The Relationship between School Culture and Social Climate Governing School with Academic Ethics and the Mediating role of learners' Academic

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Abstract

Purpose: This research was conducted with the aim of studying the relationship between school culture and social climate governing school with academic ethics and mediating role of educational buoyancy.

Methodology: The present study is descriptive, cross-sectional, purposeful, applied, and essentially a descriptive survey. It has been surveyed by a questionnaire. The statistical population of the study was all boys' high school students in Bojnourd city who were 5172 people. Of these, 382 were selected by relative sampling according to the Morgan table for participation in the research. The research tools consisted of Alessandro and Sadh School Culture (1997), Social Psychosocial Class Questionnaire (Frazer, Giddings and McBurby, 1995), Educational Buoyancy Questionnaire (Hossein Chari and Dehghanizadeh, 2012), and Educational Ethics Questionnaire (Golparvar, 2010). The validity of the instrument was of formal and content type, while its reliability calculated by Cronbach's alpha coefficient for school culture questionnaire turned out to be 0.939, Psycho-social 0.84, academic buoyancy 0.837 and academic ethics 0.869. Data were collected from questionnaires using descriptive statistics (frequency distribution, mean, standard deviation and calculation of central indicators and dispersion); to find the results of the research hypotheses, inferential tests including multiple regression analysis was employed using SPSS software (version 19). Also to test the validity of the theoretical model and calculate the effect coefficients Structural Equation Modeling Method with Lisrel 8.8 software was used.

Findings: The results showed that there is a relationship between school culture and social climate governing school with students' academic ethics. There is also a relationship between school culture and students' academic buoyancy. Also, academic buoyancy has a mediator role in relation to school culture and students' academic ethics ($p > 0.05$).

Conclusion: The findings show that there is a relationship between school culture and students' educational ethics, so by upgrading and strengthening school culture, students' academic ethos will be consolidated. Also, school culture has a positive and significant effect on the basic psychological needs of autonomy, competence and communication.

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1. Introduction

Ethics and ethical values are the source of many human behaviors in different ways. Educational ethics, in a completely special way, consists of commitment and adherence to the values such as non-cheating, reliance on personal effort and endeavor to achieve academic achievement, respect for honesty, integrity, and compliance with human and moral teachings for gaining knowledge and science (Golparvar, 2010). The most serious consequences, with or without mediation of the commitment to the aforementioned ethical values, are the inhibition of dishonesty and scientific and educational deception (Allen & Phillips, 2011). Observing ethical principles in schools in meeting teaching standards, and shaping effective and mutual relationships between students and group members, ensure teaching and learning processes, and increase the commitment of teachers to respond to the needs of students. Lack of ethics in schools causes depression of students, the weariness of professors and teachers, the preference of individual interests for social benefits and the degradation of rights in the educational environment. The ethical and personality traits of teachers, as effective models, affect the students' lifestyle and thinking and play an important role in the upbringing of the future generation (Farahbakhsh, et al, 2016).

The purpose of educational ethics is to determine the extent to which one exercise and acts on the basis of values such as honesty, reliance on personal endeavor, non-abuse of the efforts of others, doing altruistic behaviors with others, and respecting the dignity and respect of others. The importance of ethical values strengthens the level of academic ethics of students, and then the strengthened academic ethics provides a platform for strengthening civic academic behaviors as behaviors of ethical and value foundations, and then the platform for weakening academic deception is provided (Golparvar, 2015). Promoting academic ethics in schools depends on the human perception of the organizational culture of schools. In order to institutionalize ethics in its organizational culture, schools need to promote continuous and effective ethics in all aspects of the organization. School culture is a broad framework that helps to understand the complex relationships within the school, making it easier for school stakeholders and students as school-makers to understand the problems and issues of school and education; with the educational environment, the roots of the teachings that are used for the future adult life will be richer, and the practice of social life in the school will be more seriously involved (Chari and Khayyer, 2002).

School culture is a system of norms, meanings and values that are shared among members of a school, including students, teachers and other staff members. Furtwengler (1986) considers school culture to include the attitudes, views, and beliefs of school members in a variety of areas, such as discipline and school integrity, roles clarity, sense of belonging to the school, respect for success, commitment to the quality of instruction from personnel, supporting relationships among members, collaborative effort in solving school issues, and more. Deal and Petersen (1991) considered the profound patterns of values, beliefs, and historical traditions of school and education to be effective in the formation of school culture (Chari, 27: 2002).Education needs a space in which children and adolescents are thoughtful, creative, innovative, self-esteemed, committed, accountable, and law-abiding. Students learn valuable experiences in educational systems, partly in planned curricula (Ahmadi, et al, 2011).A large part is also found in the context of the culture of the prevailing educational environment without the awareness of teachers and students that they are shaped in a set of expectations and values (Gholami, et al, 2013)

.Among the factors that are considered as one of the components of school culture, is the psychosocial climate of the class. School is formed as a social group of different people who are different from the point of view of experience, specific culture (subculture), personality and various other aspects. The interaction among members of a school is largely influenced by the climate that dominates the school. The school climate reflects the feelings and attitudes that exist about a school, expressed by students, teachers and staff, and reveals the feelings that students learn from their daily experiences at school. The main goal of the process of education, that is, the development of comprehensive character-based learning, requires that a climate based on participation, solidarity, and intimacy dominate on the class (Haj Shamsai and others, 2014). Academic

buoyancy is one of the other components that can be considered as a mediating role in relation to school culture. Academic buoyancy is one of the abilities and talents of learners that makes people adaptable to the threats and pressures in the field of education. The feeling of buoyancy is a particular psychological experience in which people experience a sense of vitality in their lives. According to Ryan and Frederick (1997), academic buoyancy points to a positive, constructive, and adaptive response to a variety of challenges and barriers that are experienced in the current and ongoing field of study. Besides, academic buoyancy is the ability to cope with the challenges and barriers of day-to-day academic life; it is that energy which originates from the person himself/herself; in other words, buoyancy is a feeling of liveliness, not stimulation, or compulsion to do so. Academic buoyancy is the ability of students to succeed in dealing with educational barriers and challenges that are on the path to academic life and cause academic resilience, et al (2015) found that an increase in the symbolization of moral identity among students, causes reduction in cheating on exam and cheating in the homework (the degree of educational dishonesty). Golparvar (2014) showed that in educational deception model, educational equity has a positive and significant relationship with educational ethics; educational ethics has a negative and significant relationship with educational deception, and educational inequity has appositive and significant relationship with academic deception. Gholami, et al (2013) found that basic psychological needs play a mediating role in relation to school culture and educational alienation. Chari (2003) fond that getting the culture of elementary schools consists of five dimensions: the importance of education and learning, attitudes and behaviors of teaching and learning, peers' attitudes and behaviors, parenting and teachers' attitudes, and the physical environment of the school and the classroom. Also, the effect of school culture on academic achievement and self-regulation was significant in altruistic behaviors. The effect of school culture as a whole, in comparison with its dimensions as separate variables, was more on the cognitive and behavioral consequences of the education process Alexei (2009) found that the university pursues its goals through supportive learning and collaborative processes. Major research evidence in educational environments suggests that commitment to educational responsibilities and educational ethics has a relationship with the way of performance and success during studying; educational commitment, commitment and sense of innate belonging give the incentive to each individual person to persevere and end up with eliminating multiple educational obstacles. This behavior occurs in individual forms, in groups with the help of parents, and sometimes even in collaboration with teachers and school officials. In fact, these behaviors have become a part of the culture of school and university students in natural textures, and academic dishonesty has become a behavioral norm in educational culture, so that learners consider cheating as acceptable and even for some, these behaviors are considered to be a skill and value (Detert, et al, 2009).

Studies show that most people consider educational dishonesty as an essential element for their advancement (Elliott & Mauryama, 2008). The issue of academic immorality not only creates problems in academic context and is considered to be inappropriate in the scientific environment for the learning and development of learners, but research has shown that the learners who have had more of a history of cheating and fraud have had the chance to do so in the future of the job after their studies (Royaei, 2015). Educational dishoesty is a threat to piety, truthfulness and the values of the educational system. If the educational system does not deal with cheating and deception, then graduates will grow who do not have the knowledge, skills, or ethical qualities of a real life. Therefore, the study of factors that bind to academic ethics is of great importance. In this vein, the present study aims to investigate whether there is a relationship between school culture and social climate governing school with academic ethics and the mediating role of learners' academic buoyancy.

The objectives of this research are as follows: - Identifying the relationship between school culture and students' academic ethics; - Identifying the relationship between climate governing school and students' educational ethics; - Identifying the mediating role of academic buoyancy in relation with school culture and students' educational ethics; - Identifying the mediating role of academic buoyancy in relation to social climate governing school and students' educational ethics.

2. Methodology

The present research is applied in terms of purpose and is a descriptive-correlational in nature, which is conducted by survey and questionnaire instrument. The statistical population included all male high school boys in Bojnourd city in the academic year 1395-96 (2016-2017) with a total of 5172 students out of whom 382 subjects were selected through relative stratified random sampling, according to Morgan's table. For data collection, library methods and four questionnaires were used:

A) Alessandro and Sadh School Culture Questionnaire (1997) conaists of 25 items that measure four dimensions of students relationships (4 items), students and teachers relationships (6 items), educational opportunities (8 items), and normative expectations (7 items), and is based on the Likert 5-odd scale, ranging from I totally disagree "1" to the totally agreeable "5", and has a minimum score of 25 and a maximum of 125. Cronbach's alpha coefficient for students' relationships was 0.78, students 'and teachers' relationships 0.83, educational opportunities 0.81, normative expectations 0.81 and total score 0.94. B) Classroom Psychosocial Climate Questionnaire (Frazer, Giddings and McBurby, 1995) has 20 items in four sub-scales, which are answered by never (1), sometimes (2) and always (3). This scale has four subscales of friction, correlation, discipline and competition. The minimum score is 20 and the maximum is 60. The Cronbach's alpha coefficient was calculated to be 0.75.68, 0.74, 0.0 and 0.52, respectively. C) Chari and Dehghanizadeh Educational Buoyancy Inventory (2012) with 9 items, developed by the patterns of the Academic Buoyancy Scale of Martin and Marsh (2006), which had four items. The scoring of the questionnaire was based on the Likert scale of 5 degrees and ranged from "I strongly agree" to "Totally diagrre". The Cronbach's alpha coefficient was 0.837. D) Educational Ethics Questionnaire: This questionnaire is composed of 8 questions by Golparvar (2010a & b), designed and validated to measure educational ethics with a seven-point Likert scale (totally disagree = 1 to completely agree = 7). The alpha coefficient of this instrument was calculated to be 0.869. The validity of all instruments was of a formal and content type. SPSS software (version 19) was used for descriptive statistics (frequency distribution, mean, standard deviation and calculation of central indices and distribution) as well as inferential statistics of multiple regression analysis. Also, using Lisrel 8.8, the structural equation modeling method was employed to test the validity of the theoretical model of research and calculate the effect coefficients.

3. Findings

Table1. Descriptive characteristics of research variables

Standard deviation	Score (Maximum)	Score (Minimum)	Mean	Number	Componenet
30.83	48	14	30.83	382	School Culture
12.48	42	23	38.11	382	Governing Climate
4.53	28	7	16.35	382	Academic Buoyancy
12.8	29	18	23.76	382	Educational Ethics

The results of Table 1 indicate that among the variables of the research, the highest mean belongs to the governing climate with a value of 11.11. The lowest score belongs to the buoyancy variable with 16.35. In the following, the research hypotheses are examined using Lisrel software.
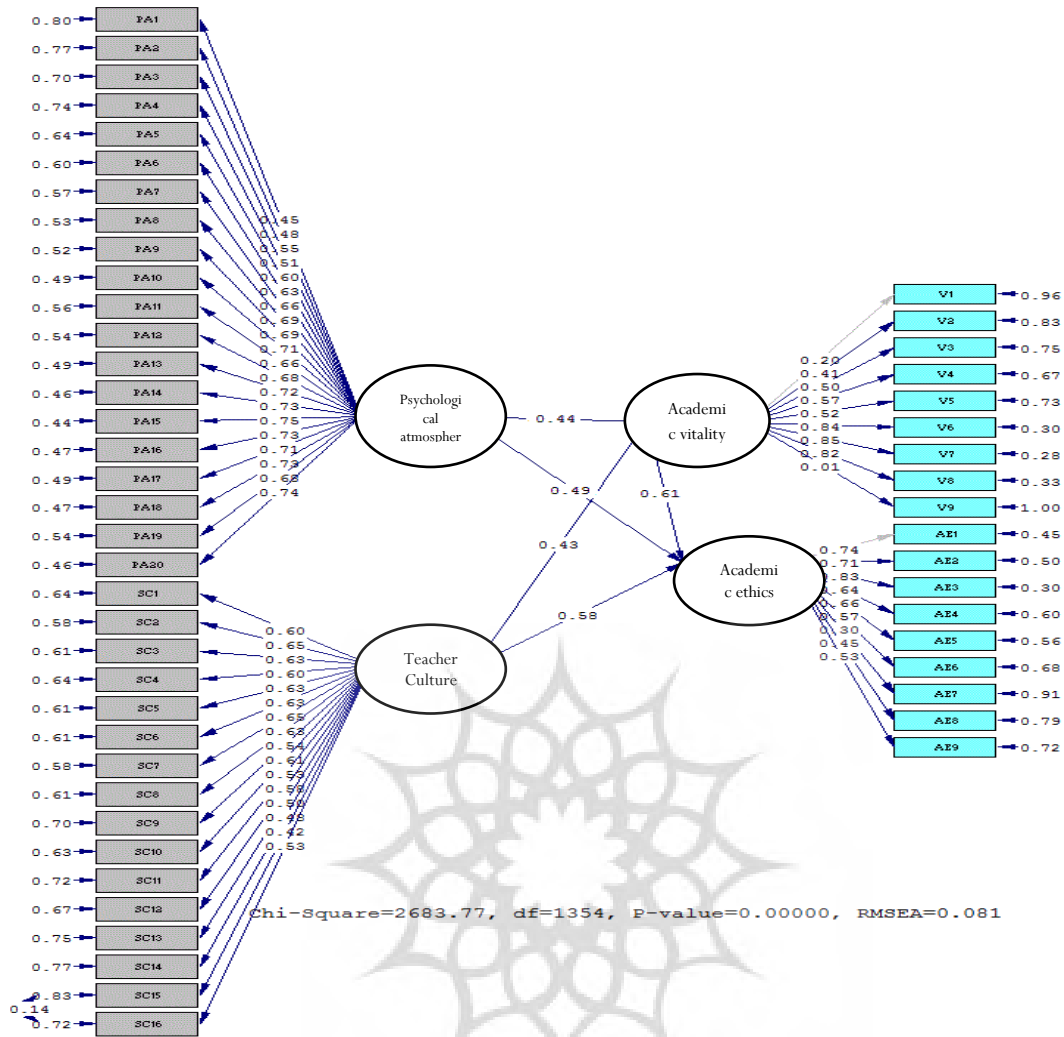
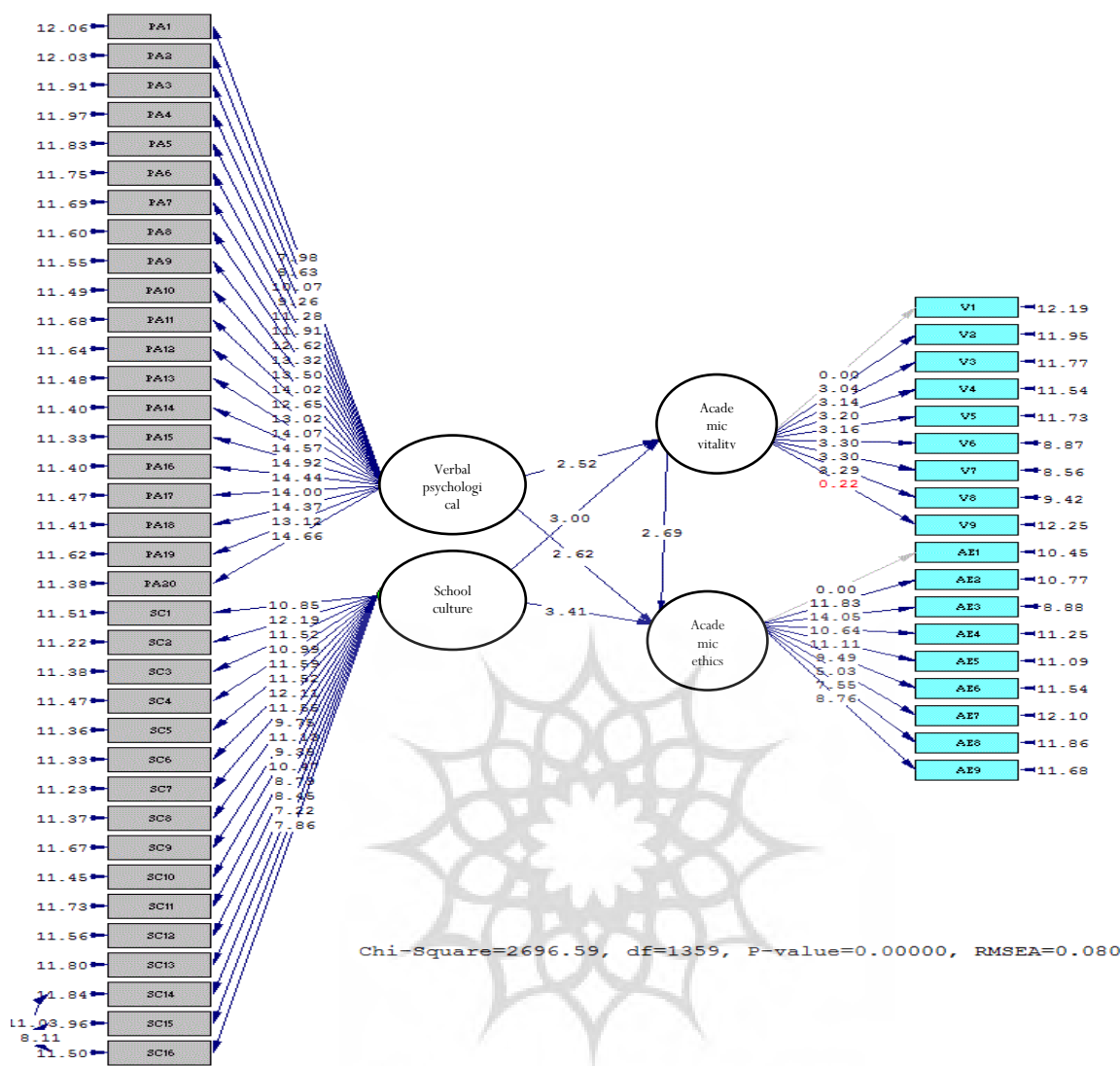**Figure1.** Structural model of research in the standard mode

Figure2. Structural model of research in the significant mode

To estimate the model, the maximum probability method was used, and to estimate the good fit of the model, the X2 squared index of degree of freedom ( ), comparative fit index (CFI), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), normalized fit index (NFI), non-normalized fit index (NNFI), root mean square error of approximation (RMSEA).

Table2. The results of the investigation of the goodness of the fit of the structural model of research

Result	Value	Acceptable Range	Fit Index
Appropriate	2.07	<3	$\frac{x^2}{df}$ X² squared index of degree of freedom
Appropriate	0.95	>0.9	comparative fit index (CFI)
Appropriate	0.96	>0.9	goodness of fit index (GFI)
Appropriate	0.95	>0.9	adjusted goodness of fit index (AGFI)
Appropriate	0.97	>0.9	normalized fit index (NFI)
Appropriate	0.96	>0.9	Non-normalized fit index (NNFI)
Appropriate	0.085	<0.08	root mean square error of approximation (RMSEA).

The results of the investigation on the goodness of the fit of the structural model of research, presented in Table 1, indicate the fit of the model, since the RMSEA below 0.08 represents the acceptable fit of the

structural model. Also, the values of CFI, GFI, AGFI, NFI, NNFI are all above 0.9. In Table 3, path coefficients and significance among the research variables are presented. As can be seen, the path coefficients for each of the 5 above relationships were found to be significant at the level of 0.05 (t more than 1.96 and t less than -1.96).

Table 3. Results of the investigation of the first, second and third sub-hypotheses

P-value	Path Coefficient	Statistic
3.41	0.53	School culture → Educational ethics
2.62	0.49	School's social climate → Educational ethics
3	0.43	School culture → Students' academic buoyancy

Examining the first hypothesis; "There is a relationship between school culture and students' educational ethics." As shown in Table 3, the value of the path coefficient between the school culture and the students' educational ethics was 0.58 and P-value = 3.41, so this coefficient was significant at 95% confidence level. The second research hypothesis is as follows: "There is a relationship between school social climate and students' educational ethics. The value of the path coefficient between school social climate and students' educarional ethics was 0.49 and P-value =2.62, so this coefficient was significant at 95% confidence level.

The third hypothesis: "There is a relationship between school culture and students 'academic buoyancy". The value of the path coefficient between school culture and students' academic ethics was 0.43 and P-value= -4.45, so this coefficient was at the confidence level 95% is significant.The fourth hypothesis: "Academic buoyancy has a mediator role in relation to school culture and students' educational ethics." The results of the path coefficient of this hypothesis are presented in the following table.

Table4. Results of the fourth sub-hypothesis

P-value	Path Coeeficient	Statistic
3	0.43	School culture → Academic buoyancy
0.69	0.61	Academic buoyancy → Educational ethics
3.41	0.58	School culture → Educational ethics

As shown in Table 4, the amount of path coefficient between school culture and academic buoyancy was 0.43 and P-value =3; the amount of path coefficient between academic buoyancy and educational ethics was 0.61 and P-value = 0.69; the value of path coefficient between school culture and educational ethics was 0.58 and significance was P-value =3.14, so these coefficients were significant at 95% confidence level. The results of the path coefficient of this hypothesis are presented in the following table.

Table5. The Results of the Fourth Sub-hypothesis

P-value	Path Coefficient	Statistic
2.52	0.44	Social climate → Academic buoyancy
0.69	0.61	Aacademic buoyancy → educational ethics
2.62	0.49	Social climate → Educational ethics

As shown in Table 5, the value of path coefficient between the social climate and academic buoyancy was 0.44 and a significant P-value=2.52; the amount of path coefficient between academic buoyancy and educational ethics was 0.61 and P-value = 0.69; the value of path coefficient between social climate and educational ethics was 0.49 and p-value-2.62, so these coefficients were significant at 95% confidence level.Main hypothesis: "There is a relationship between school culture and the social climate governing the school with educational ethics and the mediating role of academic buoyancy".

Table6. Results of the main hypothesis

P-value	Path Coefficient	Statistic
2.52	0.44	Social climate → Academic buoyancy
0.69	0.61	Aacademic buoyancy → educational ethics
2.62	0.49	Social climate → Educational ethics
3	0.43	School culture → Academic buoyancy
0.69	0.61	Academic buoyancy→ Educational ethics
3.41	0.58	School culture → Educational ethics

As shown in the table above, all coefficients were confirmed for the main hypothesis, so these coefficients are significant at 95% confidence level. Therefore, the main hypothesis is as follows: "There is a relationship between school culture and the social climate governing the school with educational ethics and the mediating role of academic buoyancy".

4. Discussion

The findings show that there is a relationship between school culture and students' educational ethics, so by upgrading and strengthening school culture, students' academic ethos will be consolidated. Also, school culture has a positive and significant effect on the basic psychological needs of autonomy, competence and communication. This finding is consistent with the results of Mahjouei Gharmakhar. et al (2015), Golparvar (2014), Gholami et al (2013), Chari (2003) and Alexei (2009). According to self-determination theory, social context (classroom or school) affects the fulfillment of basic psychological needs (Pelletier and Sharp 2009).The environments that meet these needs have features such as 1- emphasis on individual beliefs, 2 - encouragement of decision making and initiative, 3 - reasoning for social control, 4 - use of no controlling communication and presentation of positive feedback to individual performance (Rio, 2009).In the school environment, when emphasis is on students' freedom of action and beliefs, school rules are formulated in terms of students and the reasons for the existence of these rules are explained to them; the relationships between teachers and students are mutually respectful and the students' positive performance are exhorted. As a result, the school environment is enjoyable for students and they feel self-reliant, competent and have intimate relationships with others. Therefore, the school environment and the classroom can have a powerful effect on meeting the basic psychological needs of students. There is a relationship between the social climate of the school and the students' educational ethics. According to the results of the research, educators should provide an environment in school that, along with friendly relationships between teachers and students, advocates clear and established rules and students' self-reliance, as in the light of such an environment, students become more motivated and interested in studying. Ethics in performing tasks is a necessary condition in any profession. Since educational and academic environments play a significant role in educating individuals and in the development and growth of the community, this necessity becomes more important in such associations.

Ethics has a mutual relationship with education. Education requires ethics and one of its missions is the promotion of morality. Educational ethics in academic centers is a safeguard for individual and group prosperity and well-being of learners. Violating ethical norms of education can hurt the student's ability to learn the content of the course or the motivation to continue education. The essential feature of culture is its high sustainability, so that it is very resistant to the effects of the environment and rarely changes. This feature makes the culture have a strong, wide-ranging, and somewhat equal impact on the different groups of students entering a school (Hofsted, et al, 2010). School culture can have a positive impact on meeting students' basic psychological needs if it provides social support for students (Alessandro and Sadh, 1997).

Academic buoyancy has a mediating role in relation to school culture and students' educational ethics. Learning environment is one of the important factors affecting the students' academic buoyancy and motivation. According to Gordon, every student faces three aspects of his/her school environment daily:

cognitive environment, physical environment, and the social environment; each of these three aspects of the school environment is facing a hidden codition curriculum, as well as external forces and stimuli that challenge the person.The classroom and school environments, the school administration system, and the teacher's teaching style have undeniable effects on the academic buoyancy of the students. Academic buoyancy has a mediating role in relation to the students' social climate and educational ethics. The open social climate provides the conditions for teachers and students to work together freely and honestly, free from any threat, imposition or pressure. It also a lead to a healthy and constructive psychological environment that governs their social relationships, in which conducting activities is participatory and governed by self-controlling, self-discipline, self-regulating and humanitarian methods. In this vein, consolidation of the social climate of the school can occur through the following ways: strengthening cooperation between students, emphasizing less on competition, creating an climate for constructive dialogue by teachers and students, strengthening trust and social capital, emphasizing a happy, positive and vital climate, providing a platform for dialogue, collaboration, partnership, accountability, self-expression, and advisory services along with culture, education and modeling, especially in the development of ethics in the classroom and cultural and social space and inserting it into education, and relationship between trainer and student in educational context.

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