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Identifying and Prioritizing the Dimensions and Components of Cultural Participation Using Thematic Analysis and OPA Techniques: Islamic Azad Universities of Hormozgan Province

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Abstract

The present study was conducted aimed to identify the dimensions and components of cultural participation in universities (case study: Islamic Azad Universities of Hormozgan province). This study is a mixed exploratory research that in the qualitative section using the Thematic analysis technique and based on semi-structured interviews with 20 experts to identify the dimensions and components of students' cultural participation; also, also, in order to prioritize the dimensions and components of cultural participation, the OPA (Lingo software) technique was used based on the opinions of 7 experts. In the thematic analysis part, 51 basic themes, 12 organizing themes and 4 comprehensive themes were identified. Based on the results of OPA technique, the indicators of "quality of cultural programs, proper planning, how to implement cultural programs, motivational behavior pattern, attention to students' opinions, institutional trust, spirit of participation, security, social health, social communication and new communication media" They were ranked 1 to 12, respectively. Findings of this research can provide deep insight to senior decision makers and cultural managers and provide the basis for more cultural participation of researchers and students.

Keywords: *Student Cultural Participation, Islamic Azad University, Thematic Analysis, OPA*

Introduction

The performance and success of every company are significantly affected by organizational culture (Harooni & Razeghi, 2020). The management of organizational culture is a key challenge for the leaders of today's organizations (Bermeh et al., 2023). The organization is nothing but culture, and to know an organization, the culture of that organization must be identified (Samadpouri Javid et al., 2023).

In today's societies and organizations, all kinds of participation are very important, but the current environment pushes societies more and more to new ways of participation, including cultural participation. Experts are of the opinion that cultural participation is

one of the new, desirable, effective and saving methods of societies in various organizations (Haji Shafi'i, 2016). Cultural participation at the public level for the growth and development of society is one of the main indicators of social development (Abdollahi, 2004). The reason for this lies in the fact that the field of culture is the widest field of human activity and all humans participate in it knowingly or unknowingly, are influenced by it, and have an impact on it. It means that there is a permanent mutual relationship between all human beings and their culture. Need assessment and evaluation of students' cultural and educational programs in order to collect and analyze information to eliminate shortcomings and improve preparation and

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implementation stages is of particular importance (Abedi et al. 2015).

Since our country is transitioning from a traditional society to a developed society in all dimensions, especially cultural development, the active participation of all strata of society, including students, in the cultural and social life, which itself is a prerequisite for the development of society, is of particular importance (Najati Beris, 2014). The university as the most important center for the education and training of human resources and fundamental and applied research is a symbol of the progress and excellence of a nation in today's fast-paced world. Therefore, the great leader of the Islamic Revolution, Imam Khomeini, considered the university to be the main base of education and training of human resources in the holy system of the Islamic Republic of Iran, which continues to grow and improve under the guidance of Ayatollah Khamenei. Now, Islamic Azad University, as the largest face-to-face university in the Islamic world, strives to move on the path of success and achieve the lofty ideals of the Islamic Republic of Iran system, through the cultivation of committed, expert, insightful and believing forces towards authentic Iranian Islamic values and production and Don's promotion will continue its continuous and increasing progress. On the other hand, culture is considered an important and essential thing for every nation in the process of civilization. This is why Imam Khomeini said: "Intellectual and spiritual transformation is not possible without correct fundamental transformations and cultural and scientific transformation, and we must approach the goal with the all-out efforts of the government, university presidents, educators and young students". But despite all the cultural achievements, the field of culture is facing serious oppression. Redressing it requires establishing an efficient cultural management system, strengthening culture, de-oppressing culture, using local cultural versions and drawing upstream documents as a road map to meet the needs of the extended family with a broad

and comprehensive cultural view of the university. (Cultural and Student Strategic Document of Islamic Azad University, 2016).

Academic culture is something different from social, organizational and national culture, but it is influenced by these cultures (Pasandideh et al. 2016). Because of the cultural and culture-creating institution of the university, and also because of the very high diversity of cultural categories in the university, and because the study of cultural phenomena involves methodological, epistemological and philosophical discussions that are rooted in our understanding of the nature of science and knowledge; All of these indicate the importance of the category of culture in the university, along with the double complexity and difficulty of its study (Välimaa, 2008). In other words, participation in cultural affairs and activities plays a direct role in the cultural development of societies, and many policy makers and planners in the field of culture have always paid attention to it as an independent axis (Kowsari & Nejati-Hosseini, 2015: 22).

In this regard, the Islamic Azad University's cultural and student vice-chancellor, with the consensus of prominent professors of the university and the field, as well as in the light of consulting and involving colleagues of cultural and social activists and cultural and student vice-chancellors in university units and centers, consult with experts at the national and organizational levels. , taking into consideration the strengths, weaknesses, threats and opportunities of the university, field studies and referring to the above documents, on 2017, he drew up the student cultural strategic document of the Islamic Azad University in 10 clauses (Cultural and Student Strategic Document of Islamic Azad University, 2017). Despite the high importance of students' cultural participation, the results of studies show that 90% of students are not members of any student organizations, scientific associations and cultural centers (Motahari, 2019).

One of the plagues of cultural activities in recent years is the decrease in student participation, and this is not unique to a specific program; maybe the reason is that many of these programs are not based on the needs of students. The schedule of the trustees does not match the needs of the students, and for this reason, the programs held in informal groups have a larger audience. Therefore, the main issue of this research is that universities are an important part of society and should be dynamic, and this dynamic should be effective and fruitful through participation in cultural centers, publications and other cultural tools. In other words, students' cultural participation means that they consider themselves involved in society apart from scientific issues. One of the ways that can promote and promote this thinking is to participate in cultural programs in universities. But the cultural participation of students is not proportional to the importance of this matter.

Considering that the formation and manner of cultural participation of students in student institutions and organizations is influenced by various individual and social factors and variables that should be identified and studied; And considering the main problem of this study, i.e. the low percentage of cultural participation of university students, despite its great importance and effective and constructive role, this study seeks to know the dimensions and components of cultural participation of Islamic Azad University students. Therefore, the main question of this research is, what are the dimensions and components of students' cultural participation (Case study: Islamic Azad University of Hormozgan province) using thematic analysis? How are they prioritized?

Literature Review

Limiting the definition of cultural participation to the characteristic of voluntary, voluntary and conscious participation, distinguishes these activities from other ordinary and daily life activities, which may be based on blindly and blindly

following social, political, economic and even cultural restrictions, traditions and determinations., separates (Khabazi-Ravandi et al., 2012). The existence and necessity of cultural participation voluntarily, willingly and consciously by individuals, groups and organizations that make up a society somehow tells about the diversity of participants and also the collectiveness of cultural participation and shows the wide scope of cultural participation. The various aspects of the cultural life of a society, as one of the set of mentioned key concepts, indicate the various and interconnected aspects of the cultural life field, which the participants in these various aspects and dimensions voluntarily, willingly and consciously engage in cultural participation (Avarideh & Elmi, 2010). In general, participation is divided into micro (individuals), middle (social institutions and organizations) and macro (society) levels, and depending on the subject, it is divided into various types such as economic, social, political and cultural participation. Cultural participation means the general public benefiting from comprehensive cultural resources include all available goods and objects that enable or facilitate cultural activities. Cultural activities are activities with which the members of a society realize themselves, develop their talents and expand their personality (Mousavi, 2019: 43). Also, cultural participation is expressed as a state and behavior that comes from belonging to the culture or the system of group values and beliefs and is associated with the feeling of having a share in the existence of the culture (Fooladian and Ramezani Farkhod, 2016: 49). UNESCO addresses 9 dimensions of cultural participation as shown in Figure 1 (Bennett, 2007: 55).

Besharat Nia and Toosi Motamed (2019), with the aim of investigating the factors affecting the rate of participation of students in cultural and social activities of Hakim Nezami Qochan non-profit university, showed that between social trust, social connection, financial and spiritual support of the university, the situation There is a

significant relationship between a job and the rate of students' participation in cultural and social activities inside the university.

In the field of cultural participation, researches have been carried out mostly in the field of branding, quality of individual life, creativity and media. Also, although research has been done in the field of cultural participation, but no research has been done in the field of identifying and prioritizing the dimensions and components of cultural participation using thematic analysis and OPA techniques of the Islamic Azad Universities of Hormozgan province. Very little research has been done in the form of a review about the future perspectives of cultural participation. These researches have described and reviewed the achievements and applications of cultural issues in universities.

The difference between this research and the previous research is that it identifies and prioritizes the dimensions and components of cultural participation using thematic analysis and OPA techniques of Islamic Azad Universities in Hormozgan province.

Table 1.
UNESCO's 9 dimensions of cultural participation (Bennett, 2007)

1. Participating in audio and visual activities, which includes a set of cultural activities like going to the cinema, watching TV, using computer technologies for studying, etc.
2. Participation in the field of books and publications
3. Participation in cultural heritage activities
4. Participation in the field of language
5. Participation in performing arts activities
6. Participation in sports activities
7. Participation in tradition activities
8. Participation in visual arts activities
9. Participation in library activities

Ganji et al. (2017) studied some social factors affecting the cultural participation of students and professors of Kashan University from theoretical and experimental aspects. The results of the regression analysis in the students' section, the direct effect of the variables of scientific use of the Internet and satisfaction with the university's support policies on the cultural participation of

students and in the professors' section, the direct effect of the variables of the scientific use of the Internet, cultural capital and satisfaction with the university's support policies on the cultural participation of professors show In total, the variables included in the regression equation explained 32% of the variance of students' cultural participation and 59% of the variance of professors' cultural participation. Hosseini Miftah (2013) discussed the impact of the socio-economic base and intellectual fields of students on their participation in cultural and extracurricular activities in the specialized university of economic sciences. The results showed that according to the regression analysis, 65.4% of participation in cultural and extracurricular activities is affected by the students' social base, and 58.2% is affected by the students' economic base. According to the regression results, 56% of the students' participation in cultural and extracurricular activities can be explained by their variable (intellectual and study background).

Avarideh and Elmi (2009) studied about the factors affecting the social and cultural participation of female students of Payam-e-Nour University in Rasht. In this study, the variables of education level, sense of social belonging, economic problems, and membership in social and cultural organizations were analyzed and explained as the main influencing factor in setting the social and cultural participation of students. The results of the research showed that a significant relationship was observed between the variables of sense of social belonging and economic problems and membership in social and cultural organizations and institutions. However, the effect of the level of education on the social and cultural participation of female students cannot always be confirmed and can reduce their expected participation. Ganji et al. (2009) also conducted a research on cultural activities in the university, in which the results of regression analysis showed that the variables of satisfaction with cultural programs, satisfaction with the information

status of cultural programs and participation in cultural programs they have a net and direct effect on the positive evaluation of cultural activities. Dehghan and Ghaffari (2004) explained the socio-cultural participation of students of medical sciences universities in Tehran. According to the findings of this article, although most of variables show a significant relationship with the socio-cultural participation of students, in general, their explanatory power in the variance of the dependent variable of the research is not at a high level. It seems that supra-individual and macro factors outside the university institution should have a significant impact on the amount and manner of social-cultural participation of students.

Gan et al. (2018) entitled Social media use, political interest and participation among university students in China showed that the use of social media contributes to political interest and in turn affects civic and political participation. Additionally, political interests may moderate the effects of social media use on political participation. Based on a survey of 897 students of Guangzhou University, the findings confirm that due to network authoritarianism in China, political communication through social networks has an effect on positive interests towards the government and society, and communication related with political activists through the network has negative political interests.

Kirbiš (2013) in a research entitled Political participation and non-democratic political culture in Western Europe, Eastern Europe and former Yugoslavian countries, based on Inglehart's theory, argues that people in countries that are more economically and socially developed are more politically active and people who have non-democratic tendencies. They are less active politically. In this research, these arguments were tested by comparing three European regions; the countries that were considered to be European democracies are the ten member states of the European Union in Eastern and Central Europe and the seven countries that emerged after the breakup of Yugoslavia. In this research, the levels of

political participation, political culture, lifestyle, traditionalism, the role of gender and the relationship between political participation and political culture have been studied. The research results showed that citizens and women in post-communist countries, who have a more limited political culture, are less politically active and participate less in political processes compared to their western counterparts.

Mutongu (2012) in his study in Kenya concluded that if each of these factors (level of education, domestic and foreign policies, leadership experience, the influence of social culture, the role of fertility and religious beliefs) are taken into account, it will lead to Increasing women's participation and economic growth and development in the region and country. A better distribution of resources and equal participation leads to a developed society and social welfare, and as a result, it causes the eradication of poverty and the improvement of life in societies. Stockemer (2012) entitled Student political participation: A comprehensive study of undergraduate students at the University of Ottawa, which was conducted among 570 samples of undergraduate students in various disciplines, showed that political interest and involvement in political actions among students is high and students' curriculum, academic year, educational performance, tuition payment, parents' political participation have a significant effect on students' political interests and in turn increase the possibility of practical involvement in politics. Jemna and Curelaru (2009) conducted on the values and political participation of students at one of the Romanian universities, he showed that the electoral participation of students who have a desire for religious activities is significantly higher than those who have never had religious activities.

By literature review, it is felt that there is a research gap in the drivers of cultural participation in universities and in particular in Azad University. Literature have studied one aspect of cultural participation, but so far, the causes of students' cultural participation

have not been comprehensively identified. Therefore, with the aim of filling this gap, the present study has identified and prioritized the dimensions and components of cultural participation in Islamic Azad University.

Research Methodology

In terms of the nature of the research, the present study is in the category of exploratory research, in terms of the type of research, it is applied, and in terms of the nature of the research data, it is of the type of exploratory sequential design (Qualitative-Quantitative). In the qualitative section, the identification of the dimensions and components of students' cultural participation is presented using the theme analysis technique, and in the quantitative section, the main components (organizing topics) are prioritized using the OPA technique. The statistical population of this study in the qualitative part consists of all the experts and experts in the field of cultural participation. In this section, it is avoided to present the size of the population as well as the statistical sample; because the criterion is to achieve the theoretical saturation of the data and the general agreement of the investigated phenomenon. For this purpose, in this phase of the research, with 20 semi-structured interviews with experts, including "cultural vice-chancellors of universities and professors with expertise in the field of cultural participation", the data reached theoretical saturation. Also, In order to prioritize the dimensions and components of cultural participation of Islamic Azad University students were used the opinions of 7 vice-chancellors of Hormozgan Islamic Azad University. We used the 12-question researcher-made questionnaire in the quantitative part.

Due to the newness of the OPA technique, this technique has been introduced and compared with similar methods. The process of decision-making is the existence of traits with minimum or maximum ideal values, as well as the use of different normalization methods, which may lead to calculation errors and only arithmetic results that prevent the ideality of decision-making

results. But the proposed method does not have such solutions, because obviously that the decision maker considers this issue during ranking. Therefore, the use of methods like OPA prevents the occurrence of decision errors and the analyst provides more reliable results to the interested organizations. Table 1 compares the features of the OPA method with other techniques. As presented in this Table, the proposed technique has been compared with some other MADM methods in terms of different decision-making features (Ataei et al., 2020). Table 2 shows the research flow chart.

Table 2.

The research flow chart

Identifying dimensions and components of cultural participation through interviews with experts
Analyzing the content of the components of students' cultural participation
Determining the group of participating experts in the OPA department
Determining the degree of expertise of each expert based on the established criteria
Determining the ranking of indicators used in research by experts
Coding in Lingo software and solving the model
Determining weights and ranking dimensions and components of cultural participation

Research Findings

The findings of the research are presented separately in two sections presenting the dimensions and components of cultural participation of students of Islamic Azad University based on thematic analysis technique and prioritizing the main components (organizing topics). In this research, in order to identify the dimensions and components of cultural participation, the theme analysis technique based on the model of Brown and Clark (2006) has been used, including 5 stages "familiarity with the data, generating initial codes, searching for themes, reviewing themes and defining and naming themes". Is. Based on this, 51 original themes, 12 organizing themes and 4 inclusive themes were identified. Table 2 shows the original, organizing and inclusive themes.

Different criteria have been proposed as indicators of validity of qualitative research;

but since the theory of thematic analysis is essentially an iterative process, the validity of the data is confirmed during the coding and analysis and emphasized in the subsequent and previous interviews and observations. The reciprocity of the process itself constitutes the validity tool, and the best judge to confirm the validity of the data is the confirmation of propositions, concepts and

categories by the interviewees while conducting the interviews (Ghorbankhani et al., 2021). Therefore, in the current research, due to the back and forth process and the analysis of one-by-one interviews before conducting subsequent interviews, the self-correction of the data has been the best indicator for determining the validity of the data obtained from the research.



Table 3.

Comparison of OPA technique with other MADM methods (Ataei et al., 2020)

Method	Entropy	SAW	ELECTERE	AHP	LINMAP	Qualiflex	TOPSIS	PROMETHEE	COPRAS	ANP	VIKOR	SAWARA	BWM	OPA
Year of Introduction	1984	1954	1968	1972	1973	1978	1981	1986	1994	1996	1998	2010	2015	2019
Is a pairwise comparison needed?	No	No	No	YES	No	No	No	YES	No	YES	No	No	YES	No
Is a decision matrix needed?	YES	YES	YES	No	YES	No	YES	YES	YES	No	YES	No	No	No
Is a convert linguistic variables into numbers needed? (Should qualitative variables be converted into quantitative variables?)	YES	YES	YES	YES	YES	No	YES	YES	YES	YES	YES	YES	YES	No
Is a normalize method needed?	YES	YES	YES	No	YES	No	YES	No	YES	No	YES	No	No	No
Is averaging methods to gather experts' opinions needed?	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	No	No

Table 4.

Comparison of OPA technique with other MADM methods (Ataei et al., 2020)

Method	Entropy	SAW	ELECTERE	AHP	LINMAP	Qualiflex	TOPSIS	PROMETHEE	COPRAS	ANP	VIKOR	SAWARA	BWM	OPA
Is each expert allowed to include only the features he/she thinks are most important in making the decision and ignore other unimportant features?	No	No	No	No	No	No	No	No	No	No	No	No	No	YES
Does the positive or negative indicators have an effect?	No	YES	YES	No	YES	No	YES	YES	YES	No	YES	No	No	No
Is the problem formulated as a mathematical model?	No	No	No	No	YES	No	No	No	No	No	No	No	YES	YES
Does this method itself calculate the weight of the indicators?	YES	No	No	YES	YES	No	No	No	No	YES	No	YES	YES	YES
Does this method itself rank the options?	No	YES	YES	YES	YES	Yes	YES	YES	YES	YES	YES	No	YES	YES

The evaluation of the extractive model was confirmed by using two indices of suitability and applicability, which is one of the methods of evaluating the validity of qualitative research, and also commenting on the empirical bases of the research. In addition to the mentioned items, the participants offered their opinion about the research report, analysis process and categories, and according to their opinions, the results were revised and modified. Also, to measure the validity of the auditing method, it was approved by a referee and by two referees. In this method, the researcher increases the reliability of the research results by explaining how the data is collected, how the categories are derived, and how the decision is made during the research for review and approval by the referee, which was done by experts in this research. To measure reliability in this research, the test-retest reliability method was used; this index can be calculated when the coder has coded a text in two different times. To calculate the reliability of the test, a few interviews were selected as a sample from among the conducted interviews and each of them was coded again in a fourteen-day interval. After comparing the specified codes in two time intervals for each of the interviews, the reliability of the research was calculated through the high level of agreement in the two coding stages. In addition, to calculate reliability, coding was done manually, and after the completion of coding, the results of two coding were compared with each other, and Holstein's method was used to calculate reliability:

$$PAO = \frac{2M}{(n_1 + n_2)}$$

PAO means the percentage of observed agreement (reliability coefficient), M is the number of agreements in 2 stages of coding, n_1 is the number of coded units in the first stage, and n_2 is the number of coded units in the first and second stage. This value ranges from zero (no agreement) to one (complete

agreement). The result of the calculation was calculated as 0.722, which shows that the themes have high reliability.

Quantitative section results

Index ranking based on OPA method

The OPA technique requires the use of a limited number of experts and in this section, 7 experts were selected by a simple random method from among the experts participating in the qualitative section. Table 3 shows the prioritization of experts based on their position, education, university size, experience and expertise. Also, Table 4 shows the criteria of experts and the corresponding scores.

Based on Table 4, we can say that the lowest and highest taken points by experts are 30 and 100 points, respectively. Therefore, final rank of experts was determined as described in Table 5.

In Table 6, based on the opinions of each expert (by assigning numbers 1 to 12), the rank assigned to the dimensions and components of cultural participation presented.

After solving the model in the optimization program Lingo 19.0, the weight of dimensions and components of cultural participation was obtained according to experts' opinions. In Table 7, the final weight was obtained from the sum of experts' opinions.

In Table 8 has been summarized the final weights of the indicators obtained based on the total opinions of the experts.

As presented in Table 8; The indicators such as "Quality of cultural programs, Proper planning, How to implement cultural programs, Exciting behavior pattern, Pay attention to the opinions of students, Institutional trust, Encouraging spirit of cultural participation, Security, Personal social health, Personal social connection, Interpersonal trust, and New communication media" have assigned ranks 1 to 12 respectively. The weights of the experts were obtained as described in Table 9.

Table 5.

Original, organizing and inclusive themes

Original themes	Organizing themes	Inclusive themes
1. Preparation for change through cultural activities	The strengthening spirit of cultural participation	Individual characteristics of students
2. Having the skills needed to participate in such programs		
3. Having a spirit of independence		
4. Considering participation in cultural activities as important		
5. Willingness to do things in a group	A person's social connection	Security and trust
6. Belief in the effectiveness of collective work		
7. Willingness to have extensive relationships with others		
8. Willingness to take responsibility in cultural activities	Social health of the person	
9. Desire to communicate with large groups		
10. The common feeling between the individual and the society or the individual's belonging to the society (social cohesion)		
11. Belief and acceptance of all positive and negative aspects of society by the individual (social acceptance)		
12. Feeling of being an active member of society and having a share in society (social participation)		
13. Awareness and belief in community growth (social growth)		
14. A person's understanding of the quality, organization and management of the social world around him (social adaptation)		
15. Health and mental security	security	
16. Moral security		
17. Dignity security		
18. Emotional security		
19. Supportive security		
20. Cultural managers' readiness to accept students' opinions	Institutional trust	
21. Knowing the cultural managers of the university as trustworthy		
22. The directness of cultural managers of the university with students		
23. Criticism spirit of university cultural managers		
24. The existence of honesty and truthfulness		
25. Trust between students		
26. Help and assistance		
27. Participation of students in decision-making, planning and management of cultural programs	Paying attention to the opinions of students	Management requirements
28. Receiving students' opinions and suggestions in the field of improving student activities		
30. Attention to the cultural demands of students	Exciting behavior pattern	
31. Providing rewards according to the amount and quality of students' activities		
32. Appreciation of the best cultural students		
33. Appropriate and attractive treatment of cultural affairs custodians.	Proper planning	
34. Officials' honest dealings with student cultural activists		
35. Having feedback on activities by university officials		
36. Giving students the opportunity to grow and learn in cultural activities		
37. Providing the necessary arrangements for the personal growth of students		
38. The attention of the officials in the activities to the individual and personal differences of the students		

Original themes	Organizing themes	Inclusive themes
39. Appropriate information about the cultural affairs of the university		
40. Effectiveness of cultural activities	Quality of cultural programs	Features of cultural programs
41. Variety of cultural activities		
42. Attractiveness of programs		
43. The relevance of the programs to the field of study		
44. Content-rich programs		
45. Enhancing programs		
46. Adapting the content of cultural activities to the needs and tastes of students		
47. Carrying out cultural activities at the right time	How to implement cultural programs	
48. Accurate organization and regular implementation of cultural programs		
49. The feeling of freedom of action in programs		
50. Carrying out part of cultural activities using new communication media	New communication media	
51. Duration and time of using new communication media		
52. Scientific use of the Internet (Internet self-efficacy)		

Table 6.
Prioritization of experts

Expert Number	Position	Education	The Size of the University	Experience (Year)	Rank (Importance)
Expert 1	Vice	PH.D.	Inclusive	27	1
Expert 2	Vice	PH.D.	Large	17	2
Expert 3	Vice	PH.D.	Medium	11	3
Expert 4	Vice	Student of	Medium	15	4
Expert 5	Vice	PH.D.	Small	10	5
Expert 6	Vice	Student of	Small	12	6
Expert 7	Vice	Masters	Small	10	7

Table 7.
Scores related to the criteria considered for experts

Criterion	Level	Score	Max. Points
Education	Masters	10	
Education	Student of PH.D.	15	
Education	PH.D.	20	
The Size of the University	Small	10	
The Size of the University	Medium	20	
The Size of the University	Large	35	
The Size of the University	Inclusive	50	
Experience	Less than 15 years	10	
Experience	Between 15-25 years	20	
Experience	More than 25 years	30	
Total Points			100

Table 8.
Final rank of experts

Number	Score	Rank
Expert 1	100	1
Expert 2	75	2
Expert 3	50	3
Expert 4	45	4
Expert 5	40	5
Expert 6	35	6
Expert 7	30	7

Table 9.

Experts assigning ranks to each of the dimensions and components of cultural participation

Dimensions and Components of Cultural Participation	Group of Experts						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7
Encouraging spirit of cultural participation	8	7	9	6	7	6	6
Personal social connection	9	10	11	10	8	10	8
Personal social Security	10	9	8	7	9	8	7
Institutional trust	7	8	7	9	10	9	10
Interpersonal trust	6	6	5	8	6	7	9
Pay attention to the opinions of students	12	11	12	11	11	11	11
Exciting behavior	4	5	6	4	4	4	4
Proper planning	3	4	4	5	5	5	5
Quality of cultural	2	1	3	1	3	1	3
How to implement cultural programs	1	2	1	3	1	2	2
New communication media	5	3	2	2	2	3	1
	11	12	10	12	12	12	12

By comparing Tables 5 and 9, it is clear that the weight of expert rank which can be seen in Table 5 is completely consistent with the rank of experts determined in Table 9.

Discussion

In today's world, where the sources of deviations have increased and the cultural invasion against our country has reached its peak, it is necessary to pay serious attention to the category of cultural participation. On the other hand, the cultural goals and perspectives of universities are always based

on cultural development in general and participation in cultural affairs in particular. The widespread access of students to virtual space and facilitating groups in these environments has caused them to visit academic environments in person and, as a result, the demand for activism in cultural spaces has decreased. Therefore, the more we can increase the participation of students in the universities cultural and social management structures and programs, the greater the achievement will be for the society and the university.

Table 10.

The weight of dimensions and components of cultural participation according to experts' opinions

Dimensions and Components of Cultural Participation	Weight of drivers of cultural participation according to the opinions of experts						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7
Encouraging spirit of cultural participation	0.016	0.010	0.004	0.007	0.004	0.004	0.004
Personal social connection	0.120	0.004	0.002	0.002	0.003	0.001	0.002
Personal social health	0.009	0.006	0.005	0.005	0.002	0.003	0.003
Security	0.021	0.008	0.007	0.003	0.002	0.002	0.001

Institutional trust	0.026	0.013	0.011	0.004	0.005	0.003	0.002
Interpersonal trust	0.003	0.003	0.001	0.001	0.001	0.001	0.001
Pay attention to the opinions of students	0.041	0.016	0.009	0.001	0.008	0.007	0.006
Exciting behavior pattern	0.052	0.002	0.014	0.008	0.007	0.005	0.005
Proper planning	0.068	0.005	0.017	0.025	0.001	0.017	0.007
Quality of cultural programs	0.001	0.034	0.033	0.013	0.002	0.011	0.001
How to implement cultural programs	0.033	0.026	0.023	0.017	0.014	0.009	0.014
New communication media	0.006	0.001	0.003	0.001	0.001	0.0005	0.0004

The mission of the cultural vice-chancellor of universities is to develop and expand Islamic and revolutionary culture and values, and to train people who are committed to Islamic ethics, to preserve the spiritual and Islamic identity in the university environment, to strengthen and increase cultural functions with the Iranian Islamic approach. For this reason, it is inevitable to pay attention to the impact and effectiveness of cultural programs instead of quantities.

Table 11.
Ranking and final weights of indicators

Indicator	Weight	Rank
Quality of cultural programs	0.221	1
Proper planning	0.194	2
How to implement cultural programs	0.134	3
Exciting behavior	0.110	4
Pay attention to the opinions of students	0.097	5
Institutional trust	0.065	6
Encouraging spirit of cultural participation	0.050	7
Security	0.044	8
Personal socialhealth	0.034	9
Personal social	0.028	10
Interpersonal trust	0.014	11
New communication	0.012	12

Table 12.
Weights of experts

Number	Weight	Rank
Expert 1	0.386	1
Expert 2	0.193	2

Number	Weight	Rank
Expert 3	0.129	3
Expert 4	0.096	4
Expert 5	0.077	5
Expert 6	0.064	6
Expert 7	0.055	7

In this study, using theme analysis and based on the opinions of 20 experts, the main dimensions and components of promoting cultural participation in Islamic Azad University were presented. Based on this, 51 basic themes, 12 organizing themes and 4 comprehensive themes were identified.

Conclusion

Inclusive Theme of Students' Individual Characteristics

This theme includes three organizing themes of "the spirit of strengthening cultural participation, the individual's social connection and the individual's social health". The strengthening spirit of cultural participation includes the basic themes of "readiness to change through cultural activities, having the skills needed to participate in such programs, having a spirit of independence, considering participation in cultural activities as important." A person's social communication consists of the basic themes of "the desire to do things in a group, the belief in the effectiveness of collective work, the desire to have a broad relationship with others, the desire to take responsibility in cultural activities, the desire to have a relationship with large groups"; and the

social health of the individual from the five basic themes "the common feeling between the individual and the society or the individual's belonging to the society (social cohesion), the belief and acceptance of all the positive and negative aspects of the society by the individual (social acceptance), the feeling of being an active member of the society and having a share in Society (social participation), awareness and belief in the growth of society (social growth), individual's understanding of the quality, organization and management of the social world around him (social adaptation)" is formed. In connection with the topics of this section, Besharat Nia and Toosi Motamed (2019) in their study of social and academic communication (2010) have mentioned the sense of social belonging as factors influencing the cultural participation of students.

Inclusive Theme of Security and Trust

This theme includes three organizing themes "security, trust between students and institutional trust". Security includes the basic themes of "mental and health security, moral security, dignity security, emotional security, and support security". Interpersonal trust consists of the basic themes of "the existence of honesty and truthfulness, trust between students, help and cooperation"; and institutional trust consists of four basic themes: "cultural administrators' readiness to accept students' ideas, university cultural administrators' trustworthiness, university cultural administrators' honesty with students, university cultural administrators' spirit of criticism". In connection with the topics of this section, Besharat Nia and Toosi Motamed (2019) and Dehghan and Ghaffari (2014) in their study have mentioned trust as one of the main factors in gaining the satisfaction of students to participate in cultural programs of the university.

Management Requirements

This theme includes three organizing themes "paying attention to students' opinions, stimulating behavior pattern,

appropriate planning". Paying attention to students' opinions includes the basic themes of "students' participation in decision-making, planning and management of cultural programs, receiving students' opinions and suggestions in the field of improving student activities, paying attention to students' cultural demands". The motivational model of behavior consists of the basic principles of "providing rewards according to the amount and quality of students' activities, appreciation of culturally superior students, appropriate and attractive treatment of cultural affairs custodians, honest treatment of officials with student cultural activists"; and proper planning from the five basic themes "Having feedback on activities by university officials, giving students the opportunity to grow and learn in cultural activities, providing necessary arrangements for students' personal growth, officials' attention in activities to the individual and personal differences of students, proper notification of matters "University Culture" has been formed. In connection with the articles of this section, Besharat Nia and Toosi Motamed (2019), Ganji et al. (2017) in their study have pointed out the satisfaction with the financial and spiritual support of the university as factors affecting the cultural participation of students.

Inclusive Theme of Cultural Programs Characteristics

This theme includes three organizing themes "how to implement cultural programs, new communication media, and quality of cultural programs". The way of implementing cultural programs includes the basic themes of "performing cultural activities at the right time, accurate organization and regular implementation of cultural programs, feeling of freedom of action in programs". New communication media consists of the basic topics of "carrying out a part of cultural activities using new communication media, duration and time of using new communication media, scientific use of the Internet (Internet self-

efficacy"); And the quality of cultural programs consists of five and seven basic themes: the effectiveness of cultural activities, the diversity of cultural activities, the attractiveness of programs, the relevance of programs to the field of study, the content of programs, the vitality of programs, the suitability of the content of cultural activities with the needs and tastes of students. In connection with the topics of this section, Ganji et al. (2017) in their study have mentioned the scientific use of the Internet as an example of new communication media.

In order to prioritize the dimensions and components of cultural participation, the OPA technique was used. Based on this, according to the experts who participated in the study, who were the cultural vice-chancellors of the universities, three indicators of academic degree (the lowest and highest points obtained in this index are equal to 5 and 15 points respectively), the size of the university (the lowest and highest points obtained in This section is equal to 10 and 50 points, respectively), related work experience (the lowest and highest score obtained in this section is equal to 10 and 30 points, respectively), was determined in order to determine the level of expertise of the people. The experts were ranked according to the points obtained. Based on the results of prioritizing the main components of cultural participation dimensions and components, the indicators of " Quality of cultural programs (0.221), Proper planning (0.194), How to implement cultural programs (0.134), Exciting behavior pattern (0.110), Pay attention to the opinions of students (0.097), Institutional trust (0.065), Encouraging spirit of cultural participation (0.050), Security (0.044), Personal social health (0.034), Personal social connection (0.028), Interpersonal trust (0.014), and new communication media (0.012)" have been ranked 1 to 12, respectively. Based on the findings of the research, the practical suggestions are proposed:

➤ Paying more attention to the demands in the university by regarding cultural activities, for example, free-thinking chairs;

➤ Employing expert forces in cultural fields in accordance with highest and realistic goals and programs;

➤ Management stability in the cultural departments of universities and governance of long-term plans instead of governance of personal opinions;

➤ Supporting cultural and artistic ideas and projects, empowering research and cultural centers of the university;

➤ Continuous holding of cultural and artistic exhibitions in the university, delegating the establishment of question and answer sessions of the officials of the schools with the students and receiving their opinions and suggestions, and the participation and cooperation of the students in planning, organizing and evaluating various scientific, educational, cultural, and tourism camps;

➤ Monitoring the social health of students;

➤ Using intellectual and cultural capacities and participation of all thinkers in designing cultural programs of universities;

➤ Avoiding parallel work and paying more attention to the quality of cultural programs and their output;

➤ Continuous cultural monitoring of universities and identification of cultural harms that threaten universities and students and planning to deal with them;

➤ Establishing multilateral or multilateral festivals and conferences with the participation of students; By covering all the cultural tastes and needs of the students and providing the context for the participation of cultural activists in all dimensions and stages of every activity, from planning and implementation to implementation, it is suggested to update the cultural programs, match between the needs and the implementation of the program;

➤ Cultivate a positive view of service delivery and provide the necessary support, pay practical attention to the needs and interests of students in the university, and involve people in decision-making.

It is necessary to remember that creating and providing a culture in the university in which service is of fundamental value and in

which service to others is accepted as a heart belief is the basis of the work. This culture transforms the environment into a healthy and healing environment, the main purpose of which is to create a common vision in the university. In order to create such a culture, managers should create a community by emphasizing the general goals and creating responsive systems and give credit to others through honesty.

The main limitation of this study is the inadequacy of the research results for experts and students of Islamic Azad University; therefore, caution should be observed in generalizing the results of this study to other universities. It is suggested to the future researchers, if they want to present the model of cultural participation of students with the approach of data base theory, to study the model of cultural participation of students using the integrated approach of DIMTEL/interpretive structural modeling, to study the model of cultural participation of students using the technique of fuzzy cognitive maps.

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