



Presenting the model of personal and professional responsibility of students

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ABSTRACT

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Background and Aim: One of the important life skills is responsibility in various personal and work dimensions, which is inevitable in the education system, especially higher education, for the development and prosperity of science and the development of society. Therefore, the aim of the current research was to provide a model of individual and professional responsibility of students. **Methods:** The present research method was combined (qualitative-quantitative) and practical in terms of purpose. In the qualitative part, the statistical population included higher education experts and experts related to the position in the faculties of Tehran University of Science and Research, who were selected using the purposeful sampling method. In this research, the researcher reached theoretical saturation after conducting 23 interviews with the desired samples. Also, in the quantitative part, the research community included graduate students of the relevant faculties of Tehran University of Science and Research who were studying in the 2017-2018 academic year, and using the random sampling method, 387 people were selected as the sample size based on the Cochran formula. The research tool was an interview in the qualitative part and a researcher-made questionnaire in the quantitative part, the validity of which was achieved with face validity and reliability with Cronbach's alpha test of 0.88. In order to analyze the data, the coding method was used in the qualitative part and the structural equations in the Lisrel software were used in the quantitative part. **Results:** The findings showed that individual responsibility included four categories (national identity, self-awareness, forward-looking, self-development) and professional responsibility included five sub-categories (professional knowledge, culture of criticism and receptivity, work conscience, professional ethics, lifelong learning). Also, the results of the structural equations showed that the structural part of the model of the relationships between the research variables and the measurement model of the variables was confirmed with a good fit ($P < 0.05$). **Conclusion:** Based on the results, it can be concluded that the personal and professional responsibility of students has several components that the planners of the higher education system can pay attention to in order to promote it and improve the culture of responsibility.



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Introduction

Universities play a vital and key role as centers that educate and prepare competent and skilled human resources in order to respond to the real needs of society in various fields. In other words, universities are actually taking a step towards development with their outputs to the society (Jamolidinovich, 2022). Therefore, if we consider the main mission of higher education to be the training and education of the specialized human resources needed by the country, this mission is considered one of the qualitative goals that is directly related to the quality of the higher education system (Mohammadi, 2005). In today's world, along with the tremendous developments and changes that take place in various economic, social and technological dimensions, profound changes are taking place in the field of new management methods and systems, and completely different views than in the past dominate the management of organizations (Chen & Vanklai, 2021). Among the concepts that have found a significant place in many universities and higher education systems, is their role in creating different responsibilities (Ali et al., 2021). Individual responsibility means that a person is responsible for himself and the situation he is in, as well as the needs of others. According to them, although the concept of individual responsibility focuses on the individual, it happens in a social context. A responsible person will pay attention to how his choices and decisions affect others in society. Therefore, according to these later researchers, social responsibility is considered an individual responsibility (Badser et al., 2016). In addition, professional accountability refers to the set of ethical rules that are derived from the nature of the profession or job. Professional ethics can be seen as expressing the beliefs of a professional group about what is right and related to the standards of the same profession. Each of the human-related professions has different areas and dimensions, some of which are common and some of which belong specifically to a profession (Taghizadeh, 2011).

One of the important duties of the educational system, especially universities, includes: Understanding the role of people and their level of responsibility; Proper planning to help natural growth flow; Identifying and properly cultivating latent talents; laying the groundwork for their desired education; Finally, improving the level of mental health of people in the family and in

society. It seems that conducting such a research can fill the existing gaps caused by the lack of a rich and reliable background in this field. Therefore, considering that academic organizations and universities play an important role in society and this type of capital also plays an essential role in the realization of missions, academic goals, spirit of scholarship and research. Therefore, the main goal of this thesis is to provide a model of personal and professional responsibility of students.

Method

The present research method was combined (qualitative-quantitative) and practical in terms of purpose. In the qualitative part, the statistical population included higher education experts and experts related to the position in the faculties of Tehran University of Science and Research, who were selected using the purposeful sampling method. The researcher reached theoretical saturation after conducting 23 interviews with the desired samples in this research. Also, in the quantitative part, the research community included graduate students of the relevant faculties of Tehran University of Science and Research who were studying in the 2017-2018 academic year, and 387 people were selected as the sample size based on the Cochran formula using the random sampling method. The research tool was an interview in the qualitative part and a researcher-made questionnaire in the quantitative part, the validity of which was achieved with face validity and reliability with Cronbach's alpha test of 0.88. In order to analyze the data, the coding method was used in the qualitative part, and the structural equations in the LISREL software were used in the quantitative part.

Results

The findings showed that individual responsibility included four categories (national identity, self-awareness, forward-looking, self-development) and professional responsibility included five sub-categories (professional knowledge, culture of criticism and receptivity, work conscience, professional ethics, lifelong learning). The direct effects of self-awareness (with a beta of 0.59) on foresight are significant ($\beta = 0.01$, $p < 0.59$). Criticism of work conscientiousness is second with the highest path coefficient ($\beta = 0.41$, $p < 0.01$). Foresight contributes the least to criticism with ($\beta = 0.01$, $p < 0.20$). Other relationships are also significant and positive. Finally, the results of the structural

equations showed that the structural part of the model of the relationships between the research variables and the measurement model of the variables was confirmed with a good fit ($P < 0.05$).

Conclusion

The purpose of the current research was to provide a model of personal and professional responsibility of students. The results showed that individual responsibility includes four subcategories (national identity, self-awareness, foresight, self-development); Professional responsibility includes 5 sub-categories (professional knowledge, culture of criticism and criticism, work conscience, professional ethics and lifelong learning). Moreover, the results of structural equations showed that all relationships of the components are significant and the model has a good fit.

Higher education centers have always been among the leading institutions of cultural and social movements, as their beliefs and convictions quickly penetrate the society. This is because higher education is considered one of the most effective environments for institutionalizing moral principles and values (Mohammadi, 2005). Therefore, higher education has played an important role in the changes and transformations of human societies. So that without considering this role, it is not possible to examine the path of development of societies. In other words, one of the major missions of universities and higher education is to facilitate human growth and development, to develop and enrich the country's knowledge and culture, and to cultivate specialized human resources needed by society. Therefore, if we define the main mission of universities as the pillar of all-round development in cultural development, surely economic and social development will also require responsible people; It has a significant role and place in education. In fact, in universities, there should be education and curricula related to responsibility so that these educations and programs can practically create the necessary knowledge, emotions and skills in learners. During this, the learners will have knowledge and rational skills to gain recognition of various personal and social responsibilities. In addition, they have positive emotions and attitudes in the field of accepting various social responsibilities and finally, acquire the necessary abilities to perform various tasks and social responsibilities (Shahin Mehr & Hosni, 2015).

Universities, as a soft and unruly social system, aim to teach the culture and way of life to students and influence the society's culture. In the meantime, the responsibility of students is very decisive in the excellence and continuation of the process of scientific and cultural activities of universities. On the other hand, the importance of teaching individual responsibility with preventive goals and improving the level of mental health is one of the most important missions of educational systems. Therefore, it can be said that social institutions such as schools and universities, in the form of open and hidden curriculum, should pay attention to individual responsibility in teenagers and young people from the very beginning of education in dimensions (cognitive, emotional, functional). In connection with postgraduate students, paying attention to the dimension of expertise and skill that is taught at this level of education should not mislead university officials and trustees to only pay attention to the basics and principles of professional responsibility, because the prerequisites of all dimensions The responsibility of the formation of the internal attitude in people is in the individual dimension, something that was also validated in the presented model of the research (Rabiei Mandjin & Gholami, 2016).

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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