The effect of culture components on cognitive and behavioral characteristics of female adolescence in Tehran

Maryam Akbarzadeh, Masoumeh Farajpour

Abstract

This study aims to assess the effect of culture components on cognitive and behavioral characteristics of female high school students in Tehran. This study employs descriptive-survey method and study population includes 6544 female adolescences in Tehran high schools. The statistical society has selected randomly which 217 students considered as sample. To collect data, a researcher-made questionnaire and the correlation tests are conducted. This study concluded that culture components influence on relationship between students and teacher significantly and also on other behavioral characteristics.

Key words: elements and aspects of school, cognitive and behavioral characteristics.

Introduction

School as a social group consists of different elements, each of which has its own specific characteristics and the interaction between these elements is influenced by the school climate. This climate which is influenced by social interaction creates and fosters the school culture which is known by a range of concepts. According to Newman et al (1996) understanding the importance and crucial role of school culture is a determinant factor in restructuring the social constructs. What is controversial in high school curriculum is the viewpoint to the identity crisis of students. Ericson asserts that, individuals seek for the self during this period and the amount of the individual's being influenced plays a crucial role and therefore, hidden educational curriculum at school includes the highest content volume during this period (Ericson, translated by Ganji, 2007).School's aspects and elements include the descriptive features of school including the physical environment and the interaction climate of the students', teachers' and teachers-students' relationship. School as a society and small environment that is experienced by the students has different aspects and parts that form this experience. It can be asserted that, these elements comprise the specific foundations of adolescents' education that will later influence the performance of many individuals. The most important aspects include attitude to learning, group learning, student's attitude and behavior, teachers' attitude, parents' attitude and environmental tools, facilities and environment out of which many are influenced by the culture. School culture is a system of standards, meanings and values that are common among the members of a school including the students, teachers and the staff that are different from other aspects of school environment such as the physical environment, social environment (back ground and demographic features of students and teachers) and social system (organizational structure and executive methods (Pourkey, 1990).School culture largely indicates the human common experience and the regional reflection of such experience can also reflect a set of social systems such as interactional, artistic, professional, ethnic, political and sexual systems of a larger society. Culture is a shared system of beliefs, values, customs, behaviors and tools that are used by the members of a society to adapt to the world and is transferred from one generation to another. This definition not only includes a behavioral model but also an attitude model (common meanings that the members of a society attribute to the normal and ideological phenomena such as the religion and ideology). Tools and artistic works include techniques and skills that are used in making the objects and items. The culture of the school includes four main aspects. The first aspect is normative expectations which refer to applying and adopting the rules at schools by the students. The second aspect is teacher-student relationship which implies the quality and the interaction of students and teachers including mutual acceptance and respecting one another. The third aspect is student-student relationship which refers to trust, friendly relationship and respect among the students and finally, the fourth aspect implies the method and the quality of delivering educational services such as the capacity of school in establishing the relationship between the things learnt and the real world, leaning the viewpoint and beliefs of others, respecting, and being fair in providing the students with the opportunities and educational facilities at school (Alessandro & Sadh, 1997). Alessandro & Sadh (1997) contend that, the school culture comprises four aspects.

The first aspect: normative expectations which refers to applying the rules at schools by the students.

The second aspect: teacher-parent relationship which refers to the quality and method of interaction between teachers and students.

The third aspect is student-student relationship which refers to trust, friendly relationship and respect among the students

The fourth aspect implies the method and the quality of delivering educational services such as the capacity of school in establishing the relationship between the things learnt and the real world, leaning the viewpoint and beliefs of others, respecting, and being fair in providing the students with the opportunities and educational facilities at school.Adolescence is the transitional period from childhood to adulthood. It starts at around 11 and continues to the age of 18. It is a period which is replete with conflicts and fluctuations between dependence and independence. Adolescence is a period which looks like dream in which any kinds of accident and event may occur. In this period, the anxieties, fears, nightmares, weak values, imagination and mixed feelings are considered as prevalent. The adolescent's relationship with self, families, friends and generally everyone else might be ruined. Not being in mood, sensitivity, seeking dependence and adventure are also commonly seen (Lotf Abadi, 2001). Miller Newton (1993) in the book of adolescence considers adolescence as transitional developmental processes from the childhood to the adolescence and these processes have different aspects:
•First, the development of the brain's neural processes in the evolution of cognition, emotion and behavior can be observed;
•Second, physical growth, including the growth of body sizes and physical changes in the physical profile;
•Third, growth, sexual or reproductive system, including physical and behavioral features;
•Fourth, growth of the sense of "self" as an adult or independent and self-directing person;
•Fifth, achieving adult status in a social group or culture;
•Sixth, the development of behavioral control in the interaction with the community;
The present research aimed to investigate the elements and aspects of school culture and its effect on the cognitive and behavioral characteristics of high school students in the 18th borough of Tehran City. Therefore, it posed the following questions.

1) Are the normative expectations at school associated with cognitive and behavioral characteristics?
2) Are teacher- student relationships at school associated with cognitive and behavioral characteristics?
3) Are student- student relationships at school associated with cognitive and behavioral characteristics?
4) Are the educational opportunities at school are associated with cognitive and behavioral characteristics?
5) How is the amount of the realization of the dimensions of school culture in the secondary girls' school in the 18th borough of Tehran?
6) What is the prioritization of each dimensions of high school culture?
The researcher attempted to shed light onto each of these questions and the answers were formulated and offered as suggestions and viewpoints.

Method and materials

The present research employed a descriptive (non-experimental) and survey method because the aim of the research was to find out the changes of several criterion variables (cognitive-behavioral) based on predictor variables (aspects of school culture). The research aimed to provide answer to the questions posed in survey methods such as 1) how is the nature of the existing conditions? What is the relationship between the events and 3) how is the existing condition? Therefore, it employed descriptive and survey method. The research population included all the female students (6544) of high schools located in the 18th borough of Tehran city who were randomly selected. The research sample comprised 217 students who were selected based on Morgan table. In this research, the guidance and viewpoints of seven professors in this major, the content and face validity and the items in the questionnaire were investigated and the ambiguous points were eliminated which shows that the questionnaire was acceptable. In order to investigate the validity of the questionnaire, the 25-item researcher made questionnaire which was scored on 4-point Likert scale (from never to almost always) was given to 7 experts and the total mean was reported to be 4.5. Moreover, in order to get sure of the reliability of the questionnaires, it was administered on the statistical population of 30 individuals. A group of students was randomly selected and responded to the questionnaire in two stages with 10 days of time interval. The Cronbach alpha was reported to be .81. In order to analyze the collected data, the process of description, interpretation and extraction of the data from the questionnaire was used and the items were analyzed using SPSS software. In order to describe the data, the central indices (mean), distribution (minimum, maximum and standard deviation) and distributive indices (kurtosis and skewness) were used. Moreover, the inferential statistics such as Pearson correlation, multivariate regression, independent t-test and Friedman test were used. Furthermore, Kolmogorov–Smirnov testwas also used to assess the normality of the data. Multivariate regression was used to investigate the contribution of each aspect of school culture in the prediction of students' cognitive and behavioral characteristics. Pearson correlation test was also used to investigate the twofold relationship between each of the aspects of school culture and cognitive and behavioral characteristics. Independent t-test was also used to assess the scores in each of the aspects of school culture and cognitive-behavioral characteristics. Finally, Friedman test was used to prioritize different aspects of school culture from the weakest to the strongest one.

Results and findings

Researcher-made questionnaire was used and the data were collected on the following questions.
Research main questions: can students' cognitive-behavioral characteristics be predicted based on the aspects of school culture. In this part, we investigate the different aspects of school culture in the prediction of the cognitive and behavioral characteristics of students. Here, the contribution of each aspect of school culture in the prediction of cognitive and behavioral characteristics of students has been investigated by multivariate regression analysis.

Table 1- regression coefficient of cognitive characteristics

Independent variable	B value	Beta	Valuet	Level of sig.
Teacher-student relationship	.33	.19	2.50	.04
Student-student relationship	.36	.09	1.01	.29
Educational opportunities	1.13	.51	7.14	.001
.22R²=	R =.47	F=10.41	Level of sig. F=.0001	

The regression coefficient of three aspects of teacher-student relationship, student-student relationship and educational opportunities for the cognitive characteristics of students can be observed in the table above. The reported correlation coefficient (R) is equal to .47 which indicates that, three aspects of teacherteacher-student relationship, student-student relationship and educational opportunities are correlated to criterion variable (students' cognitive characteristics). The value of F for this relationship is equal to $p \leq .001$ which is significant. That is to say that, predictor variables in interaction with one another can predict the score changes in criterion variable. The determinant coefficient (R^2) is equal to .22 which shows that, 22 percent of the score changes in students' cognitive characteristics can be predicted by the interaction of three aspects including teacher-student relationship, student-student relationship and educational opportunities. Beta value indicates that, the effect of the aspect of educational opportunities in this interaction relationship is higher than other aspects. Put it differently, this aspect can predict the cognitive values by .51. It means that, the increase of one score in the educational opportunities increases the standard score of cognitive characteristics by .51. The obtained beta in the aspect of teacher-student relationship is equal to .19 which shows that, the increase of one score in the teacher-student relationship increases the standard score of cognitive characteristics by .19.
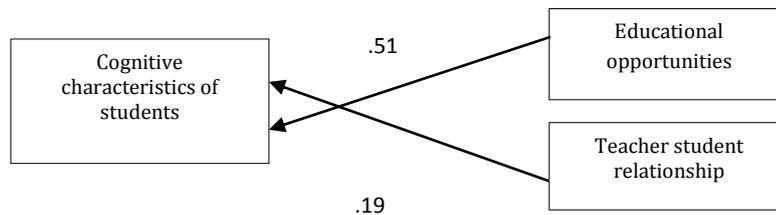

Diagram 1- relationship between predictor variables and criterion variable in students' cognitive characteristics

Table 2- predictor regression coefficient of behavioral characteristics

Independent variable	B value	Beta	Valuet	Level of sig.
Normative expectations	.71	.29	4.07	.006
Teacher-student relationship	.86	.39	4.85	.0001
Student-student relationship	1.19	.53	7.36	.0001
Educational opportunities	.44	.18	2.33	.05
R²=.26	R=.51	F=12.27	Level of sig=.0001	

The regression coefficient of three aspects of teacher-student relationship, student-student relationship and educational opportunities for the behavioral characteristics of students can be observed in the table above. The reported correlation coefficient (R) is equal to .51 which indicates that, three aspects of teacher teacher-student relationship, student-student relationship and educational opportunities are correlated to criterion variable (students' behavioral characteristics). The value of F for this relationship is equal to $p \leq .001$ which is significant. That is to say that, predictor variables in interaction with one another can predict the score changes in criterion variable. The determinant coefficient (R^2) is equal to .26 which shows that, 26 percent of the score changes in

students' behavioral characteristics can be predicted by the interaction of three aspects including teacher-student relationship, student-student relationship and educational opportunities. Beta value indicates that, the effect of the aspect of student-student relationship in this interaction relationship is higher than other aspects. Put it differently, this aspect can predict the behavioral characteristics values by .53. It means that, the increase of one score in the student-student relationship increases the standard score of behavioral characteristics by .53. The obtained beta in the aspect of teacher-student relationship is equal to .39 which shows that, the increase of one score in the teacher-student relationship increases the standard score of behavioral characteristics by .39.

Normative expectations and educational opportunities show a beta value of .29 and .18 which indicate the significant predictive value of these two aspects in the behavioral characteristics of students. The relationship between the predictor and criterion variables has been presented in the model below.
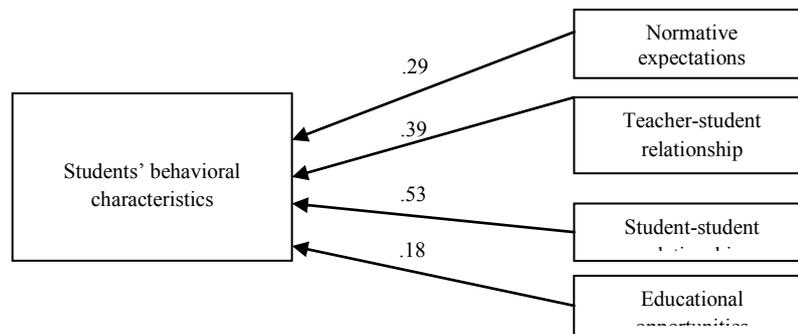

Diagram 2- relationship between the predictor and criterion variables in the students' behavioral characteristics

Table 3- correlation coefficient of normative expectations and cognitive-behavioral characteristics

Variable	Correlation coefficient (R)	Level of sig.
Normative expectations and cognitive characteristics	.11	.13
Normative expectations and behavioral characteristics	.35	.001

The correlation coefficient between normative expectations and cognitive characteristics is equal to .11 which is not significant at P≤.05. Therefore, there is no significant relationship between normative expectations and cognitive characteristics of students. The correlation coefficient between normative expectations and behavioral characteristics is equal to .35 which is significant at P≤.01. This positive and significant relationship shows that, with the improvement in normative expectations at school, the growth of behavioral characteristics gets facilitated and increases.

Table 4- correlation coefficient between teacher-student relationship and cognitive-behavioral characteristics

Variable	Correlation (R) coefficient	Level of sig.
Teacher-student relationship and cognitive characteristics	.21	.003
Teacher-student relationship and behavioral characteristics	.44	.0001

The correlation coefficient between teacher-student relationship and cognitive characteristics is equal to .21 which is significant at P≤.01. Therefore, there is significant relationship between teacher-student relationship and cognitive characteristics of students. This positive and significant relationship shows that, with the improvement in teacher-student relationship at school, the growth of cognitive characteristics gets facilitated and increases. Moreover, the correlation coefficient between teacher-student relationship and behavioral characteristics is equal to .44 which is not significant at P≤.01. Therefore, there is significant relationship between teacher-student relationship and cognitive characteristics of students. This positive and significant relationship shows that, with the improvement in teacher-student relationship at school, the growth of behavioral characteristics gets facilitated and increases.

Table 5- correlation coefficient between student-student relationship and cognitive-behavioral characteristics

Variable	Correlation coefficient (R)	Level of sig.
Student-student relationship and cognitive characteristics	.14	.05
Student-student relationship and behavioral characteristics	.52	.0001

The correlation coefficient between student-student relationship and cognitive characteristics is equal to .14 which is significant at P≤.05. Therefore, there is significant relationship between student-student relationship and cognitive characteristics of students. This positive and significant relationship shows that, with the improvement in student-student relationship at school, the growth of cognitive characteristics gets facilitated and increases. Moreover, the correlation coefficient between student-student relationship and behavioral characteristics is equal to .52 which is not significant at P≤.01. Therefore, there is significant relationship between teacher-student relationship and cognitive characteristics of students. This positive and significant relationship shows that, with the improvement in student-student relationship at school, the growth of behavioral characteristics gets facilitated and increases.

Table 6-correlation coefficient between the educational opportunities at school and cognitive-behavioral characteristics

Variable	Correlation coefficient (R)	Level of sig.
Educational opportunities and cognitive characteristics	.43	.0001
Educational opportunities and behavioral characteristics	.29	.001

The correlation coefficient between the educational opportunities at school and cognitive characteristics is equal to .43 which is significant at P≤.01. Therefore, there is significant relationship between the educational opportunities and cognitive characteristics of students. This positive and significant relationship shows that, with the improvement in the educational opportunities at school, the growth of cognitive characteristics gets facilitated and increases. Moreover, the correlation coefficient between the educational opportunities and behavioral characteristics is equal to .29 which is not significant at P≤.01. Therefore, there is significant relationship between the educational opportunities and cognitive characteristics of students. This positive and significant relationship shows that, with the improvement in the educational opportunities, the growth of behavioral characteristics gets facilitated and increases.

Table 7- t test (significance of the difference between different aspects of school culture and theoretical mean)

Aspects		Mean	Mean difference	Df	T value	Level of sig.
Normative expectations	Experimental	11.87	-.63	219	-5.01	.0001
	Theoretical	12.5				
Teacher-student relationship	Experimental	11.69	1.69	219	7.86	.0001
	Theoretical	10				
Student-student relationship	Experimental	13.34	.84	219	5.91	.0001
	Theoretical	12.5				
Educational opportunities	Experimental	16.54	1.54	219	6.79	.0001
	Theoretical	15				

In the three aspects of teacher-student relationship, student-student relationship and educational opportunities, the obtained mean is higher than the theoretical mean and the obtained t value is significant in these three aspects at P≤.01. Therefore, with 99 percent of confidence, it can be concluded that, the scores of the three aspects of teacher-student relationship, student-student relationship and educational opportunities at schools in the research sample rates higher than average. However, in the aspect of normative expectations, the obtained mean is equal to 11.87 which is lower than the theoretical mean by .63. T value is equal to -5.01 which is significant at P≤.01. Therefore, with 99 percent of significance, it can be concluded that, the score of normative expectations at school in the research sample rates lower than average. In order to investigate the priotarization of each of the aspects of school culture in the research sample, Friedman test was used. Friedman test has been used to compare different means and their prioritization in one group.

Table 8- prioritization of the aspects of school culture

Aspects of school culture	Mean of rating	Mean
Teacher-student relationship	3.03	2.92
Educational opportunities	2.61	2.75
Student-student relationship	2.59	2.66
Normative expectations	1.77	2.37

Table 7- the values of Friedman

Statistical indices	X²	Level of sig.
Friedman test	113.62	.0001

With regard to the different number of questions in school culture and in order to compare the four aspects of school culture, the total scores of each aspect was divided into the number of questions to have equal range of scores. The value of X^2 in Friedman test is equal to 113.62 which is significant at P≤.01; therefore, the rating of

different aspects of organizational culture in the research sample is significant. Therefore, teacher-student relationship rates first. Educational opportunities and student-student relationship and normative expectations are rated as second and third.

Discussion and conclusion

The required investigations were carried out to analyze the research questions. Based on the findings of the present research on the first question which was whether or not the prediction of cognitive and behavioral characteristics of students is possible based on the school culture, it can be concluded that, the effect of educational opportunities in interactional relationship with cognitive characteristics is higher than other aspects. Moreover, the aspect of teacher-student relationship rates higher in the prediction of students' cognitive characteristics after the educational opportunities. On the other hand, the effect of the aspect of student-student relationship in interactional relationship with behavioral characteristics is higher than other aspects. Therefore, normative expectations and educational opportunities can predict students' behavioral characteristics.School along with its educational activities is a setting to prepare the individuals to live in the fast-paced and changing world. The class is a setting that provides the students with direct services to develop their all-around, personal and social growth. In addition to the family, education is a social institution that can play a significant role in the individual's self-actualization and development of personality. School plays a crucial role in the development of personality and it is applied in some point of individual's development in which different kinds of learning such as educational and social learning occur. Secondly, children's and adolescents' trainers exert positive control and this facilitates their beneficial personal and social life. Based on the findings of the present research on this question that, whether or not normative expectations at school are associated with cognitive and behavioral characteristics, it can be concluded that, no significant and positive relationship was observed between normative expectations and cognitive characteristics of students. On the other hand, there is significant and positive relationship between normative expectations and behavioral characteristics of students. This finding is in line with the results of the research by Hossein Chari (2003), Ghalavandi et al (2012), Alessandro & Sadh (1997) and Rossman, Corbett and Firestone (1998).Overall, normative expectations refer to the adhering to and observing the rules by the school students. The more the students follow the school rules, the more this aspect will be associated with their behavioral characteristics. The schools and classes that are managed well enforce organized and clear rules. On the other hand, observing such rules by the students is associated with the students' characteristics and the abilities in the behavioral realms. The more the students obey the rules, the more their behavioral characteristics will be influenced. Based on the research findings on whether or not teacher-student relationship is associated with students' cognitive and behavioral characteristics, it can be concluded that, teacher-student relationship is positively and significantly correlated to the student's cognitive and behavioral characteristics. The obtained findings in this research are in harmony with the findings of the research by Gholami and Hossein Chari (2010), Arefi et al (2010) and Hoffman & Nottis (2008).Class management and healthy relationship between the teacher and the student is a process that helps the students in all the physical, social, spiritual, emotional, logical and environmental realms and provides him/her with the chance to develop and progress. When such condition is met, working with the students, establishing the peace and regulation, having the students' attention and providing an appropriate educational environment is also possible that leads to the formation of positive cognitive and behavioral characteristics in students and achieving the appropriate goals. It seems that, some characteristics such as sympathy, flexibility, being in the positive mood and being prepared to accept the viewpoint, listening to the students' questions, being interested in the work and discipline and employing appropriate pedagogical methods are considered as the features of good and efficient teacher. Teacher-student relationship should satisfy the needs of dependence and belonging, loving and being loved, being identified, valued and respected and the actualization of talents. This causes the students' satisfaction and increases their efforts. The students make better progress in such condition and the teacher feels responsible for creating such desirable condition. With regard to the significant relationship between the students' cognitive and behavioral characteristics and teacher, it can be concluded that, the amount of the relationship with older members exert significant effect on students' behavioral and cognitive characteristics and the more this relationship is accompanied with mutual trust and respect, the more the students'' positive cognitive and behavioral characteristics will be. The research findings on this question that, whether or not student-student relationship is associated with students' cognitive and behavioral characteristics demonstrated that, students' relationship with one another and cognitive-behavioral characteristics are significantly correlated. This finding is in line with the results of the research by Hossein Chari (2003), Agha Mohammadian (2005), Anisi et al (2007), Hamid Pour Yousefi et al (2009), Zare Shah Abadi and Ebrahim Abadi (2011).Overall, important changes occur in the adolescence and the psychological changes are common in this period. Moreover, tendency to socialize with peer group is also commonly seen. In this stage of life, the adolescents need to develop independent personality and emotional and economic status. More importantly, the needs of belonging to a specific group as peers and their acceptance are strongly felt. Modeling and establishing relationship areseen in every stage of life but it is influenced by specific models in each age group that adapts more to their age-related features. For example the models that influence the children is completely different from the practical models of an adolescent and each person attempts based on these age-related needs to respond to the internal requests. Establishing the source of the relationship and feelings of belonging among the students at school refers to the amount of their relationship. This finding emphasize on the influence of peer groups by

creating the feelings of belonging. It's crystal clear that, friends and peers relationship during the adolescence is increasingly important for the individual and the adolescent aims to be accepted by them and not to deny any actions in this regard. It's worth saying that, with regard to the feature of agreeableness and identification during the adolescence and among the friends' and peer groups, it is not surprising that, such relationships are of crucial importance for the adolescents and related to their cognitive and behavioral characteristics. Based on the findings of the present research on this question that, whether or not educational opportunities are associated with the students' behavioral and cognitive characteristics, it can be concluded that, there is significant relationship between the students' cognitive and behavioral characteristics and school educational opportunities. This finding is in line with the results of the research by Hossein Chari (2003), Pasha Sarifi (2006), Anisi et al (2007), Arefi et al (2010) and Deal & Peterson (1999).One of the most effective methods for the realization of social justice is to provide equal chances for the general population to acquire and obtain education. In the current world, one of the indices of social progress is education and being benefited by that. Based on this, all countries especially developing countries aim to create equal opportunity to provide everyone with education and seek equalitarian opportunities. Equality means providing equal chance in harmony with the individual's specific needs because the individuals differ in knowledge, skill, learning, cultural back ground and educational needs. Educational opportunities refer to the method and the quality of delivering educational services such as the ability in creating the association between the learnt materials and the real world, perception of the viewpoints, respecting the beliefs and observing the justice in providing the educational opportunities for the school students. Appropriate school and class management should maximize the educational opportunities of students. Educational opportunities can be effective in the realization of active learning, high level thinking and the social construct of the knowledge. In this regard the relationship between the educational opportunities and cognitive-behavioral characteristics indicate that, the more the students assess the educational opportunities as fair and equal, the more this issue influences their cognitive and behavioral characteristics. Therefore, it is essential that, the school authorities attempt to provide software and hardware facilities which are in line with the specific needs of all the students for providing equal educational opportunities. Based on the results of the present research on the amount of the realization of each of the aspects of school culture in the high schools of the 18th borough, the scores of the three aspects including teacher-student relationship, student-student relationship and educational opportunities rate above the average and this finding is in line with the results of the research by Hossein Chari (2003) and Renchler (1989). The aim of the education is to place high emphasis on cognitive growth along with emotional growth and the adjustment of students with other members of the society. Sometimes, the school only emphasizes on cognitive aspect and this cause the students not have well-around growth. Unfortunately, regarding the behavioral issues of students and paying attention to such issues in the classroom is an issue that is usually ignored. Experts assert continuously that, teacher-student relationship, student-student relationship and educational opportunities occupy an important role in the process of learning and teaching. Therefore, it is inevitable that, the students benefit more in a climate that brings about less psychological pressure, climate in which they are guided and feel secure. Students pay more attention to the teacher and their attitude to the students' progress, equal educational opportunities, teachers' sensitivity toward giving feedback to the students' good performance, establishing emotional and verbal relationship and warm and intimate environment in the class as compared to physical facilities, the number of library books, size of school and such expenditures. Based on the findings of the present research at school, teacher-student relationship, student-student relationship and educational opportunities are rated above the average and this is indicative of the constructive features of school culture in this group as compared to the mean of the society.Based on the results of the present research on priotarization of the school culture in high schools, it can be concluded that, the prioritization of different aspects of organizational culture is significant in the research sample. Therefore, the teacher-student relationship rates first and educational opportunities, student-student relationship and normative expectations are rated in the later degrees. This finding is in line with the results of the research by Hossein Chari (2003), Hamid Pour Yousefi et al (2009), Ghalavandi et al (2012) and Alessandro, A. & Sadh (1997).School culture is a system of standards, meanings and values that are common among the members of one society such as the students, teachers and other staff and differs from other aspects of school environment such as the environment (physical environment and school facilities), social environment (background and demographic characteristics of students and teachers) and social system (organizational structure and executive methods).The more the students experience warm relationship with the teacher, the more their cognitive and behavioral characteristics are influenced. In fact, good teacher-student relationship is regarded as one of the most important factors of school culture that can exert significant effect on behavioral and cognitive knowledge of students. In warm and positive relationship, the students and their independence are respected, the intimacy is maintained and they learn by the guidance of their teachers. On the other hand, the psychological and emotional climate is realized and undoubtedly, such relationships actualize the cognitive and behavioral characteristics of students and organize the ideological exchanges. Moreover, it boosts the creativity, increases the motivation and interest and leads to effective and successful learning. The researchers recommend some solutions to boost the school culture including:

The familiarity of the school authorities and parents with different aspects of school culture Varied programs in the educational centers specifically the education in order to scientifically and educationally inform the school authorities on the aspects of school culture.The familiarity of students with their cognitive and behavioral characteristics.Teacher's sensitivity to giving adequate feedback to the students for appropriate behavioral and cognitive performance.The necessity to devote attention to the aspects of school culture in different educational levels and schools.Establishing warm and intimate relationship that is in harmony with the school rules.Constant

evaluation of the aspects of school culture and human relationship at school by the counselor.Providing proper educational conditions and facilities for the students

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Maryam Akbarzadeh, Department of Educational Science, Faculty Member of Education, Payam Noor University,Kerman-Iran

Masoumeh Farajpour, Department of Social Science, Tarbiat Moallem University, Tehran