



Studying the Relationship Between Socio-cultural Capital and High-Risk Social Behavior of Iranian University Students

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Abstract

High-risk behaviors among students is considered one of the issues of university and higher education in the country, addiction, smoking, high-risk sexual behaviors, dangerous driving, evasion of the law, etc., have reduced the quality of the academic system, academic decline, and the dominance of negative social issues on the overall atmosphere of the educational system. Social and cultural capital plays an important role in reducing risky social behaviors among students. The current research method is quantitative meta-analysis and systematic review based on sources and scientific documents published on Normagz, Iran Mag and Iran Doc sites in the period of 1403-1390. From the statistical population of 24 studies, following the screening steps and inclusion criteria (survey and quantitative, having sample size and Pearson and Spearman correlation coefficient, significance level and scientific validity), 13 documents were selected by non-probability sampling method (purposive and available). and entered into the cma2 software.

The tests used are Cohen's d, Fisher's f, and Q tests. Finally, the effect size coefficient of Cohen and Fisher shows that social capital (31%) and cultural capital (36%) explain the changes in risky behavior of students and the direction of this effect is opposite, as well as cultural and social capital (general index) capital) has generally predicted 41% (inverse) of changes in risky social behavior.

Finally, with the increase of social and cultural capital due to the promotion of support structure, cohesion, partnership, trust and improvement of cultural dignity, awareness and cultural literacy; It prevents the normalization of negative, abnormal and dangerous actions and gradually the academic environment becomes a healthy, normal and self-controlling environment.

Keywords: Social Capital, Cultural Capital, Risky Social Behavior, Students' Lifestyle, University



Introduction

- **statement of the problem**

The social definition of risky behavior is placed in a variety of the multidimensional world of norms, values, rituals and discourses, and attention to the social contexts of conflict in risky behavior and the production of knowledge about them allows researchers to go beyond the conventional description of cause and effect and these behaviors study and examine as an essential element of the daily practice and rituals of the youth (Dastechman et al., 2020). From a sociological point of view, risk (danger) is inseparably intertwined with culture and social norms, and the reason for that is a social view and definition of risk, and committing risky behavior by people is limited by moral judgments (Giddens, 1991 and Beck, 2009). Understanding and preventing high-risk behaviors by teenagers and its negative consequences on their social and personality development; as a serious obstacle to academic-university success; It is very necessary (Sies, 2009). The theory of "problematic and problematic behavior" proposed by Jessor and Jessor (1977); It explains the high-risk behaviors of adolescents from a psychological point of view and emphasizes the element of social learning in this matter (Dinon and Jesour, 1985). Tendency to smoking, alcohol, suicidal behaviors, overeating and unhealthy eating style, dropping out of school, intentional destruction or vandalism, violence, running away from home, are risky and antisocial behaviors that have socio-cultural reasons (Jessor, 1991). From a sociological point of view, risky behavior is in the interaction between agency-structure in which social learning, norms, beliefs, and attitudes are involved (Dishon et al., 1999). Peers, friendship group, environmental structure, social deprivation and family type, school, parents' economic concern and disturbed family atmosphere can lead people to smoking, tobacco, alcohol, suicide and other risky behaviors (Arslan and Balkis, 2014). According to the results of studies; Bankrupt and broken families, where there is conflict and violence between parents, are more prone to risky behaviors; Also, family and friends, among whom the culture of smoking is common, contributes to people's risky behavior (Kinnard, 2006). Risky health behavior including tobacco, excessive alcohol consumption, drug abuse, unhealthy diet and unprotected sexual interaction has become a major global concern about non-communicable diseases and is very common among adolescents. Lifestyle-related behaviors, such as tobacco and cannabis use, alcohol consumption, and inactivity; High-risk health behaviors are fundamental and important for health and well-being (Boss et al., 2021). These behaviors lead to a decrease in mental health, physical health and a drop in educational-university achievements, which can be transferred to the next generations and adulthood as a result of repetition and experience (Scantler and Steinbeck, 2022). Iranian society has experienced fundamental changes in recent times and changes in sexual issues and social standards, communication technology has caused fundamental changes and breaking away from traditional values. Leisure time and the search for pleasure have undergone a transformation, and this has gradually increased dangerous and unhealthy behaviors and led to an increase in common diseases, the most common of which is addiction and suicide among students (Raghibi, 2012). Cultural and social capital are the main determinants in social behavior and actions and they influence it. Relationships, beliefs, deeds and actions in the space of capitals become social character and cultural and social taste forms a level of health and behavioral abnormalities. Social and cultural capital has a controlling and preventive role against risky behaviors and by creating trust, mutual norms and healthy lifestyle in the university, it reduces the amount of risky behaviors among students. The Iranian academic community is considered one of the most important institutions effective in its social changes and cultural development due to the macro policy of the system; Attending the university from different ethnic groups, cultures and classes is done according to entrance exams and relying on the

criteria of competence and social effort of the individual; Entering the university environment and being in a new, unknown and relatively strange environment compared to the intimate, familiar and accustomed structural environment (before the university) creates various socio-cultural challenges. living in a dormitory; interaction with the professor, joining a new group and forming a new student identity; Conflict and cultural conflicts between ethnic groups in university and dormitory life; The existence of academic pressures and restrictions due to its own norms and values; breaking away from the atmosphere of the school system and being in a very different academic atmosphere; Staying away from the most important social system and institution called the family and finally the educational-scientific and environmental pressures of the university puts them in different paths, the most important of which is the tendency towards high-risk social behaviors.

Objectives

This research is based on the claim that in this existing space according to the above description; The strengthening and presence of two cultural and social capitals has a decisive role and can act as a care model for students against the tendency to abnormal, risky and harmful socio-cultural behaviors. Finally, the main goal of the research is:

- Studying and investigating the effect of social capital on high-risk social behavior among students
- Studying and investigating the effect of cultural capital on high-risk social behavior among students
- Studying and investigating the effect of general capital index on high-risk social behavior among students.

Research questions

• The Main question

Does social and cultural capital play an important role in reducing risky social behaviors among students.

• Research background

Deliri Khammami and Sadeghi Fajeh (2019)in The predictive role of social capital and mental health in students' tendency towards risky behaviors(0/470);Bahrami et al. (2019)in Developing a causal model of risky behaviors based on social capital and responsibility with the mediating role of moral identity(0/512);Fathiabadi et al. (2018)in Studying the relationship between the quality of life and the social capital of the family with risky behaviors of students of Shahid Madani University of Azerbaijan(0/372);Al-Barzi et al. (2018)in The study of high-risk sexual behaviors and social and cultural factors related to it among the youth of Shiraz(0/766);Naseri (2017)in Investigating the cultural capital and risky behaviors of Iranian students(0/255);Kohi and Vafai Aghdam (2017) in Examining the role of social factors of high-risk behaviors and social contexts related to it(0/100);Niazi et al. (2017)in Sociological study of the interventionist role of cultural and symbolic capitals in the influence of economic capital on the occurrence of risky behaviors(0/120); Afshani and Jafari (2015)in The relationship between social capital and hope for the future among Yazd University students(0/367);Danafarohkaran (2014)in Investigating the relationship between cultural capital and the occurrence of risky behaviors(0/255);Akbari Zardkhane and colleagues (2014)in Risky behaviors and related factors in university students covered by the Ministry of Science, Research and Technology(0/310);Maktabi et al. (2013) in Investigating the relationship between parental bonds and self-expression with high-risk behaviors(0/110);Hosseinian et al (2013) in Prediction of risky behavior based on attachment styles and social support in female students of Isfahan University(0/241); Aghajan (2013)in



The relationship between perceived parenting styles and social support of family and friends with high-risk behaviors in students(0/380); Bagheri Yazdi (2011)in The relationship between social capital and risk taking in students of Allameh Tabatabai University in Tehran(0/135) showed Correlation coefficient between variables.

Methodology

Quantitative meta-analysis has been used in this research. Meta-analysis is the estimation of the effect size of the studies in a main unit, which is evaluated by referring to the published articles, the year of the research, significant variables with dependent. To receive and collect articles from Normagz, Civilica, Iran Doc and Iran Mag sites with the keywords "cultural, social capital and risky behavior" between 1390 and 1403 with a sample size of 26 researches, and after controlling in terms of method, validity, Validity and scientific findings, the number of 13 documents was entered into the software and the final effect size of each research and the total effect was estimated by the Fisher and Cohen formula. To detect the homogeneity or heterogeneity of the above research, the Q test was used and after the hypothesis was proved Heterogeneity between studies was used as a moderator variable to measure its effect on risky behavior. Statistical research methods After coding, the data in the research were analyzed with CMA2 software to perform statistical calculations.

Research findings

The results show that social capital had a significant effect on risky social behavior in all researches and was able to explain and predict 31% of it in general, with the increase of social capital; The tendency to risky behaviors has decreased and has played a protective role against students' behavioral injuries.

b. The effect size of cultural capital research on risky behavior

Table number 3; It shows the size of the influence of cultural capital on high-risk social behaviors of students in each research and in general.

The results of Table No. 3 show that cultural capital had a significant effect on risky social behavior in all researches and was able to explain and predict 36% of it in general, with the increase of cultural capital; The tendency to risky behaviors is reduced, which means that with increasing knowledge, awareness and cultural literacy; The tendency to risky behaviors decreases.

C. Effect size coefficient of social capital components on risky behavior

Table number 4; It shows the size of the effect of social capital components on high-risk social behaviors of students in general.

The results of the above table show that the components of social capital had a significant effect on the risky social behavior of students. Accordingly:

- There is a significant relationship between social support and tendency to risky social behaviors and it explains 10% of it.
- There is a significant relationship between social participation and tendency to risky social behaviors and it explains 18% of it.
- There is a significant relationship between social awareness and tendency to risky social behaviors and it explains 32% of it.
- There is a significant relationship between social belonging and tendency to risky social behaviors and it explains 15% of it.

D. Effect size coefficient of cultural capital components on risky behavior

Table number 5; It shows the size of the effect of cultural capital components on students' risky social behaviors in general.

The results of the above table show that the components of cultural capital had a significant effect on the risky social behavior of students. Accordingly:

- There is a significant relationship between symbolic cultural capital and tendency to risky social behaviors and it explains 43% of it.
- There is a significant relationship between the embodied cultural capital and the tendency to risky social behaviors and it explains 30% of it.
- There is a significant relationship between objectified cultural capital and the tendency to risky social behaviors and it explains 18% of it.

R. The effect size coefficient of the total index (social capital + cultural capital) on risky behavior

Table number 6; It shows the total effect size of the index on students' risky social behaviors in general.

The results of Table No. 6 show that cultural and social capital (general index of capital) had a significant effect on risky social behavior in 13 studies and was able to explain and predict 41% of it in general, with an increase in the general index of capital among students; The tendency to risky social behaviors is reduced.

Conclusion

High-risk behaviors refer to behaviors that decrease the quality of student life, decrease the quality of the educational system, the loss of academic-educational motivations, alienation, and turning the university into a broken window (an indefensible collective space of social values and norms), including social capital. Culture plays an important role in reducing risky social behaviors and protects them from this dangerous lifestyle. A university in Iran is one of the foundations of training manpower and scientific elites and an efficient organization for the administration and management of society. A developed society, an advanced and industrial economy, needs efficient and committed specialists who come out of universities, as well as a healthy and normal society. They need healthy, clean, normal, religious students with a high level of cultural and social health.

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