Socialization of Doctoral students in Islamic Azad University (District 8)

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INTRODUCTION

Validity of this questionnaire was approved by 20 experts of higher education. To approve reliability items in the questionnaires Chronbach’s Alpha method was used and it was specified that reliability is 0.83%. Data were analyzed by means both one-sample t-test and Freedman test. Result of this questionnaire showed that in the view of doctoral students other than scientific socialization and academic culture that represents an average of 2.9561 and about 3 can be accepted, and other components (5 components) were below average level. To answer the third question, researcher using literature review, studding, and interview with theorist introduced 23 obstacles for appropriate socialization of doctoral students and requested the research samples to express their ideas about each obstacle on the basis of Likert’s five degree scale. Result showed that average scores of 8 obstacles are higher than average level and 4 obstacles for being close to 3 were evaluated as average. Phenomena such as “politicizing students and universities” and certificate orientation are introduced as the most important obstacles to doctoral students socialization and allocated the highest average to themselves. Responding the fourth research question using variables such as purposes and philosophy of socialization, simplifiers and outputs students’ socialization model for doctoral students was offered. For specifying the degree of appropriation of the final model a questionnaire was designed that was responded by 30 experts of higher education management and socialization of higher education. Data of this questionnaire were analyzed using one sample t-test and were approved with 4.046349 and appropriation degree of 95 percent certificate. In the current world paying attention to socialization of doctoral students is one of the most important strategies for promoting quality of students and higher education centers in the section of higher educations and educating doctoral students. There are different studies about socialization of doctoral students that in 1989 for the first
time Waidman applied this issue in his studies [11]. Based on definition socialization is a process that during it behavioral patterns, beliefs, values and specific social criteria are learnt and consider them as their personality.

Though it is stated that socialization in the two primary (family and peers) and secondary levels (education and mass media) are formed, but Gidenz [6] believes that sociology is possible in group or social backgrounds and Kuhn [5] believes that socialization occurs among family, peers, mass media, and educational environments [2].

As socialization is a continuous social process, therefore, skills should became professionalized and internal for the person to be familiar with values, patterns, beliefs, and indexes of familiar environment, it means that they should recognize the culture of environment and internalize them [1].

Merten posed the two concepts of scientific custom and institutional obligation to offer behavior of scientists in scientific and academic researches. He states that the institution of science requires a specific set of norms and values that are approved aiming at science and this behavior should be transferred because of socialization [7]. Bourdieu emphasized on academic culture that should be transferred on the basis of academic socialization.

With respect to studies of researchers like we tried to analyze the issue of doctoral students’ socialization and flourishing of scientific and academic life to doctoral students this study was performed. Though it is believed that the problem of our universities is not direct facing with shortage of resources or investment, the problem of our universities is that the scientific spirit is not germinated in students. Kazemian [4] stated that universities like Oxford and Cambridge prior to education are emphasizing on socialization of students [4].

According to the importance of the issue and analyzing obstacles of socialization in the IAU, introducing dimensions and components of socialization of doctoral students as future researchers should be more than other students with beloved academic culture and scientific spirit. In this research according to theoretical principles and views of experts, interviewing experts and ideas of respectful supervisor and consultant professors components of the questionnaire were elicited that by means of asking ideas of 369 doctoral student from among 77 items of socialization only 7 items were superior to average components that are evaluated as the most appropriate and 2 components were in an appropriate level and rest of components were close or less than average level.

In a study that was performed in the Tabriz university entitled as “influential factors on sociology of doctoral students with role of researcher; the case study of doctoral students of Tabriz University” in 2009. While studying some of the research components (the spirit of educational group for research activities, scientific supports of professors, encouragement of students to scientific activities, interactions of students with peers and university cooperation, and also membership in the professional research organizations) educational environments had a little role in socialization doctoral students and socialization can be specified more by means of variables outside of educational environments, this study is in line with this study as the research model is related to the issue of self-management, self-improvement, and metacognitive skill.

Also, Ghanei Rad in a study in 2006 relates students’ socialization to personal motivations that this study is in line with performed studies. In addition, Feli et al in a research found that scientific exchange of students with each other and with professors of other universities is the most important factor in the rate of students cooperation to higher levels that in this relationship cooperation of students with professors decreases. In this respect the present study is in line with this study. Also studies of Ghanei Rad in 2006 entitled as cooperation and communications of scientific society among students and professors of Tehran University shows that by increasing studentship experience, the rate of social cooperation and educational cooperation between students would not increases and students follow personal patterns in their studies that is in line with the result of our study. In addition, participants did not evaluated relationships and psicentific cooperations as suitable. In the case of the most important issue of academic culture and its role in socialization of students a study was performed in 2002 that do not let various decision making in the universities and domination of favoritism in the universities, certification orientation, and irrelative interferences of power and inability of responsible organizations before doctoral level are factors that do not let academic culture to be dominated in the higher education and with this respect the present research has not evaluated the issue scientific socialization and academic culture in the Islamic Azad University but considers it higher than the 5 other components and close to appropriate level.

Scientific socialization in Iran is a research subject that was performed in 2009 and emphasizes that whenever the result of education for society members is cultivation, then transferring scientific values to individuals is necessary that this issue in turn is related to academic culture and specified in the present study appropriately so that this issue in IAU has a better place but is not evaluated as an appropriate issue. Ghazi Tabatabaei and Dadhir in 2001 in a research concluded that universities especially in higher levels are anomic that is not in line with present study and respondents answers were against such declarations.

Also, in 1999 Ghazi Tabatabaei and Marjai in a study on 369 students of higher education in Tehran University evaluated negatively the condition of social and scientific structure, spatially relationship between professors, and cooperation of student-professor, conditions and equipment of education, research and
professional supervision of professors on activities of students were evaluated negatively. But, in this study, students of doctoral in a disagreed idea considered appropriate components such as cooperation with students through educational assistance while apprenticeship. This important issue dates back to this fact that in the Islamic Azad University District 8 in the doctoral level the educational issue is discussed and the issue of research and educational assistance and causing a spirit of research has become so trivial and one of the main purposes of training doctoral students is to train researchers that is so necessary for scientific socialization to consider the research very important.

In 2012 Gardner et al established some studies on socialization of interdisciplinary students; ambiguity tolerance, high cognitive complexity, humility and acquiring good traits, helps seriously to socialize students that using this model of research suggests self-dependence and self-management in the Islamic Azad University. It means that in the socialization having personal and ethical trait and making spiritual readiness is very influential.

Also another study in 2009 about qualitative study of Chinese doctoral students regarding socialization was performed in the USA that for lack of socialization referred to personal and individual spirits of Chinese students (it means the sense of loneliness, isolation and strangeness beside other students).

Also another study in 2013 was performed by Teyan and Laeo that in a critical approach of students and teachers for Confucius thinking of Chinese students they accepted ideas of professors and subheadings of books. In addition, they do not deal with statement of critical thinking skills that this issue in turn is a self-management and a metacognitive skill in managing of self and self-development that is emphasized in the model of the present study.

In 2005 to discuss the issue of socialization one study was performed in the University of Massachouset that emphasized on mixing university and scientific values with industrial and technical sciences not to let students to became bipolar and it is suggested that most of the credits should be leaded to this way that in the present research the most important issue is relationship between industry and university that is not evaluated properly in the view of respondents appropriately.

In 2002 the state university of Michigan in the USA suggested the following items for socialization of students in higher education:
- changing the approach from teaching to learning
- creating new technologies
- increasing variety in students and considering needs, motivations, and their expectations
- creating and developing scientific living styles
- changing social expectations from universities
- introspection about changing the space of working market for students

These subjects are emphasizes on creating the scientific spirit in the space of university and lack of farness of university from society space and the most important aspect of them is causing a scientific style of living that to some extent refers to the issue of self-management that is a personal and ethical issue that is emphasized in the present study and considered as output of the model.

In the case of religious socialization studies of Astin states that there are positive correlations between the level of education and measures religion. Also, Riqsky and Barisy in some studies concluded that there is a negative correlation between being religious and educations. Gioia stated that in a research in USA two third of scientists stated that they are religious and one third told that they are not religious.

Asadi et al. in a study indicated that from each behavioral index for religiousness or religious belongings of people are used and educations have some negative correlations to religiousness indexes.

Also Mohseni [7] in a study stated that literacy with indexes of religious behavior like going to thy reader gatherings and taking part in congregational prayers of mosques and religious pilgrimage and … have reversal relationship. In a study in 1998 it was specified that by increasing of literacy religious behaviors have decreased significantly. Also result of this study showed that religiousness behavior in 4 components in the IAU are 2.26 that are not appropriate and are in line with the results of this study. Also students considered behaviors such as prayer, fasting and pilgrim in highest level (2.37), therefore in the case of political socialization and mean 2.605 shows that socialization has no appropriate condition in IAU and the most occurrence in the process of face to face socialization (2.76) and then separation free discussion in the family (2.73) and using new and modern spaces for policy making and political socialization in the lowest level (2.38), that is because of heavy prices and high level of membership in parties and congregations and guild unions. It means that studentship political awareness in the doctoral level is common through friendly and family environments and finally usage of modern spaces. Therefore, a type of policy aversion is seen in doctoral students.

In the case of virtual socialization and formation of strategy in the virtual paradigm in socialization in the personal role is emphasized and for nonlinear structure (multimedia and super media) and cooperation of virtual environment most of the learners that benefited from complex cognitive skills such as problem solution, critical
thinking, negotiation and power of speech are more successful and in other words, creativity, innovation and usage of right brained capabilities are more applicable than left brained capabilities.

In the present study the general condition of virtual socialization in the level of doctoral students is distinguished as appropriate so that having metacognitive skill with (2.47) is the first priority and simultaneous access to learning resources (2.11) is the last priority and their general mean (2.2722) requires the necessity of fostering critical thinking in the universities and is in line with output of the final model that is self-regulation and self-management.

Conclusion:

In the case of obstacles to socialization of doctoral students for preparing the second section questionnaire the literature of the study is used that 23 components is elicited, then in the interview with 10 experts, 17 components were approved that experts considered them as the most important obstacles for socialization of students that are politicization of university and students and then certificate orientation and weakness of research and scientific culture, and then components like low tendency to science and commitment to academic values could be considered. It should be referred that by consulting supervisor and advisors the entire 23 components as obstacles of socialization in the questionnaire were used, but doctoral students of IAU considered 8 obstacles as the most important obstacles that the most important of them are politicization of university and students and in the next levels the phenomenon of certificate orientation, weakness of research and scientific culture, weakness of the structure of science and university institution, inefficiency of university culture in educating academic human, lack of political and social awareness, low tendency to science and commitment to academic values and lack of professorship and apprenticeship spirit can be referred to, that is in line with obstacles in which experts referred to. On one hand, obstacles counted by students with 26 components that Perik declared using Anderson experiences, Sozei et al and Mahnavi declared are in line with this study and just grading them is very influential.

Analyzing the stated obstacles by experts and students shows that our universities are influenced by the outside space of university, and university independence as privileged by scientific circles nonsexist and the effect of general environment of policy and economy on structure of university is high.

As one of the most important purposes of educating doctoral students is training researcher and growth of indexes for scientific production but having a weak research and research culture in the universities and low attention to research structures and priority of education on research and low relationship to the space of society and three aspects of main duties of universities namely research, education, and offering social services can be faced damages, and therefore condition of socialization of doctoral students and spirit of scientific space in student and university would be facing deficiencies.

The issues of certificate orientation as the second serious obstacle by students are referred to for purposes of socialization. If we consider this issue beside motivation of students for entering doctoral level, it is in line with the component of motivation for entering doctoral level for material interests that to some extent goes back to structure of society and ethical and personal reasons.

REFERENCES