

Examination of function of Iranian schools in students' socialization and providing a proper model

Seyyed Mohammad Ali Mirjalili

Department of Educational Sciences, Khorasgan Branch, Islamic Azad University, Isfahan, Iran

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Abstract

The research method of the current study provided a ground for measurement of Iranian schools function in socializing students in dimensions of assertive, empathy, assist and responsibility. A questionnaire with closed-items arranged on the basis of Likert's scale was used to collect the required data. The obtained data were analyzed by SPSS software. The research population consists of all schools in 20 districts of Tehran that according to the statistical data of the Roshd organization were 13364 schools and through the Morgan table, 375 schools were selected as total sample size. Also, face and content validity of the questionnaire were confirmed after asking some experts' comments. The Cronbach's alpha coefficient was calculated 0.86. According to the research population, it was identified that a meaningful relationship exists between Iranian schools function and students' socialization. Moreover, the relationship between the schools function and variables assertive, empathy, assist and responsibility in 95% level of significance is direct and meaningful. The VPLS software affirmed the results that consequently a proper model was presented in form of a regression model.

Keywords: socialization, function of schools

Introduction

Human beings are social creatures. It is through language and thoughts that they interact with each other. In other words, socialization is a process contributes student to acquire values, beliefs and

behavioral norms the social context expects them to conserve. Social growth initiates in family and expands in school as the larger community that directs this growth. Today, educational scientists define a social function for the school that its significance is not lesser than the personal education. According to them, like family, school is a social unit and plays a critical role in shaping the individual's social personality. Since, through this he/she learns how to live, act and interact other others properly. Moreover, school teaches the students how to compete with peers. School is the best place for doing various social activities and can along with educational activities, through formation of communities, clubs and scientific tours assists to social education of students (McCarroll, N. et. al, 2013).

In addition to impact of formal social curriculums on rate of students' socialization, it must be kept in mind that exchange of information in educational environments within students' interaction affects different aspects of their personality. In a way that, some part of students' identity especially in adolescent forms under hidden effects of school beside formal education (González, R. et. al, 2013). Studies show that natural reinforcement like attention and positive feedback augments acceptable behaviors of learners in the educational environments. Therefore, if formal educations in an educational environment, school, complies well with learning of social skills, creates a positive attitude in learners toward life and consequently individuals interact more compatible in their interactions (Roslison, Jonathan J. et. al, 2012).

As a result, the present papers is an attempt through defining scope of socialization in students

Corresponding author: Seyyed Mohammad Ali Mirjalili, Department of Educational Sciences, Khorasgan Branch, Islamic Azad University, Isfahan, Iran. E-mail: miryazdi20@gmail.com

, examines the Iranian schools function in students' socialization and finally provides an appropriate model for this role.

Review of related literature

Theoretical framework

Educational environment of schools: it refers to all social, human and cultural interactions in school that influence students' indirectly (Donets Oleg V., 2012).

Social skills: they are communicative instruments between man and the environment that are utilized for initiation and continuation of a healthy communication with peers, which are also an important part of mental health. In the current research, social skills consist of students' abilities in field of assertion, empathy, assist and responsibility (van Vugt, E.S. et. al, 2013).

Assertive: response to peers' stimulus in an apt way, consciousness about personal emotions and expressing them, ability of saying No politely to others' demands, observance of personal rights and others' benefits as well as considering personal benefits (Daniela Pipas, M. et. al, 2010).

Empathy: the ability to conjure up others' thoughts, emotions and needs (Ahmad Tatlah, I. et. al, 2012).

Assist: this dimensions consists of participation in class dialogues, helping others (for doing assignments or so), request for cooperation and participation in the group (BUDUR, C.L. et. al, 2011).

Responsibility: it means the ability to self-care and the environment, acceptance of the action result, obeying rules, doing assignments and duties (Antoni, G.D. et. al, 2008).

Research background

Allen et. al (2010) presents a study is grounded in sociological theories that are widely recognized. For the purpose of their study, a scale measuring cultural identity and adaptation to multicultural environments were developed based on literature review, exploratory factor analysis, and parallel analysis. Marozzi (2012) proposes a simple algorithm to find the most important partial aspects underlying the student satisfaction socialization issue. An application to students of the University of Padova is discussed. The method is compared to PCA, and it is shown that is much simpler to be used, requires milder assumptions and is always readily compre-

hended. Weisenfeld et al (2011) conducted an article brings together two areas of research: studies on risk perception of technologies and studies on vocational/career choice. They analyze students of different academic disciplines with regard to their risk perception of four technologies. The aim was to find out whether there is a relationship between area of study (as a precursor of vocational and career choice) and risk perception of technologies regarding health, environment and society. Barcan (2010) in a study realized that culture change is driven by values. In fact, change effort is geared towards the socialization of individuals to determine to adopt new values and concepts so as to act accordingly, thus improving quality of life within the organization. Such changes are deemed necessary when the current fundamental beliefs leading to adverse effects. (González, R. et. al, 2013) the purpose of this study is to respond the following research questions: (a) what is the university students' value structure?; (b) what are the perceptions of students about the CSR performance?; (c) how do personal values affect the perceptions of students' CSR?; And (d) what is the relationship between CSR perception and the background variables? This paper expects to highlight that the education in values and social responsibility is relevance not only for Society but also for Companies and even more High-Education Institutions. (Liu, G. 2012) the purpose of this paper is to investigate how cooperative accounting education (CAE) programs jointly activated by an accounting institution and its cooperating CPA firms impact the students' satisfaction with practicing what they have learned in work placement. (CATANA, G.A. et. al, 2010) this study deals with Romanian prospective leaders' view on outstanding leadership dimensions (styles). The findings show that the most preferred leadership styles are team oriented and charismatic (value based). (Zauwiyah, A. et. al, 2012) This study argues that professional commitment towards accounting profession is developed during tertiary education or at the anticipatory socialization phase. Results obtained via Structural Equation Modeling showed good support for the hypothesized relationships.

Methodology

Considering the purpose and questions in the current research, a field study was performed in order to measure the Iranian schools function in so-

cialization of students in aspects of assertive, empathy, assist and responsibility. For collecting the required data, a closed-item questionnaire based on the Likert's scale was used. Finally, the obtained data were analyzed via SPSS software.

Population, sample size and sampling method

The population in the current paper was all schools in 20 regions of Tehran on the basis of census of the Roshd organization. This population contained 13364 schools that through the Morgan's table, 15000 samples or 375 schools were selected. However, 380 schools were randomly selected and the questionnaire was distributed among them. A total number of 378 complete questionnaires were returned.

Validity and reliability

Due to increase of data preciseness as well as validity of the findings, a researcher –made questionnaire including 24 closed items with 5 options were designed whose face and content validity were affirmed by some experts. The questionnaire reli-

ability was tested via Cronbach's alpha as 0.86.

Research hypotheses:

Main hypothesis:

-there is a meaningful relationship between function of Iranian schools and students' socialization.

Minor hypotheses:

-there is a meaningful relationship between Iranian schools function and students' assertive.

- There is a meaningful relationship between Iranian schools function and students' empathy.

- There is a meaningful relationship between Iranian schools function and students' assist.

- There is a meaningful relationship between Iranian schools function and students' responsibility.

The research conceptual model:

In the current paper, the function of Iranian schools stands as the independent variable and assertive, empathy, assist, and responsibility as the dependent variables. Figure 1 represents the research conceptual model.

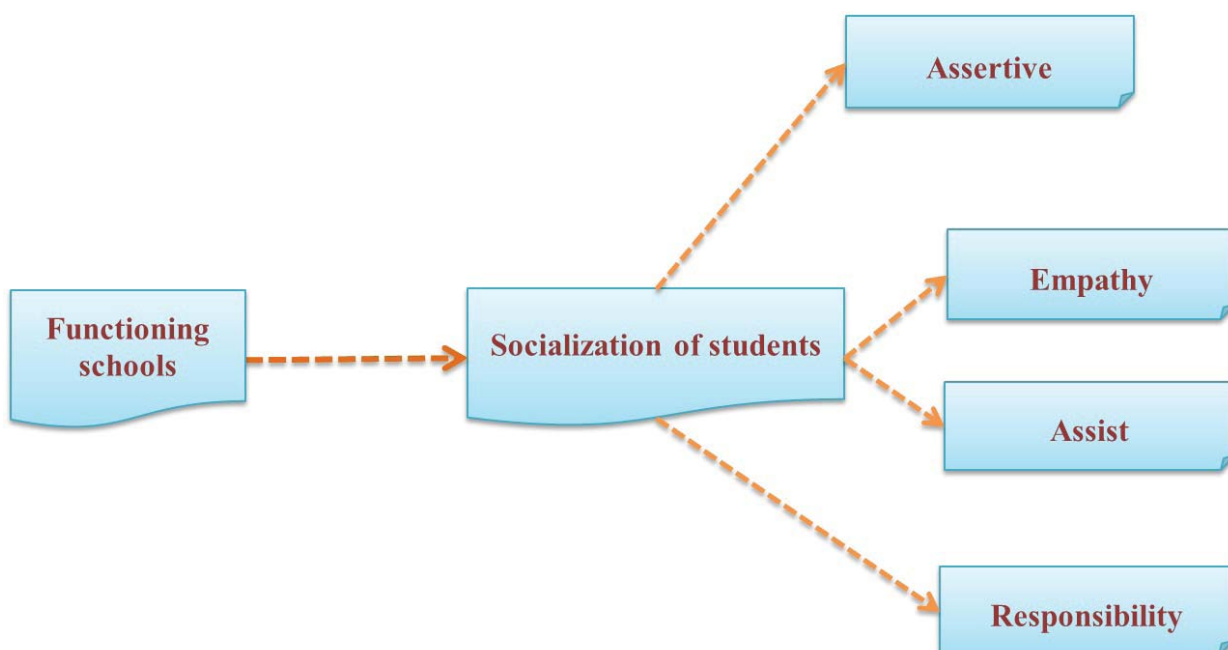


Figure1. The research conceptual model

Results

The results of T-student test for main hypothesis

The main hypothesis was tested by T-student test. Table 1 shows the results.

Since the value of correlation coefficient is equal to 0.625. So, it shows that H1 is rejected and H0, there is a meaningful relationship between Iranian school function and students' socialization is confirmed.

Table 1. Results of T-student test

Result	Correlation coefficient	Sig.	Minor hypotheses
A direct and meaningful relationship	0.625	0.000	Iranian schools functioning →students' socialization

The results of Pearson's correlation test for minor hypothesis

Table 2 represents the results of minor hypotheses.

1. The value of correlation coefficient for students' assertive equals 0.563 in level of significant 0.000. As a result, there is a meaningful and direct relationship between students' assertive and Iranian schools function in 95% level of confidence.

2. The value of correlation coefficient for students' empathy equals 0.448 in level of significant 0.000. As a result, there is a meaningful and direct

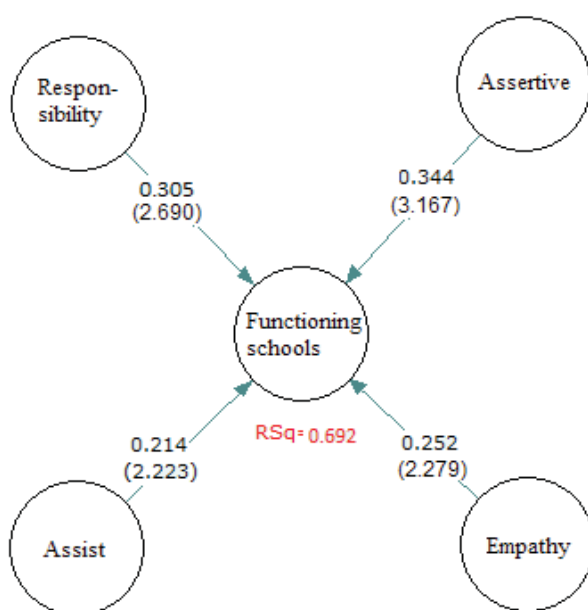
relationship between students' empathy and Iranian schools function in 95% level of confidence.

3. The value of correlation coefficient for students' assertive equals 0.512 in level of significant 0.000. As a result, there is a meaningful and direct relationship between students' assist and Iranian schools function in 95% level of confidence.

4. The value of correlation coefficient for students' responsibility equals 0.474 in level of significant 0.000. As a result, there is a meaningful and direct relationship between students' responsibility and Iranian schools function in 95% level of confidence.

Table 2. Results of Pearson's correlation test for minor hypotheses

result	Sig.	Correlation coefficient	Minor hypotheses
Meaningful and direct relationship	0.000	0.563	Students' assertive→ school functioning
Meaningful and direct relationship	0.000	0.448	Students' empathy→ school functioning
Meaningful and direct relationship	0.000	0.512	Students' assist→ school functioning
Meaningful and direct relationship	0.000	0.474	Students' responsibility→ school functioning

**Figure 2. Relationship between dependent and independent variables (VPLS)**

The factor analysis method in terms of VPLS software

In this section, by use of factor analysis method and VPLS software, the sub-indexes of students' socialization and rate of their effectiveness on school function is measured. Figure 2 shows the results.

As it can be seen, value of coefficient of determination ($R=0.692$) that indicates each of aspect of the model (assertive, empathy, assist and responsibility) explain about 69% of changes in school functioning. Table 3 represents the results.

Value of T-student test of each of the model coefficients is greater than 95% level of significance (1.96). Therefore, it can be concluded that the minor hypotheses are confirmed as follows:

- with one unit increase in students' assertive, the school functioning increased up to 0.344.
- with one unit increase in students' empathy, the school functioning increased up to 0.252.

- with one unit increase in students' assist, the school functioning increased up to 0.305.
- with one unit increase in students' responsibility, the school functioning increased up to 0.214.

Table 3. Estimation of model coefficients

Structural Model-Bootstrap			
T-Statistic	Standard error	Entire sample estimate	
3.1668	0.1086	0.3440	Assertive → Functioning schools
2.2787	0.1106	0.2520	Empathy → Functioning schools
2.6901	0.1146	0.3050	Assists → Functioning schools
2.2227	0.0963	0.2140	Responsibility → Functioning schools

. Conclusions

Considering the obtained results and relationship between variables, the present research findings accord with Azin et al (2009) researches, Khojasteh Mehr et al (2012), Taleb Zadeh Nobarian et al (2008), and Yousefi et al (2002). The main result of the current paper provides a good pattern for relationship between socialization variables and school functioning.

Based on calculations in Table 3, the research model is stated in form of the following function:

$$\theta = C + \beta_1 \text{Asrtv.} + \beta_2 \text{Empt.} + \beta_3 \text{Asts.} + \beta_4 \text{Rspn.} + \varepsilon_i$$

Where,

Θ=proper model for the paper

C=constant coefficient (distance of starting point of regression axis from the origin)

- Asrtv.=students' assertive

- Empt.=students' empathy

- Asts.=students' assist

- Rspn= students' responsibility

-ε= error statement

β₄ -β₁= are 0.344, 0.252, 0.305, 0.214 the coefficients of independent variable respectively.

The regression model presented for organizations, schools, and authorities of executing students' socialization program through school functioning is practical. The appropriate use of this model is in expansion of the model coefficients for allocation of resources and budgeting them. The above coefficients in fact indicate significance of each factor in implementation of such programs.

Recommendations

- it is recommended to design and hold in-service training periods for familiarity with basics of social skills and students' socialization
- it is suggested to periodically evaluate the teachers and ranking teachers in field of using successful educational methods in developing social skills and socialization at the end of academic year
- It is recommended to examine the psychological, emotional, health and job characteristics of parents and their effectiveness on students' socialization. Also, the share of different family, individual and educational factors on rate of adaptation should be considered.

Development of effective programs on students' socialization to family and friends through parents' participation in annual programs of school and attraction of parents' cooperation

Suggestions for future studies:

- doing some comparative study of the impact of inside and outside school factors on students' socialization
- conducting a research on seeking for other effective factors on schools' socializations and their relationship with schools according to method of the present paper.
- performing a comparative study of relationship between pre-test and post-test of related trainings and socialization during in-service periods
- doing a study on the relationship between rate of socialization and administrative tips during teachers' work period

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