

**A Survey of the Effective Factors on Students' Attitudes toward
Participation in Student Organizations
(Case Study: Students of Shahid Beheshti University)¹**

Mojtaba Abbasi Ghadi^{*2}
Hossein Pakdel³
Atefeh Mirzanmadi⁴

Received 18 March 2020, Accepted 5 August 2020

Abstract

The present study sought to investigate the effective factors on students' attitudes toward participation in student organizations (case study: students of Shahid Beheshti University). From this perspective, with the use of quantitative method and survey type and also using the researcher-made questionnaire tool, the research data were collected from 384 students of Shahid Beheshti University who were selected using relative stratified sampling method. The instrument was validated through qualitative formal content validity. The Reliability was also estimated by Cronbach Alpha test. The inferential findings of the research under multivariate regression analysis showed that the three independent variables included in the regression equation had a significant effect on the dependent variable and totally were able to reach variance 0.51 and changes of the dependent variable based on the actual determination coefficient.

Keywords: Attitude, Participation, Student Organizations.

¹. This plan is extracted from a research plan named as the same title in 2020 for University Jihad Center, Shahid Beheshti University, Tehran, Iran

². Assistant Professor, Department of Sociology, Soura University, Tehran, Iran, mojtabaabbasighadi55@gmail.com (Corresponding Author)

³. Department of Organizational Entrepreneurship Management, University Jihad Center, Shahid Beheshti University, Tehran, Iran

⁴. Department of Clinical Psychology, Quranic and Artistic Activities, University Jihad Center, Shahid Beheshti University, Tehran, Iran

1. Introduction

Today, the development process and especially sustainable development are considered as the most important concern of the officials of most countries, especially developing countries. This requires the use of human talents and abilities on the one hand and the active and continuous participation of people in society at different stages of development. The requirement of social participation, although on the one hand requires full awareness of the participants about the need for participation and on the other hand it requires providing a suitable environment through which people can cultivate their talents and abilities and participate in the growth and development of society. This platform is nothing but the existence of civil society and its arms, especially non-governmental organizations, and its quantitative and qualitative will increase in society.

Non-governmental organizations are considered an important element of civil society in the current era. Many experts on social issues believe that in the 21st century, the management of human societies is not possible without the coordinated and effective presence of its three important pillars, namely government, governance, and the private sector and civil society (Gharamaleki and Salari, 2009, p. 25). These organizations can work alongside the government as executive and intellectual arms due to their close ties with different sections of the people and gaining their trust. The general or common principle of all non-governmental organizations is the cooperation of the people in achieving sustainable and balanced development and ultimately the creation of a progressive civil society. Because by mobilizing facilities, forces can strengthen social capacity (pp. 156-155). Obviously, given the functions that NGOs can have in society; If the awareness of the citizens, especially the youth or the educated strata of the society about their functions increase and they take a positive attitude towards social action in non-governmental organizations. These organizations can fulfill the mission of the society far more than ever.

On the other hand, it must be acknowledged that in order for NGOs to fulfill the mission of society; they need people to know a positive attitude towards them in order to join and participate in them. Attitude is long-term organization of motivational, emotional, perceptual and cognitive processes according to

some aspects of the environment in which the person is located (Sanaie and Shafi'i, 2010, p. 155). Furthermore, Friedman et al., (1970) indicated that three-element definition of attitude is one that most social psychologists agree on. Attitude is a sustainable system that includes a cognitive element, an emotional element and a desire to act (quoted by Karimi, 2006). The cognitive element includes a person's beliefs about an object or idea. The emotional element is usually a kind of positive or negative emotional feeling that is related to our beliefs, and the element of willingness to act refers to the readiness to respond in a certain way. More precisely, attitude is the combination of cognitions, feelings and readiness of people to act on a certain thing or person or phenomenon (Karimi and Saffarinia, 2005). Therefore, when it comes to the attitude towards non-governmental organizations in society; it means, first of all, how much the people of the society are aware of the philosophy of existence and the performance of non-governmental organizations in the society. Secondly, how do they feel about this knowledge and awareness of non-governmental organizations, and finally the third component of the attitude is how much they are willing and willing to join, participate and cooperate with non-governmental organizations.

Among non-governmental organizations, student organizations in various forms such as scientific associations, students, student mobilization, student Quranic delegations, student publication groups, Islamic associations, Islamic societies, student cultural and artistic centers, organizations, institutes, student unions and student union councils are considered within the universities, which meet the various needs of students and are a bridge between students and university officials in order to follow up various student affairs. Archer (1992) is a thinker who has studied student organization. It is believed that the relationship between the leaders of the organizations and the university officials causes the students to be recognized more and more by the university officials, and through this, the real needs of the students as well as the ways to support them are determined (Tahmasebi and Kamilifard, 2016, p. 33). Therefore, the more positive the students' attitude towards student organizations; they will be more willing to join student organizations, and by participating in these organizations, they will be able to meet their student

needs and demands in relation to the affairs of the university, while enjoying extra-student social capital. Therefore, its quantitative and qualitative study. The present study seeks to investigate the factors affecting students' attitudes toward participation in student organizations.

2. Review of Literature

2.1. Attitude

There are various definitions of attitude. In each of these definitions, its close relationship with people's behavior is mentioned. Among other things, an individual's attitude expresses "the way of thinking, feelings and reactions he has towards his environment" (Sanaei and Shafei, 2010, p. 155). In addition, attitude is a state of mental and nervous readiness that responds to a person's response to objects and situations related to them. In other words, attitude is a system of evaluative reactions that is based on the beliefs and frameworks and foundations of the evaluator in different periods of personality formation in the family and society (Eisen, 1995, p.161).

Attitudes are the end product of the process of human socialization that has a special impact on human reactions to cultural elements, individuals and groups. If an individual's attitude toward an object or group of objects becomes clear, based on that, the person's reactions to that object or phenomenon can be predicted. Much of the appeal of the concept of attitude to social scientists stems from the belief that attitudes influence real social behavior. Boehner and Wank (2002) believe that attitude is a central part of human individuality and guides his behavior. Many people even lost their lives because of their attitudes and beliefs. Opposing animal experiments, advocating for human rights, advocating for the environment and clean air, advocating for recycling or population control are examples of the sensitivities and attitudes of people in the community towards the various issues around them (Karimi and Saffarinia, 2005, p. 70).

2.2. Social Participation

The concept of participation means sharing something or taking a part of it (Arianpour, 1995, p. 285). In the definition of participation, Oakley and

Marsden indicated that it is the mental and emotional involvement of individuals in group situations that motivates them to help the group achieve their goals and to feel responsible for achieving them. Three important elements in this definition are involvement, helping and responsibility (Oakley and Marsden, 1991, p. 33). Also in the literature related to social capital, the concept of participation is considered as one of the dimensions of social capital (Coleman 1998, Fukuyama 2000, Sharipour 2003, Tajbakhsh, 2005, Piran 2006).

Participation has different divisions and effects according to different criteria. Participation is divided into five types according to the executive territory which are psychological participation, cultural participation, economic participation. Political participation and social participation are divided (Oakley and Marsden 1991, Talib 1996, Yousefi 2004 and Ghaffari and Niazi 2007). Ecslerd emphasizes the voluntary, selective, and nonprofit nature of this process, which distinguishes social participation in its institutional form institutions such as government assemblies, the family institution, and for-profit institutions (Axlerd, 1950, p. 14; Ghaffari And Niazi, 2007, p. 16). Therefore, people's cooperation or participation in various social programs, especially voluntary associations and non-governmental organization, is considered to indicate social participation (Mohseni Tabrizi, , p. 108).

2.3. Non-Governmental Organization

The term NGO was first used in the Book of International Organizations by the Union of International Associations in the early 1940s. Non-governmental organizations in different parts of the world have different titles that to some extent reflect their dominant approaches and functions, and in some cases also refer to their role and position in society. For example, if we consider non-union organizations or those with no direct economic function. In some countries, they are referred to as "non-profit organizations" and in others as "volunteer organizations" (Mortazavi, 2013, pp. 32-38).

In general, NGO means non-governmental organization (Ghara Maleki and Salari, 2009, p. 15). An NGO can be defined as a non-profit and non-political organization that operates independently of any government and at the local,

national or international level with the aim of influencing public policy. The World Bank (2018) describes NGOs as organizations that are not usually affiliated with political parties and contribute to help society, development and prosperity (Amsyar & Effendy, 2018, p. 466). NGOs are more successful in helping the disadvantaged and eradicating poverty because of their small size, flexibility, initiative, and participation (Gomes & Manna, 2012, p. 215). "Non-governmental organization refers to organizations in which a group of non-governmental natural or legal persons is voluntarily established in accordance the relevant regulations and has non-profit and non-political goals."

In the current situation, many social issues, both at the level of local and urban management and at the level of national management, are done with the help and support of the Samans, and the experiences of recent decades in the world have shown that such organizations without spending money on the government and wanting to spend from the public budget. They provide great services to the community.

They play an important role in cultivating a participatory personality in students and also in strengthening the extra-group social capital in interaction with university officials in the university environment.

2.4. Anthony Giddens' Theory of Social Trust

In social and group interactions, trust plays an important role as a social mechanism with its various social, political, economic and psychological functions. Concepts related to trust have been the focus of many thinkers over the past decade (Coleman 1998, Giddens 1998 and Tajbakhsh 2005). Anthony Giddens, meanwhile, sees trust as the expectation of fulfillment of expectations about possible events. In other words, trust can be considered as belief in the capability of a person or system and their adherence to moral principles, abstract principles such as technical knowledge.

Giddens offers a more comprehensive theory of social trust than other theorists. He examines the types of trust (fundamental, reciprocal, abstract). And using its structuring theory, it analyzes trust at both micro and macro levels. Giddens relates the issue of risk to certain types of trust because of his focus on the core aspects of modernity. But it also explores trust in the pre-

modern era. He enriches his work by introducing the issue of fundamental trust, which is in fact a psychological issue related to Erickson.

In his view, fundamental trust reduces anxiety and creates a sense of continuity and order in events or existential security in the individual. According to Giddens, trust is not a general quality and part of social solidarity, but a necessary and inevitable method of social order. In addition to structure, he also considers action and the actor. According to Giddens, trust is considered an integral part of social life and the nature of abstraction of abstract systems means the continuation of interaction with others is absent, and the nature of modern institutions depends on the mechanisms of trust in abstract systems, especially specialized systems. In addition, according to Giddens, there is intimacy in mutual trust and it is formed based on continuity and under the influence of love and emotional feelings (Giddens, 1998).

2.5. Talcott Parsons Theory of Social Systems and Organizational Effectiveness

According to Parsons, social actions take shape in the environment. Although according to Parsons, a person is a creative being with the power of will and choice, but in choosing means and ways to achieve goals is under the system of social determinism. In fact, it is the society and the cultural system that determine which path is right and which path is wrong (Mohseni Tabrizi, 2004, pp.101-100). From this perspective, the role of the cultural subsystem of society, which is responsible for maintaining cultural patterns and institutionalizing it through socialization mechanisms among individuals. It is very important. Culture mediates interaction between actors and combines personality and social system. Culture has this special property that can be part of other systems. Thus, culture is embodied in the social system in the form of norms and values and in the personality system, it becomes the queen of the minds of actors. But the cultural system is not only a part of other systems, but also has a separate existence in the form of storage of knowledge, symbols and thoughts (Ritzer, 2005). Parsons assumes that the social system consists of four subsystems (economic, political, social and cultural subsystems, or belief system or socialization subsystems) that these subsystems affect the actions of

individuals. The most important of these subsystems is the cultural subsystem. This subsystem is composed of ideas, thoughts, aspirations, beliefs, collective beliefs, and customs of social life that one has learned.

The most important function of this subsystem is stability or survival or maintenance of the model; that is, the social system must, through its cultural subsystem, perform tasks that preserve and perpetuate the life of the social system. These tasks are performed by the social subsystem through the process of socialization, in the form of teaching different laws, regulations, rituals and customs that are useful to society, and also through social control exercised by the social subsystem through forms. It does education, indoctrination, propaganda etc., to make the people of the society agree and align with the society (Tanhaie, 1995). Therefore, according to Parsons, the mechanisms of socialization that are responsible for the compliance and adaptation of individuals in society to the cultural and social patterns of society. They can play an important role in cultivating a participatory atmosphere and changing students' attitudes toward participating in student organizations so that this culture can be institutionalized and internalized in them. In such a way that they act according to this culture in their character and behavior in society.

Effectiveness means the amount of achievement of set goals. Organizational effectiveness is the degree of consistency of the scientific results of the organization with the desired results (Abia and Khani, 2012, p. 11). Today, researchers all believe that effectiveness requires the consideration of multiple criteria that evaluate different organizational tasks based on different characteristics (Bani Hashemi and Shojaei, 2017, p. 96). There are different patterns of organizational effectiveness. In this study, Parsons organizational effectiveness model (AGIL) was used in relation to the usefulness and expectation of benefit from student organizations. Therefore, based on this theoretical approach, it can be said that student organizations seek to achieve four goals: pursuing and resolving the demands of students, advising and supervising student affairs officials, having members with students and having effective activities at the university, especially in the field.

2.6. Summarizing the Theoretical Framework and Presenting the Theoretical Model

In this study, an integrated approach was used to theoretically explain the issue. The social system has various functions such as adaptability, pattern maintenance, integration, and goal achievement. In the meantime, the cultural subsystem that is responsible for maintaining the cultural patterns of each society and through institutionalization mechanisms such as family, media and education to institutionalize the cultural and social patterns accepted by the society. Therefore, if socialization mechanisms have a desirable function in institutionalizing universalist and collectivist values; we will see a positive attitude of citizens, especially young people and students, in participatory activities, including participation in non-governmental organizations and organizations. On the other hand, the organizational effectiveness of student organizations in various dimensions in order to pursue and fulfill the needs and demands of students, will lead to institutional trust and positive attitude of students towards participation in student organizations. According to the proposed theoretical framework, the theoretical causal model of students' attitudes toward participation in student organizations can be shown in Figure 1:

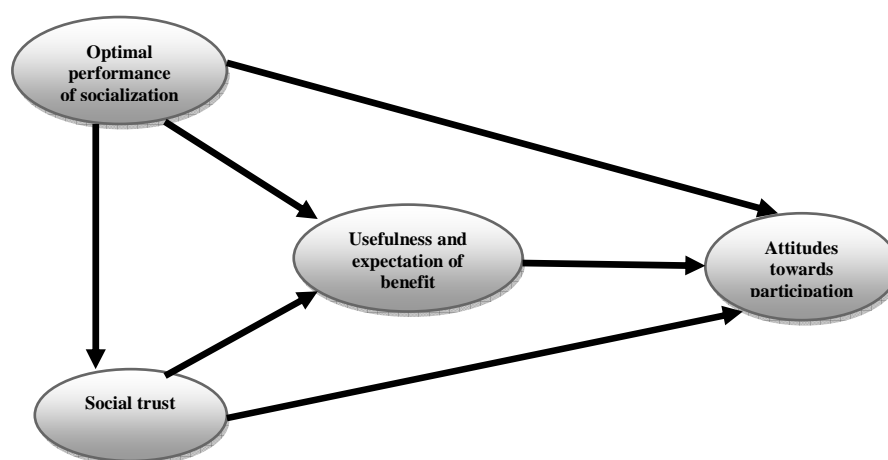


Figure 1. Theoretical and causal model of students' attitudes toward participation

Hypotheses of this study are:

1. There is a significant effect between cultural and social factors and students' attitudes toward participation in student organizations.
2. There is a significant difference between attitudes to participation in student organizations in terms of the current situation and the desired situation.
3. There is a significantly direct relationship between social trust and attitudes to participation in student organizations.
4. There is a significantly direct relationship between the optimal performance of socialization mechanisms and attitudes to participation in student organizations.
5. There is a significantly direct relationship between the usefulness and expectation of the benefit of student organizations and attitudes toward participation in student organizations.

3. Methodology

The present study is a correlational research and in terms of the nature of the data, it is a quantitative research and a survey study. Research data were collected using a researcher-made questionnaire. This questionnaire was a 33-item questionnaire that measured the dependent variable along with three independent variables and included the variables: students' attitudes toward participation in student organizations, students' social trust, optimal performance of socialization and usefulness mechanisms, and expectation of student organizations' benefits. The questions were answered by a five-point Likert scale. Qualitative content validity has also been used to validate the tool. Also, to evaluate the reliability of the instrument, the method of internal alignment of items using Cronbach's alpha test with a range of zero to one has been used. Cronbach's alpha value after the test on 30 students of Shahid Beheshti University for the items of students' attitudes toward participation in student organizations is equal to 0.882. Students' social trust is equal to 0.760, for the optimal performance of socialization mechanisms equal to 0.789, for the usefulness and expectation, the usefulness of student organizations was equal to 0.760 and finally for the whole research tool was equal to 0.947. Therefore, the tool has the appropriate reliability for final measurement.

This study was performed on 384 students of Shahid Beheshti University. Using Cochran's sample size estimation formula (with p and q values equal to 0.5 and error level of 0.05) and relative stratified sampling method were selected. The sampling method was that first the total statistical population was divided into classes according to criteria such as college, department and gender. Then, using a simple random sampling method from within each of these classes in proportion to the statistical sample size of each class, research samples have been selected to perform the query process. Descriptive and inferential statistics were used in data analysis from SPSS 26 software.

4. Findings

The age distribution of the studied statistical population indicates the fact that, in total, each student was on average 25 years old. Also, half of the respondents were over 25 years old and the other half were below that. About 32.8% were men and 67.2% were women. Half of the respondents were above the master's degree and above, and the other half were below it. About 53.8% have studied in humanities, 5.2% in technical and engineering, 4.9% in agriculture, 0.8% in medical sciences and 35.2% in basic sciences. About 84.7% were single, 13.7% were married and 1.6% were other.

As the findings in Table 1 show Students' attitudes toward participation in student organizations in the statistical population with the average of 32.257 (with a test average of 33) is slightly lower than the test average and is therefore at the intermediate level (neither positive nor negative). This is also true of the two components of the emotional element. However, the cognitive component with a mean of 15.921 (with a mean of 15 tests) is slightly higher than the mean of the test and is therefore at a moderate level.

Table 1: Distribution of central statistics and variance of students' attitudes toward participation in student organizations along with its components

Variables	Number of items	Mean	Mean test	standard deviation	Minimum	Maximum	total
Students' attitudes toward participation in student organizations	11	32.2	33	7.9	11	53	384
Cognitive element	5	15.9	15	3.9	5	25	384
Emotional element	3	8.2	9	2.6	3	14	384
The element of desire to act	3	8.1	9	2.9	3	15	384

As the findings in Table 2 show students' social trust with an average of 5.729 (and with an average of the test or cut line 6) is slightly lower than the cut line or the average of the test and therefore is at a relatively average level. The optimal performance of socialization mechanisms with an average of 10.989 (and with an average of test or cut line 12) is lower than the cut line or average of test and therefore is not at the desired level. The usefulness and expectation of the benefit of student organizations with an average of 44.459 (and with an average of test or cut line 45) is slightly lower than the cut line or average of test and therefore is at a relatively moderate level.

Table 2: Distribution of central statistics and dispersion of independent variables

Variables	Number of items	Mean	Mean test	standard deviation	Minimum	Maximum	total
Social trust	2	5.73	6	1.63	2	10	384
Optimal performance of socialization mechanisms	4	10.99	12	3.05	4	18	384
Usefulness and expectation of benefit	15	44.46	45	10.73	16	73	384

The findings of Table 3 show that the distribution of variable data on attitudes toward student participation in student organizations as well as the usefulness and expectation of benefit from organizations based on the Kolmogorov-Smirnov statistical test which is a normal single sample ($P > 0.05$); but the distribution of data on two independent variables of social trust and optimal functioning of socialization mechanisms is not normal ($P < 0.05$).

Therefore, quantitative (parametric) statistical tests are used for comparative analysis (significant difference test); but for significant relationship tests, if the independent and dependent variables are both normal, they are quantitative (parametric) statistical tests, otherwise (one is normal and the other is abnormal); qualitative (non-parametric) statistical tests are used.

Table 3: Normal and abnormal distribution of variables

Variables	Attitudes towards participation in student organizations	Social trust	Optimal performance of socialization mechanisms	Usefulness and expectation of benefit
Mean	32.3	5.7	10.9	44.5
Standard deviation	7.92	1.63	3.05	10.73
difference the absolute value	0.043	0.154	0.076	0.058
K.S test significant	0.834	3.02	1.49	1.14
total	0.491	0.000	0.023	0.152
	384	384	384	384

Findings in Table 4 show the results of one-sample t-test that indicate there is no significant difference between the means of students' attitudes toward participation in student organizations in terms of the current situation and the assumed situation ($P < 0.05$). Therefore, the null hypothesis is confirmed and with a 95% confidence level, it can be concluded that there is no significant difference between the means. This indicates that the mean of the current situation is relatively as the same as of the assumed and this means that students have an intermediate attitude towards participation in student organizations.

Table 4: One-sample t-test to compare the differences in the mean means of attitudes toward participation in student organizations(mean=33)

variable	Mean	Standard dievation	t-test	df	sig	Mean difference
attitudes to participation	32.26	7.92	-1.836	383	0.067	-0.742

As the findings in Table 5 show there is a significant relationship between the two variables of social trust and students' attitudes toward participation in student organizations at the error level of 0.01. Spearman correlation coefficient with a value of 0.540 indicates a direct and moderate correlation between the two variables. Also there is a significant correlation between the two variables of optimal performance of socialization mechanisms and students' attitudes toward participation in student organizations at the error level of 0.01. Spearman correlation coefficient with a value of 0.530 indicates a direct and moderate correlation between the two variables. There is a significant relationship between the two variables of usefulness and expectation of the benefit of student organizations and students' attitudes toward participation in student organizations at the error level of 0.01. Pearson correlation coefficient with a value of 0.605 indicates a direct and relatively strong correlation.

Table 5: Correlation coefficient of variables with attitudes toward participation in student organizations

Variables	coefficient	Correlation coefficient	sig	size
Social trust	Spearman	0.540	0.000	384
Optimal performance of socialization mechanisms	Spearman	0.530	0.000	384
Usefulness and expectation of benefit	Pearson	0.605	0.000	384

In order to explain and analyze multivariate regression and regression equation of students' attitudes toward participation in student organizations, the method was selected. As shown in Table 6, the multiple correlation coefficient is equal to 0.718, the coefficient of determination is equal to 0.516 and the correction coefficient is equal to 0.512. That is, 51% of the variance of the dependent variable of the research is explained and predicted by the independent variables in the regression equation and 49% of the variance of the dependent variable is related to the effect of external and unknown variables.

Also the value of analysis of variance and the significance level of F test which is at the error level of 0.01 ($P < 0.01$) indicate that at least one of the independent variables included in the regression equation has the ability to explain and predict the dependent variable. The beta value or regression coefficients in the standard state indicate that all variables have a significant effect on the dependent variable. The regression equation is as follows:

$$Y = 5.75 + 0.345(\text{usefulness and expectation of benefit}) + 0.281(\text{social trust}) + 0.258(\text{Optimal performance of socialization mechanisms})$$

Table 6: Indicators and statistics of regression analysis of students' attitudes toward participation in student organizations

variables	b	S.E	Beta	t	sig
Constant	5.749	1.354	-	4.244	0.000
Social trust	1.360	0.212	0.281	6.399	0.000
Optimal performance of socialization mechanisms	0.671	0.112	0.258	6.013	0.000
Usefulness and expectation of benefit	0.255	0.032	0.345	8.017	0.000

$R = 0.718$ $R^2 = 0.516$ $R^2_{\text{adj}} = 0.512$ $S.E = 0.523$ $F = 134/954$ $\text{Sig} = 0.000$

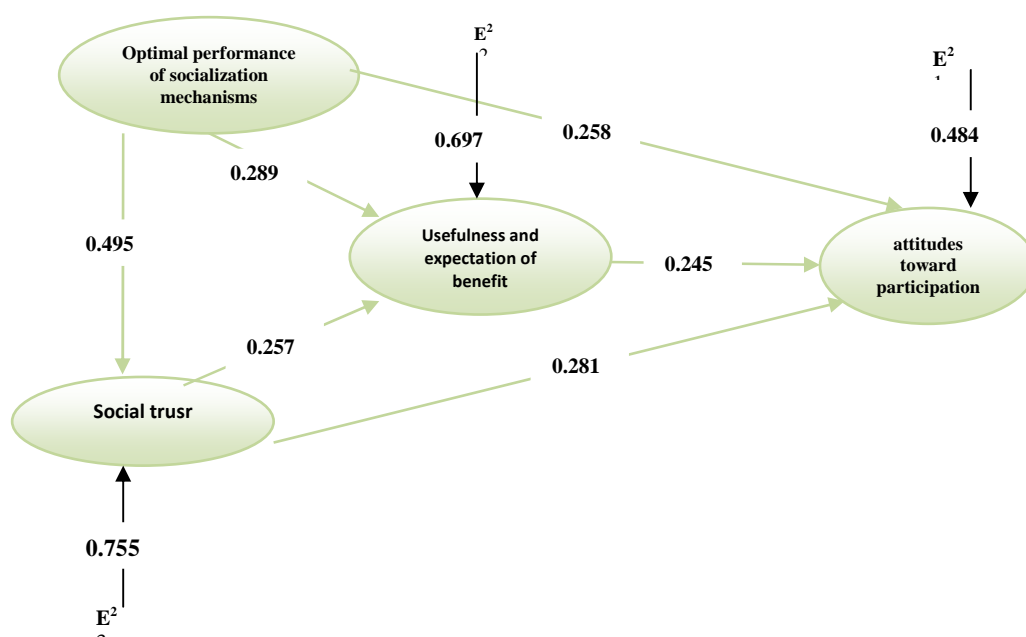


Figure 2.: Experimental causal model (path) of attitudes toward participation

Based on the above regression equation;

1. The independent variable of social trust at the rate of 0.281 has a significant effect on the dependent variable. For each unit of increase in social trust, standard deviation 0.281 is added to the amount of dependent variable.

2. The optimal performance variable of socialization mechanisms has a significant effect on the dependent variable by 0.258. For each unit of increase in the optimal performance of socialization mechanisms, standard deviation 0.258 is added to the amount of dependent variable.

3. The independent variable of usefulness and expectation of benefit from student organizations at the rate of 0.345 has a significant effect on the dependent variable. For each unit increase in independent variable of usefulness and expectation of benefit from student organizations, 0.345 is added to the amount of dependent variable.

Therefore, the general hypothesis of the research that the effect of cultural and social factors on students' attitudes toward participation in student organizations is confirmed.

In order to determine the direct and indirect effects as well as the effects of all the independent variables affecting; first, the empirical causal model (path) of students' attitudes toward participation in student organizations is drawn. Figure (2) shows students' attitudes toward participation in student organizations:

1. The independent variable of students social trust has a significant effect on the dependent variable of 0.404, which is directly 0.281 and indirectly 0.123.

2. Independent variable in optimal performance of socialization mechanisms has a significant effect on the dependent variable of 0.558 which is directly 0.258 and indirectly 0.300.

3. Finally, the independent variable of usefulness or expectation of benefit from student organizations has a significant effect on the dependent variable of 0.345, which is direct. Therefore, according to the path analysis, there is a significant effect between cultural and social factors and students' attitudes toward participation in student organizations.

Table 7: The effects of independent variables on students' attitudes toward participation in student organizations

variables	Direct impact	Indirect impact	Total impact
Social trust	0.281	0.123	0.404
Optimal performance of socialization mechanisms	0.258	0.300	0.558
Usefulness and expectation of benefit	0.345	-	0.345

5. Conclusion

Social development in a sense means the expansion and consolidation of social relations between human beings, civil society and civil rights, social solidarity and cohesion, building trust and attracting public participation in the establishment of the rational society. Therefore, in this regard, it can be said that with the departure of the concept of development from the economic dimension only and its introduction in all political, economic, social, cultural and environmental dimensions, not only governments can be responsible for development, but also human development requires the participation of all members of the society, and what accelerates this inclusive and broad participation is the arms of civil society, especially institutions and non-governmental organizations. The present study sought to identify the factors affecting students' attitudes toward participation in student organizations. Findings obtained through the theoretical and experimental process of this research indicate that the general and basic purpose of the research has been achieved. Thus:

1. Identifying the amount and trend of social capital among the people of a society can help a lot in identifying the trend of cultural and social developments in that society. Regarding the relationship between social capital and other variables, it can be said that social, political participation and voluntary membership in non-governmental organizations and voluntary associations are among the consequences that can be expected to have a better basis for realization in the presence of high social capital. Because social and political participation are considered as the objective dimensions of social capital. From this perspective, we used the views of Anthony Giddens under the theories related to social trust. Findings indicate that the variable of social

trust and its dimensions are relatively moderate according to the descriptive analysis of the data. This indicates the relative erosion of social capital. Because social trust as a mental dimension is considered as one of the important dimensions of social capital. Furthermore, the results of inferential data analysis show a significant relationship between the variable of social trust and the dependent variable of students' attitudes toward participation in youth student organizations. The results of the present study are based on the effect of social trust on social participation as well as attitudes toward participation in student organizations. Experimentally with the results of research by Ronald Inglehart (1994), Gholamreza Ghaffari (2001), Dehghan and Ghaffari (2005), Mirtaher Mousavi (2006), Azimi (2003), Ahmad Aghaei (2003), Sadeghi and Safiri (2009) and Ekhtiari (2010) are in agreement.

2. As acknowledged in the following theoretical framework, organizational effectiveness to the extent that an organization approaches its goals, non-governmental organizations are institutions that are formed in the context of society and based on its needs they formulate for their activities in writing articles of association. Therefore, whenever student organizations fulfill the expectations of students, such as following up student demands and monitoring the performance of student affairs officials, students will realize the effectiveness and usefulness and expect benefits from student organizations, as a result of which their attitude towards participation in student organizations will be positive. This assesses the usefulness and expectation of the benefit of student organizations by students at a relative level. Furthermore, the results of inferential data analysis show a significant relationship between the variability of usefulness and expectation of benefit of student organizations with the dependent variable of students' attitudes toward participation in youth student organizations. The results of the present study on the effect of usefulness and expectation of the benefit of student organizations on social participation and also the attitude towards participation in student organizations are empirically consistent with the results of Gharakhani (2003).

3. Socialization, according to Horton and Hunt (1989), is the process by which individuals internalize the norms and values of their group and society and become a social person. The act of socialization under the cultural

subsystem which is responsible for the preservation and maintenance of cultural patterns. It is done by the mechanisms of the family institution, the media institution, the education institution and the peer group. Therefore, if the mechanisms of socialization feel responsible, they should work effectively in educating, training, awareness and support of adolescents, youth and students in order to encourage and perform social, cultural and political activities in accordance with the values of society, they provide a participatory atmosphere in them. This can lead to a positive attitude of young people and students towards social participation in general and participation in student organizations. Findings obtained from field research indicate that the variable of optimal performance of socialization mechanisms and its dimensions, especially the educational institution and peer group is not at the desired level. This evaluates the optimal performance of socialization mechanisms by students at a relatively low level. Furthermore, the results of inferential data analysis show a significant relationship between the variable of optimal performance of socialization mechanisms and the dependent variable of students' attitudes toward participation in youth student organizations. The results of the present study on the effect of optimal performance of socialization mechanisms on social participation and attitudes toward participation in student organizations experimentally are consistent with the results of Sarukhani and Amirpanahi (2006), Ekhtiari (2010) and Mohseni Tabrizi and Abbasi Ghadi (2016).

Finally, in order to strengthen and promote the positive attitude of students towards participation in student organizations, the following suggestions are presented:

It is suggested that in order to raise students' awareness of civil society, non-governmental organizations and especially student organizations and educational contents should be produced and provided to students in the form of books, magazines etc. Authors and especially university professors can take effective measures in this regard.

References

- Abia, H. & Khani, M. (2012). Effectiveness of soft power of holly Rahyan Noor Program. *Bi-Quarterly Journal of Soft Power Studies*, 7, 26-9.

- Abili, Kh. Naderi, A., Orei Yazdani, B. & Nasti, N. (2014). The impact of participatory management on job satisfaction and organizational effectiveness, *Journal of Urmia School of Nursing and Midwifery*, 12(2), 101-108.
- Amir Ahmadi, H. (2001). *Civil political society and national development*. Tehran: Naghsh and Negar Publications.
- Ardalan, M. R, Eskandari, A, Gilani, M. (2012). Knowledge leadership, of organizational intelligence and organizational effectiveness. *Strategic Management Studies*, 12, 71-100.
- Barari, M. (2012). Investigating the effect of membership in non-governmental organizations on the socio-economic status of women heads of households, *Journal of Women Sociology*, 3(1), 153-176.
- Beiker, T. L. (1998). *How to do social research*. Tehran: Soroush Publication.
- Bani Hashemi, S. A. & Shojaei, E. (2017). Evaluation and evaluation of organizational effectiveness based on Parsons model (AGIL) in a military unit. *NAJA Human Resources Quarterly*, 12(50), 95-114.
- Craib, Y (1999). *Modern social theory (from Parsons to Habermas)*. Tehran: Agah Publication.
- Coleman, J. (1998), *Foundations of social theory*. Tehran: Ney Publishing.
- Cohen, B. (2007). *General sociology*. Tehran: Contemporary Cultural Publications of Tehran.
- Dehghan, A., & Ghaffari, Gh. (2004). Explaining the socio-cultural participation of students of medical universities in Tehran. *Iranian Journal of Sociology*, 6(1), 25-35 .
- Dewas, D. (2002). *Survey in social research*. Tehran: Ney Publication.
- Eisen, E. (1995). *Attitudes, personality and behavior*. Tehran: Dana Publication.
- Engelhart, R. (1994). *Cultural transformation in the advanced society*. Tehran: Kavir Publication.
- Fukuyama, F. (2000). *The end of the order of social capital and its preservation*. Tehran: Iranian Society Publication.
- Gharamaleki, F. & Salari, Z. (2009). *Ethics in NGOs*. Tehran: Presidential Center for Women in Family Affairs.
- Ghaffari, G. & Niazi, M. (2007). *Sociology of participation*. Tehran: Near Publication.
- Gomes, L. & Manna, S. (2012). Role of NGOs in rural development : An exploratory study in West Bengal. *Journal of Asian Research Consortium*, 2(12):214-231.
- Karimi, Y, & Saffarinia, M. (2005). Social psychology and changing attitudes of energy consumers. *Iranian Journal of Energy*, 9 (22), 69-83.
- Karimi, Y. (2006). *Social psychology: Theories, concepts and applications*. Tehran: Arasbaran Publication.

- Karimian, H. (2007). A study of factors affecting the attitudes of students of Garmsar Islamic Azad University Towards Professors. *Journal of Social Sciences*, 1(4), 87-106.
- Mansourfar, K. (2009). *Advanced statistical methods with computer programs*. Tehran: University of Tehran Publishing Institute.
- Mohseni Tabrizi, A. (1990). *Investigating the participation of villagers and its relationship with agricultural extension*. Tehran: Deputy for Extension and Public Participation.
- Mohseni Tabrizi, A. & Abbasi Qadi, M. (2014). Explaining and comparing the social participation of youth in the two societies of Iran and Tajikistan. *Iranian Journal of Sociology*, 15 (3), 93-131.
- Mortazavi, M. (2013). *Organizing agricultural organizations with a commercialization and business development approach*. Tehran: Tehran Chamber of Commerce, Industries, Mines and Agriculture Center for Economic Studies.
- Moghnizadeh, M. (2001). *Institutional NGOs for organizing participation in civil society*. Tehran: Office of Political Studies and Research, Ministry of Interior.
- Mousavi, M. (2006). Social participation is one of the components of social capital. . *Social Welfare Quarterly*, 6 (23), 53-63.
- Mousavi, M. & Piran, P. (2012). *An introduction to social participation*. Tehran: Sociologists Publication.
- Nowruzi, F, & Bakhtiari, M. (2009). Social participation and factors affecting it. *Strategy Quarterly*, 18 (53), 249-269.
- Oakley, P & Marsden, D. (1991). *Approaches to participation in rural development*. Tehran: Ministry of Jihad Sazandegi.
- Piran, P., & Mousavi, Sh. (2006). Conceptual basis and conceptualization of social capital (with emphasis on the conditions of Iran). *Quarterly Journal of Social Welfare*, 23, 9-44.
- Rezaei, A. (1996). Social participation: Purpose or means *Journal of Socio-Political Information*, 10, 109-110.
- Ritzer, G. (2005). *Sociological theory in contemporary*. Tehran: Scientific Publication.
- Sadeghi, M. & Safiri, Kh. (2009). Social participation of female students in social sciences schools in Tehran and identifying the factors affecting it. *Quarterly Journal of Applied Sociology*, 20, (2), 1-34.
- Sanaei, A & Shafei, R. (2012). Presenting a model for analyzing and predicting customers' buying behavior based on functional theory of attitude (Case study: Iranian automotive industry). *Quarterly Journal of Business Research*, 62, 153-192.
- Sarukhani, B. (2008). *Research methods in social sciences*. Tehran: Institute of Cultural Studies and Research.

-
- Soltani Arabshahi, S. (2003). *Development management*. Tehran: Ostadi Publication.
- Sotoudeh, H. (2001). *Social psychology*. Tehran: Avae Noor Publication.
- Sharipour, M. (2001). Erosion of social capital and its consequences. *Letter of the Iranian Sociological Association*, 3, 15-25.
- Tajbakhsh, K. (2005). *Social capital (Trust, democracy and development)*. Tehran: Shirazeh Publishing.
- Tahmasebi Block, R. & Komilifard, M. (2015). Presenting a performance model for student organizations based on the statements of the Supreme Leader. *Quarterly Journal of Basij Strategic Studies*, 19 (72), 35-45.
- Yazdanpanah, L. (2007). Barriers to participation of Tehran citizens. *Quarterly Journal of Social Welfare*, 7 (26), 55-65.