Investigation of the Relationship Between School Culture and the Progression Objectives of Naghadeh High School Students

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ABSTRACT

In this work, we study the relationship between school culture and progression objectives of the Naghadeh high school students. This research is descriptive with correlation style. Statistical community of the research includes all male and female students of the high schools of Naghadeh during 2013-14 educational year who are totally 5509 students from which 2622 are female and 2887 are male students. Using a combination of purposeful and casual sampling, for each group, 200 female and 160 male students were selected. To collect data, two questionnaires of school culture and progression objectives were used. Results revealed that in general, there is a relationship between school culture components and progression objectives aspects; that is, some components are negatively and some others are positively correlated.

INTRODUCTION

Culture is a common system of beliefs, values, traditions, behaviors and artefacts which is used by the people of a community for communication and for adaptation with their world and is transferred within generations through education. This definition, not only includes behavioral patterns (common meanings attributed by people to various natural and mental phenomena such as religion and ideology), artefacts (artistic works and tools) and skills and techniques which are used for making artefacts [9].

Deal and Peterson [3] considered deep pattern of values, beliefs and historical traditions of school and education effective in formation of culture in school. Folan [1], considered the mutual and internal relationship between personal beliefs, cultural – social norms of the school and relationship of school people as three main components of school culture [4]. Alessandro and Sadh [12] believe that school culture has four components. The first one, normative expectations, implies to level of respecting regulations by students. The second one, implies to the relationship between teachers and students and mutual acceptance and respecting each other are the most important aspects of it. Third dimension, student’s relationships, talks about trust, friendly relationships and respecting each other[8]”. Finally, the fourth component, educational opportunities, implies to the method and the quality of providing educational services such as school ability to make a relationship between whatever learnt and real world, understanding viewpoints and others beliefs and respecting them, moreover, fairly acting to provide educational opportunities and utilities for students[11]”.

Motivation is one of the effective and important factors in human learning and performance. Today, one of the famous theories in motivation researches is the theory of progression objectives. Progression objectives are related to objectives and reasoning regarding engagement in progression behavior with methods by which people react to progression opportunities. These objectives guide and coordinate students’ progression objectives [13] and affect their learning strategy and performance. Coordination of objectives is the personal system of students which affect their cognitive, emotional and behavioral reactions. According to the theory of progression objective, students use two progression objective types: learning and performance objectives. Learning objectives are considered as homework objectives and performance objectives are considered as ability objectives[16]”. According to above issues and the importance of the school culture on learning objectives of the students, there has been no research about the relationship between the school culture and progression objectives of Naghadeh. Recent work is the first attempt in this regard and by collecting data about school
culture and students’ progression objectives, intends to find an answer for the relationship between school culture and students’ progression objectives[5]”. Specifically, this research intends to illustrate the issue that for understanding and explanation of the relationship between two sets of investigated variables; that is, school culture (students’, students and teachers relationships, normative expectations and educational opportunities) and progression objectives (skill objectives, strategy of objective and avoidance objectives) [15]”. In this way, research hypothesis is stated as follows: there is a relationship between school culture dimensions (students’, students and teachers relationships, normative expectations and educational opportunities) and progression objectives dimensions (skill objectives, strategy of objective and avoidance objectives) [14]”.

The main research question is as follows:

Is there a relationship between components of school culture and progression objectives in Naghadeh high schools?

A review over works carried out on progression objective and thought styles reveals that no research concentrated on the direct relationship between these two variables and or any intermediate relationship between these two and progression objectives.

Research method:

This research is descriptive with correlation style. Statistical community is a community consisting people who have one or more common trait. Statistical community is the basic community from which a sample is selected. Statistical community of this research includes all female and male students of high schools of Naghadeh during 2013-4 educational year which are 5509 students from which 2622 female and 2887 male students. Volume of our statistical community, according to table of Krejcie – Morgan table was 360 which covered both female and male students. Using a combination of purposeful and casual sampling methods, 200 female and 160 male students were selected. Two collect data, school culture [2] and progression objectives questionnaires were used. Stability of the school culture questionnaire reported was reported to be 80% for students’ relationships, 82% for relationship.

Between students and teachers, 77% for normative expectations and 85% for educational opportunities. Mohsen Pour [7] reported the stability of progression objective using Cronbach alpha coefficient for three micro-scales of skill objectives, strategic – performance and avoidance – performance as much as 77, 83 and 65%, respectively and by means of confirmatory factor analysis, derives three factors from it. Abedini [6] and Ghalavandi et al [10] demonstrated that alpha coefficient for students’ relationships, students and teachers relationships, normative expectations and educational opportunities is as much as 78, 83, 84 and 86%, respectively. To investigate the validity of the progression objective questionnaire, confirmatory factor analysis was used. Results show that all indices are in an acceptable level. Moreover, the ratio of square Xi to DOF is 1.84. The value of indices RMSEA, GFI and AGFI are proofs for a good fitting of the model as well.

Results:

In this section, test of research hypotheses are presented and quantity and quality of the meaningfulness or meaninglessness of them are provided by means of statistical and scientific methods and using SPSS software.

Investigation of research hypotheses:

Results of investigation of the relationship between components of students’ relationship and skill objectives:

Results revealed that there is a relationship between components of students’ relationship and skill objectives. To investigate the above hypothesis, we used perceptive statistics of Pearson correlation factor. The value of this factor for variables of students’ relationships and skill objectives is obtained as much as -0.431. Moreover, the level of meaningfulness of the test is 0.011 which is below 0.05. Therefore, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, the linear relationship between two variables is not rejected statistically and we conclude that there is a relationship between components of students’ relationship and skill objectives. The positive relationship between variables shows that if the relationship of the students with each other in school is accompanied with trust, commanding on subjects and toward learning and challenge, it causes they have better relationships with the peers and will lead to their easier communication with people of the community.

Results of the investigation of the relationship between components of students and teachers relationships and skill objective:

Results of this research demonstrate that there is a relationship between components of students and teachers relationships and skill objective. The value of Pearson correlation factor for two variables of students and teachers relationships and skill objective is found to be 0.872. Furthermore, the level of meaningfulness of the test is 0.001 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between components of students and teachers relationships and skill objective. The positive relationship means that if the relationship of the student and teacher in
educational environment is accompanied with acceptance, respect, support and mutual trust, they will have a better sense toward understanding the subjects, qualification and learning. In addition, the mutual acceptance and respect cause their easier communication with others leading to an improvement in the sense of communication with others. When a student feels that teacher respects him/her, and in problems, s/he can count on teacher, teachers can be considered as a support and this will prevent many issues in educational environment.

Results of the investigation of the relationship between components of normative expectations and skill objective:
Research findings illustrated that there is a relationship between components of normative expectations and skill objective. The value of Pearson correlation factor for two variables of normative expectations and skill objective is found to be 0.78. Moreover, the level of meaningfulness of the test is 0.031 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In simple words, there is a relationship between normative expectations and skill objective. The positive relationship means that if in school, students respect the regulations seriously, they will feel better toward skill acquisition and qualification.

Results of the investigation of the relationship between components of educational opportunities and skill objective:
Research findings illustrated that there is a relationship between components of educational opportunities and skill objective. Results of this research demonstrate that there is a relationship between components of students and teachers relationships and skill objective. The value of Pearson correlation factor for two variables of normative expectations and skill objective is found to be -0.95. Moreover, the level of meaningfulness of the test is 0.0001 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between educational opportunities and skill objective. The positive relationship means that if in school, students respect the educational environment is fair; that is, opportunities and utilities are distributed equally, and whatever they learn is related to realities of the community, they will be encouraged toward skill acquisition and learning.

Results of investigation of the relationship between components of students’ relationship and strategy – performance objectives:
Results revealed that there is a relationship between components of students’ relationship and strategy – performance objectives. To investigate the above hypothesis, we used perceptive statistics of Pearson correlation factor. The value of this factor for variables of students’ relationships and strategy – performance objectives is obtained as much as 0.54. Moreover, the level of meaningfulness of the test is 0.0081 which is below 0.05. Therefore, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between components of students’ relationship and strategy – performance objectives. The positive relationship between variables shows that if the relationship of the students with each other in school is friendly, it leads to their better performance and competition in their social group and their competition will be accompanied with respect.

Results of the investigation of the relationship between components of students and teachers relationships and strategy – performance objective:
Results of this research demonstrate that there is a relationship between components of students and teachers relationships and strategy – performance objective. The value of Pearson correlation factor for two variables of students and teachers relationships and strategy – performance objective is found to be 0.96. Furthermore, the level of meaningfulness of the test is 0.0000 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between components of students and teachers relationships and strategy – performance objective. The relationship will lead to a reliable environment for the sense of improvement within students groups.

Results of the investigation of the relationship between components of normative expectations and strategy – performance objective:
Research findings illustrated that there is a relationship between components of normative expectations and strategy – performance objective. The value of Pearson correlation factor for two variables of normative expectations and strategy – performance objective is found to be 0.65. Moreover, the level of meaningfulness of the test is 0.0023 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between normative expectations and strategy – performance objective. The positive relationship means that if in school, students respect the regulations seriously, they will be more motivated toward better performance.
Results of the investigation of the relationship between components of educational opportunities and strategy - performance objective:

Results of research revealed that there is a relationship between components of educational opportunities and strategy - performance objective. Results of this research demonstrates that there is a relationship between components of students and teachers relationships and strategy - performance objective. The value of Pearson correlation factor for two variables of normative expectations and strategy - performance objective is found to be 0.77. Moreover, the level of meaningfulness of the test is 0.0253 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In simple words, there is a relationship between educational opportunities and strategy – performance objective. The positive relationship means that if school acts better in providing educational services, similarly, students will experience the criterion of excellence and they will be able to show or prove their qualifications.

Results of investigation of the relationship between components of students’ relationship and avoidance – performance objectives:

Results revealed that there is a relationship between components of students’ relationship and avoidance – performance objectives. The value of Pearson factor for variables of students’ relationships and avoidance – performance objectives is obtained as much as 0.54. Moreover, the level of meaningfulness of the test is 0.0081 which is below 0.05. Therefore, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between components of students’ relationship and avoidance – performance objectives. The positive relationship between variables shows that if the friendly relationship of the students with each other in school is accompanied with respect, this defeat (failure) avoidance motivates them to protect themselves against losing self-esteem, respect and shame.

Results of the investigation of the relationship between components of students and teachers relationships and avoidance – performance objective:

Results of this research demonstrate that there is a relationship between components of students and teachers relationships and avoidance – performance objective. The value of Pearson correlation factor for two variables of students and teachers relationships and avoidance – performance objective is -0.58. In addition, the level of meaningfulness of the test is 0.0087 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between components of students and teachers relationships and avoidance – performance objective. The relationship consequence is that when the relationship between student and teacher is good, students resist against losing self-esteem and defeat. In the frame of this relationship, sense of attention, support and respect toward students and interaction of teacher and students will bring about positive motivational consequences.

Results of the investigation of the relationship between components of normative expectations and avoidance – performance objective:

Research findings illustrated that there is a relationship between components of normative expectations and avoidance – performance objective. The value of Pearson correlation factor for two variables of normative expectations and avoidance – performance objective is as much as 0.69. Furthermore, the level of meaningfulness of the test is 0.0025 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between normative expectations and avoidance – performance objective. The positive relationship means that if in school, students respect the regulations seriously, they will have more efficiency toward avoiding defeat.

Results of the investigation of the relationship between components of educational opportunities and avoidance - performance objective:

Results of research revealed that there is a relationship between components of educational opportunities and avoidance - performance objective. Results of this research demonstrates that there is a relationship between components of students and teachers relationships and avoidance – performance objective. The value of Pearson correlation factor for two variables of normative expectations and avoidance – performance objective is found to be 0.89. Moreover, the level of meaningfulness of the test is 0.005 below 0.05. As a result, null hypothesis of the test is rejected in 0.05 level and 0.95 level of confidence. In other words, there is a relationship between educational opportunities and avoidance – performance objective. The positive relationship means that school capability in providing between learnt items and educational utilities, causes the students concentrate on avoiding lack of qualification and undesired judgments and make a balance between senses of pride and defame.

Conclusion:

According to results of the above sections, we can conclude that in general, there is a relationship between school culture and dimensions of progression objectives. That is, there is negative relationship between some
components and positive between others and this was exactly what we expected. For an agreement between results of the present work and literature, we found no similar work, however, this research findings are compatible with some of the variables of the previous works.

Research limitations:
- Non-corporation of many people of statistical community and delay in returning completed questionnaires.
- Problems arising from corporation of executive agents of high schools during research
- Limitations of data collection tools: since our tool was questionnaire, and other tools such as observation, interview and so on are not used, this was one of the limitations of the work.

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