and community. The complicated structure of social capital led the theoreticians to see it from varying aspects and forms, and the researchers to measure it in many different ways. Examining the existing studies in the literature, it is understood that while measuring social capital, a definition of the aspects and the level of analysis appropriate to the social capital theory that is employed is necessary. In this context, the researcher has to decide the level of the research and the theory that lays behind the necessary assumptions for the study. It is essential to consider both structural and cognitive aspects of social capital for its measurement. Regarding the data sources that are utilized in the existing empirical studies, time-use surveys provide a broad scale information that enable to investigate the structural aspect of social capital-which might be observed via objective methods, but it is limited for the cognitive aspect- which might be better observed via subjective methods. Hence, concertededly utilised quantitative and qualitative methods would provide the broadest and convenient data and information about social capital.

**Keywords:** Social Capital, Social Relations, Social Ties, Time-Use Survey, Quantitative Analysis, Turkey.

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## SOSYAL SERMAYENİN YENİDEN GÖZDEN GEÇİRİLMESİ: KAVRAM VE ÖLÇÜMÜ

### ÖZ

Sosyal sermaye kavramı sosyal ilişkilerin bireyler ve toplum açısından faydasına işaret etmektedir. Sosyal sermayenin karmaşık yapısı teorisyenlerin bu kavramı farklı yönlerden ve farklı şekillerde görmelerine ve araştırmacıların sosyal sermayeyi farklı yollardan ölçmelerine neden olmaktadır. Yazında mevcut çalışmalar incelendiğinde, sosyal sermayenin analiz düzeyinin ve boyutlarının benimsenen sosyal sermaye teorisine uygun olacak bir şekilde tanımlanmasının gerektiği anlaşılmaktadır. Bu kapsamda, araştırmacının çalışmanın düzeyine ve çalışmada kullandığı varsayımların arkasında yatan teoriye karar vermesi gerekmektedir. Sosyal sermayenin ölçümünde hem yapısal hem de bilişsel boyutlarının dikkate alınması önemlidir. Mevcut ampirik çalışmalarda kullanılan veri kaynakları göz önünde bulundurulduğunda, zaman kullanımı araştırmalarının, sosyal sermayenin yapısal boyutunu inceleme açısından çok geniş kapsamlı veri sunduğu görülmektedir. Ancak bu anketlerin sağladığı veri, sosyal sermayenin öznel yöntemlerle daha iyi gözlenebilen bilişsel boyutu açısından kısıtlıdır. Dolayısıyla uyumlu bir şekilde kullanılan niceliksel ve niteliksel yöntemler sosyal sermayeye ilişkin en geniş ve uygun veriyi ve bilgiyi sağlayacağı düşünülmektedir.

**Anahtar Kelimeler:** Sosyal Sermaye, Sosyal İlişkiler, Sosyal Bağlar, Zaman Kullanımı Araştırması, Nicel Analiz, Türkiye.

## 1. INTRODUCTION

In the simplest way, the social capital concept can be defined as the relations among individuals. In a more complex way, it is the effects of these relations regarding the quality of information that is provided through these relations to facilitate actions of individuals. Nevertheless, in literature, it has been referred as a blurred concept that is difficult to be specified via crystal-clear definitions.

The concept of social capital has been discussed in many disciplines and the efforts to measure has enriched the discussions. Being a controversial subject among the theoreticians, social capital is measured by different means depending on the inclination of the researcher towards how to define social capital, within theory kind (e.g. sociological, developmental; collective, private; relational, owned etc.); having which forms and aspects (bond, bridge, link; structural, cognitive) and standing level (individual, societal, national; micro, meso, macro).

In order to study social capital concept, one needs to decide the level of the research and the theory that lays behind the necessary assumptions for the study. Social capital concept can be examined by looking through individual (Coleman, 1988; Bourdieu, 1986), community or national level (Putnam, 2000), assuming social capital being a private (Bourdieu, 1986) or a collective good (Coleman, 1988; Putnam, 2000), describing its forms as bonding, bridging and/or linking, defining it as networks, norms and trust, or simplify its definition and take only the social networks into consideration. These all depend on the aim of the researcher.

This study is part of a PhD thesis on social survey methodology, which aims to explore social capital in Turkey via a mixed-methods research with a gender sensitive point of view. In this context, the aim of this manuscript is to review the social capital concept and the indicators that are used to measure, and to identify the information and data source which is suitable for a measurement study at individual level social capital in Turkey. With this regard, this study compiles both the seminal theoretical and the empirical studies in the literature and presents them starting from the early

theoreticians the social capital concept is revisited, afterwards scrutinizes the measurement studies, and in the aftermaths summarizes the significant points of these studies.

## **2. SOCIAL CAPITAL CONCEPT**

Social capital concept is elaborated in the studies from various disciplines, such as sociology, economics, political science, education, psychology etc., which focus on the different aspects of social capital. Within this context, a highly complex concept is constituted.

The theoretical background of the social capital is found in the seminal theories such as Marx's 'class consciousness' theory, Durkheim's 'social integration and the sanctioning capacity of group rituals' theory, and Mill's argument on the 'value of connections between persons from dissimilar to themselves being significant sources of progress'. These theories laid the stones in the literature for the way through the social capital concept. And Tocqueville put forth the strength of civil associations in his widely known study, and without using the name of social capital he caused a significant impact on the development of the concept (Tocqueville, 1835; Putnam, 2000; Prakash, 2002).

The deployment of the concept in the early studies was complicated. There were studies that used the name 'social capital' for different concepts, such as race (Weatherly, 1910), labour force (Austin, 1918 quoted in Gabrielson, 2006), and stocks of physical capital (Marshall (1890) and Hicks (1942) quoted in Farr, 2004; Woolcock, 1998). In the early 1900s, Dewey (1915) and Hanifan (1916) used the term as it is understood today in their studies, both of which were in the area of education.

Social concepts generally have common constraints, such as having numerous ways of being defined and measurement methods, since the way theoreticians describe and researchers measure a social concept depends on the angle from where they look. Similarly, the complexity of the social capital concept led the theoreticians to elaborate from different point of views. Bourdieu sees social capital as a class issue and a private good, that the owner is expected to be a member of a certain class (Bourdieu, 1986; Ihlen, 2005; Eşki, 2009). Coleman puts that social capital is a kind of a public good that each person might benefit (Coleman, 1988; Eşki, 2009). While Bourdieu, Coleman, Portes and Lin, approach

to social capital on the basis of an individual point of view, Putnam defines social capital as an asset for society possesses, and takes the term as a feature of communities, of which members of that community (individuals) contribute to and use (Bourdieu, 1986; Coleman, 1988; Portes, 1998; Lin, 1999; Putnam, 2000) On the other hand, Lin puts that social capital can be utilized by both individual and community (Lin, 1999). Additionally, Coleman, Portes and Lin emphasized that social capital is a relational asset, which means that a person must be related to others in order to possess social capital, and to benefit the advantage (Coleman, 1988; Portes, 1998; Lin, 1999).

The complexity of social capital concept prompted it to be elaborated in the studies related to civic associations, community actions, development economics and alike. In the mid-1960s, Olson put forth a theory of groups and public goods referring to the importance of networks (Olson, 1965). Although Olson did not used the name of the term, his study made a contribution on the rise of social capital concept. Especially, his theory made an impact on the establishment of an initiative within the World Bank with the name of ‘Social Capital Initiative’ in the late 1990s, which was dedicated to the studies of many theoreticians’ in late 1990s and early 2000s (Collier, 1998; Dasgupta, 2000; Serageldin & Grootaert, 2000; Woolcock & Narayan, 2000; Grootaert & van Bastelaer, 2001 and 2002). Regarding the social capital discourse within the area of development economics social capital was found effective against poverty and vulnerability (Woolcock & Narayan, 2000).

Similarly, Organization for Economic Co-operation and Development (OECD) has been highly interested in the social capital concept, since the late 1990s (Healy et.al., 2001; Keeley & OECD, 2007; Boarini et.al., 2014). Hence, OECD placed a great importance on social capital for the well-beings of nations and includes social capital in its measurements (OECD, 2011; 2013; 2015; 2017; 2020). In this regard, besides many studies, OECD has been publishing ‘How’s Life’ report every two years which is based on ‘four resources for future well-being’ one of which is ‘social capital’.

In the Turkish literature, the academic studies on social capital are mainly in the areas of business administration, economics, education, sociology and political sciences. In the area of economics, the focus is mainly on its relation to economic growth, or economic development (Basut, 2020; Bahtiyar,

2017; Halıcı-Tülüce, 2013; Özcan, 2011). There are also studies on the impact of social capital on rural development (Keleş, 2014), and poverty (Tatlı, 2013a). In the area of sociology, the studies focus on urban-rural relations, gender, migration, and social media by Aydemir, Sümer, Baş, and Babacan (Aydemir, 2011; Babacan, 2012; Baş, 2018; Sümer, 2019). In the area of business administration, the relation between social capital and organizational behaviour, leadership, entrepreneurship is at the forefront of research subjects in the studies of Düzgün, Söylemez, and Çıpa (Düzgün, 2018; Söylemez & Tolon, 2019; Çıpa, 2020).

### **The Forms and Aspects of Social Capital**

Previously, the terms that have been used to define the difference between the various forms of social capital were generally ‘dense networks’, ‘intensive relationships’, ‘closure of the social relations’, ‘weak ties’, and ‘outer community relations’. Coleman emphasized the benefit of closure of the social relations, while Burt urged the importance of weaker ties (Coleman, 1988; Burt, 1997).

The diversifying views of the theoreticians on social capital paved the way for the idea that ‘the effects of social capital vary according to its types’, and the types of social capital started to become prevalently discussed within the literature. Putnam emphasized ‘bonding’ and ‘bridging’ social capital while explaining the changing form of social capital (Putnam, 2000). Woolcock and followingly the World Bank added ‘linking social capital’ into the literature as the third form of social capital (Woolcock, 2000; World Bank, 2000). Bonding and bridging forms of social capital are related to the ties between either individuals, communities or institutions, while linking social capital is defined as involving a kind of power relation between the individual/community and formal organisations, such as banks, insurance companies, and alike. The importance of this diversification among different forms of social capital is that, the impact of each form of social capital on the life of an individual, a community and a society would vary, since each form would contribute to these spheres in different ways (Warren et.al., 2001). However, the classification related to the forms of social capital is also complicated. The terms that describe the form of social capital are related to the formality (informal-formal) and strength (strong-weak) of a relation. Among different studies the conception of these forms might differ. For

instance, taking into consideration Granovetter's 'strong and weak ties' which are redolent of bonding and bridging social capital respectively. Hodgkin and Putnam define bonding social capital via family and close friendship relations, while Warren and his colleagues define bonding social capital as 'within-community relations', such as the relations that church, school, etc., forges (Granovetter, 1973; Putnam, 2000; Warren et.al., 2001; Hodgkin, 2008).

Regarding the aspects of social capital, Krishna and Uphoff define networks as the structural aspect of social capital, and trust and norms as the cognitive aspect, stating that the structural aspect of social capital "facilitates mutually beneficial collective action through established roles and social networks supplemented by rules, procedures and precedents, while the [cognitive aspect] predisposes people toward mutually beneficial collective action on the basis of shared norms, values, attitudes and beliefs" (Krishna & Uphoff, 1999, s. 7). This classification is embraced by other researchers, since it is prevalently utilized in the literature (Grootaert et.al., 2004).

### **Critiques to the Social Capital Concept**

Most of the critiques of the concept mainly focus on the vagueness of the term and its measurement problems. Asserting the three aspects of the 'capital', which are 'extension in time', 'deliberate sacrifice in the present for future benefit', and 'alienability'. Arrow urges abandonment of social capital term, since it fails to embody the third aspect of the capital concept (Arrow, 2000). Solow argues about its immeasurable character, which is unlike physical -even human- capital, stating that "where the numbers would come from" (Solow, 2000, p. 7). Durlauf emphasizes its "vague definitions, poorly measured data, absence of appropriate exchangeability conditions, and lack of information necessary to make identification claims plausible" (Durlauf, 2002, p. 474). He also criticizes the disarray situation of assumed causes of social capital, which omit other factors in the empirical analysis related to measurement of social capital, and points that rather than being causal variables the variables that are employed are "choice variables" and "subject to constraints" (Durlauf, 1999, p. 3). Moreover, he adds that the direction of causality of social capital has not been cleared (Durlauf, 1999). Fine criticizes social capital for being an oxymoron and chaotic, and not being appropriate to be used together with the



concept of 'capital' (Fine, 2010). He puts that the use of various indirect indicators such as crime rates, blood donation etc. (indicators other than social networks, trust and social norms that are generally defined as the direct indicators of social capital) paved way to a considerable confusion about the meaning of social capital as well as "the relationship between social capital and its outcomes" (Fine, 2001 quoted in Sabatini, 2009, p. 432).

Lin states that limited studies focus on the inequalities, and Addis and Joxhe mention that gender is not explicitly taken into consideration in the social capital literature (Lin, 1999; Addis & Joxhe, 2016). There are studies related to the effect of social capital on entrepreneurship of women (Aaltio et.al., 2008; Byoun, 2013; Vosta & Jalilvand, 2014; Toprakçı-Alp & Aksoy, 2019). A number of studies are related to the social capital of specific women groups, and some studies discuss activity and network differences between men and women (Beyer, 2003; Lowndes, 2000; Addis & Joxhe, 2016). Significant points of these studies are found as, women are generally part of networks based on kinship, child-care and/or friendship, while men are generally part of non-kin and colleague networks (Lin, 1999; Lowndes, 2000; Addis & Joxhe, 2016); women who become part of non-kin networks are found to be more successful in working life (Byoun, 2013; Lin, 1999). However, the discomfort with data and measurement of the empirical researches on social capital is also valid for the studies that capture social capital from a gender point of view (Hodgkin, 2008).

The studies, which encompass gender in the social capital concept, raised different views on this issue. On one side, there are the ones who favour social capital on behalf of women, as a progressive concept (Addis & Joxhe, 2016; Toprakçı-Alp & Aksoy, 2019; Vosta & Jalilvand, 2014; Byoun, 2013). On the other side there are studies which assume social capital as reinforcing gender inequality by paving the way to gender-based hierarchies to continue in the family and in the community (Molyneux, 2002; Mayoux (2001) quoted in van Staveren, 2002). And yet there is an idea which was revealed by Putnam, that asserts women's participation into labour market as one of the factors that led the decrease in the social capital of the community, and some others adopt the idea (Putnam, 2000; Cicel & Heath (2001) quoted in van Staveren, 2002).

### **3. MEASURING SOCIAL CAPITAL<sup>3</sup>**

Social capital is found as an “elusive concept” to be understood empirically (Stone & Hughes 2002a, p. 1), and this prompts the measurement of the concept highly controversial (Durlauf, 2002; Fine, 2010). However, as Schuller puts it, the question is not “whether ... something is measurable or not”, but to what extent, under what conditions and at what cost is it measurable (Schuller, 2001, p. 21).

While there are numerous studies that examine a single aspect of social capital (either structural or cognitive), the multidimensional structure of social capital led some other researchers to an effort to comprehend via composite measures, specifically via building a composite index. (See Annex 1)

The empirical studies on social capital grow during the late 1990s and 2000s. During this period individual country studies and the studies of the World Bank (Grootaert & van Bastelaer, 2002; Grootaert et. al., 2004) are the most prominent ones. Individual studies mostly concentrate on the studies in USA, Australia and Canada (Brehm & Rahn, 1997; Paxton, 1999; Hall, 1999; Putnam, 2000; Glaeser et.al., 2001; Narayan & Cassidy, 2001; Costa & Khan, 2002; Stone & Hughes, 2002a). In this period there are also a number of cross-country studies which focus on the selected countries (Knack & Keefer, 1997; Beugelsdijk & van Schaik, 2005). A number of the studies aim to present a tool for social capital measurement (Narayan & Cassidy, 2001; Grootaert & van Bastelaer, 2002; Grootaert et.al., 2004; Bullen & Onyx, 2005; Nyhan-Jones & Woolcock, 2007), of which some present this tool for the developing or the low-income countries (Grootaert & van Bastelaer, 2002; Grootaert et.al., 2004; Nyhan-Jones & Woolcock, 2007). The interest in the literature paved way for the government and international organisations to become interested in the social capital concept, such as National Bureau of Economic Research and Congress Joint Economic Committee in the USA (Hamilton et.al. 2016; US Congress Joint Economic Committee, 2018), Office for National Statistics in the UK (Ruston, 2003; Office for

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<sup>3</sup> The details of the selected empirical studies that are elaborated under this title are presented in Annex 1.

National Statistics, 2020), Australian Institute of Family Studies (Stone & Hughes, 2002a), as well as OECD and the World Economic Forum.

While measuring social capital, it is substantial to both examine the existing relationships and understand the structure of those relationships. In this regard, although not as prevalent as quantitative studies, there are several studies, which employ mixed-methods to measure social capital with an integrated view, such as Grootaert and van Bastelaer, Nyhan-Jones and Woolcock, and Hodgkin (Grootaert & van Bastelaer, 2002; Nyhan-Jones & Woolcock, 2007; Hodgkin, 2008).

Regarding the social capital measurement studies for Turkey, several studies analyse social capital across Turkey (Eşki-Uğuz et.al., 2011; Kızılkaya, 2017; Öztopçu, 2018); several studies analyse among countries (Akın & Aytun, 2014; Vergil & Bahtiyar, 2017; Karagül & Dündar, 2006). A considerable number of studies focus on certain regions or cities of Turkey (Ardahan, 2012; Tatlı, 2013a and 2013b; Çalışkan et.al., 2014; Keleş, 2014; Keleş et.al., 2015; Erbaşı, 2015; Özpınar et.al., 2016; Türkseven & Kutlar, 2019; Şentuna & Çakı, 2020); and some studies focus on certain population groups (Ardahan & Ezici, 2014; Uçar, 2016; Özdemir, 2008; Kartal et.al., 2017; Baş, 2018; Polatcan, 2018; Seki, 2019; Kuştepelı et.al., 2019; Paksoy & Gül, 2019) (See Annex 2). Several studies measure social capital via a composite index (Uçar, 2016; Ardahan, 2012; Tatlı, 2013a and 2013b; Ardahan & Ezici, 2014; Çalışkan et.al., 2014; Erbaşı, 2015; Kızılkaya, 2017; Öztopçu, 2018; Polatcan, 2018; Paksoy & Gül, 2019; Şentuna & Çakı, 2020). Most of the studies investigate social capital from the perspective of trust. However, to the extent known, there is not an across country study which both takes into account the three dimensions of social capital, namely networks, trust, and norms, and utilises quantitative and qualitative analysis together.

### **Empirical Studies with Single Aspect of Social Capital**

The prominent studies that examine a single aspect of social capital are the studies of Knack and Keefer, Glaeser and his colleagues, Costa and Khan, Patulny, Xue, Christoforou, Weaver and his colleagues, Addis and Joxhe, and Hamilton and his colleagues (Knack & Keefer, 1997; Glaeser et.al., 2001; Costa & Khan, 2002; Patulny, 2003; Xue, 2008; Christoforou, 2011; Weaver et.al., 2013; Addis

& Joxhe, 2016; Hamilton et.al., 2016). Among these single-aspect studies, Glaeser and his colleagues, Christoforou, and Addis and Joxhe take into consideration a single indicator that is ‘group/organisational membership’, excluding Hamilton and his colleagues which take ‘trust’ into consideration.

Knack and Keefer use ‘trust’ and ‘norms of civic cooperation’ as the indicators, and analyse the relation between these indicators and economic activity (Knack & Keefer, 1997). They also analyse the relation between groups and trust as well as civic cooperation, and found that groups that have distributional goals (such as trade unions and professional associations) are associated with trust and civic cooperation, while groups that don’t have distributional goals (such as education, arts, music, cultural activity groups) have no effect on trust and have negative effect on civic cooperation. However, they emphasise the lack of their data which “do not permit ... to convincingly distinguish between socially efficient and inefficient memberships and activities” (Knack & Keefer, 1997, p. 1274). However, the framework of their study that limits the concept of social capital to cognitive aspect, leads to a restricted analysis. Hence, taking into account the findings of Knack and Keefer it might be inferred that group membership is not a sufficient indicator by itself, it is needed to be assessed together with the quality of these memberships, and network issue should be considered in a broader extent, involving many sorts of social relations that reflects activities with others, not limiting to memberships in groups.

Having a different point of view, Glaeser and his colleagues examine “the social capital investment decision of individuals”, employing an economic approach that “the traditional models of investment in human and physical capital” have employed (Glaeser et al, 2001, p. 5). With this point of view, they define social capital as a trait of an individual, which facilitates the market and non-market benefits that an individual obtains, and researches at the individual level. They use ‘organisation membership’ as the indicator of social capital, and analyse the formation of social capital using a model of ‘optimal individual investment decisions’. They find that the relationship between social capital investment and age has an invert -U shape, social capital investment declines with expected mobility, and social capital investment is higher among people who have occupations with greater returns to social skills, who are homeowners, live closer to each other, and who invest in human capital.

Christoforou explores the relation between the individual and the aggregate factors of social capital in the selected European countries (Christoforou, 2011). Christoforou employs ‘group membership’, both formal and informal group membership, as the indicator of social capital, and she uses it as an index value. Regarding the individual aspect, Christoforou finds that having higher levels of education and income, and being male increases the probability of group membership, but age does not have a common trend on group membership. Regarding the aggregate aspect, Christoforou finds that among the socio-economic indicators ‘per capita GDP’ has a positive impact on the probability of group membership, while ‘income inequality’ and ‘unemployment rate’ have a negative impact; and among the socio-political indicators ‘social trust’, ‘trust in political institutions’ and ‘corruption’ have positive impact, while ‘violation of political rights’ has a negative impact on group membership. The methodology of utilizing the ‘trust’, ‘trust in political institutions’, ‘corruption’ and ‘violation of political and civic rights’ as the independent variables for the analysis seems arguable, since these indicators are defined for trust and norms aspects of social capital in the relevant literature, and in this regard it might be better to take them into consideration among the dependent variables.

Similar to the approach of Glaeser and his colleagues, Addis and Joxhe investigate how the accumulation of social capital differs according to sex and age. Employing the data of Italian Multiscopo Survey and comparing the social capital stock of two years, 1997 and 2011, they seek to find the changes in the social capital stock between these two years (Glaeser et.al., 2001; Addis & Joxhe, 2016). They use ‘organisation membership’ as a stock indicator for social capital, asserting that organisation membership refers to ‘linking social capital’, which they also define as ‘weak-ties’. They find that women’s social capital investment continuously declines after the age of 18, which is always under the social capital investment of men, that increases up to the age of 45 and starts to decline after 45, and the gender gap narrows approximately 10 percent from 1997 to 2011. While the findings of Addis and Joxhe is significant in terms of revealing the gender difference in social capital, the scope of social capital they defined has some constraints. First of all, linking social capital, which is accepted in the literature as the relation between the more powerful and the less powerful, might also exist within business relations.

Second, weak-ties cannot be induced to organisation membership, since it might also be realised within other type of relationships. Third, organisation membership might also involve strong ties, which might be defined as bonding social capital. Within this context, it will not be the best possible option to define organisation membership with only linking social capital, and limit it into weak-ties.

Hamilton and his colleagues search the share of social capital within the production of wealth, and utilise ‘trust’ as the primary element of social capital (Hamilton et.al., 2016). Employing the data of the Gallup World Poll, European Social Survey and the World Values Survey, they find that for the selected countries, social capital has the second highest share in the production of wealth among the four types of capital (physical, natural, human and social capital).

Kızılkaya analyses the relation between social capital and economic growth, accepting ‘economic trust’ as the main element of social capital (Kızılkaya, 2017). In this context, Kızılkaya employs ‘contract viability’, ‘law and order’, ‘economic risk assessment’, ‘financial risk assessment’, ‘political risk assessment’, ‘democratic accountability’, ‘government stability’ and ‘legislative power’ as the indicators for the economic trust and calculate a social capital index using the data related to these indicators. The main finding of Kızılkaya’s study is that social capital has a significant effect on economic growth. On the other hand, regarding the indicators that have been employed, it is seen that the social capital that is analysed in this study is related to economic, financial and political relations, however the social relations have not been included.

Vergil and Bahtiyar analyse the relation between social capital and economic growth within a model, which involves physical capital, human capital and trade openness for 28 EU countries and Turkey between 1980 and 2014 (Vergil & Bahtiyar, 2017). The indicator for social capital is defined as generalised trust, and the indicators for physical capital, human capital, trade openness and economic growth are defined as physical capital stock, education expenditure per capita, ratio of export to GDP and GDP per capita respectively. They find that social capital significantly and positively affects economic growth just as the other dependent indicators do.

Karagül and Dündar examine the relationship between social capital and human development (Human Development Index), competitiveness (competitiveness level), justice (justice level) and income distribution (Gini coefficient) (Karagül & Dündar, 2006). The aim of the study is to find how the other variables affect social capital, so social capital is determined as the dependent variable in this study. They define social capital as the generalised trust, and find significant relations between each independent variable and generalized trust.

### **Empirical Studies with Two Aspects of Social Capital**

Asserting the lack of ‘a link between theory and measurement’ in the existing empirical studies which led them to employ improper indicators for measurement, such as voting, Paxton puts that the studies which rely on a single indicator is against the multidimensional structure of social capital, hindering the identification of fatal indicator usage, and in her empirical study she accepts social capital involving two components: (1) Objective ties which indicates associations between individuals, (2) Subjective ties which indicate the characteristics of the ties as being “reciprocal, trusting, and involving positive emotion” (Paxton, 1999, p. 93). She finds that while the overall level of trust declines within the time period, level of associations does not decline. Paxton asserts that individual and group-level social capital are linked, stating that “the social capital in a [certain] community could have benefited any individual member” leading to individual-level good, while the same group could have “positive impact on all their members” for collective problems leading to group-level good (Paxton, 1999, p. 94). In this sense “[t]he goods produced by social capital can occur at different levels of the social structure” (Paxton, 1999, p. 93). For instance, when “a mother asks a friend to baby-sit rather than hiring a baby-sitter ... social capital is an individual, private good can be used for economic gain or another private outcome” (Paxton, 1999, p. 94). This assertion of Paxton is an advancement within the argument of social capital being either a public or a private good, since it points to circumstantiality of the situation. Therefore, considering social capital as a private or a public good would depend on the level of analysis, whether it is micro (individual), or meso (community) and macro (national).

Costa and Kahn investigate the trends in social capital in the United States between 1952 and 1998, in order to understand the situation of social capital, as well as whether it has been decreasing as dramatically as Putnam asserts (Costa & Kahn, 2002; Putnam, 2000). With this aim, they analyse social capital ‘within the home’, involving ‘entertaining and visits with friends, relatives and neighbours, and ‘outside the home (or ‘within the community’), involving ‘volunteering’ and ‘membership in organisations’. In addition, they examine whether the particular trend changes for men and women, and for those who are college educated and non-college educated, emphasising these two groups supply many of the volunteer workers (Freeman, 1997 quoted in Costa & Kahn, 2002, p. 2). Furthermore, they seek to find the effect of income, race, and ethnic heterogeneity within communities. They utilise ten different data sets, three of which are time-use studies. The variables they employ are related to membership, volunteering and relations with family and friends, as well as the duration and frequency of interactions. They spot a decline in both types of social capital with different paces. While the decline in ‘within home social capital’ is dramatic, the decline in ‘outside home social capital’ is moderate. Looking at the situation between the two sexes, they reveal that the decline in women experienced in both types of social capital is higher than men, and between the two types of social capital ‘within home social capital’ declines more, a trend which is explained by Costa and Kahn as a result of ‘greater labour force attachment’. They also find that the decline in the ‘outside the home social capital’ is related with increasing income inequality, ethnic heterogeneity and the decline in the women’s social capital’.

Eşki-Uğuz and her colleagues examine social capital employing the data of a survey which was conducted under a project named “A Field Study on Determining Turkey’s Social Capital Stock and Social Capital Profile of the Society” which is supported by the Scientific and Technological Research Council of Turkey (Eşki-Uğuz et. al., 2011). The universe of the survey is the population aged 18 and over, sampling frame is voter records and the sampling size is 1600 individuals. They investigate social capital through the aspects of “attitude towards civil life and civil values”, “trust and sense of security”, “social tolerance”, “network characteristics” and “neighbourhood relationships”. The findings are evaluated based on the answers to the questions under each aspect. In this context, analysis is limited to



the evaluation of each answer individually, and the relation between these aspects emphasised narratively rather than empirically. Thus, the study provides an outlook for social capital in Turkey.

The OECD ‘How’s Life?’ studies have gradually developed the method of measurement of social capital in each report between 2011 and 2020. Within the scope of these reports, social capital is accepted to be effective on both current and future well-being as being one of the four types of capital, which form ‘capital stock’. However, the study has a significant constraint, as it is aimed to cover the data of OECD countries, which is quite difficult to gather with the same standards. In this regard, social capital is defined as one of the dimensions of future well-being and the data used to capture social capital is related to ‘trust’, ‘cooperative norms’ and ‘volunteering’.

### ***Index Studies***

Although criticized by some researchers, index usage for social capital measurement is prominent, especially among the studies, which assert the importance of social capital on the economic and social life (Putnam et.al., 1993; Putnam, 2000; Putnam, 2001; Beugelsdijk & van Schaik, 2005; van Beuningen & Schmeets, 2013; US Congress Joint Economic Committee, 2018; Legatum Institute, 2007-2020). However, some researchers who criticise index usage for social capital measurement partially disagree with index building. For instance, Grootaert and van Bastelaer construct a social capital index to show why index building is not suitable for social capital measurement, and conclude that although index usage is not appropriate for their study, multivariate index (which is a kind of composite index) building is correlated with the interaction of the indicators employed, and justify the usage of a multiplicative index if the effects of the indicators are thought to interact (Grootaert & van Bastelaer, 2002).

One of the seminal studies, which involve social capital index belongs to Putnam. By employing the data for informal networks and data related to altruism in addition to the data of formal club membership, Putnam computes a social capital index, a single measure for social capital (Putnam, 2000). Besides, Putnam used the data for a number of lawyers per 10.000 employees and data related to crime as proxy, to examine the negative sides of the trend in social capital. Putnam finds that the level of informal networks, number of formal club membership and voluntary activities have been in a decline

since 1965, while number of lawyers have been doubled. Putnam also finds that in various states where social capital index level is lower, crime rates are higher. Putnam translates this as a “massive transformation of social bonds in America” (Putnam, 2001, p. 48).

Referring to the multidimensionality of the social capital concept, and questioning the validity of a single index to measure social capital, Stone and Hughes present an extensive study on this issue (Stone & Hughes, 2002a). Among the problems of the existing empirical studies on social capital, they mention using ‘the single item/index method’ and ‘not recognising the variability social capital among network types and social scales’, and they point to the importance of quality and structure of social capital. Their empirical study puts a significant effort to examine a proper way to measure social capital. They measure social capital in different network types and social scales, namely ‘informal realm’, ‘generalised realm’, and ‘institutional realm’. As the output of their analysis, the items they employed are “grouped into several principal components” rather than a “cohesive measure”, and they assert that rather than using a single index to measure social capital, a composite measure of key dimensions of social capital is much more reliable (Stone & Hughes, 2002a, p. 22). They also find that the different “types of relationships people have in different spheres of their lives” is important “to understand the complexity of social capital” (Stone & Hughes, 2002a, p. 26). Although they determine the single item approach as faulty and failing to recognise the multidimensionality of social capital, and the index approach as “prevent[ing] analysis of how the various parts of the concept interact” (Stone & Hughes, 2002a, p. 18). They mention that some elements of social capital, such as norms of trust and reciprocity, can “be grouped to represent overall dimensions of social capital” (Stone & Hughes, 2002a, p. 23). And they emphasise that distinguishing the dimensions of social capital may not be important, due to the context of the research.

Beugelsdijk and van Schaik explore the relationship between economic success and social capital, in the 54 regions of 7 Western European countries, namely Italy, France, Germany, Spain, the Netherlands, Belgium and the United Kingdom, via constructing a social capital index (Beugelsdijk & van Schaik, 2005). They use ‘trust’, ‘passive group membership’ and ‘active group membership (doing

voluntary work for certain group)' in their index, and find that while there are noteworthy differences in the social capital index levels among the 54 regions, there are also "a positive and significant relationship between social capital and economic performance" in the mentioned regions (Beugelsdijk & van Schaik, 2005, p. 19).

The Social Capital Index that is calculated by the Legatum Institute is prominent due to its usage among the sub-indices of the 'Global Competitiveness Index', which is announced by the World Economic Forum. Legatum Institute announces 'Prosperity Index' aiming to measure the national prosperity of countries examining the indicators related to institutional, economic, and social wellbeing of these countries, and 'Social Capital Index' is one of the eight sub-indices of this index. The variables that have been used in the calculations were changed within time. In the 2007 Report the relevant sub-index was named as 'Community Life' and social capital was associated with 'trust', in the 2008 Report the associated indicators involved volunteering, donation, membership, and trust. In the 2009 Report the name of the sub-index changed with 'Social Capital Index'; in the 2010 Report two areas were defined under social capital sub-index, as 'social cohesion and engagement' and 'community and family networks'; finally in the 2019 Report the social capital sub-index involved five areas, 'personal and family relationships', 'social networks', 'interpersonal trust', 'institutional trust', and 'civic and social participation', under which 17 indicators take place in total. The change in the way social capital examined and the extension in the number of indicators employed implies an ongoing change in the perception of social capital within time. In this regard, as it was mentioned in many studies, social capital is still a progressive concept.

Öztopçu investigates the relationship between social capital and regional development (Öztopçu, 2018). In order to find this relationship, first of all, Öztopçu constructs social capital index of the 26 NUTS 2 regions, using divorce rate, higher education graduation rate, voter turnout, migration rate, suicide rate and number of theatres. Afterwards, Öztopçu searches for a significant relation between the Social Capital Index and Socio-Economic Development Index values (which was formerly calculated by the Ministry of Development) of the regions. Öztopçu finds a significant relation between social

capital and socio-economic development. Although the six indicators employed for social capital index calculation might have an indirect relation with social capital, they also have a direct relation with social development which has also impact on economic development, especially higher education rate and migration rate. Whereas the major characteristics of social capital such as networks, group membership, volunteering or trust is not involved in this social capital index, which is thought to be a significant shortcoming.

Akın and Aytun study the direction of the causality relation between unemployment rate and social capital in 41 countries, in which Turkey is not included, for the period of 1981-2012 (Akın & Aytun, 2014). They recognize linking social capital, as the form of social capital, which is effective on job finding, compared to the other two forms of social capital, bonding and bridging, assuming that these two forms of social capital might lead to high clientelism and negative externalities. They accept linking social capital formed through effective communication between individuals, thus define land phone, cell phone and internet use as the indicators of linking social capital, and using communication data, they build an index, as the indicator for social capital. They find a relationship between unemployment rate and social capital, of which the direction is from social capital towards unemployment rate. However, generalizing bonding and bridging social capital as leading clientelism and negative externalities, and thus omitting networks, trust and norms from the analysis and would lead to imperfect analysis.

### ***Measurement Tool Studies***

With their empirical study, Narayan and Cassidy provide “a set of statistically validated survey questions for measuring social capital in developing communities”, and use this questionnaire in the surveys they conducted in Ghana and Uganda (Narayan & Cassidy, 2001, p. 61). They define the determinants, dimensions and outcomes of social capital prior to their empirical work, afterwards check their relevance and relation, and re-define them. They conclude communication and empowerment as the determinants; government competence, government honesty and corruption, quality of government, peace and safety, and political engagement as the outcomes; and characteristics, generalized norms, trust, togetherness (how well people get along), everyday sociability, neighbourhood connections and

volunteerism as the dimensions of social capital. A significant finding of this study is that ‘general trust’ and ‘trust in institutions’ measure different constructs. Taking this into consideration, it might be said that it will not be proper to use these two indicators interchangeably. Hence such constraints might also appear with a much closer look on the indicators, and this led us to the use of appropriate indicators for the certain design of the empirical study. More clearly, while using a certain indicator in lieu of some other indicators because of non-existence, it should be born in mind that, that a certain indicator might not be the proxy of the other.

The study of Grootaert and his colleagues present a questionnaire, the Social Capital Integrated Questionnaire (SC-IQ), to be applied in the developing countries to measure social capital (Grootaert et.al., 2004). The survey focuses on the measurement of social capital at the individual level, and involves six sections which reflect the dimensions of social capital: ‘group membership and networks’, ‘trust’ and ‘norms’, ‘collective action and cooperation’, ‘information and communication’, ‘social cohesion and inclusion’, and ‘empowerment and political action’. While Grootaert and his colleagues present a framework for social capital measurement, the indicators that will be used to measure social capital in a specific community and the method that will be used for the analysis are left to the researcher who would employ SC-IQ. On the other hand, emphasising the constraints of quantitative measurement of social capital, they state that “the process of creation (and destruction) of social capital will be understood better by means of a variety of qualitative in-depth studies” (Grootaert et. al., 2004, p. 17).

Bullen and Onyx conduct a survey to measure social capital (Social Capital Questionnaire-SCQ) in five communities of New South Wales, Australia, and present a measurement tool with a guide for the future practitioners (Bullen & Onyx, 2005). The aim of the study is to ‘identify a good set of questions ... [to measure] social capital’ in order to identify the attitudes, behaviour and knowledge that are related to social capital, the elements of social capital, and whether social capital is correlated with gender and other demographic variables (Bullen & Onyx, 2005, p. 13). In general, the questions are related to ‘relations with friends, neighbours and local community organisations’, ‘attitudes’, and ‘behaviours’. Using factor analysis, the underlying dimensions of social capital are investigated and the

eight elements for social capital are found as 'participation in local community', 'proactivity in a social context', 'feelings of trust and safety', 'neighbourhood connections', 'tolerance of diversity', 'value of life' and 'work connections', while the questions related to 'government', 'opposing to a generalised reciprocity', and 'isolation from or opposing to the social context', are found irrelevant to social capital.

McAloney and her colleagues implement the questionnaire that Bullen and Onyx developed, the SCQ, in the Northern Ireland (McAloney et.al., 2011; Bullen & Onyx, 2005). They include an additional dimension to the SCQ and exclude some of the indicators. And they conclude that "variations in the factor structure of the SCQ suggest that social capital may be structured differently in different cultures, and highlights the need to develop measures specific to the country or culture of interest" (McAloney et.al., 2011, p. 113).

### ***Mixed-Methods Studies***

The study of Grootaert and van Bastelaer present an integrated measurement tool for social capital, which involves both quantitative and qualitative measures, namely 'Social Capital Assessment Tool' (SOCAT) (Grootaert & van Bastelaer, 2002). The key objective is "to contribute to the understanding of how community, household, and organization-level measures of social capital interact with other development indicators [(such as poverty, education, health, infrastructure, crime and violence)] and thus to assess whether social capital contributes to or erodes economic and social development" (Grootaert & van Bastelaer, 2002, p. 24). With this in mind, measurement of social capital is seen as a supplementary to measurement of the effect of certain development projects/activities that are conducted within a community, and it takes into consideration both structural and cognitive aspects of social capital. SOCAT consists of three sequential sections: community profiles, household survey and organizational profile. First section involves qualitative and quantitative data gathering steps, 'open-ended community discussions' and 'structured community interviews'; second section involves a quantitative data gathering step, 'household survey'; and third section involves two steps, 'semi-structured interviews' and 'score-sheets'. The two pilot studies of SOCAT were conducted in some of the communities of Panama and India. Since SOCAT gathers data about the social capital of a specific

community, and its level of analysis is meso, its findings would be at community level. Although SOCAT is presented as an integrated measurement tool, the methodology related to the integration of the qualitative and quantitative phases of the analyses is not discussed within the study. It is mentioned that within the scope of SOCAT index building was not preferred since “the indicators capture different dimensions of social capital that are each relevant in their own right for understanding social capital” (Grootaert & van Bastelaer, 2002, p. 56). On the other hand, multivariate index (which is a kind of composite index) building is mentioned as being correlated with the interaction of the indicators employed, and using a multiplicative index is justified even if the effects of the indicators interact.

Nyhan-Jones and Woolcock offer a tool to measure social capital via mixed-methods research, at micro level (household or community level) (Nyhan-Jones & Woolcock, 2007). The dimensions they offer to examine social capital are the same six dimensions as Grootaert and his colleagues define (Grootaert et.al., 2004). Moreover, they employ these six dimensions for both qualitative and quantitative phases. Although they suggest an iterative process as an ideal method, they mention that the sequence of the qualitative and quantitative phases of a mixed-methods research depends on both “the specific nature of the issue [that is] under investigation” and the limit of the research budget (Nyhan-Jones & Woolcock, 2007, p. 2). Within this context, they suggest the qualitative phase of the study to be conducted “to explore issues of process and causality” of social capital, and present sample questions related to each dimension that the reader might benefit. As the methods for qualitative research on social capital, they emphasise ‘participatory method’ (which involves group discussions conducted among the representatives of the major subgroups in the community), ‘key-informant interviews’ and ‘participant observation’. Regarding the quantitative phase of the study, they present a questionnaire, which involves selected questions from the SC-IQ and a number of additional questions. On the other hand, they do not address how to integrate the outputs of qualitative and quantitative phases within the study.

Hodgkin criticizes the empirical studies on social capital for measuring only “the extent of participation in associational life” and “having little consideration for the informal networks to which people belong”, while emphasizing the possible “different types of social capital that include

participation in both informal networks and more formal associations”, and conducting a mixed-methods research (Hodgkin, 2008). Taking into consideration the constraints of the present empirical researches, Hodgkin employs quantitative and qualitative methods together, referring to the arguments of former researchers related to mixed-methods research that “give[s] a more powerful voice to women’s experiences” (Brannen (1992), Epstein et al. (1991), Oakley (1999), Shapiro et al. (2003) quoted in Hodgkin, 2008, s. 299). Hodgkin’s study seeks to map ‘the different patterns of participation’ based on gender, and to explore how ‘the role of mother’ alters the activities that women are involved in, and the reasons for this. Hodgkin performs an explanatory sequential design, and conducts the quantitative analysis in the first place to describe and explain the “aspects of the differences between men and women on social, community, and civic participation” (Hodgkin, 2008, p. 303). Within the quantitative phase, Hodgkin employs ‘simple random sampling method’, and sends a survey questionnaire to 4.000 households from a database that local government provided. Then conducts the qualitative analysis to “[explore], from the viewpoint of women, their processes of interacting in their social, community, and civic worlds and how they felt about their lives and the activities in which they became involved” (Hodgkin, 2008, p. 300). The participants of the qualitative phase are selected via sending an invitation form to the respondents of the first phase. Subsequently having the results of both phases, Hodgkin evaluates the outputs through an integration point of view. Within this context, Hodgkin finds that while quantitative analysis reveals different social, community group and civic participation patterns for men and women, qualitative analysis shows that ‘good mother’ idea lies behind the motivations for participation. Another finding of this integration process is that, while quantitative results “highlight women’s increased role in informal social participation, social participation in groups, and community participation”, qualitative results reveal that most of the women feel excluded when they try “to participate at a civic level”. In this regard, the study of Hodgkin displays an example of how qualitative analysis shed light on the findings of quantitative analysis, and explicate them in-depth.



#### **4. DISCUSSION**

Looking at the dimensions and indicators that are used in the measurement of social capital it is seen that a consensus has not been shaped in the literature. While in several studies only one aspect of social capital is taken into account, with either a single indicator or more than one indicator, in many other studies all of the aspects are considered, and sometimes with a wide range of indicators (See Annex 1). It is understandable for the instances in which theoretical framework of the study necessitates specific indicators, some indicators might not be taken into consideration. However, excluding some aspects or dimensions of the social capital without drawing the picture of this necessity would be misleading for the reader. Nevertheless, Paxton associates the usage of improper indicators for social measurement with absence of “a link between theory and measurement”, emphasising that in case of such absence identification of fatal indicators might occur (Paxton 1999, p. 90). An example of this is the situation related to ‘child care activities’, which are accepted as a social capital development activity within-household, such as by Coleman who asserts that these activities support the social capital of the children, and considering the remark, Gray takes ‘child care activities within the household’ among the elements of social capital development (Coleman, 1988; Gray, 2003). On the other hand, the link between child care activities within the household and social capital development might not be relevant for the giver of the care activity, while it might be relevant for the receiver of the care and for the society. Regarding this example, we see that the framework of the analysis is highly important on the decision of the indicators for social capital.

There are significant findings of the empirical studies which highlight how to decide the details of a social capital measurement analysis. One is ‘not all types of social capital are good for the society’ (Paxton, 1999; Putnam, 2001). For instance, mafia relations are also a type of social capital, due to their structure which pursue trust, norms and communication ties. However, these types of social structures are not desirable for a society. Similarly, a tribe or extended family, which restricts the outer connections of an individual being intolerant for the outer relations, might also, be a bad type of social capital. In this regard, if we only take into account the existence of trust, norms and/or communication ties, this

might lead us to a fatality of measuring a high level of social capital for these types of undesirable or constrictive relations. On the other hand, taking only into consideration the networks and/or trust either 'between groups' or 'within group' would also lead a biased output, since without both 'between groups' and 'within group' networks and trust, we might define the ties and trust that -for instance- tend to cause criminal activities as implying high social capital (see Paxton, 1999). Considering the former discussions on this issue, it would be better to take not only the structural aspect of social capital (networks), but also the cognitive aspect (trust and norms) into account in the measurement, and among not only within group but also between groups.

Therefore, the forms of social capital are also important on the benefit of society and/or individual. Regarding the community level, OECD defines this situation with the intensity of bonding and bridging social capital that exist within a certain community: "Too much bonding in the absence of bridging social capital can lead to "in group/out-group" dynamics, leading to the exclusion of those outside the bonding group (OECD, 2011). Networks can also foster values that are detrimental for society, as is the case with mafia or terrorist organisations" (OECD, 2011, p. 171). Thus, it becomes essential to explore the intensity of different forms of social capital. Regarding the individual level, intensive existence of bonding social capital, which mostly consists of strong ties within familial relations, and absence or scarce existence of bridging social capital, which mostly consists of weak ties within -for instance- organisational relations might hinder an individual to increase his/her welfare by restraining him/her into a narrow network of relations. While analysing social capital, it would be much more appropriate to endorse either strength of ties or power relations as the classification level for the forms of social capital. In this regard, bonding and bridging social capital are more clear forms that are easy to differentiate from one and another.

Findings of a number of studies demonstrate that development of relations between a community and powerful parties is significant (World Bank, 2000; Narayan & Cassidy, 2001; Warren et.al.2001; Onyx & Bullen, 2005 quoted in Warren et.al., 2001). However, if the opportunities of poor communities to connect with powerful parties are just a few, this would lead to a vicious circle. In this regard, it

becomes important to understand whether that specific community or the individuals who constitute that community have the capability to grab the chance to connect with the powerful when that chance is provided. Therefore, the question should not be limited with the issue of current situation related to ‘the connection with powerful’, but it should involve ‘whether possible connections will be provided’, and ‘whether the individuals will be capable of grabbing the chance when it is appeared and of sustaining that connection’. Hence, such a prediction might be made via examining *current structure of the relations*.

Other significant findings are as follows: membership should be considered with the quality of membership, and the issue of network should be considered involving many sorts of social relations (Knack & Keefer, 1997); the place of activity, whether there is anyone to accompany during this activity, and if yes with whom the activity performed is a noteworthy information related to understand the significance of the activity towards social capital development (Ruston, 2003); index building is not faulty for every study, since the significant points are ‘the framework of the research study’ and ‘getting the cohesive items together’ (Grootaert & van Bastelaer, 2002). Hence while determining the extent of the information that would be considered in the processes of data/information collection and analysis, the previous findings should be taken into consideration.

Various data sources are employed to explore the social capital concept, since there is no broadly excepted ‘data’ or ‘variable’ set to analyse social capital. Most of the time the data selection depends on the target group of the study. As McAloney and her colleagues put it “These measures range from proxy items assessing a single, or combinations of particular aspects of social capital such as trust, network density or participation ..., to comprehensive measurement tools allowing for fuller assessment of social capital and its consequences” (McAloney et.al. 2011, p. 114–115). Providing “data related to the non-market sphere of economic and social activity”, Time Use Surveys present a worthwhile source for measuring social capital (Garcia-Diez, 2013, p. 26). Indeed, involving data on how individuals spend their time within and outside the household in a day or two, Time Use Surveys present valuable

information about activities which might be evaluated as the marks of social capital, and indicate the attitudes and behaviour of the individuals.

The data of time-use should be analysed in detail in order to comprehend the scope of an activity, whether it affects social capital development or not, i.e. including the place of activity into the analysis, as well as considering whether the activity is carried out with someone, and if so with whom. For instance, child care activity might be recorded for bringing the child to a playground and alike, an activity which might also lead to the socialization of the care giver. In such a case, the environment that the activity is realised should be considered. Ruston mentions these two aspects of time-use data, which provide additional contextual information about social capital, as ‘social space’ and ‘social circle’ respectively<sup>4</sup> (Ruston, 2003). Indeed, revealing the details of ‘daily social life’, time-use surveys make it possible to investigate the individual’s social relations, and those social relations inform us about the individual’s social capital.

On the other hand, it is understood that the core elements of social capital are networks, trust and norms. Moreover, although time-use surveys provide a good extent of information about networks due to its data which inform the activities that respondents involve, as well as the frequency and duration of this involvement, it is not suitable to gather data on trust and norms which are subjective concepts, and so which are better to be provided via appropriate methods for subjective phenomena. Indeed, trust and norms consist of the respondent’s perception, and may be corrupted more easily due to the interviewer or respondent bias. Indeed, even the tailor made surveys might entail representativeness problems and lack of information related to the individual attitudes on trust and norms of reciprocity, which are significant information to capture social capital.

In addition to the need for objective and subjective data and information gathering methods, as Narayan and Cassidy and Stone and Hughes have demonstrated in their studies that, it is quite

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<sup>4</sup> The terms of ‘social space’ and ‘social circle’ belongs to Harvey and Taylor (2001) quoted in Ruston (2003, p. 3), in reference to Lewis (1951).

complicated to separate the determinants, dimensions and outcomes of social capital since these might be intertwined (Narayan & Cassidy, 2001; Stone & Hughes, 2002a). Untangling this intertwinement needs to seek for an exploration that goes beyond the explanatoriness of the quantitative data. Hence, following the identification of the social capital potential of the individuals, in-depth knowledge is needed to complement the quantitative information that time-use data presents, and the most appropriate way of gathering this in-depth complementary data is found as best via qualitative methods. In this regard, it is meaningful to conduct the measurement of social capital in three steps: first, to measure the more concrete part of the concept via quantitative analysis, second, to measure the more subjective part of the concept via qualitative analysis, and third, integrate the findings of the quantitative and qualitative analyses.

### **Last Words**

Social concepts are always complicated to be comprehended, due to their abstract and intangible structure. In the last decades there is a wind towards elaborating social concepts multidimensionally and by means of an integrated research process. Indeed, social capital involves many facets, which makes it difficult to be understood through a single analysis process. Hence, as mentioned in the previous section, quantitative data does not help to clearly understand, for instance, the dimensions of the social capital, the different forms of it, as well as the density and diversity of these forms. In this regard, while quantitative analysis process is expected to reveal how the picture of social capital is seen in the first place in a certain social context, qualitative analysis process is expected to provide information to understand its intensity and quality. Thus, social capital, as an elusive subject, which is still discussed within the literature in terms of how to be handled, is a good candidate to be evaluated via mixed-methods research. Regarding the quantitative phase of a research on social capital, time-use surveys provide a broad information that enable to investigate the various aspects of social capital to be measured. However, as mentioned above, time-use surveys provide limited data on ‘trust’ and ‘norms’ components of social capital. Hence, either designing a specific research on social capital or including

a specific part into an ongoing research to collect both quantitative and qualitative information might be considered in order to gather directly related and broad information regarding social capital.

## ÖZET

Bireyler arasındaki sosyal ilişkilerin bireyler ve toplum açısından sağladığı faydayı anlatan sosyal sermaye, yazında birbirinden farklı açılardan ele alınması nedeniyle karmaşık bir kavram olarak görülmekte ve ölçümü de pek çok farklı yöntemle yapılmaktadır. Sosyal sermaye konusunda çalışma yapan araştırmacıların kullandıkları teoriyi çalışmalarına -çoğunlukla- tam olarak yansıtmamaları ve sosyal sermayeye ilişkin farklı ya da eksik boyut ve/veya göstergeleri dikkate almaları uluslararası yazında sıklıkla dile getirilen bir eleştiridir. Sosyal sermayeyi ölçerken sosyal sermayenin boyutlarının ve inceleme düzeyinin çalışmada kullanılan sosyal sermaye teorisi çerçevesinde tanımlanmasına ihtiyaç duyulmaktadır. Bu kapsamda araştırmacının, araştırmanın düzeyine ve çalışmanın varsayımlarının arkasında yatan teoriye karar vermesi gerekmektedir.

Sosyal sermayenin ölçümünde öncelikle yapısal ve bilişsel boyutların birlikte ele alınması önem taşımaktadır. Diğer taraftan, ele alınan boyutlar itibariyle ilk bakışta ölçüme dahil edilmesi ya da dışarda bırakılması gerektiği düşünülebilecek bazı göstergelerin, çalışmanın çerçevesi dolayısıyla kapsam dışı bırakılabileceği veya ölçüme dahil edilmesi gereken durumlar da söz konusu olabilmektedir. Sosyal sermayenin tüm biçimleri toplum açısından faydalı olmayabilmektedir. Örneğin yasa dışı faaliyetlerin yürütüldüğü bir topluluktaki bireylerin ilişkiler ağı yüksek bir sosyal sermayeyi çağrıştırmayabilir, ancak söz konusu sosyal sermaye her ne kadar bireyin çıkarı açısından faydalı olsa da toplum açısından zarar vericidir. Dolayısıyla ölçümde bu tür durumların dikkate alınması önemlidir. Benzer şekilde, sosyal sermayenin türleri olan bağlayıcı ve köprü kurucu sosyal sermaye kapsamında bireylerin yakın çevre, uzak çevre ilişkilerinin yoğunluğu sosyal sermayenin toplamında farklı olarak değerlendirilebilecektir. Örneğin, bağlayıcı sosyal sermayeyi ifade eden yakın çevre ilişkileri kişinin daha geniş toplum kesimleri içerisindeki ilişkilerini olumsuz etkileyebilmektedir.

Sosyal sermayenin ölçümüne ilişkin çalışmalarda göstergelerin çok farklı seçilebilmesi kullanılan veri setlerinin de büyük ölçüde farklılaşmasına neden olmaktadır. Dolayısıyla, ölçüm çalışmalarında kullanılması genel kabul görmüş belirli veriler bulunmaktadır. Mevcut veriler dikkate alındığında, zaman kullanımı araştırmalarında faaliyetlerin nerede, ne kadar süreyle kiminle birlikte yürütüldüğü gibi

detayları içermesi dolayısıyla sosyal sermayenin yapısal boyutu açısından incelenmesini sağlayan geniş kapsamlı bilgi sunduğu görülmektedir. Bu nedenle, Türkiye’de sosyal sermayenin nicel olarak ölçülmesine ilişkin bir çalışmada, zaman kullanımı anketinin kullanılmasının uygun olacağı değerlendirilmektedir. Diğer taraftan, her ne kadar sosyal sermayenin yapısal boyutunun ölçümünde önemli detayların yakalanmasına imkan sağlasa da, zaman kullanımı araştırmaları bilişsel boyutun kavranmasında sınırlı bir kapsama sahiptir. Dolayısıyla, sosyal sermayenin bilişsel boyutunun nitel yöntemle yürütülen bir araştırmayla ölçümü uygun olacaktır. Nicel ve nitel yöntemlerle yapılan incelemelerin birlikte ele alınması sosyal sermayenin her iki boyutu açısından da yeterli düzeyde incelenebilmesine olanak sağlayacaktır. İleriki dönemlerde ise doğrudan bu konuya odaklanan ya da mevcutta yapılmakta olan bir saha araştırmasına eklenen yeni bir bölüm aracılığıyla doğrudan sosyal sermayeye yönelik geniş bilgi sağlayan bir araştırmanın yapılmasının faydalı olacağı düşünülmektedir.



Annex 1:

Table 1: Selected Empirical Studies on Social Capital					
Author	Year	Country	Data Source	Social Capital Dimensions	Method of Analysis
Knack & Keefer	1997	29 Market economies	WVS	Trust	- OLS regression
				Civic Cooperation	- 2 Stage Least Sq. reg.
Brehm & Rahn	1997	USA	GSS	Civic Engagement	Pooled cross-sectional analysis Structural Model
				Interpersonal Trust	
Paxton	1999	USA	GSS, 1975-1994	Objective ties (Associations)	- Polychoric correlation matrix - Max-likelihood estimation model
				Subjective ties (Trust)	
Hall	1999	UK	Civic Culture Sur.; Pol. Action Sur.; WVS; Eurobarometer	Networks of sociability	NM
				Norms of social trust	
Putnam	2000	USA	GSS; Roper Social & Political Trends Achieve; DDB Needham Life Style Achieve	Community Org. Life	Factor analysis
				Engagement in Public Affairs	
				Community Volunteerism	
				Informal Sociability	
Glaser et.al.	2001	USA	GSS, 1972-1998	Social Trust	- OLS regression - 2 Stage Least Square. regression
				Organisation membership	
Narayan & Cassidy	2001	Ghana & Uganda	Questionnaire constructed by the researchers	Group Characteristics	- Exploratory factor analysis (Principle component analysis & Non-linear principal components analysis) - Confirmatory factor analysis (Structural equation modelling)
				Generalized Norms	
				Trust	
				Togetherness (how well people get along)	
				Everyday Sociability	
Costa & Kahn	2002	USA	American Nat. Election St.; Americans' Use of Time; Current Pop. Sur.; DDB Life Style Sur.; The 5 Nation St.; GSS; Giving & Volunteering in US; NPD Group Time Study; Political Part. in America; Time Use in Eco & Soc Accounts	Neighbourhood Connections	Probit equation
				Volunteerism	
				Outside home SC Volunteering	
				Memberships Within home SC Entertaining & Visiting	
Stone & Hughes	2002	Australia	Survey data collected within the 'Families, Social Capital & Citizenship Project, 2000-2001'	Norms of trust	Pearson's correlation Principle comp. analysis Cluster analysis - Squared Euclidean distance measure, within gr.av.met., multivariate reg.mod.
				Reciprocity	
				Size	
				Network charact.: Density Network charact.: Diversity	

**Table 1: Selected Empirical Studies on Social Capital (cont.)**

Author	Year	Country	Data Source	Social Capital Dimensions	Method of Analysis		
Grootaert & van Bastelaer	2002	Global	Qual. anal.	Open-ended comm. discuss.	Community profile	NM	
				Semi-str.inter.; Key inf.inter; Foc.gr.int	Organisational profile		
			Quan. Analy.	Struc. Comm. Interv.	Community profile		- Factor analysis/ Principal component analysis
				Household question.	Str.dim. of soc.cap.; Cog.dim. of soc.cap		- Multivariate analysis
			Org.nal profile: scoresh.	Organisational profile			
Ruston	2003	UK	UK 2000 Time Use Survey	Formal participation	- T-test - ANOVA - Logistic regression		
				Informal involvement			
				Informal sociability			
Patulny	2003	Australia	WVS; Australian Use of Time Sur.	Volunteering	OLS regression		
Grootaert et.al.	2004	Developing countries	Questionnaire constructed by the researchers (SC-IQ)	Groups & Networks	Factor analysis		
				Trust & Solidarity			
				Collective Action & Coop.			
				Info. & Comm.			
				Social Cohesion & Inclusion			
				Empowerment & Pol. Action			
Bullen & Onyx	2005	New South Wales	Questionnaire constructed by the researchers	Participation in local comm.	Factor analysis		
				Neighbourhood connections			
				Work connections			
				Family & friend connections			
				Proactivity in a soc. context			
				Feelings of trust and safety			
				Tolerance of diversity			
				Value of life			
Beugelsdijk & van Schaik	2005	54 reg. Fr, It.,UK, Ger,Sp,Nt,Belg.	European Value Survey	Trust	Factor analysis		
				Civic engagement			
Nyhan-Jones & Woolcock	2007	Low income countries	Qualitative research: - Participatory methods - Key-informant interview - Participant observation	Groups & Networks	NM		
				Trust & Solidarity			
				Collective Action & Coop.			
				Info. & Communication			
				Social Cohesion & Inclusion			
				Empowerment & Pol. Action			
				Quantitative research: Revised SC-IQ		Groups & Networks	NM
			Trust & Solidarity				
			Collective Action & Coop.				
			Info. & Communication				
			Social Cohesion & Inclusion				
			Empowerment & Pol. Action				
			Empowerment & Pol. Action				

<b>Table 1: Selected Empirical Studies on Social Capital (cont.)</b>						
<b>Author</b>	<b>Year</b>	<b>Country</b>	<b>Data Source</b>	<b>Social Capital Dimensions</b>	<b>Method of Analysis</b>	
Hodgkin	2008	Australia	Quantitative research: Questionnaire constructed by the Baum et. al. (2000)	Social participation-informal	Explanatory sequential analysis	One-way between-groups multivariate analysis of variance
				Social participation-in public spaces		
				Social participation-group act.		
				Civic participation-individual act.		
				Civic participation -collective act.		
			Comm gr. part.-mix of social &civic	Narrative analysis		
Qualitative research: - In-depth interviews - Diary/Written reflections	The range & types of part. involved in					
				Caring active & their effects		
				Having done smt in a diff. way in life before		
Xue	2008	Canada	Longitudinal Survey of Immigrants to Canada	Family & relatives	Panel data models: -fixed-effects logit mod., random-eff. -logit mod., gen.est.eq.pop.-av log mod	
				Friends		
				Groups & organisations		
Sabatini	2009	Italy	Indagine multiscopo sulle famiglie (2000-2001-2002-2003-2004)	Strong family ties	- Principal components analyses - Structural equations models	
				Weak informal ties		
				Voluntary organizations		
				Political participation		
				Civic awareness		
Christoforou	2011	14 Euro Countries	European Community Household Panel	Group membership	Binary logistic regression model	
McAloney et.al.	2011	Northern Ireland	- SCQ (Bullen&Onyx) 2001 - General Hh Sur., 2001 - Continuous Hh Sur., 2003&2004 - Northern Ireland Hh Panel Sur, 2011 - Community Attitudes Sur, 2002	Trust and politics	Exploratory and confirmatory factor analyses	
				Formal part. in community		
				Work connections		
				Tolerance of diversity		
				Neighbourhood Connection		
				Value of life		
				Family & friends connection		
				Proactivity		
Neighbourhood safety						
Van Beuningen & Schmeets	2013	The Netherlands	- Permanent Survey on Living Conditions 2009 - Dutch Parliamentary Election Study	Social Participation	Structural equation modelling based on partial least squares estimations	
				Organizational Part.		
				Political Participation		
				Social Trust		
				Organizational Trust		
Political Trust						
Weaver et.al.	2013	Canada	General Social Survey	Bonding Social Capital	Multivariate analysis: Ordinal logistic reg.	
				Bridging Social Capital		
Addis & Joxhe	2016	Italy	Multiscopo Sur. 1997 & 2011	Civic Participation	OLS regression	
Hamilton et.al	2016	132 countries	Gallup World Poll; ESS; WVS	Trust	NM	

Author	Year	Country	Data Source	Social Capital Dimensions	Method of Analysis
US Congress Joint Economic Committee	2018	USA	American Comm. Sur.; Nat. Sur. of Child. Health; Behavioral Risk Factor Surveillance System; Civic Engagement Supp. to Nov. 2008, Pop. Sur.; Volunteer Supp. to Nov.2013, Pop. Sur.; Volunteer Supp. to Sep.2015, Pop. Sur.; County Business Patterns; ACS pop. Estimates; IRS, Business Master File; ACS population estimates; US Religion Census; Election Admin. & Voting Sur.; Census Bureau; FBI Uniform Crime Reporting Stat.	<i>State-Level Social Capital Index:</i> - Family Unity Sub-index - Family Interaction Sub-index - Social Support Sub-index - Community Health Sub-index - Institutional Health Sub-index - Collective Efficacy - Philanthropic Health	Principal components analysis
				<i>County-Level Soc. Cap. Index:</i> - Family Unity Sub-index - Community Health Sub-index - Institutional Health Sub-index - Collective Efficacy	
Wichowsky	2019	USA	Current Population Survey, 2008 and 2011	Group Membership	OLS regression
				Reciprocal Exchange with Neighbours	
Office for National Statistics, UK	2020	UK	Understanding Society: UK Hh Longitudinal Study; ESS; Community Life Sur.; Opinions & Lifestyle Sur.; Electoral Commission; European Qual. of Life Sur.; Eurobarometer; Crime Sur. for Eng. & Wales	Personal Relationships	NM
				Social Network Support	
				Civic engagement	
				Trust & Cooperative Norms	
OECD	2020	OECD Countries	OECD Survey of Adult Skills; EU SILC; Gallup World Poll; OECD Ind.s of Reg. Pol. & Govern.; OECD Women in Politics; Transparency Int. Corruption Percept. Index	Trust	Spearman correlation
				Volunteering	
				Governance & Institutional Arrangements	
Legatum Institute	2020	167 countries across the World	- Gallup World Poll - IDEA - WEF - IVS & Bar	Personal & Family Relations.	- Cronbach's alpha - Monte Carlo simulations
				Social Networks	
				Interpersonal Trust	
				Institutional Trust	
				Civic & Social Participation	

Abbreviations: WVS - World Values Survey, OLS - Ordinary Least Squares, GSS - General Social Survey, NM - Not mentioned, SC-IQ - Social Capital Integrated Questionnaire, SCQ - Social Capital Questionnaire, ESS - European Social Survey, IRS - Internal Revenue Service, ACS - American Community Survey, EU SILC - European Union Survey of income and Living Conditions, WEF - World Economic Forum

Annex 2:

Author	Year	Country / Location	Data Source	Social Capital Dimensions	Method of Analysis
Karagül & Dündar	2006	45 Countries	WVS	Trust	OLS regression
Uçar	2016	Ankara, Hacettepe and Gazi University (alumni)	Questionnaire constructed by the researcher	Strategic trust Generalized trust Institutional trust Common values Group belonging	Factor analysis (Cronbach's alpha for reliability)
Eşki-Uğuz et. al.	2011	Turkey	Questionnaire constructed by the researchers	Civic and political activism Feelings of trust and safety Tolerance Neighbourhood	Frequency analysis
Özdemir	2008	Uni. in Tr. with highest number of publishing	Questionnaire constructed on the scales designed by Hansen (1999), Johnson (1996) and McAllister (1995)	Networks Trust based on altruism Trust based on competence	- Principal components analysis - Hierarchical regression
Ardahan	2012	Antalya	Questionnaire constructed by Onyx & Bullen (2000)	Participation in local communities Neighbourhood relation Belonging Tolerance of diversity Membership to civil society organisations Trust in the people in the community Trust in the living area Social roles & responsibility	Exploratory factor analysis (Cronbach's alpha for reliability)
Tatlı	2013	Malatya, Elazığ, Bingöl, Tunceli	Questionnaire constructed by the researchers	Groups and networks Trust and solidarity Collective action and coop. Information and communication Social cohesion Empowerment & pol. Action	Logit model - Maximum likelihood estimation
Akın & Aytun	2014	41 countr.(exc.Tr.)	World Bank database	Communication	Panel causality analysis
Çalışkan et.al.	2014	Yalova	Questionnaire constructed by the researchers based on SOCAT and Çalışkan & Meçik (2011)	Trust Norms Networks	Social capital index Semi-logarithmic model

<b>Author</b>	<b>Year</b>	<b>Country / Location</b>	<b>Data Source</b>	<b>Social Capital Dimensions</b>	<b>Method of Analysis</b>
Keleş et.al.	2015	Erzurum (rural area)	Questionnaire constructed by the researchers based on Narayan & Cassidy (2001) and Onyx & Bullen (2000)	<i>Structural social capital</i> - social relations <i>Relational social capital</i> - trust, trustworthiness, norms & sanctions, recip. <i>Cognitive social capital</i> - behavioural norms, common values, recipr.&trust	Structural equation model
Erbaşı	2015	37 districts in Konya & Karaman	Turkstat and Registration data	18 indicators related to socio-economic, demographic, cultural issues and civic part.	Principle components analysis
Özpınar et.al.	2016	İstanbul, Ankara, İzmir	Questionnaire constructed by the researchers	Organisation membership Political activity Social networks Participation in cultural activities Daily life practices Consumption patterns	Descriptive analysis
Kızılkaya	2017	Turkey	International Country Risk Guide	Contract viability Law and order Economic risk assessment Financial risk assessment Political risk assessment Democratic accountability Government stability Legislative power	- Principal components analysis - Structural break cointegration test - DOLS estimation method
Vergil & Bahtiyar	2017	28 EU countr.& Tr	WVS; European Val. Sur.; Eurobarom	Trust	- Panel data analysis
Kartal et.al.	2017	Çanakkale 18 Mart Uni., Fac. of Edu. & Erzurum Atatürk Uni.Fac. of Edu.	Questionnaire constructed by Onyx & Bullen (2000)	NM	Ordinal logistic regression analysis
Öztopçu	2018	Turkey (across regions)	Turkstat database	- Divorce rate - Voter turnout - Migration - Number of university graduates - Number of suicides - Number of theatres	- Principal components analysis

<b>Author</b>	<b>Year</b>	<b>Country / Location</b>	<b>Data Source</b>	<b>Social Capital Dimensions</b>	<b>Method of Analysis</b>
Baş	2018	Selected Uni.s in Turkey	Questionnaire constructed by William (2006)	<i>Bridging social capital:</i> - Outward looking - Contact with a broad range of people - View of oneself as part of a broader group - Diffuse reciprocity with a broader community  <i>Bonding social capital:</i> - Emotional support - Access to scarce or limited resources - Ability to mobilize solidarity - Out group antagonism	Structural equation modelling
Polatcan	2018	Ankara (Schools in Yenimahalle district)	Questionnaire constructed by the researcher	Loyalty Social interaction bonds Trust Participation Cultural memory	Factor analysis (Cronbach's alpha for reliability)
Türkseven & Kutlar	2019	Kırıkkale, Aksaray, Kırşehir, Nevşehir and Niğde	Turkstat and Registration data	Number of active associations Number of courses Number of enterprises Number of marriages Number of divorces	Panel data analysis - Seemingly unrelated regression model
Seki	2019	Çanakkale 18 Mart Uni., Fac. of Eco. & Adm.Scie	Questionnaire constructed by the researcher	Trust Networks Reciprocal assistance and cooperation	Frequency analysis
Kuştepe et.al.	2019	Info. & comm. tech. sector in Tr&Germ.	European Comm. CORDIS website	Linking social capital (collab. betw. academics)	Social network analysis
Paksoy & Gül	2019	Gaziantep Uni., Fac. of Eco. & Adm. Sci.	Questionnaire constructed by the researchers based on the Social Capital Index const. by Uçar (2016)	Strategic trust Generalized trust Institutional trust Common values Group belonging	Factor analysis (Cronbach's alpha for reliability) T-Test ANOVA
Şentuna & Çakı	2020	Balıkesir	Questionnaire constructed by the researchers	Neighbourhood capital Civil society capital Family capital Neighbour capital Finance capital Trust capital Party capital	Explanatory factor analysis (Cronbach's alpha for reliability)

Abbreviations: WVS - World Values Survey, OLS - Ordinary Least Squares, NM - Not mentioned

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