ARTÍCULOS

Relationship between parent's religious orientation, verbal communication and sociability of primary school students (second course) in Zahedan city

Relación entre la orientación religiosa de los padres, la comunicación verbal y la sociabilidad de los estudiantes de primaria (segundo curso) en la ciudad de Zahedan

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ABSTRACT

This study aimed to evaluate the relationship between parents' religious orientation with communication and socialization of students. The research method was descriptive in a correlational way. The statistical community included all male and female students of the elementary school of Zahedan city in the school year 94-95 that 383 people selected as a sample with the Cochran sampling method. Results showed that parents has more internal and verbal communication and students listens to a religious orientation that between the religious orientation of parents accomplish a verbal communication and socialization

Keywords: Relationship, Religious Orientation, Sociability, Verbal Communication.

RESUMEN

El objetivo de este estudio fue evaluar la relación entre la orientación religiosa de los padres con la comunicación y la socialización de los estudiantes. La comunidad estadística incluyó a estudiantes masculinos y femeninos de la escuela primaria del Distrito 1 de la ciudad de Zahedan en el año educativo 94-95 que 383 personas seleccionaron como muestra con el método de muestreo Cochran. Los resultados mostraron que los padres tienen más comunicación interna y verbal y que los estudiantes escuchan más la orientación religiosa y la orientación religiosa de los padres con la socialización poseen una relación significativa.

Palabras clave: Comunicación Verbal, Orientación Religiosa, Relación, Sociabilidad.

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Año 24, n° Extra 6, 2019, pp. 396-406
397

1. INTRODUCTION

Religion is a truth that is presented in all and various aspects of human life. Research in religion or religion investigation has found multiple disciplines and fields, in a way that compiled and developed many scientific disciplines in various fields of human knowledge. The divine religion concerns about truth and needs of humans. Thus, it provides a comprehensive plan for human life. Devotion to religious values and instructions, which are based on human characteristics and internal needs, provide relaxation, mental health, well-being and happiness for religious people. Religion and religious orientation use are effective factors on behavior and recognition. Human being growing in the family and society learn and internalize values. This internalization process entitled Sociability or socialization.

Lack of religion also in itself cause demolition and destruction of society. Some people may live with no faith and religion or one nation may be deprived of faith advantages but it is impossible that faith and religion leave society completely. Because anything imperative, essential and advantageous for human being and nothing replace that, it naturally becomes stable and never become outdated (Bahrami & Tashk: 2001, pp. 336-347; Maragheh et al.: 2019, pp. 6-12; Urdaneta & Villalobos, 2016; Villallobos & Ganga, 2016; Hernández, Villalobos, Morales & Moreno, 2016).

1.1 Problem statement

Religion in human life has a place as old as history, and human beings require the support of a strong ally and helper. Religious activities like participation in mosques increase social interaction and communication. Religion topics discussed by pioneer scholars such as James, Freud, Jung, and others, and after that thinker such as Allport specified a religion.

One of the religious and faith subjects, which is considered by scholars as religious pursuit or tendency to religion instructions is religion orientation. Religion can have positive and productive effects on wellbeing of young people directly and on children indirectly (through parental behaviors), religion has the desire to alleviate unhealthy behaviors and it can increase psychological wellbeing through self-confidence enhancement, anxiety release about post-mortem life and defining the meaning and sense of life (Webster-Stratton & Reid: 2003, pp. 130-143; Ramos: 2007; Martínez, Ramos y Annía: 2019). Religion as a set of beliefs, must and should and specific and generalized values is the most effective psychological reliance that provide life meaning in every seconds of life and certain situation save a person from suspension and inactivity (Egan et al.: 2004, pp. 1023-1031).

Social life is the stage of manifestation of all kinds of social interactions and communications between people, those with different beliefs, and in order to fulfill social status goals, it is necessary to exchange their ideas with others and to understand others' perspectives, in other words, significantly, communicate with each other (Watson et al.: 1994)

Communication is the process of sending and receiving messages. According to this definition, every communication requires the presence of two or more people. The main purpose of communication is to convey the message. Sociability means an individual's alignment with social group values, norms, and attitudes, or in other words, Sociability is a process by which each individual require the social knowledge and skills necessary for effective and active participation in group and social life (Sarokhani: 1991, p. 858; Martins et al.: 2019).

Given that the best religious orientation is effective orientation that helps us to cope with stressful anxieties and situations, and among the religious orientation theories that have emerged in recent decades, only Pargament's (Pargament et al.: 2003, pp. 1335-1348) positive religious orientation model attracted scholars (Sohrabian: 2000; Ahmadi & Movahed: 2019, pp. 1-10).

Given our cultural structure and the rapid change in values in some segments of society, including the younger and adolescent generations, it seems necessary to consider the factors that contribute to a hopeful, healthy, and dynamic society.

JAMALZEHI MOGHADDAM et al.
Relationship between parent's religious orientation…
398

1.2 Research Background

Rezaei (Rezaei: 2014, pp. 69-70), in a research entitled "Role of non-verbal behaviors in human communication from the perspective of Islamic verses and traditions" states that despite the significant role and importance of language or verbal communication in the continuation of our individual and social life; However, it should be acknowledged that human communication is not limited to verbal communication, but rather a significant part of human communication through non-verbal communication.

Rahnama, Fattahi, and Dayani (Rahnama et al.: 2015, pp. 875-898) conducted a study titled "investigating the rate and factors affecting librarians' communication skills: a case study of librarians at Ferdowsi University of Mashhad". The most important factors affecting interpersonal interaction from the librarian's point of view are organizational factors and then environmental, individual, and cultural factors. Also, there is no significant relationship between the variables of "level of education" and "experience" of librarians with their level of communication skills.

Danesh (Danesh: 2014) conducted a study on "Investigating Social Factors Affecting Student Sociability" and the results show that by increasing the social relations of family members with each other, as well as by increasing the amount of peer group influence, using social media, the family's socioeconomic base enhances student Sociability. Zolfaghari and Alinia (Zolfaghari & Alinia: 2010) conducted a study titled "Investigating the Impact of Family and School Institution on Sociability of High School Students in Roudhen". The results showed that there is a significant difference between the components of family and school and the type of Sociability of students. By comparing the correlation coefficient between the impact of the family institution and the school institution on Sociability, it can be said that the severity of the impact of the family institution is greater than that of the school institution.

Mirshah (Mirshah: 2010, p. 5), in a study of "Factors affecting verbal communication with reference to Islamic sources and texts" showed that language is the most important tool of social interaction, so that no communication behavior has such wide effect as much as verbal communication in human life and no communication phenomenon is as closely linked to human life and school is one of the effective institutions in socializing individuals, especially girls. Samani and Latifian (Samani & Latifian: 2008) observed that the level of parental education has an impact on the level of religious beliefs of the students, in a way that children of the middle classes having the most religious beliefs. On the other hand, as mothers' education increased, the level of religious beliefs was diminishing.

Amiri (Amiri: 2007) in "The Role of Family in Gender Sociability of Children in Shiraz" shows that there is a positive relationship between parents' beliefs about gender stereotypes and their attitudes about gender Sociability. Mohseni (1998) also states that high literacy (especially at the high education level) with various indicators of religious behavior such as attending sermon, attending mosque congregational prayers, going to religious sites, taking vows and attending prayer meetings and Prayer is inversely related.

Argyl (Argyl: 2009) found in his research that different dimensions of religious attitude were significant predictors of students' social adjustment and competence measures. Koenig et al (Koenig et al.: 1997, pp. 131-144) in a study showed that a person's mental and physical health is positively related to his or her spiritual life and that people with stronger religious beliefs are better adapted to life's circumstances. Ferraro and Kelley-Moore (Ferraro & Kelley-Moore: 2000, pp. 220-234; Ramírez, Chacón & El Kadi: 2018; Lay, Ramírez & Villalobos: 2019; Rincón, Sukier, Contreras & Ramírez: 2019) also found in their research that there is a significant difference between the religious attitudes of women and men, with the religious attitudes of women more than men. Koenig et al (Koenig et al.: 1997, pp. 131-144) reviewed more than 1,200 studies on the effect of religious beliefs on anxiety reduction. Most of these studies have shown the positive effect of religious attitudes and beliefs and spiritual duties on the process of mental illness treatment. Spiritual assignments such as prayer and orison have promoted positive feelings about themselves and the possibility of healing, which is in line with the present study.

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Año 24, n° Extra 6, 2019, pp. 396-406
399

According to Allport's (Allport & Ross: 1967, p. 432; Nalbandi & Zonoozi: 2019; Revisan et al.: 2020) findings, internal religion as inclusive religion has a well-organized and internalized principles, while religion as external standard is an external issue and a tool used to satisfy needs such as status and safety. He also states that only religion with an external dimension improves mental health. For this reason, he emphasizes the importance of the relationship between inner religion and mental health.

In light of what has been said in this study, we attempt to identify the relationship between the three variables of parental religious attitudes, verbal communication, and children's Sociability. In the previous research these three variables have not been considered together and in this paper, we attempt to investigate the simultaneous relationship of these three variables. Research questions include the following questions are in line with research objectives.

1.3 Research Questions

1- What type is the religious orientation of parents of primary school students (second course) in Zahedan?
2- What type is verbal communication of primary school students (second course) in Zahedan?
3- How is the Sociability of primary school students (second course) in Zahedan?
4- Is there a significant relationship between parents' religious orientation and verbal communication among primary school students (second course) in Zahedan?
5- Is there a meaningful relationship between parents' religious orientation and Sociability of primary school students (second course) in Zahedan?
6- Is there a significant relationship between Sociability and verbal communication among primary school students (second course) in Zahedan?
7- Does parental religious orientation predict student verbal communication and Sociability?

2. MATERIAL AND METHODS

Present study is applied research based on the objective and descriptive-correlational method used to obtain data. Surveys were used to review research questions and the findings of the study with involved people (students and their parents). Also, collected data was quantitative data and questionnaires were distributed to students and their parents in primary schools (second time) in district 1 of Zahedan to acquire their opinions and the results were inserted. The statistical population in this study include all parents and primary school students (second course) in district one of Zahedan city which according to education and training organization is 41726 parents and students. Among these, using the Morgan table, 380 individuals are considered as a sample. The sampling method is available type using Morgan Table 380 among all parents and primary school students (second course) in district one of Zahedan city. To avoid the weakness and strengthen the generalization capability, 400 people were considered as sample size, out of which 383 questionnaires were used in this study.

2.1 Data collection tools, validity and reliability, and data analysis methods:

Three questionnaires, Allport Religious Orientation, Verbal Communication Strategy Questionnaire and a researcher-made Sociability questionnaire used for data collection. It is also worth mentioning that face validity was also used to assess the validity of the questionnaires. The questionnaires were approved by experts in the field and necessary changes were made before implementation. In this study, data collected from questionnaires were analyzed using two methods of description and data analysis. In the first part (descriptive), central and dispersion indices and graphs were used and in the second part, the t-test, Pearson correlation coefficient, and multivariate statistical model were used to test the research questions. It should be noted that the normality of the variables in this study was assessed by the Kolmogorov-Smirnov test and

JAMALZEHI MOGHADDAM et al.
Relationship between parent's religious orientation…
400

the evidence showed that these samples follow a normal distribution. Below we review the research questions.

3. RESULTS

Research Question 1. Independent t-test was used to analyze this question; Table A:

Variable	Mean	Standard deviation	t	Significance
External	2.22	0.897	4.64	0.05
Internal	2.7	0.993		
difference	0.48	0.096		

Table A: Examination of Parental Religious Orientation

The findings of Table A show that parents' internal religious orientation with a mean (2.7) is greater than the external religious orientation with a mean (2.22). Therefore, considering the difference between the two groups (0.48) and t (4.64) and the significant level observed for the mean differences between the two groups (P: 0.05), it can be concluded by 95% confidence that the internal religious orientation of the parents is more than an external one.

Research Question 2. Independent t-test was used to analyze this question; Table B:

Variable	Mean	Standard deviation	t	Significance
Verbal	2.95	1.19	5.987	0.04
Auditory	3.64	1.3		
difference	0.69	0.11		

Table B: Examine students' verbal communication status

Table B examines the verbal communication of primary school students (second course) in Zahedan. The results of the table show that the mean of verbal communication is (2.95) and auditory is (3.64), so it can be said that by calculating the mean difference between the two groups (0.69) and t (5.987) obtained, and the level of significance (0.04) with 95% confidence that students' auditory communication was higher than their speech communication.

Research Question 3. Independent t-test was used to analyze this question; Table C:

Variable	Mean	criterion mean	Difference	t	Significance
Sociability	3.02	3	0.2	72.78	0.000

Table C: Examination of Student Sociability Status

According to Table C data, the mean obtained for Sociability is (3.02) which is different (0.02) from the criterion mean (3). Therefore, according to the observed t (72.78) and the significant level (P = 0.000), it can be said that the Sociability of primary school students (second course) is above average with 99% confidence.

Utopía y Praxis Latinoamericana; ISSN 1315-5216; ISSN-e 2477-9555
Año 24, n° Extra 6, 2019, pp. 396-406
401

Research Question 4. Pearson correlation test was used to analyze this question; Table D:

Variable		r	Significance
Verbal communication	Internal Religious Orientation	0.223	0.000
	External Religious Orientation	0.281	0.000

Table D: Pearson correlation test for religious orientation and verbal communication

Table D examines the relationship between parents 'religious orientation and students' verbal communication. As it can be seen, between the internal religious orientation and the verbal communication with the correlation coefficient value (r = 0.223) and between the external religious orientation and the verbal communication with the correlation coefficient value (r = 0.281) showed a positive significant relationship at 99% confidence level. Therefore, it can be concluded that there is a positive and significant relationship between the level of religious orientation of parents (internal and external) and verbal communication of primary school students (second course) in Zahedan.

Research Question 5. Pearson correlation test was used to analyze this question; Table E:

Variable		r	Significance
Sociability	Internal Religious Orientation	0.504	0.000
	External Religious Orientation	0.752	0.000

Table E: Pearson correlation test results on religious orientation and Sociability

Table E shows the relationship between parental religious orientation and student Sociability. Pearson's test was also used to examine this question. As can be seen, there is a positive correlation between internal religious orientation and Sociability with correlation coefficient (r = 0.504) and between external religious orientation and Sociability with correlation coefficient (r = 0.752) in confidence level of 99%. Therefore, it can be concluded that there is a significant relationship between the level of religious orientation of parents (internal and external) and the Sociability of primary school students (second course) in Zahedan.

Research Question 6. Pearson correlation test was used to analyze this question; Table F:

Variable		r	Significance
Sociability	Speech communication	0.747	0.000
	Auditory communication	0.686	0.000

Table F: Pearson correlation test of sociability and verbal communication

As the findings of Table F show, between Sociability and students, verbal communication with correlation coefficient (r = 0.747) and between Sociability and students auditory communication with correlation coefficient (r = 0.686) at confidence level 99% have a positive and significant relationship. Therefore, it can be concluded that there is a significant relationship between verbal (speech and auditory) communication and Sociability of primary school students (second course) in Zahedan.

JAMALZEHI MOGHADDAM et al.
Relationship between parent's religious orientation…
402

Research Question 7. Stepwise regression test was used to analyze this question; table G:

Step	Variable	R	R2	F	β	t	Sig
1	Verbal communication	0.232	0.051	21.71	0.232	4.66	0.001

Table G: Step-by-step regression of internal religious orientation to predict verbal communication

Table G shows that among the dimensions of verbal communication in the first step only the verbal communication dimension was able to predict 5.1% of the changes in internal religious orientation. The standard beta coefficient also shows that in the regression equation, the speech communication dimension has a beta coefficient of 0.223. Therefore, the results of the regression show that the dimension of speech communication influences and predicts the internal religious orientation with a modulated R^2 value of (0.051).

Step	Variable	R	R2	F	β	t	sig
1	Auditory communication	0.298	0.086	37.05	0.298	6.08	0.001

Table H: Stepwise regression of external religious orientation to predict verbal communication

Table H shows that among the dimensions of verbal communication in the first step only the auditory communication dimension was able to predict 8.6% of the changes in external religious orientation. The standard beta coefficient also shows that in the regression equation, the auditory communication dimension has a beta coefficient of 0.298. Therefore, the results of the regression show that the dimension of auditory communication influences and predicts the external religious orientation with the adjusted R^2 value of (0.086).

Step	Variable	R	R2	F	β	t	sig
1	External Religious Orientation	0.752	0.564	495.67	0.752	22.26	0.001
2	External religious orientation	0.777	0.602	289.46	0.657	18.31	0.001
	Internal Religious Orientation				0.218	6.06	0.001

Table I: Step-by-step regression of religious orientation to predict Sociability

Table I shows that among the dimensions of religious orientation in the first step, external religious orientation alone was able to predict 56% of Sociability variations. The standard beta coefficient also shows that in the regression equation, external religious orientation has a beta coefficient of 0.752. Therefore, the results of the regression show that external religious orientation influences and predicts Sociability with a modulated R2 value of (0.564). Also in the second step, the internal religious orientation inserted in the equation that this variable can increase 4% of Sociability changes. Therefore, the results of regression indicate that external and internal religious orientation has been able to predict and influence Sociability with a modulated R2 value of (0.602).

4. CONCLUSIONS

Research Question 1: The findings of Table A revealed that the parents' internal religious orientation was higher due to the mean scores and the difference between the means. Perhaps this is because, in today's society where most people are moving toward modernism, they appear to be fashionable in the sense that they do not pay attention to some external religious considerations or the same internal religious orientation.

However, due to inherent human nature and that we all live in a predominantly Shiite Muslim community, religious orientation of parents is high. However, this difference of orientation may also be due to religious disputes at the provincial level, which somehow hides the true religious tendencies of individuals. Perhaps this difference would be less noticeable if the study were conducted in a religiously homogeneous area.

Research Question 2: According to Table B, the mean difference scores indicate that the students' auditory communication is much more than their speech communication. This may be because audio communication requires less confidence than speech communication. Given the age range of students, in case of mistake, the likelihood of being ridiculed by a person during their social interactions is high, so they are more likely to be a listener rather than a speaker and prefer to have more auditory communication than verbal communication. However, the results of the present study have indirectly contradicted the research of Mirshah and Rezaei (Mirshah: 2010, p. 5; Rezaei: 2014, pp. 69-70).

Research Question 3: As the data in Table C shows, the survey of students 'Sociability revealed that students' Sociability was above average. We know that among the various factors of Sociability, the role of the family is particularly prominent, which is due to the formation and establishment of individuals' personality. (Danesh: 2014; Zolfaghari & Alinia: 2010).

Research Question 4: As shown in Table D, there was a positive and significant relationship between internal religious orientation and verbal communication with correlation coefficient ($r = 0.223$) and between external religious orientation and verbal communication with correlation coefficient ($r = 0.281$) at 99% confidence level. Therefore, it can be concluded that there is a positive and significant relationship between the level of religious orientation of parents (internal and external) and verbal communication of primary school students (second course) in Zahedan. Much research has examined the relationship between religious attitude and its impact on different aspects of life, including Argyl (Argyl: 2009), Koenig et al (Koenig et al.: 1997, pp. 131-144). It turns out that given that religious beliefs and faith have a special place among us Muslims and that appeal to religious beliefs can increase self-awareness, increase self-esteem and control and promote emotion regulation, it can be considered as an effective factor in enhancing social communication, especially verbal communication.

Research question 5: In Table E, the results showed that there is a significant relationship between parents' religious orientation (internal and external) and the Sociability of students, and the relationship is positive. These results are in association with those results that express factors such as workplaces, associations, or specific religious groups, as well as the interactions of individuals with each one having varying degrees of impact on the Sociability process. (Allport & Ross: 1967, p. 432; and Koenig et al.: 1997, pp. 131-144; Danesh: 2014).

Research Question 6: The findings of Table C show that Pearson's correlation coefficient confirms the existence of a significant relationship between students' verbal (auditory and auditory) communication and their Sociability. That is, the increase in verbal communication among students also increases their Sociability. The significant level observed also indicates that the verbal communication variable has high explanatory power and can predict the extent of the dependent variable changes well. In this regard, the researchers Allport & Ross and Koenig showed that there was a positive relationship between parents' beliefs about gender stereotyping beliefs and their attitudes toward gender Sociability. Men also believe in gender Sociability between boys and girls more than women (Allport & Ross: 1967, p. 432; Koenig et al.: 1997, pp. 131-144).

Research Question 7: Stepwise regression analysis was used to analyze this question; Table G shows that among the verbal communication dimensions in the first step only the verbal communication dimension was able to predict 5.1% of internal religious orientation changes. Also, Table H indicated that among the dimensions of verbal communication in the first step, only the dimension of auditory communication was able to predict and influence 8.6% of external religious orientation changes.

In Table I, it was found that among the dimensions of religious orientation in the first step, external religious orientation alone was able to predict and influence 56% of Sociability changes. Also in the second

JAMALZEHI MOGHADDAM et al.
Relationship between parent's religious orientation…
404

step, the internal religious orientation inserted in the equation and this variable can increase 4% of Sociability changes. This finding is consistent with the results of (Koenig et al.: 1997, pp. 131-144). The researchers found that families that are socially superior and culturally in leisure-time have more varied patterns, spend less time watching satellite programs, and are more likely to read books and most likely they are more desirable families and more likely turn to proper training strategy. Parental education strategies are shaped to some extent in opposition to the family's economic status and through the influence of family interaction.

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405

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JAMALZEHI MOGHADDAM et al.
Relationship between parent's religious orientation…
406

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