Socialization Challenges of Doctoral Students in Islamic Azad University

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ABSTRACT

This study tries to offer a model for socialization of doctoral students of Islamic Azad University about the most important obstacle of socialization. The method offered in this study with respect to purpose is an applied study. Considering the applied method this research is a descriptive and survey study. Population of this study is second year and onward students of doctoral in the branches of Islamic Azad University in the district 8 of Tehran city. To answer the research questions, beside studying literature and related studies inside and outside of Iran and 10 interviews with theorists of higher education management and science sociology and after consulting supervisor and consultant, 23 components were specified as items for questionnaire to depict the present condition of doctoral students’ socialization. This questionnaire was prepared on the basis of Likert Five scale degree and was distributed among 369 doctoral students using relative classification sampling. To approve reliability of items in the questionnaires Cronbach’s Alpha method was used and it was specified that reliability is 0.834. Data were analyzed by means of both one-sample t-test and Freedman test. Result of this questionnaire perspective of doctoral students 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.

INTRODUCTION

Prick within the numerous studies (1996, 1998, 2000, and 2005) has introduced the components and different categories of professional and academic norms and values. According to his view, theorists have divided professional and academic values into two categories of two-dimensional:

1. Professional values, normative-behavioral
2. Professional values, cognitive-social

Prick believes that these two dimensional values have been less considered in detail and together. In this regard, Prick developed 34 professional and academic values and norms by combination of intended dimensions and studied them between two groups of young researchers and scholars. Perik enjoyed using Anderson experiences, Soaezi et al and Mahnavi in field of perceptions of Incidence of Ethically Questionable or unacceptable conduct in the scientific field (anti-norms) and mentioned 26 components too. The issues of 26 components in the field of anti-norms, including:

- The low investment is allocated to research;
- Poor relationship and interaction between industry and university;
- Lack of scientific cooperation and interaction between the faculties;
- Lack of the authority in universities to determine the academic future and decision making of the University;
- Lack of social cooperation required to form scientific communities;
- Lack of academic environment to internalize the norms of university in students;
- Low participation of faculties of department in social communities;
- Lack of adequate scientific competence and merit required in admitted students doctoral courses;
- Lack of ethical commitment among the members of the scientific communities

Keywords: socialization, doctoral student, challenges and obstacles, Islamic Azad University.
• Deviation of young graduates from the prescribed criteria and academic progress through the academic hierarchy;
• Trend to anti-scientific norms more than scientific norms in academic environment;
• Lack of scientific authority and low social status and dignity of the related course in the Community;
• Sense of belonging and identity in relation to the courses with low prestigious among the students;
• Low interaction among the students;
• Little trust between the students and professors [7].

According to Attinasi there are two stages in respect of students socialization; in first stage beginners refer to former students attitudes and behaviors and this stage is transferring from high school to university; and second stage includes attitudes and behavior that students achieve after a while admitting at university and is called preparation that is differentiated among the students on the basis of personal traits that students bring with himself to universities as Pascale, Springer researches.

Wideman who applies the concept of the socialization in realm of students emphasizes that the socialization of university is considered as a process of students’ interactions with other members of university community in groups or interaction with other fields which are determined through the various degrees of normative pressures. The interaction results in different forms of socialization that cause different types of newcomers’ adjustments.

Selin emphasizes on interactions between professors and students that result from the structural and characteristics factors. The aspects of the institutional environment, personal traits of students and organizational features of colleges directly effect on the rate of students’ interactions. The students, who have intellectual pragmatic and artistic tendency and self-respect, more interact with professors [8].

The professors, who consider education as interactive process, have the highest interaction with students. Some non-verbal behaviors of professors motivate students to interact with them. Students tend towards the speaker with Affiliative strategy of education that the speaker with instrumental strategy [9].

Blum [2] believes that science is not separated from social and cultural factors [3]. He emphasize on institutionalization of social relations and social functions of science in different societies and also the relationship between the political, economic and social factors and the function of scientific system; in fact the function of science institution focuses on particular theoretical orientations and pragmatic orientations of institutions and finally other social, cultural, political and economic systems [3].

Merton believes that science is a social intuition and in order to be accepted, developed and institutionalized in a society, it is necessary that to have social and cultural backgrounds. In societies that science has developed and institutionalized there would be the appropriate background; social and cultural factors require to be supported expansively in this regard [2]. In perspective of inward orientation the key concept of society is scientific that is supposed as a subsystem in contrast to the overall population; in this respect science development depends on scientific society.

Findings of the research:

The results of the research in respect to the obstacles of socialization by students and the first questionnaire indicate that average scores of 8 obstacles are higher than 3 and are introduced as the main obstacles of socialization:
1. politicizing university and students (3.17)
2. certificate orientation (3.15)
3. weakness of research and scientific culture (3.13)
4. the weakness of social structure of university and scientific institution (3.11)
5. Inefficiency of academic culture in training humanities (3.08)
6. Lack of social and political awareness (3.07)
7. low tendency to science and commitment to academic values (3.05)
8. lack of the sense of being master and training students (3.00)

The obstacles that are introduced as inferior in rank in doctoral students view are as follow:
1. financial and official deficiencies of research (2.99)
2. poor interaction between students and professors (2.99)
3. no formation of social communities (2.97)
4. Poor relationship and interaction between industry and university (2.97)
5. Lack of facilities to acquire required assistance experience in respect of research and education of Graduate Studies students (2.93)
6. Instability in discussion process (2.89)
7. Domination of education on researches (2.89)
8. Students low tendency towards the scientism (2.88)
9. Lack of social capital in scientific sectors of universities (2.86)
10. Lack of the sense of cooperation between the students (2.85)
11. Undermining public and individual patterns of science production (2.80)
12. Little association with virtual space (2.82)
13. Spread of deviation among the students (2.81)
14. Low job satisfaction of professors (2.78)
15. Low religion commitment (2.75)

According to the results, Phenomena such as “politicizing students and universities” and certificate orientation, to acquire relative welfare and prestige and higher social status, are introduced as the most important obstacles to doctoral students socialization and allocated the highest average to themselves.

The weakness of social structure of university and scientific institution and inefficiency of academic culture in training humanities that is resulted from economic, political and social obstacles are the important socialization obstacles too. In inferior rank financial and official deficiencies of research, poor interaction between students and professors, no formation of social communities and poor relationship and interaction between industry and university are introduced as serious obstacles socialization in following ranks.

The result of the research:

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, all of the 23 items were introduced as the important obstacles of socialization; however doctoral student of Islamic Azad University introduced 8 components as the most important obstacles of socialization that among them politicizing students and universities is categorized in first rank and in following ranks, certificate orientation, weakness of social structure of university, scientific institution and inefficiency of academic culture in training humanities, lack of the social and political awareness, low tendency to science and commitment to academic values and lack of the sense of being master and training students are the obstacles of socialization. The obstacles introduced by students approves 26 components that were represented by Prick, Anderson, Soazei et al and Mahnavi but they are only different in ranking.

The researches carried out among the experts and students indicated that our universities are influenced by outside environment of university and there is no university dependency as it must be at academic places. In fact the universities are affected by economic and political conditions than the university’s scientific environment.

As one of the main goals of training doctoral student is training researcher and growth of indexes for scientific productions, but with seriousness of research weaknesses and culture of research in the university and lack of attention to research structures and priority of education section on research and lack of relationship to the space of society endangers the three dimensions of spaces of universities that are research, education and offering social services and therefore socialization condition of doctoral students and scientific space will be decreased in students and universities. Degree orientation phenomenon as the second serious obstacle by students is referred to for socialization. If this main issue is considered beside other motivations of students for entering doctoral with motivations of entering doctoral level is adjusted because of financial interests that to some extent refers to structure of society and personal and ethical reasons.

REFERENCES