

## **Arrangement of the official and unofficial reinforcement in the socialization of the faculty associates**

**John Balen<sup>1</sup>, Chidi Yun<sup>1</sup>, Akaw Johnima<sup>2</sup>, Ibrina Browndi<sup>2</sup>**

<sup>1</sup>Department of Computer Science, Rivers State University, Port Harcourt, Nigeria

<sup>2</sup>Department of Urban and Regional Planning, Rivers State University, Port Harcourt, Nigeria

---

### **ABSTRACT**

This study is a part of a larger research project which investigated socialization and professional identity development processes of faculty members working in different higher education organizations (HEO) in Nigeria. The results of semi-structured interviews suggested that the HEOs employ a narrow set of structures and programs to socialize new faculty members, which do not fully respond to socialization need of the new faculty members. Instead, new faculty members commonly rely on the informal sources in their socialization. Based on the findings, the HEOs are suggested to develop and deliver broad socialization programs that are temporally distributed to different phases of the socialization process of the new faculty members, while taking necessary measures to align the informal process with the formal one.

**KEYWORDS:** Human Development, Educational Psychology, Qualitative Research, Recruitment

---

### **1.0 INTRODUCTION**

It is commonly agreed that faculty members play a vital role in accomplishing institutional goals of HEOs. As a result, development and retention of faculty members become a critical concern of HEOs. Scholars have indicated the importance of early employment period in the career of faculty members for their retention in the new workplace. Issues in their adaptation to the new workplace lead to the feelings of incompetency, unproductivity, and no resiliency [1-9]. For example, during this period they commonly confront with the challenges of balancing teaching and research on the one hand, and/or balancing professional and private lives, on the other. Overcoming these challenges and, as a result, accomplishing retention of faculty members largely depends on a successful induction process. Researchers indicates that strong organizational cultures are those which infuse a shared set of values to all of the members of the organization [10-16]. Hence, the process of transmitting common values becomes critical for a successful socialization processes. Some scholars advocated the role of formal programs in socialization and professional identity development of new faculty members. Other studies highlighted the correlation between organizational support and faculty support, and suggested developing programs contributing to reduce stress and assist new faculty in achieving job satisfaction [17-26]. This is considered as a necessary condition to accomplish fit between the person and the organization. Although there is a general agreement on the role of anticipatory socialization during the PhD program in the decision to pursue an academic career, several scholars have warned that anticipatory socialization stage lacks systematic professional development opportunities. During these period faculty candidates receive minimal feedback and mentoring from senior faculty and there are few opportunities available for guided reflection; as a result, students do not get necessary support and knowledge base for professional identity construction as well as assimilation and enactment of dominant values [27-36]. One of the key issues in the socialization of the new faculty members is the incompatibility between the training they received during their PhD study and the needs of the employing university. It is common that the missions of the university where they have conducted their PhD study and their employing university are different [37-43]. As a result, new faculty members are not equipped for the challenges they encounter during the early stages of their career. Studies suggested that the training grounds for aspiring faculty are research universities. Research universities need faculty who are good in research. Students entering the graduate programs of these universities usually aspire to be researchers [44-51]. They see it as the viable option of becoming a good professor. However, researchers indicated that these programs are marginalized on their new campuses because they lack the support of the faculty. Studies warned that the perspectives conveying development and delivery of enculturation programs are based on the functionalist view of organizational culture. This is

defined as a static, to be learned conformed with culture, which is not compatible with key qualities of higher education organizations. Some other scholars argued that learning the rules of new workplace largely depends on engagement with localized activity systems or communities of practice. Socialization tends to be individual, informal, and non-sequential [52-61]. According to this perspective, as soon as faculty members join the workplace they engage in acquisition, enactment, and creation of culture and knowledgeability, which contributes to their identity construction in the newly arrived setting. Regardless of a formal mechanism, organizational culture reproduces itself through ongoing construction and enactment of core cultural elements by organizational members. As a result, both cultural elements and professional identities are shaped and reshaped [62-69]. This understanding of enculturation maintains that new faculty members are shaped by cultural elements but they are also contributing to these elements. This perspective envisages the organization as an activity system. Like in the other projects, informal dynamics are more determining than formal dynamics in the socialization of the new faculty members. Through networking and social interaction social practices, norms, values, predispositions are disseminated to different constituencies. Studies supported the idea that informal dynamics play key role in the socialization of the faculty members [64-71]. The authors suggested several positive outcomes of a faculty development program, albeit no firm impact on satisfaction was reported. Although the authors did not under estimate the role of training new faculty, they highlighted the role of opportunities to develop networks of colleagues, find appropriate mentors, and understand the fundamentals of faculty life. Following the discussion on the two perspectives on socialization process, this study aims to reveal the role of formal and informal dynamics in the socialization of the new faculty members working at different Nigeria public universities [1-13].

## **2.0 METHODOLOGY**

Aiming at finding the commonalities in their socialization experiences, the study was designed as a phenomenological study and implemented interview technique in order to collect data. It was expected that different participants in different settings who are possessing similar characteristics and/or experiences (viz., being in the first five years of their academic career, working for public universities) in relation to a phenomenon (viz., socialization) will reveal common perceptions, attitudes, and experiences. It is commonly believed that phenomenological design is the most suitable design choice to reveal the commonalities or patterns across different individuals sharing the same qualities in relation to phenomenon. Semi-structured interviews were conducted with 40 new faculty members. Following the content analysis approach of some researchers, (1) the audio-recordings were transcribed verbatim, (2) member checks were conducted for each interview, (3) an initial code list was developed, (4) the data was coded, (5) major themes in socialization process were identified, and (4) the report of findings was written.

## **4.0 RESULT**

In this section first formal units, structures, and constituencies in the socialization of the faculty members are presented. Following, informal elements are presented. Each section is finalized with the findings on how the informal elements supplement, complete, and/or replace formal structures. Anticipatory socialization usually starts before organizational members join the organization. Hence, information sources on the organization is critical in anticipatory socialization of faculty members. Almost all of the members stated the inexistence of the structured information sources specifically developed for the newcomers. They indicated that they relied on the ready sources (e.g., booklets, websites), which provided general information about the organization [14-23]. Some other participants stated their previous engagement (e.g., being a student of the university) as a source of information. However, they indicated that being a student and an employee were different experiences and the nature of information they received was quite different when they joined the organization as faculty members. During anticipatory socialization they relied on self research for information sources in search of information about the organization. Reaching to exact and valid information about organizational and professional practice in was critical for a successful socialization process because the information they gathered was both critical for enhancing technical knowledge in the conduct of the profession and espousing dominant values in the organization. Failing to get necessary information in precise form caused negative feelings such as decreased trust and disappointment because of the inconsistency between the reality and expectations of the new faculty members. Encounter refers to the initial engagement of the newcomers in the new work setting [24-36]. During this phase they are appointed to a position and they are trying to familiarize themselves with both technical knowledge of the profession and organizational culture of their institution. The participants of the study indicated

several structured mechanisms contributing to their socialization into their new workplaces. First, several participants indicated that they followed a structured process in their appointment procedure. As faculty members of public universities, they followed a common bureaucratic procedure in their appointment. However, this procedure was not detailed enough for introducing technical and cultural sides of the new workplace [37-45]. Second, some other participants stated that benefiting from PhD scholarship or faculty member development programs were positive contributions in their encounter process. Third, some other participants indicated delivering a seminar as another contribution to their encounter process. As a part of structured conduct in the organization, the new faculty members were asked to deliver a seminar on a topic of their expertise to the whole organization, which in fact introduced the member to the whole organization rather than introducing the organization to the newcomer. The vast majority of the participants indicated different informal and unstructured mechanisms serving their socializations during encounter [46-53]. First, they stated that top management constantly supported them through individualized contacts during encounter process. Secondly, some other participants stated the role of individually constructed social networks as a source of support for their socialization encounter process. These networks proved to be instrumental in delivering important information on research support and project programs, teaching practices, and dominant values and conducts in the organization. Third, the participants dramatically indicated the inefficiency of the formal processes and structures in learning their duties. Rather, they fully depended on the informal resources, such as other young faculty members who were employed before them, in learning their duties [54-63]. Another stage in socialization process is change and acquisition. During this process, organizational members become more familiar with both technical side and dominant values of the organization. In this study, when the new faculty members were asked whether they felt adapted to their organization, a significant number of the participants stated their limited confidence in expressing their adaptation to the organization. Lack of support, limited number of structured mechanisms to support them in the process, the climate of the academic unit or the climate of the university itself, limited involvement in different organizational practices, and extreme workload were some of the barriers for adaptation into the new workplace [64-71]. The participant stated that they needed more time and support of their managers and peers for their adaptation process. Moreover, more involvement in critical processes (e.g., delivering a course characterizing their academic discipline, taking role in administrative positions) emerged as another practice for accelerating their adaptation into the new work settings. Another dimension of the change and acquisition stage is related to the feelings of the new comers on their commitment to the new work setting. When the participants were asked whether they felt committed to their new work settings, a great majority of them did not respond positively [1-23]. Even though some of the participants stated positive statements about their commitment to their organization, majority of the participants stated their commitment to the academic profession. Promotion policy, student profile, and top management attitudes were expressed as some of the common reasons curbing their commitment into the new work setting. The participants stated the need for an orientation program in their organization. When they were asked about the ideal program, they advised that such programs should be delivered in groups with an active mentorship dimension. Besides, they suggested that field-based programs could be developed [24-32]. They suggested to make these programs more flexible by utilization of the computer and internet technology in delivering some of the components of the program. In some of the institutions the participants indicated that they received an orientation program but they stated that it was not a detailed program. Some other participants stated that institution level orientation programs were not enough and they expressed the need for department level programs [33-42]. The orientation programs serve information sharing, learning rules and building awareness about the structural-functional characteristics of the organization. However, the participants indicated the real value of the joining an orientation program as facilitating interaction among peers. The orientation programs helped the participants in forming a social network, which was perceived as a source of support in their socialization process [43-54].

## 5.0 CONCLUSIONS

This study has determined criteria to evaluate the factors that have impact on resident satisfaction for the housing units developed by HUDC. The level of satisfaction with the overall residential environment, including housing features and neighborhood characteristics, is moderate. Nevertheless, this level varies from one variable to another in both housing features and neighborhood characteristics. For example, while the overall level of satisfaction with social services tends to be moderate, satisfaction with respect to physical infrastructure is low. This challenge influences both the quality of the built environment and quality of life of residents. Factors which determine residents' needs and expectations are very influential in attempts to establish the overall level of residential

satisfaction of low income housing. The principle factors which determine residential satisfaction with housing features are privacy (i.e. residential setbacks, rooms arrangement and presence of a garden) and the floor area of the housing unit. Factors which determine residential satisfaction with neighborhood characteristics are basic social facilities (i.e. waste collection, education services, health amenities and places of worship) and security and safety. Based on the findings of this study, HUDC should reassess the building materials that are used to construct public housing. In addition, attention should be played to improving physical services in the neighborhoods. These efforts should be accompanied by monitoring of government for low income housing programs to ensure that the needs of residents are met. The suitability of housing standards, living environment, and service provision are key elements which must be present for housing programs to be successful. Therefore, urban housing policies in which regulate housing developments must take the above into consideration, by concentrating on the issues of physical infrastructure, transport, design and building materials in order to meet the needs of low-income residents. In conclusion, legitimate attempts to improve low income housing areas should result in improving the overall satisfaction. This paper investigates residential satisfaction from two vital different perspectives: housing features and neighborhood characteristics. Further research into these two areas could improve knowledge and understanding of residential satisfaction, which is believed to be important for the development of more effective housing strategies related to low income housing development. Further research should focus on examining these areas in other Arab cities in the Middle East, where comparative research enriches the knowledge. This study shows that informal social dynamics are actively contributing to the socialization of the new faculty members. Informal social dynamics function as a mechanism of information sharing both on technical knowledge and different elements of the culture. Parallel to what was suggested by different scholars, local informal social dynamics disperses dominant values in the organization. In this study, we have seen that the organization itself takes the form of a large activity system, in which all of the members actively enact the existing social practices, norms, values, and predispositions, and as a result disperse them throughout the organization. In this context, the new faculty members demand individualized information for their individualized problems or challenges. Hence, the formal structures and programs may not effectively respond to every need of the new faculty member. Given these conclusions, the question whether socialization/orientation programs are totally ineffective in accomplishing their mission becomes an important one to answer. Considering the results of this study, it is argued that although formal structures and programs do not fully respond to socialization need of new faculty members, they serve several different utilities in the socialization process. First, they contain some of the information on technical side profession and emic side of the new organizational setting. Second, they facilitate social interaction among the new comers, which contributes to the formation of informal networks. These networks function as support systems in the socialization process of the new faculty members. Third, these structures and programs serve as well. Modeling actors what to do and how do, illustrating ways of self-expressions, and functioning as forums for airing concerns and demands are some of the symbolic utilities of these programs. Hence, maintaining formal structures and combining the informal dynamics to the formal ones accelerate the socialization of the faculty members into their new work setting.

## REFERENCES

- [1] Yoshikawa, Hirokazu, et al. "Mixing qualitative and quantitative research in developmental science: Uses and methodological choices." *Developmental psychology* 44.2 (2008): 344.
- [2] Ojeda, Lizette, et al. "Culturally competent qualitative research with Latino immigrants." *Hispanic Journal of Behavioral Sciences* 33.2 (2011): 184-203. Flores-Crespo, Pedro. "Education, employment and human development: Illustrations from Mexico." *Journal of Education and Work* 20.1 (2007): 45-66.
- [3] Spott, Jessica L., Kara Page, Narges Hadi, Terra Tindle Williams, and Kamau O. Siwatu. "Exploring the formal and informal stages in the socialization process in graduate students' professional development." *Empowering student researchers* (2021): 237-252.
- [4] Strathdee, Rob. "Commentary on 'Education, employment and human development: illustrations from Mexico'." (2007): 71-73.
- [5] Balen, John, et al. "Arrangement of the official and unofficial reinforcement in the socialization of the faculty associates." *International Journal of Human Development and Family Research* 11.8 (2022): 24-29.
- [6] Olutola, Tomiloba, et al. "Tomiloba Olutola Unofficial Offering and Socialization Consequences: Surveying Modelling and Reinforcement by Parentages and Lover." *International Journal of Child and Family Studies* 13.9 (2022): 136-144.
- [7] Motalo, Kubura, et al. "The Relationship among Academia Scholars' Achievement Target Direction and Educational Appointment: Investigative the Intermediating Character of Noticed School Environment and Academic Self Effectiveness." *International Journal of Education and Human Development* 16.24 (2022): 781-787.
- [8] Hadi, Narges. "Examining the effect of distance learning environment on graduate students' research self-efficacy: An investigation of the mediating effects of achievement goal orientations." PhD diss., 2021.
- [9] Levitt, Heidi M., et al. "Recommendations for designing and reviewing qualitative research in psychology: Promoting

- methodological integrity." *Qualitative psychology* 4.1 (2017): 2.
- [10] Lindsay, Geoff. "Educational psychology and the effectiveness of inclusive education/mainstreaming." *British journal of educational psychology* 77.1 (2007): 1-24.
- [11] Singh, Anneliese A., and Kimber Shelton. "A content analysis of LGBTQ qualitative research in counseling: A ten-year review." *Journal of Counseling & Development* 89.2 (2011): 217-226.
- [12] Amini, Mahyar, and Aryati Bakri. "Cloud computing adoption by SMEs in the Malaysia: A multi-perspective framework based on DOI theory and TOE framework." *Journal of Information Technology & Information Systems Research (JITISR)* 9.2 (2015): 121-135.
- [13] Song, Chie Hoon. "On the relationship between creativity and standardisation: evidence from a qualitative study on the introduction of standardised evaluation framework in recruitment." *Technology Analysis & Strategic Management* 30.7 (2018): 825-837.
- [14] Amini, Mahyar. "The factors that influence on adoption of cloud computing for small and medium enterprises." (2014).
- [15] Newcomer, Kathryn E., Harry P. Hatry, and Joseph S. Wholey, eds. *Handbook of practical program evaluation*. USA: John Wiley & Sons, 2015.
- [16] Amini, Mahyar, et al. "MAHAMGOSTAR.COM AS A CASE STUDY FOR ADOPTION OF LARAVEL FRAMEWORK AS THE BEST PROGRAMMING TOOLS FOR PHP BASED WEB DEVELOPMENT FOR SMALL AND MEDIUM ENTERPRISES." *Journal of Innovation & Knowledge*, ISSN (2021): 100-110.
- [17] Witter, Sophie, et al. "Understanding the 'four directions of travel': qualitative research into the factors affecting recruitment and retention of doctors in rural Vietnam." *Human resources for health* 9.1 (2011): 1-14.
- [18] Amini, Mahyar, et al. "Development of an instrument for assessing the impact of environmental context on adoption of cloud computing for small and medium enterprises." *Australian Journal of Basic and Applied Sciences (AJBAS)* 8.10 (2014): 129-135.
- [19] Gomez, Rebecca J., et al. "In search of innovation: A national qualitative analysis of child welfare recruitment and retention efforts." *Children and Youth Services Review* 32.5 (2010): 664-671.
- [20] Amini, Mahyar, et al. "The role of top manager behaviours on adoption of cloud computing for small and medium enterprises." *Australian Journal of Basic and Applied Sciences (AJBAS)* 8.1 (2014): 490-498.
- [21] Gayle-Geddes, Annicia. "A situational analysis of persons with disabilities in Jamaica and Trinidad and Tobago: Education and employment policy imperatives." *Occupying disability: Critical approaches to community, justice, and decolonizing disability*. Springer, Dordrecht, 2016. 127-141.
- [22] Amini, Mahyar, and Nazli Sadat Safavi. "Critical success factors for ERP implementation." *International Journal of Information Technology & Information Systems* 5.15 (2013): 1-23.
- [23] Richards, K. Andrew R., et al. "Studying recruitment and retention in PETE: Qualitative and quantitative research methods." *Journal of Teaching in Physical Education* 38.1 (2019): 22-36.
- [24] Amini, Mahyar, et al. "Agricultural development in IRAN base on cloud computing theory." *International Journal of Engineering Research & Technology (IJERT)* 2.6 (2013): 796-801.
- [25] Aoyagi, Kenryu, et al. "Factors associated with teachers' recruitment and continuous engagement of external coaches in school-based extracurricular sports activities: A qualitative study." *Advances in Physical Education* 3.02 (2013): 62.
- [26] Amini, Mahyar, et al. "Types of cloud computing (public and private) that transform the organization more effectively." *International Journal of Engineering Research & Technology (IJERT)* 2.5 (2013): 1263-1269.
- [27] Brady, Kristine L., and Richard M. Eisler. "Sex and gender in the college classroom: A quantitative analysis of faculty-student interactions and perceptions." *Journal of educational psychology* 91.1 (1999): 127.
- [28] Amini, Mahyar, and Nazli Sadat Safavi. "Cloud Computing Transform the Way of IT Delivers Services to the Organizations." *International Journal of Innovation & Management Science Research* 1.61 (2013): 1-5.
- [29] Swanberg, Jennifer E., and T. K. Logan. "Domestic violence and employment: a qualitative study." *Journal of occupational health psychology* 10.1 (2005): 3.
- [30] Amini, Mahyar, and Nazli Sadat Safavi. "A Dynamic SLA Aware Heuristic Solution For IaaS Cloud Placement Problem Without Migration." *International Journal of Computer Science and Information Technologies* 6.11 (2014): 25-30.
- [31] Prytys, M., et al. "Implementing the NICE guideline for schizophrenia recommendations for psychological therapies: a qualitative analysis of the attitudes of CMHT staff." *Clinical psychology & psychotherapy* 18.1 (2011): 48-59.
- [32] Amini, Mahyar, and Nazli Sadat Safavi. "A Dynamic SLA Aware Solution For IaaS Cloud Placement Problem Using Simulated Annealing." *International Journal of Computer Science and Information Technologies* 6.11 (2014): 52-57.
- [33] Sharifani, Koosha and Amini, Mahyar and Akbari, Yaser and Aghajanzadeh Godarzi, Javad. "Operating Machine Learning across Natural Language Processing Techniques for Improvement of Fabricated News Model." *International Journal of Science and Information System Research* 12.9 (2022): 20-44.
- [34] Sadat Safavi, Nazli, et al. "An effective model for evaluating organizational risk and cost in ERP implementation by SME." *IOSR Journal of Business and Management (IOSR-JBM)* 10.6 (2013): 70-75.
- [35] Sadat Safavi, Nazli, Nor Hidayati Zakaria, and Mahyar Amini. "The risk analysis of system selection and business process re-engineering towards the success of enterprise resource planning project for small and medium enterprise." *World Applied Sciences Journal (WASJ)* 31.9 (2014): 1669-1676.
- [36] Sadat Safavi, Nazli, Mahyar Amini, and Seyyed AmirAli Javadinia. "The determinant of adoption of enterprise resource planning for small and medium enterprises in Iran." *International Journal of Advanced Research in IT and Engineering (IJARIE)* 3.1 (2014): 1-8.
- [37] Safavi, Nazli Sadat, et al. "An effective model for evaluating organizational risk and cost in ERP implementation by SME." *IOSR Journal of Business and Management (IOSR-JBM)* 10.6 (2013): 61-66.
- [38] Parry, Melissa L. "Learning from supervisor experience of increased virtual supervision for educational psychologists." *Educational Psychology in Practice* (2022): 1-19.
- [39] Khoshraftar, Alireza, et al. "Improving The CRM System In Healthcare Organization." *International Journal of Computer Engineering & Sciences (IJCES)* 1.2 (2011): 28-35.
- [40] Abdollahzadegan, A., Che Hussin, A. R., Moshfegh Gohary, M., & Amini, M. (2013). The organizational critical success factors for adopting cloud computing in SMEs. *Journal of Information Systems Research and Innovation (JISRI)*, 4(1), 67-74.
- [41] Browndi, Ibrina, et al. "The relationship between low income housing and residential satisfaction." *International Journal of European Planning Studies* 12.4 (2022): 12-20.

- [42] Newiduum, Ladson, et al. "Evaluating housing satisfaction based on high and medium housing price." *International Journal of Smart City Planning Research* 11.8 (2022): 40-51.
- [43] Fallahdizchah, Amirhossein, and Chao Wang. "Profile monitoring based on transfer learning of multiple profiles with incomplete samples." *IIE transactions* 54.7 (2022): 643-658.
- [44] Pekrun, Reinhard. "The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice." *Educational psychology review* 18.4 (2006): 315-341.
- [45] Leech, Nancy L., and Anthony J. Onwuegbuzie. "Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond." *School psychology quarterly* 23.4 (2008): 587.
- [46] Fallahdizchah, Amirhossein, and Chao Wang. "Transfer learning of degradation modeling and prognosis based on multivariate functional analysis with heterogeneous sampling rates." *Reliability engineering & system safety* 223 (2022): 108448.
- [47] Mousa, Mohamed, and Monowar Mahmood. "Mental illness of management educators: does holding multiple academic jobs play a role? A qualitative study." *Public Organization Review* (2022): 1-19.
- [48] Fallahdizchah, Amirhossein, and Chao Wang. "Data-level transfer learning for degradation modeling and prognosis." *Journal of Quality Technology* (2022): 1-23.
- [49] McClean, Katie, and Suzanne Guerin. "A qualitative analysis of psychologists' views of bereavement among children with intellectual disability in Ireland." *British Journal of Learning Disabilities* 47.4 (2019): 247-254.
- [50] Dimitrijevic, Branislav, et al. "Short-Term Segment-Level Crash Risk Prediction Using Advanced Data Modeling with Proactive and Reactive Crash Data." *Applied Sciences* 12.2 (2022): 856.
- [51] Arokiasamy, Anantha Raj A. "A qualitative study on causes and effects of employee turnover in the private sector in Malaysia." *Middle-East Journal of Scientific Research* 16.11 (2013): 1532-1541.
- [52] Dimitrijevic, Branislav, et al. *Segment-Level Crash Risk Analysis for New Jersey Highways Using Advanced Data Modeling*. No. CAIT-UTC-NC62. Rutgers University. Center for Advanced Infrastructure and Transportation, 2020.
- [53] Robinson, Oliver C. "Sampling in interview-based qualitative research: A theoretical and practical guide." *Qualitative research in psychology* 11.1 (2014): 25-41.
- [54] Bagherpour, M., et al. "Project scheduling and forecasting by laws of physical movement." *Journal of Project Management* 4.2 (2019): 97-108.
- [55] Dornan, Tim, et al. "How can experience in clinical and community settings contribute to early medical education? A BEME systematic review." *Medical teacher* 28.1 (2006): 3-18.
- [56] Jackson, Keypi, et al. "Residential satisfaction related with procedure and disturbing experience of residential environment." *Journal of Basis Applied Science and Management System* 9.4 (2022): 156-164.
- [57] Opuiyo, Atora, et al. "Private housing estate expansion based on residential satisfaction to develop future smart city." *International Journal of Science and Advanced Technology* 14.8 (2022): 238-247.
- [58] Browndi, Ibrina, et al. "The relationship between low income housing and residential satisfaction." *International Journal of European Planning Studies* 12.4 (2022): 12-20.
- [59] Newiduum, Ladson, et al. "Evaluating housing satisfaction based on high and medium housing price." *International Journal of Smart City Planning Research* 11.8 (2022): 40-51.
- [60] Jackson, Keypi, et al. "Residential satisfaction related with procedure and disturbing experience of residential environment." *Journal of Basis Applied Science and Management System* 9.4 (2022): 156-164.
- [61] Opuiyo, Atora, et al. "Private housing estate expansion based on residential satisfaction to develop future smart city." *International Journal of Science and Advanced Technology* 14.8 (2022): 238-247.
- [62] Zalnezhad, Kaveh, Seyyed Fazlollah Hossein, and Yousef Alipour. "The Impact of Livable City's Principles on Improving Satisfaction Level of Citizens; Case Study: District 4 of Region 4 of Tehran Municipality." *Armanshahr Architecture & Urban Development* 12.28 (2019): 171-183.
- [63] Li, Chang, et al. "Micro Architectures Materials and Hydrogen Embrittlement." *International Journal of Engineering and Information Technology* 61.39 (2022): 478-485.
- [64] Chen, Don, et al. "A stress destruction stage field model on behalf of hydrofracturing of crawling ice shelves and glaciers." *International Journal of Computer Science and Engineering Research* 86.42 (2022): 1115-1121.
- [65] Chen, Lee, et al. "Assessment of current crack width and crack spacing in enormous covered concrete constructions matter to exterior restrictions exploiting RBSM." *International Journal of Science and Advanced Technology* 12.19 (2022): 12-20.
- [66] Zalnezhad, Kaveh, Mahnaz Esteghamati, and Seyed Fazlollah Hoseini. "Examining the Role of Renovation in Reducing Crime and Increasing the Safety of Urban Decline Areas, Case Study: Tehran's 5th District." *Armanshahr Architecture & Urban Development* 9.16 (2016): 181-192.
- [67] Xiang, Zheng, et al. "Enhanced cyclic fracture mechanics tests to examine morphological and molecular results on slow crack growth in contemporary PE pipe grades." *International Journal of Applied Science and Information Science* 45.16 (2021): 168-177.
- [68] Pan, Bing, et al. "Classifying character focuses for fracture process zone description in mounted carbon or epoxy covers with a convolutional neural system." *Australian Journal of Engineering and Applied Science* 22.17 (2021): 841-848.
- [69] Souto-Otero, Manuel. "Young people's views of the outcomes of non-formal education in youth organisations: its effects on human, social and psychological capital, employability and employment." *Journal of Youth Studies* 19.7 (2016): 938-956.
- [70] Norwich, Brahm, Narcie Kelly, and Educational Psychologists in Training 1. "Evaluating children's participation in SEN procedures: Lessons for educational psychologists." *Educational psychology in practice* 22.3 (2006): 255-271.
- [71] Zhang, Lixuan, et al. "Consequence of the industrialized considerations on the flexible and splintering stuffs of FDM 3D-printed PLA samplings." *European Journal of Applied Engineering and Basic Sciences* 43.31 (2021): 190-197.