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PRIDICTING THE IMPACT OF SOCIO-CULTURAL ENVIRONMENT ON CREATION OF STUDENTS' SOCIAL OCMMUNICATIONS

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ABSTRACT

This study aims at investigating the impact of socio-cultural environment on creation of students' social communications in District 8 of Islamic Azad University during 2014-15. The statistical population consists of all 5450 professors in District 8 of Islamic Azad University. The statistical sample size is obtained equal to 370 through Cochran Table and simple random sampling by post-event research method. The 45-item researcher-made questionnaire is the measurement tool and its validity and reliability are calculated and verified. The validity of questionnaire is confirmed using the advisor and supervisor professors and 3 university professors' views. Its reliability is measured by Cronbach's alpha method and the coefficient is obtained equal to 0.86. The results of data analysis indicate that there is a significant positive correlation between the scores of socio-cultural environment at university and creation of communications and interaction, law abiding, accountability, cooperation, empathy, criticism and exceptionability and the university students' self regard.

Keywords: Communications, Socio-Cultural Environment

INTRODUCTION

The response to demands and considering the ultimate purpose of society are basically the objective of creating the education system throughout the world from the primary school to higher education. The ultimate goals of education can be summarized in achieving two overall goals: Improving the human personality and fulfilling the social needs. The education system is responsible for educating the people as the basic and fundamental factor. The educational performance is significantly important, thus Rousseau considered it as a ship for social human survival, Kant considered it as the tool for making the human being the real human, and other experts considered it as the factor which gives meaning to all community members' lives apart from the individual characteristics and any discrimination (UNESCO, 2003; Sabaeian, 1996). Each education system seeks to transfer various kinds of knowledge and skills to students at school through designing and developing the certain curricula and make them ready for undertaking their roles and responsibilities in real life. In educational systems, the students learn very valuable experiences a part of which is planned in curricula (Alikhani, 2003). A large part is also obtained in the culture governing the learning environment and without teachers and students' knowledge and is manifested in a set of expectations and values. This dimension of curriculum is called the hidden curriculum (Mehrmohammadi, 2002) which plays the especial and pivotal role in studies associated with the curriculum. Most of the experts believe that the obvious curriculum is a small part of what the university teaches. A large part of students' learning is achieved by their dynamic interaction with a set of relations and communications and the rules and culture governing the university. These experiences are achieved without designers, students and teachers' awareness and have different positive and negative effects on the students' actions and behavior and thus they should be taken into special consideration to achieve the higher objectives of education. Despite the fact that these learning and experiences are not predesigned in curricula, they constitute a real curriculum as they are among the most important and effective educational contents which are naturally learned by students at university (Ausbrooks, 2000). This curriculum is taught at universities and created according to the experiences in classrooms, libraries, festivals and ceremonies, and socio-cultural environment of school. When the students are considered in the context of education system, they are faced with three university environment aspects, namely, the

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"cognitive, physical and social environments" each which is associated with an hidden and obvious curriculum. However, the socio-cultural environment as the most influential and important aspect of university environment leads to the creation of students' positive and negative interactions and behavior. Despite the fact that the students often learn this knowledge and its impact through the social and cultural space of university as the "students' social and group lifestyles and interaction with professors at university, the great efforts are not still made for documentation of this aspect of curriculum and its strong impact on creating the students characters and behavior at universities of our country, and thus this issue is considered as one of the most important issues for research in higher education system of country.

On the other hand, the organizational social space creates various emotions and imagination in people and leads to the creation of a particular style of communications and interaction between people.

A university affects the individuals' knowledge, attitudes and skills and helps to achieve the educational objectives. The socio-cultural environment governing the students at university affects the education, and creation of students' communications, interactions, and behavior such as the group cooperation, empathy, responsibility, accountability, and law abiding and gaining the self regard (Alikhani, 2004). Furthermore, the university space has dimensions including the ecological, social climate and social system. In 1993, the International Commission of UNESCO considered four pillars for bases of human learning during life: 1) learning to know, 2) learning to do, 3) learning to live together, and 4) Learn to be. Anderson (2001) has concluded that the space partially reflects the overall qualities of environment: a) It is experienced by people in that environment, and b) It affects their behavior. The social climate can be taken into account in terms of values and a set of special features with documents associated with the environment.

The effective communicational skills following the social skills are essential for successful performance in life. The social skills are affected by culture and social groups with which a person interact; and the rate of access to learning and acquisition of these skills play the significant roles in individuals' behavioral and social health. The communicational skills are the behavior which enables the individuals to interact effectively and avoid the inappropriate responses and indicates the individual behavioral and social health. There are numerous theories in the field of communicational skills such as Bandura's social-learning theory, and theories by Vatzevi, Sheflen, Berdvisiel and Bern. Furthermore, there are several communicational models like the Aristotelian pre-model, linear model, interactional model, and exchanging model. Moreover, the desirable characteristics of human relationships at school are as follows: 1) Understanding the needs and talent (Mirkamali, 2000), 2) understanding the individual differences, 3) Understanding and respecting the other individuals' personality, 4) Ability to communicate, 5) Listening, 6) Expressing the emotions and feeling, and 7) Providing the mental health. (Mirkamali, 2000)Unfortunately, it seems that the socio-cultural skills and attitudes, which will lead to the occurrence of inappropriate behavior opposed with what is expected by society and parents, after interacting with learning environment, are neglected and they are only taken into account when the students have big challenges and problems. Therefore, according to the role of socio-cultural environment in creating the students' behavior and also the importance of student class as one of the main infrastructures of society, this research aims at investigating the impact of socio-cultural environment on creation of students' social communications in District 8 of Islamic Azad University.

MATERIALS AND METHODS
This study aims at investigating the impact of social environment on the creation of students' social communications in District 8 of Islamic Azad University during the academic year of 2014-15. The statistical population consists of all 5450 professors in District 8 of Islamic Azad University. The statistical sample size is obtained equal to 370 through Cochran Table and simple random sampling by post-event research method. The 45-item researcher-made questionnaire is the measurement tool and its validity and reliability are calculated and verified. The validity of questionnaire is confirmed using the advisor and supervisor professors and 3 university professors' views. Its reliability is measured by Cronbach's alpha method and the coefficient is obtained equal to 0.86

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Research Questions

1. Does the socio-cultural environment of university affect the creation of students' communications and interactions?
2. Does the socio-cultural environment of university affect the students' law abiding?
3. Does the socio-cultural environment of university affect the students' Exceptionability and criticism?
4. Does the socio-cultural environment of university affect the students' responsibility and commitment?
5. Does the socio-cultural environment of university affect the students' self regard?
6. Does the socio-cultural environment of university affect the students' empathy?
7. Does the socio-cultural environment of university affect the students' group cooperation?
8.

RESULTS AND DISCUSSION

Results

First question: Does the socio-cultural environment of university affect the creation of students' communications and interactions?

Table 1: Correlation coefficient of socio-cultural environment of university in creation of students' communications and interactions

Correlation coefficient	Coefficient of determination	Significance level of test
0.689	61.11	0.000

As shown in Table 1, there is a positive correlation between the scores of socio-cultural environment of university and the scores of creating the students' communications and interactions. According to the significance level which is less than 0.01, it can be concluded that the calculated correlation coefficient is significant and can be generalized to studied statistical population. In other words, it can be argued with confidence level of 99% that the improvement of socio-cultural environment of university will partially improve the creation of students' communications and interactions. Furthermore, the calculated coefficient of determination indicates that the 61.11% of variance in creating the students' communications and interactions can be explained by socio-cultural environment of university.

Second question: Does the socio-cultural environment of university affect the students' law abiding?

Table 2: Correlation coefficient of socio-cultural environment of university in students' law abiding

Correlation coefficient	Coefficient of determination	Significance level of test
0.644	41.15	0.000

As shown in Table 2, there is a positive correlation between the scores of socio-cultural environment of university and the scores of students' law abiding. According to the significance level which is less than 0.01, it can be concluded that the calculated correlation coefficient is significant and can be generalized to studied statistical population. In other words, it can be argued with confidence level of 99% that the improvement of socio-cultural environment of university will partially improve the students' law abiding. Furthermore, the calculated coefficient of determination indicates that the 41.15% of variance in students' law abiding can be explained by socio-cultural environment of university.

Third question: Does the socio-cultural environment of university affect the students' responsibility and commitment?

Table 3: Correlation coefficient of socio-cultural environment of university in students' responsibility and commitment

Correlation coefficient	Coefficient of determination	Significance level of test
0.599	35.39	0.000

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As shown in Table 3, there is a positive correlation between the scores of socio-cultural environment of university and the scores of students' responsibility and commitment. According to the significance level which is less than 0.01, it can be concluded that the calculated correlation coefficient is significant and can be generalized to studied statistical population. In other words, it can be argued with confidence level of 99% that the improvement of socio-cultural environment of university will partially improve the students' responsibility and commitment. Furthermore, the calculated coefficient of determination indicates that the 35.39% of variance in students' responsibility and commitment can be explained by socio-cultural environment of university.

Fourth question: Does the socio-cultural environment of university affect the students' group cooperation?

Table 4: Correlation coefficient of socio-cultural environment of university in students' group cooperation

Correlation coefficient	Coefficient of determination	Significance level of test
0.571	33.52	0.000

As shown in Table 4, there is a positive correlation between the scores of socio-cultural environment of university and the scores of students' group cooperation. According to the significance level which is less than 0.01, it can be concluded that the calculated correlation coefficient is significant and can be generalized to studied statistical population. In other words, it can be argued with confidence level of 99% that the improvement of socio-cultural environment of university will partially improve the students' group cooperation. Furthermore, the calculated coefficient of determination indicates that the 33.52% of variance in students' group cooperation can be explained by socio-cultural environment of university.

Fifth question: Does the socio-cultural environment of university affect the students' empathy?

Table 5: Correlation coefficient of socio-cultural environment of university in students' empathy

Correlation coefficient	Coefficient of determination	Significance level of test
0.638	39.12	0.000

As shown in Table 5, there is a positive correlation between the scores of socio-cultural environment of university and the scores of students' empathy. According to the significance level which is less than 0.01, it can be concluded that the calculated correlation coefficient is significant and can be generalized to studied statistical population. In other words, it can be argued with confidence level of 99% that the improvement of socio-cultural environment of university will partially improve the students' empathy. Furthermore, the calculated coefficient of determination indicates that the 39.12% of variance in students' empathy can be explained by socio-cultural environment of university.

Sixth question: Does the socio-cultural environment of university affect the students' exceptionability and criticism?

Table 6: Correlation coefficient of socio-cultural environment of university in students' exceptionability and criticism

Correlation coefficient	Coefficient of determination	Significance level of test
0.622	39.32	0.000

As shown in Table 6, there is a positive correlation between the scores of socio-cultural environment of university and the scores of students' exceptionability and criticism. According to the significance level which is less than 0.01, it can be concluded that the calculated correlation coefficient is significant and can be generalized to studied statistical population. In other words, it can be argued with confidence level of 99% that the improvement of socio-cultural environment of university will partially improve the students' exceptionability and criticism. Furthermore, the calculated coefficient of determination indicates

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that the 39.32% of variance in students' exceptionability and criticism can be explained by socio-cultural environment of university.

Seventh question: Does the socio-cultural environment of university affect the students' self regard?

Table 7: Correlation coefficient of socio-cultural environment of university in students' self regard

Correlation coefficient	Coefficient of determination	Significance level of test
0.788	54.59	0.000

As shown in Table 7, there is a positive correlation between the scores of socio-cultural environment of university and the scores of students' self regard. According to the significance level which is less than 0.01, it can be concluded that the calculated correlation coefficient is significant and can be generalized to studied statistical population. In other words, it can be argued with confidence level of 99% that the improvement of socio-cultural environment of university will partially improve the students' self regard. Furthermore, the calculated coefficient of determination indicates that the 54.59% of variance in students' self regard can be explained by socio-cultural environment of university.

Discussion

1. The findings of investigating the first question, indicating that the socio-cultural environment of university affects the creation of students' communications and interactions, suggest that there is a significant positive correlation between the scores of socio-cultural environment of university and scores of creating the students' communications and interactions (P<0.01), so that the improvement of socio-cultural environment of university will partially improve the creation of students' communications and interactions, and 61.11% of variance in creating the students' communications and interactions can be explained by socio-cultural environment of university. The results of this hypothesis are consistent with the research by Perlen (2004) and Abedzadeh (2008).

2. The findings of investigating the second question, indicating that the socio-cultural environment of university affects the students' law abiding, suggest that there is a significant positive correlation between the scores of socio-cultural environment of university and scores of students' law abiding (P<0.01), so that the improvement of socio-cultural environment of university will partially improve the students' law abiding, and 41.15% of variance in students' law abiding can be explained by socio-cultural environment of university. The results of this hypothesis are consistent with the research by Gatto (2002) and Vahdaninia (2006).

3. The findings of investigating the third question, indicating that the socio-cultural environment of university affects the students' responsibility and commitment, suggest that there is a significant positive correlation between the scores of socio-cultural environment of university and scores of students' responsibility and commitment (P<0.01), so that the improvement of socio-cultural environment of university will partially improve the students' responsibility and commitment, and 35.39% of variance in students' responsibility and commitment can be explained by socio-cultural environment of university. The results of this hypothesis are consistent with the research by Anderson (2001).

4. The findings of investigating the fourth question, indicating that the socio-cultural environment of university affects the students' group cooperation, suggest that there is a significant positive correlation between the scores of socio-cultural environment of university and scores of students' group cooperation (P<0.01), so that the improvement of socio-cultural environment of university will partially improve the students' group cooperation, and 33.52% of variance in students' group cooperation can be explained by socio-cultural environment of university. The results of this hypothesis are consistent with the research by Ahula (2000).

5. The findings of investigating the fifth question, indicating that the socio-cultural environment of university affects the students' empathy, suggest that there is a significant positive correlation between the scores of socio-cultural environment of university and scores of students' empathy (P<0.01), so that the improvement of socio-cultural environment of university will partially improve the students' empathy,

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and 39.12% of variance in students' empathy can be explained by socio-cultural environment of university.

6. The findings of investigating the sixth question, indicating that the socio-cultural environment of university affects the students' exceptionability and criticism, suggest that there is a significant positive correlation between the scores of socio-cultural environment of university and scores of students' exceptionability and criticism (P<0.01), so that the improvement of socio-cultural environment of university will partially improve the students' exceptionability and criticism, and 39.32% of variance in students' exceptionability and criticism can be explained by socio-cultural environment of university.

7. The findings of investigating the seventh question, indicating that the socio-cultural environment of university affects the students' self regard, suggest that there is a significant positive correlation between the scores of socio-cultural environment of university and scores of students' self regard (P<0.01), so that the improvement of socio-cultural environment of university will partially improve the students' self regard, and 54.59% of variance in students' self regard can be explained by socio-cultural environment of university.

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