The Study of Effective Factors on Culture of Work on High School Students in Babol

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ABSTRACT

This research aims to examine the factors affecting working culture and endeavor among high school students in the city of Amol. The research method was mensuration-descriptive. The statistical population included all high school students in Amol and randomization was done to select 205 students who 200 students answered the questionnaire in this study. The questionnaire was the data collecting instrument in this research. The validity of the questionnaire was verified by the experts and the reliability was calculated by Cronbach alpha (0.875). The results indicated that all four examined factors including individual factors, family, society and education influenced on working culture and endeavor among high school students in the city of Amol. Also the results indicated that regarding priority social factors had the most and education the least average. Family and individual factors were second and the third factors affecting work and endeavor cultures.

KEYWORDS: instruction, culture, work and try, high school students.

1) INTRODUCTION

The issues of working culture and familiarity with working atmosphere are among the important issues attracting the experts' attention in the field of employment and working sociology for years (Ataollahi, 2011). Work and paying attention to personnel is one of the key elements for developing a country. Working condition is a category in which personnel's values and beliefs in working area focused. These beliefs and values actually affect the quality and quantity of work (Yazdani Khourasgani, 2011).

Obviously the working value for the employee's is determined and internalized by interaction with the working context and involving the people in the socialization process. However the status of this factor determines the employee's working culture to a great extent. The second factor is the individual's conception or mental image about his/her capabilities to implement the task. An individual's final output equals his/her conception about his/her capabilities. Actually the extent to which an individual regards himself/herself skillful, experienced and careful affects his/her real working level and culture and is configured by the sum of these conceptions. Noticeably everybody's capability is valuable for any task and organization. Some knowledge sometimes get valuable when are incorporated with the individual's other capabilities and when causes a new skill or ability (Djavaher Dashti et al., 2003). Various factors including education, religion, family, politics, etc. gradually make the working culture of a society (Yazdani Khourasgani, 2011). The most important factor which makes the employees interested in working or avoiding is the management system dominating the organization. If the system support these conditions and interests, the working condition is reinforced unless weakened. Obviously if the personnel's attitude toward the working culture is downgraded, the outcomes would be something like escaping, resignation, dismissal, digression and japery (Atafar, 1993).

Regarding the working value and importance, it can be mentioned that working was emphasized by the creation of the human beings and motivation to survive is the human beings' most important motive to work. Work is important because productive activity covers a major part of the most people's lives more than any other kind of activity, so in traditional cultures, economic motivation which in its basic forms is called survival or essence motivation was the most common motive to work (Ataollahi, 2011).

Working culture is a cultural norm which makes a positive moral value for an occupation and is based on the belief that in essence working is valuable like the other cultural norms. An individual's interest and belief toward working morality is influenced by his/her experience and education during childhood and adolescence. Family is one of the factors which play an active role in reinforcement, sustainability and continuity of working culture. This is because the individual is always influenced by the family. Therefore working culture can be maintained and developed by establishing the relationship between the individual and the family. (Tavassoli, 2009)

The employee's accepted attitudes and beliefs in the work category can influence weak and strong working cultures. If there is a strong and positive working culture among the employees of an organization, high quality and motivation, cooperation, empathy and sympathy will be meaningful. Additionally, working context is pleasant in the strong and positive working culture and changes would be embraced. Nobody expects to get more than the predefined regulations and the employees' health is maintained. In the weak working culture, individuals tend to escape working, are against each

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other and follow their own benefits. On the other hand, production quality and quantity are downgraded and because of irrelevant working relationships, some kinds of destructive anxiety and psychological disorders increase and also because of carelessness, safety in the working environment decreases. Because of aforementioned consequences of working culture, the issue is very important. One of the important principles to enhance efficiency, is to reinforce motivation among private and public sectors. Noticeably employers are influenced by the working culture and are influencing on the culture in the society (Jafari & Habibi, 2002).

There is no doubt every political, social, cultural and economic phenomenon needs an appropriate occasion in the target society to be institutionalized. Working and employment are also attracted the managers' attention in Iran, but it should be noted that to establish a sustainable and productive employment and to provide jobs and considering the category of employment and economic growth, investment and using a special technology are necessary but not enough. To be enough it should be quested in the work and try culture, which was neglected for years. Paying attention to work and employment is vital in today's life. Because of job transformation (from production to services), population growth in the youth and their need to work, it is necessary to examine these changes and provide jobs for the youth. If there are high efficiency jobs in a society, economic elements in that society will be important and improved (Ataollahi, 2011). One of the efficient and optimum ways to institutionalize work and try culture in a society is to teach the accepted culture to different people of the society specially teenagers and youth who make the future of the country. By regarding the importance of work and try culture in the Iranian and Islamic culture of Iran and the importance of teaching it to people, the researcher decided to examine the factors affecting the work and try culture among high school students in the city of Babol to recognize these factors and to introduce ways to improve the condition.

2) METHOD

The statistical population are a group of people having at least one common attribute. Usually in any research, the target population is a population which the researcher is going to study at least one variable (Sarmad and colleagues, 2008). This statistical population includes all high school students in the city of Babol. Statistical samples were 205 students from the whole who were selected by simple randomization sampling and 200 out of the 205 participated in the research, a questionnaire was the data collection instrument. The questionnaire was prepared with regard to the research background and the research hypotheses too. To make sure about the precision and accuracy of the questions, the first primary data were prepared and the subject of the primary questionnaire was made along with the experts' viewpoints. The questionnaire was verified after doing some improvements which shows the content validity of the questionnaire. The reliability of the questionnaire was calculated by the Cronbach alpha coefficient 0.875.
To analyze the collected data and to conclude from the data, descriptive methods were utilized including amplitude distribution table, graphs and standard deviation. SPSS was used to analyze the data.

3) RESULTS

To infer about the data, the choices in the questions are characterized by the number 1 to 5. So to examine the effect or on effect of each question in the four factors, a *single sample t-test* was used in which the average of the scores is compared with the number3 and if the hypothesis is approved, it can be said: this choice affects the work and try culture. Also to determine factors affecting the work and try culture (among the four factors), *multivariable K2 test* was applied. To determine the order of factors affecting the work and try culture *Freedman test* was used too.
First Hypothesis
In the table about t-test, if t >1.96 and p < 0.05, the hypothesis about the work and try culture can be verified.

Question	t	p	Result
Sex plays an effective role in working culture morale.	-1.34	0.412	rejected
Can the students' self-confidence increase by experiencing at school?	2.19	0.001	accepted
Can the students' work and try culture increase by reinforcing their motivation?	2.41	0.000	accepted
Can autonomy in children increase work and culture morale in adolescence?	2.08	0.000	accepted
Does age play an active role in enhancing the work and try culture morale?	3.14	0.000	accepted
Does the students' mental growth play a constructive role in enhancing the work and try culture morale?	2.07	0.002	accepted
Does creativity play an active role in enhancing the work and culture morale?	2.65	0.000	accepted
Does the educational level help students to enhance work and culture morale?	2.1	0.007	accepted

Regarding the table5 in the question about the sex, t = -1.34 and <1.96 showing sex has no effect on the work and try culture. Also p =0.412 and >0.05 which verifies the result calculated by t. in the other questions of individual factors t and p show that in the participants' attitudes, these choices affect the work and try culture.

Table6: single sample t-test for the effect of family factors on the work and try culture.

Question	t	p	Result
Parents' literacy level can enhance the work and try culture morale in the students.	2.67	0.000	accepted
The family's economic status affects the students' work culture.	3.45	0.000	accepted
Motivating and reinforcing the students by the parents can enhance their work and try culture.	2.06	0.001	accepted
Repressing the students by the parents can harm their work and culture morale.	2.04	0.001	accepted
The parents' jobs affects the students' work and culture morale.	2.22	0.000	accepted

With regard to table6 all the provided questions about family factors have t ›1.96 and p ‹ 0.05 indicating according to the participants all the family factors affect work and try culture.

Table7. Single sample t-test for the effects of social factors on work and try culture

Question	t	p	Result
Do work sharing and accountability enhance work and try culture orale, more coordination and cooperation among individuals?	-1.24	0.313	rejected
Can poverty in family frustrate the students in work and try culture morale?	2.2	0.001	accepted
Does unemployment increase cultural poverty and ignorance toward work and culture issues in the society?	-1.43	0.208	rejected
Does financial resource shortage surpass the students' work and try culture morale?	2.16	0.004	accepted
How much does employment supporting regulations affect work and try culture?	3.25	0.000	accepted

Regarding questions2 and 4 in the table7, i.e. frustration in work culture morale because of poverty and surpassing work culture morale because of financial resources, t is -1.24 and -1.43respectively and t‹1.96 which reject these two items. Also p = 0.313 and 0.298 and p › 0.05 which verify the result by t. In other questions the social factors calculated t and p show these choices affect work and try culture according to the participants' attitudes.

Table8. Single sample t-test for the effects of educational factors on work and try culture.

Question	t	p	Result
Does teaching self-confidence to the students decrease their fear in decision making to maintain work culture morale?	2.44	0.000	accepted
Does teaching perseverance to the students have an effective role in enhancing work and try culture?	2.19	0.001	accepted
Does teaching discipline to the students increase work and try culture?	2.41	0.003	accepted
Can teaching skill and work along with experience enhance work and try culture among the students?	3.51	0.000	accepted
Does autonomy of the students help to enhance their work and try culture morale?	2.74	0.000	accepted
Does teaching respecting the citizenship rights enhance work and try culture?	1.99	0.014	accepted
Does teaching chronological order and regarding priority make the students reach the goals faster?	2.83	0.000	accepted
Does the students' accountability enhance work and try culture?	-1.78	0.334	rejected
Does cooperation and grouping the students in classrooms enhance work and try culture morale?	2.38	0.000	accepted
Does acquisition of science knowledge and skill altogether help to enhance work and try culture?	3.64	0.000	accepted
Does teaching correct and constructive methods to the students along with work and try culture teach correct decision making to them?	2.17	0.005	accepted

Regarding the table8 in the questions about the effect of accountability on work and try culture, t = -1.78 and ‹ 1.96, thus rejecting the effectiveness of accountability on work and try culture. Also p = 0.334 and › 0.05 verifying results obtained from the t. in other questions of educational factor obtained t and p show these choices have no effect on work and try culture. To determine effectiveness or on effectiveness of 4 individual, family, educational and social factors on work and try culture a multivariable K2 test was utilized. In this test research effectiveness hypothesis of work and try culture is among these factors. If K2 › k in the table and p‹0.05, effectiveness hypothesis of these factors on work and try culture can be accepted.

Table9. Results obtained from K2 tests to determine effectiveness of 4 factors on work and try culture

Factor	K2	Table k2	p	Results
individual	44.16	41.34	0.006	accepted
Family	31.57	26.29	0.000	accepted
education	57.12	55.76	0.015	accepted
Social	26.83	26.29	0.001	accepted

As it is obvious in the table9 all obtained Ks are bigger than K of the table, consequently these factors are effective on work and try culture. Also p‹0.05 and verifies the results obtained from K2.

Hypothesis2

Regarding the general meaningfulness of the effects of 4 factors (family, individual, educational and social), it must be determined if these factors have equal effects on work and try culture or different effects. So Freedman test is used:

Table10. Freedman test results to determine the difference of effectiveness among these four factors on work and try culture.

Ascites Amount	Table Amount	p	Result
43.79	7.82	0.000	There is a difference in effectiveness of these four factors on work and try culture.

Regarding table10, ascites = 43.79 and ›7.82, therefore there is a meaningful difference of effectiveness among these factors. On the other hand p‹0.05 verifying the same results.

Now by considering the obtained averages of these four factors and also regarding the box graph, the effectiveness ranking of these factors can be obtained.

Table11. The average of the four factors

Factor	Average	Rank
Individual	3.97	3
Family	4.2	2
Education	3.57	4
Social	4.4	1

Considering the table11, the social factor the most and educational factor have the least averages. Family and individual factors are second and third respectively.

Conclusion

The current research aims to examine the factors affecting work and try culture instruction in high school students of Babol. The results indicate the effects of various factors on work and try culture of the students.

About the first research question: Do individual characteristics affect the students' work and try culture in the city of Babol? The results show just the first feature, i.e. sex has no effect on work and try culture but the other features show positive effect on the culture. There for to answer the first question it can be said according to the participants' ideas, individual characteristics affect work and try culture. In a research done by Liaghatdar, Bakhtyar Nasrabadi, Samei and Hashem (2011), individual-personal factors as one of the affecting factors on working conscience were examined and according to the students these factors showed a positive effect on working conscience.

Answering the second research question: Does family affect the students' work and try culture? The results indicate according to the participants, all choices related to family affect work and try culture. Therefore it can be said" family affects the students/ work and try culture in the city of Babol. The results are in compatibility with the research done by Liaghatdar, Bakhtyar Nasrabadi, Samei and Hashemi. These researchers indicate a positive effect of family on working conscience.

Answering the third research question: Does society affects the students' work and try culture? The results say except the second and forth items, i.e. frustration in working culture morale because of poverty and morale regression because of financial resource shortage, in the other provided questions in the social factor calculated t and p indicate that according to the participants these choices affect work and try culture. Therefore, generally it can be concluded that social factors affect the students' work and try culture in the city of Babol. The results are matched with the research done by Hamed (2009). The research examined factors affecting the youth attitude toward working and the results indicated social factors affect the youth attitude toward working.

Answering the forth research question: Does instruction affect the students' work and try culture? The results indicate the effect of accountability instruction on work and try culture, t = -1.78 and <1.96, has no effect on work and try culture. Also p=0.334 and >0.05 indicating according to the participants, these choices affect work and try culture. Therefore it can be concluded instruction generally affects the students' work and culture in the city of Babol.

Answering the fifth research question: How is the order of effects by different factors on work and try culture of the students in the city of Babol? The results indicating the society has the most and the instruction the least average. Family and individual factors are second and third of effectiveness on work and try culture respectively.

4) Suggestions

Because of the effectiveness of the aforementioned factors on the students' work and try culture:

1) The principals in educational planning of the country consider the encouragement to the work and try culture.

2) High school schedules should be planned in a way that in addition to instructional items the students get familiar with occupational activities.

3) There should be a close relationship between schedules and working market needs.

4) Effective social regulations should be constituted to support the high school student's part time jobs.

5) Families should pay more attention to inspire work and try culture to their students.

5) Further Research Suggestions

_the researchers suggest other researchers examine suitable jobs for the high school students.

_ Suitable solutions should be regarded to incorporate work and try culture instruction in the educational schedule of the country.

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