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# Investigating the role of virtual social networks in non-syllabus studies

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## Abstract

The purpose of this study was to investigate the relationship between the use of virtual social networks and the non-syllabus studies of students at Payame Noor University in Izeh city of Iran. The research is purposeful and applied in terms of survey method. Out of 1200 students from Payame Noor University of Izeh city, 316 students were selected and analysed using Krejcie and Morgan's tables. Two questionnaires were used to collect the data of virtual networks and non-syllabus study. For data analysis, descriptive and inferential statistics such as Pearson correlation coefficient, single-sample t-test and independent t-test were used. The results of this study showed that the correlation coefficient between the amount of social networks usage and the rate of study of non-teaching resources was statistically significant ( $P < 0.01$ ). As a result, with the increasing use of social networks by students, their non-syllabus study rates also increase. Also, the average use of social networks and student non-syllabus was 56.90 and 45.30 respectively, so the amount of social network use and non-syllabus study among students was lower than the criterion. The amount of T calculated for using social networks and non-syllabus studies in male and female students was 1.5 and 0.37 respectively, which shows that there is no significant relationship between these two relationships. Acceptance of virtual social media has not been overlooked in recent years, so if academics and administrators lose sight of the extent and the positive and negative factors of the use of virtual social networks among their students and society, they will lose a huge amount of money.

**Keywords:** Virtual networks, Non-syllabus studies, social networks, Izeh city

## Introduction

Today, social networks are the cradle of civilizations and various human cultures. The existence of different languages in the social media provides the opportunity for all the people of the community to publicize the culture of their society. The social network concept was first introduced in 1940 in anthropology by Radcliffe Brown. Then in the mid-1950s this concept was used by Boot and Barnes (Quoted by Kuper 1989). Social networks are a new generation of web sites. On these websites, Internet users gather around the virtual circle around the crowd and form community constituencies. On the other hand, today, even in the light of the daily spread of these new technologies of communication and information, the cultural development of each country depends on the importance of the book, an increase in the per capita rate of reading and habit of studying among different classes of society, so that despite the expansion of influence and influence The new communication technologies, the book still plays an important role in the cultural basket of societies; therefore, advanced societies accelerating to the information society have devoted a higher per capita reading rate. (Amiri, 2013). Hence, the social system can be regarded as a process culture whose main concern is information and knowledge, and even the most appropriate political decisions in the form of the kind of mental form of the world that the decision-maker has in his mind.

Therefore, a society that has not been accustomed to reading in, it cannot have the right knowledge of the current situation and make the right decisions. In fact, one of the requirements for sustainable development in the era of network information explosion is the existence of an effective military system to provide the necessary information in each of the political, economic, productive, cultural, and so on areas. But the effectiveness of this information system requires a continuous, evolving linkage between the book, library and reading chain, in order to carry out its role properly, in the light of the writers, publishers, libraries and readers. Hence, it is seen that reading behaviour is in fact a strategic behaviour that depends on the life of societies. (Fotuhi, 2016). The rapid spread of social networks across the wide range of societies has raised questions about their potential implications. Whether social networks influence the behaviour of reading, reading habits and non-student reading of students and young people? And if it affects this, it has a positive or negative effect; it is one of the issues discussed in the present study.

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## Literature review

Usually, learning will be more effective when people study for multiple texts. In this regard, reading non-syllabus study resources will help students learn more. In this regard Kian (2016) expressed conducted a research entitled "Studying the role and application of social networks for students." Findings show that the most popular social network is among 86% of Facebook students. The amount of controlled and uncontrolled accounts is roughly the same, but the Chi-square test showed that the controlled accounts of female students were significantly more than the controlled accounts of male students. Boyd (2007) states that gender affects the participation of users in virtual social networks. Young boys tend to be more active in networks than young girls, but girls older than older ones tend to be more active on virtual social networks. Also, boys older than twice as many as their counterparts in the networks are online and less interested in meeting new people, and girls are more likely to be interested in using these networks to communicate with their friends. Lamp et al. (2008), a research entitled "The most important motivations for using Facebook among students in one Turkish school was using a questionnaire scrolling method and found that users were less likely than Facebook to start romantic relationships, share pictures and videos, or introduce Have used themselves. Also, the majority of respondents admitted that Facebook has made many of their best friends, long unawareness of them. Many users maintain the relationship as the most important motive for using Facebook. in the same issue of social networks and non-syllabus Al-Jabri and Sohail and Ndubisi (2015) in their research entitled "Understanding the use of social networks by the Arabs using the use and enjoyment theory" describe the individual and social factors that affect the use of Twitter's social network with a moderator role And studied the experience of using the Internet. The results of the research indicate that the direct effect of pleasure, freedom of expression and social interactions on the use of Twitter, and the gender and user experience in this regard has a moderating role.

Olszak, (2015 ) in a study entitled "The effect of online tools on reading habits among teenage students" echoes that his aims primarily at investigating EFL adolescents' attitudes to applying new technologies into reading process as well as seeking to shed light on the relevance and benefits of engaging ICT in the EFL reading classroom. In order to achieve the goal, a total of 40 lower secondary students were chosen to apply ICT tools in the process of reading. This quantitative research was used to ascertain students' practices while using ICT in teaching ESL reading. His research results showed that most students had a positive attitude towards reading non-syllabus resources.

A look at the research done inside and outside the country shows that social networks and the factors affecting non-grammar study have attracted much attention from researchers and researchers. In the meantime, investigating the factors influencing the tendency of young people and students to Facebook over other virtual social networks and the impact of factors such as family, school was more of a researcher's interest. However, no research was found to specifically examine the relationship between the use of cyberspace social media and the degree of specific non-syllable study, such as students. Regarding the subject of the research, this study is, in terms of purpose, an applied research because it is expected that various groups, such as students, universities, etc., will use research results to make efficient decisions. It is also a cross-sectional observational and survey method. The present research is descriptive-analytic in terms of doing the work, because it attempts to describe the current situation and analyse the relationship between variables.

## Problem Statement

Undoubtedly, today's virtual social networks have become one of the most important communication tools in the community and the world. Using these networks has had a variety of effects on human life. The study is also one of the most important means of human communication with the surrounding world, and especially the remains of others. Educational systems of advanced societies, in addition to encouraging students to study textbooks, also direct them to study non-teaching resources, thereby helping to create a habit of studying in people. For this reason, a continuous study, and in particular a non-syllabus study, does not find its true status in the program of life, and gradually leads to the belief that reading is a school or university course in order to succeed in the exam. On the other hand, social networks in Iran are also expanding among young people and students. Like other people, this stratum also spends a lot of time on social networks, which, in the light of the foregoing, identifying how they can be used by these networks can help planners of schools, universities, and other educational institutions Assessing the conditions and efforts to minimize the problems caused by the use of these networks, and on the other hand, its wide benefits can be used in educational programs and individual student development. Given the increasing tendency of students to use virtual social networks, the role of these networks cannot be ignored in their individual, educational and social life. Therefore, the importance of the issue of the relationship between the use of virtual social networks by students and the impact of this use on various aspects of their life seem to be necessary. In this regard, although students like other groups of society, use virtual social networks, but it is not clear that the use of networks Social cyberspace affects student and non-student reading. Therefore, the present study has studied the issue of determining the relationship between the uses of social networking cyberspace on non-syllabus study of students at Payame Noor University in Izeh city.

## The purpose of the research

The main purpose of this study was to investigate the relationship between the use of virtual social networks and non-syllabus studies of Payame Noor University in Izeh city. In order to achieve this goal, other conceivable goals from this article are: Comparison of the use of female and female students and comparison of the non-syllable study rate of female and female students.

## Questions, Hypothesis, and methodology

1. Is there a meaningful relationship between the use of cyberspace social media and non-syllabus studies in Payame Noor University?
2. How many students from Payame Noor University in Izeh use virtual social networks?
3. What is the non-student study of Payame Noor University in Izeh city?
4. Is there a significant difference between the use of female and female students from virtual social networks?
5. Is There Significant Difference Between Female Students and Students?

## Research hypotheses

- 1-There is a significant difference between the use of students on social networks and their non-teaching content.
2. The amount of use of cyberspace social media is different between students of Payame Noor University.
3. There is a significant difference between the amounts of non-syllabus study at Payame Noor University students.
4. There is a significant difference between the use of female and male students using virtual social networks.
5. There is a significant difference between the amount of non-syllabus reading of male and female students.

The statistical population of the study consisted of all students of Payame Noor University in Izeh City which were engaged in this university in 2018 and their number is 1200. The method of sampling in this research is random and since the community variance was not known in this study, the Krejcie and Morgan tables were used to determine the sample size. According to a survey conducted in Krejcie and Morgan's table, the sample size is 316 people. The method of collecting data is library and field research. Since some of the questionnaires could not find the conditions for entering the analysis, 320 questionnaires were distributed and therefore, 316 questionnaires were able to analyze. In this study, 2 questionnaires were used as follows: Questionnaire on the use of virtual networks: This questionnaire has 20 items and is set in the 5-point Likert scale. How to score in this questionnaire is that the lowest score (1) is completely opposite to the option and the highest score (5) is fully missed. And non-syllabus study questionnaire: Since there was no standard questionnaire regarding student non-syllabus study, this questionnaire was developed using theoretical foundations and studies and was developed with the guidance of a supervisor. The questionnaire has 20 items and is set in the 5-degree Likers range from very low to very high.

In this study, the validity of the questionnaire was based on a survey from the supervisor and others at Payame Noor University and experts. Also, Cronbach's alpha method was used to determine the reliability of the test. Table 3-1 shows the amount of internal consistency coefficient (reliability) of the questionnaire. According to the table, the Cronbach's alpha is 0.87 for social networking and 0.83 non-syllabus studies. These coefficients indicate a high degree of internal consistency of existing items in questionnaires.

Table 3.1: Reliability of questionnaires

Questionnaire	Number of items	Cronbach's Alpha Value
The rate of using social networks	20	0.87
Non-study reading	20	0.83

## Data analysis

In order to analyse the collected data, descriptive and inferential statistics were used from questionnaires. In the descriptive statistics section, frequency, percentage, mean and histogram graphs were used, and the Kolmogorov-Smirnov test as well as the Pearson correlation coefficient, single-sample t-test and independent t-test were used to verify the normality of the data. SPSS software version 21 is used to analyse the data.

Findings related to research hypotheses:

Table 4-1: Frequency and percentage of participants in gender-based research

Sexual	abundance	percentage	Frequency
Male	128	40.5	40.5
Female	188	59.5	100
Total	100	316	

Table 4-1 shows the frequency and percentage of participants in the survey based on their gender. As you can see, 128 people (40.5%) of the participants in the study were males and 188 women (59.5%) were females.

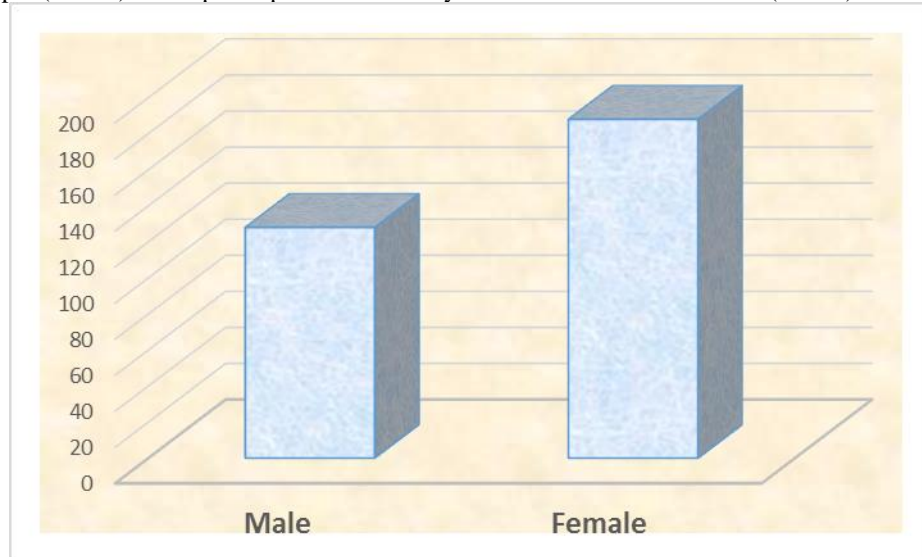


Figure 4-1: Frequency and percentage of participants in the research based on gender

Table 4-2: Frequency and percentage of time Non-syllabus study Daily attendees

Variables:	Hours	Frequency	Percentage	Percentage Concentration
Non-syllabus study per day	Less than an hour	151	48	48
	Between one and two hours	125	40	88
	Between two to three hours	30	9	97
	Between three and four hours	9	2.7	99.7
	More than four hours	1	0.3	100
	100	316	100	-

According to the table, how much non-syllabus study do you have in answer to the question during the day? 48% of the respondents indicated an option less than one hour, 40% of the option between one to two hours, 90 % of the option between two to three hours, 7.2% of the time between three to four hours and 0.3% of the option more than four hours have.

The Kolmogorov-Smirnov test was used to check the normality of the data. The results of this analysis are shown in Table 4-3.

Table 4-3: Kolmogorov-Smirnov test to check the variables normal

Variable	The statistics	Degrees of freedom	Meaningful
Use social networks	0.45	316	0.2
Non-syllabus study	0.77	316	0.001

As can be seen, the rate of this statistic for the social networking variable is equal to 0.045 which is not statistically significant, but for non-syllabus variable equal to 0.77 It is statistically meaningful. With regard to these results, it can be said that the assumption of normalization is observed for the variable of the use of social networks. Regarding the non-syllabus study variable due to the low amount of statistics and the high sample size and histogram of these variables, it can be said that this test is influenced by the sample size and, on this basis, it can be said from the non-assumption normally it was neglected.

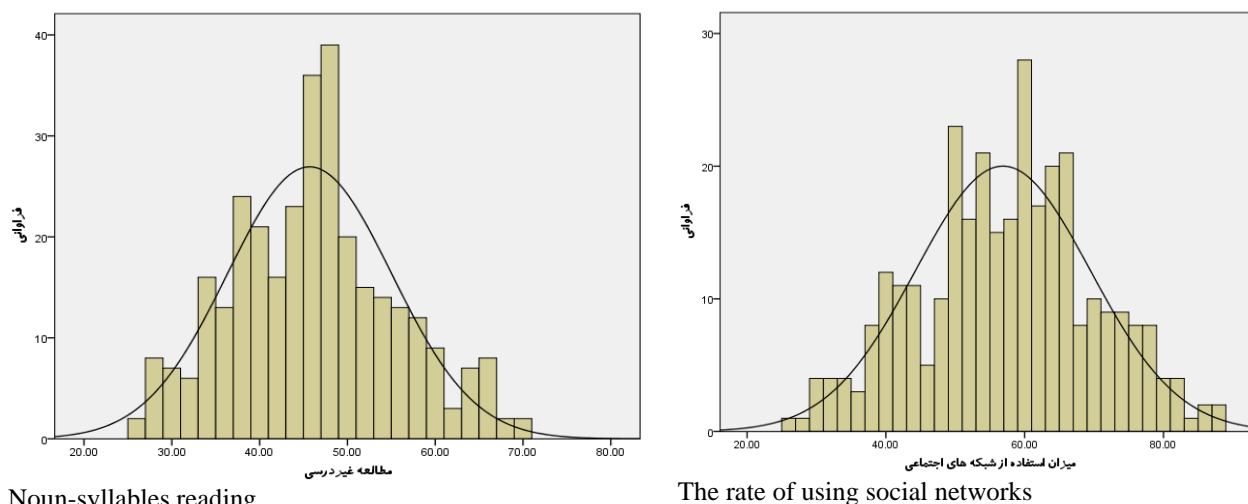


Figure 4-2: Histogram of the research variables

1-Is there a meaningful relationship between the use of cyberspace social media and non-syllabus students in Payame Noir University?

Table 4-4: relationship between the uses of social networks with noun-syllables reading

Variable	The statistics	Non-syllabus study
The rate of using social networks	The correlation coefficient	0.15**
	meaningful	0.001
	N	316
** It is significant at $P < 0.01$		

Table 4-4, Shows the Pearson correlation test to examine the relationship between the amount of social networking and Non-syllabus study. As can be seen, the correlation coefficient is  $r = 0.15$ , which is statistically significant ( $P < 0.01$ ). Therefore, it can be said that by increasing the use of social networks of students, their non-syllabus study also increases.

## 2- Study of Non-Student Students' Study in Payame Noor University, Izeh

Table 4-5: Variable descriptive statistics on the use of student social networks

Variable	mean	Standard deviation	Number
The rate of using social networks	56.90	12.57	316

According to Table 4-5, the mean and standard deviation of the use of social networks among the studied students were 56.90 and 12.57 respectively. To determine whether the average calculated with the value of the criterion has a significant difference, one-sample t test was used, the results of which are shown in Table 4-6.

Table 4-6. One-sample t-test was used to determine the meaningful difference between the average social network usage and the criterion value (60).

Confidence interval 0.095		difference in averages	meaningful	Degrees of freedom	T
upper limit	Bottom limit	-3.13	0.001	315	-4.42
-1.73	-4.25				

According to Table 4-6, the calculated t value is -4.42, which is statistically significant ( $P < 0.001$ ). Hence, it can be said that there is a significant difference between the amount of social networks used by students in that university with the value of (60) and given that the average use of social networks by students was equal to 56.95, It can be said that the rate of use of social networks among university students is less than the criterion.

### 3. What is the non-student study of Payame Noor University in Izeh city?

Table 4-7- Variable descriptive statistics of student Non-syllabus study

Variable	mean	Standard deviation	Number
Non-syllabus study	45.30	8.43	316

According to the table 4-7, the mean and standard deviation of non-syllabus study among students was 45.30 and 8.43 respectively. To determine whether the average calculated with the value of (51) has a significant difference or not, a single-sample t test was used, the results of which are shown in Table 4-8.

Table 4-8: difference between the average non-teaching reading and the criterion value (51)

Confidence interval 0.095		difference in averages	meaningful	Degrees of freedom	T
upper limit	Bottom limit	-5.31	0.001	315	-10.09
-4.28	-6.35				

According to Table 4-8, the calculated t value is 10.09, which is statistically significant ( $P < 0.001$ ). Therefore, it can be concluded that there is a significant difference between the amounts of non-syllabus study in the students with the criterion value (51) and, given that the average non-syllabus study in the students is equal to 45/30, one can He said that non-student reading is lower than the standard amount.

### 4. Is there a significant difference between the use of female and female students of Payame Noor University in Izeh city from virtual social networks?

Table 4-9: male and female students use social networks

sexuality	mean	Standard deviation	Number
Boys	58.15	13.42	128
Girls	56.04	11.92	188

According to Table 4-9, the mean and standard deviation of the social network use among boys was 58.15 and 13.42 and in girls, respectively, was 56.04 and 11.92, respectively. To find out that there is a significant difference between the average use of social networks in girls and boys, independent T test was used, the results of which are shown in Table 4-10.

Table 4-10: average non-syllabus study rate for male and female students

Confidence interval 0.095		difference in averages	meaningful	Degrees of freedom	T	P-V	F
upper limit	Bottom limit	2.16	0.14	314	1.5	0.12	2.4
4.99	-0.67						

Table 4-10, shows independent t-test to determine the significant difference between the mean non-syllabus study rate in male and female students. As can be seen, the F value for equality of variances is equal to  $F = 2/4$ , which is statistically insignificant ( $P = 0/12$ ). Therefore, it can be said that the assumption of equality of variances is observed. As can be seen, the calculated T value is 1.5, which is not statistically significant ( $P > 0.05$ ). Therefore, it can be concluded that there is no significant difference between the amount of non-syllabus study in university students and female students.

#### 5. Is There Significant Difference Between Female Students and Students in Payame Noor University in Izeh?

Table 4-11: Descriptive statistics of non-syllabus study of male and female students

sexuality	mean	Standard deviation	Number
Boys	44.51	8.64	128
Girls	46.28	8.19	188

Table 4-11, shows descriptive statistics of the non-syllabus study of male and female university students. As can be seen, the mean and standard deviation of non-syllabus study among boys was 44.51 and 8.64, respectively, and in girls 46.28 and 8.91, respectively. To determine that there is a significant difference between the mean non-grammatical study in girls and boys, independent T test was used, the results of which are shown in Table 4-12.

Table 4-12: difference between the mean non-syllabus study rate in male and female students

Confidence interval 0.095		difference in averages	meaningful	Degrees of freedom	T	P-V	F
upper limit	Bottom limit	-0.37	0.73	314	-0.37	0.14	2.25
1.75	-2.48						

Table 4-12 shows independent T-test to determine the significant difference between the mean non-syllabus study rate in male and female students. As can be seen, the F value for equality of variances is equal to  $F = 2/25$ , which is statistically insignificant ( $P = 0/14$ ). Therefore, it can be said that the assumption of equality of variances is observed. As can be seen, the calculated T value is -0.37, which is not statistically significant ( $P > 0.05$ ). Therefore, it can be concluded that there is no significant difference between the amount of non-syllabus study in university students and female students.

## Results and Concussion

In general, based on the findings of this study, the average of the total use of social networks of male and female students was 56/90 and the standard deviation was 12/17, the average use of social networks of male students was 58/15 and the standard deviation was 13/42 and the average use of social networks of students The girl is 04/56 and the standard deviation is 11/92. These results indicate that the use of social networks of male students is 2/11 higher than that of female students. Also, the mean of the total non-syllabus study of male and female students was 45.30 and the standard deviation was 8.43. The mean non-syllabus study of male students was 44.51 and the standard deviation was 8.67 and the mean non-syllable study of female students was 46.28 and standard deviation 11 / 92. These results indicate that the average non-syllabus study rate for female students is 1.771 higher than male students.

In response to the first question, the research found that the relationship between social networks with non-syllabus study was according to the results of Pearson Correlation test, the correlation coefficient is  $r = 0.15$ ,



which is statistically significant ( $P < 0.01$ ). Therefore, it can be said that by increasing the use of social networks of students, their non-syllabus study also increases.

None of the research backgrounds examined the impact of social networking on non-syllabus study. Students and young people, on the other hand, are the ones who make the most of these networks and spend a lot of time on these networks. Therefore, it is necessary to plan the program in addition to the use of entertainment and entertainment, students will also use the networks to share knowledge and information from the study of non-teaching resources and offer non-teaching resources to other social networking users.

In response to the second question about the extent to which students were using the virtual social networking data analysis, they determined that: According to independent T-test, the value of  $t$  calculated is -4.42, which is statistically significant ( $P < 0.001$ ). Therefore, it can be concluded that there is a significant difference between the amounts of social networks used by students of Payame Noor University in Izeh (60) and considering the average use of social networks in students. It is equal to 56.87%. It can be said that the use of social networks among students is lower than the criterion. These results are consistent with the results of Hosseini (2014) and Jamal (2016) and with the results of Delshad (2017).

Regarding the amount of students non-syllabus studies, Independent T-test results of T-value of -10.09 were obtained which is statistically significant ( $P < 0.001$ ). Therefore, it can be concluded that there is a significant difference between the amounts of non-syllabus study in students (51) and considering that their average non-syllabus study is equal to 45.69, and then it can be said that non-syllabus study rate between students; it is lower than the criterion. The results of this research can be compared with the results of Ahmadian (2012).

Unfortunately, our educational system is in such a way that students do not feel the need and importance of studying non-syllabus resources in their educational stages or afterwards. Therefore, the amount of non-syllabus study resources is very low. Therefore, it is necessary that the research-based system in universities replace the previous systems so that students do not depend solely on studying one or more source materials during their education and exams. On the other hand, the recruitment system in the country should also focus on the academic and non-academic content of applicants in addition to other criteria in their recruitment tests.

In response to the fourth question about the amount of use of social networks by male and female gender, the analysis of data showed that since the value of  $F$  was equal to  $F=2/4$ , it is statistically insignificant ( $P = 0.12$ ). Also, since the value of  $t$  calculated to be 1.5 is not statistically significant ( $P > 0.05$ ). So, we conclude that there is no significant difference between the amount of social networking among girls and boys in the university. The results of this study are not consistent with the results of Delshad (2017), Kian (2016), Hosseini (2014 and Boyd (2007).

In this regard, Boyd (2007) states that gender affect the participation of users in virtual social networks. In this regard, according to the above-mentioned studies, girls, especially in Iran, are more dependent on social networking groups for some reasons, such as having fewer hobbies and less attendance in society. And finally, if there is a difference between university-level female students and non-syllabus study, data analysis showed that since the calculated value of  $t$  is -0.37 and is not statistically significant ( $P < 0.05$ ), there is no significant difference between the non-syllabus study of university students and female students. The results of this research are not consistent with the results of Ahmadian's research (2012).

## Conclusion

Therefore, analysing questions related to the relationship between social networks and student non-syllabus study revealed that the importance of these kinds of resources for greater community awareness is very necessary, and in order to increase the growth of non-syllabus in society, managers need to be aware of this sources make the necessary decisions. Also, since today, virtual social networks have devoted a lot of time and money to sharing knowledge, beliefs and information among the general community, it is necessary to examine their impact on the level of studies and other factors. Also Acceptance of virtual social media has not been overlooked in recent years, so if academics and administrators lose sight of the extent and the positive and negative factors of the use of virtual social networks among their students and society, they will lose a huge amount of money.

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