Teachers' Experiences and Perceptions about the Responsibility of Female high School Students in Tabriz

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ARTICLE INFORMATION	ABSTRACT
Article type Original research Pages: 17-22 Corresponding Author's Info Email: hosseinbmd@gmail.com **Article history:** Received: 2022/09/05 Revised: 2022/12/20 Accepted: 2023/01/10 Published online: 2023/03/18 **Keywords:** *Representation, teachers, responsibility, high school students, phenomenological study*	**Background and Aim:** One of the most important concerns of the educational system is the training of responsible people, which is very important for the future and life of students. Students' responsibility is one of the significant and serious issues that exist in the curriculum of all educational systems in different forms. Based on this, the main goal of this research was to represent the experiences and perceptions of teachers regarding the responsibility of female students of the first year of secondary school in Tabriz city. **Methods:** The approach of the present study is a qualitative interpretive phenomenology. The statistical population of the study was teachers in the city of Tabriz, using a purposive sampling method, 18 people; They formed the research sample. Saturation of the theoretical idea was the criterion for the number of samples. Semi-structured interview tools were used to collect data. After recording the interviews and implementing them, the data and information were analyzed by Dickelman, Tanner and Allen (1989) method. For the accuracy and robustness of data and information in the present study, 4 criteria of acceptability, reliability, verifiability and transferability were used. **Results:** From teachers' experiences and perceptions about responsibility of female students in junior high school, 7 main topics including the meaning and concept of responsibility, dimensions of responsibility, necessity of responsibility, responsibility education requirements, responsibility curriculum and strategies for promoting responsibility education and 19 topics Subsidiaries were identified. **Conclusion:** Educating responsible Human is the end of most societies and educational systems. Responsibility education, both in the form of formal and informal education, should be given more attention by educators and parents.

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Introduction

The school period is one of the most important academic years because the habit of studying and strengthening the curriculum is formed during this period. With the right choice, you can create a bright academic and career future. The best solution for choosing the right education is knowing your talents, interests and potential, as well as examining your future education and career. So a conscious and rational decision is the key to success. To have such a choice, using telephone and face-to-face academic counseling services is the best solution (Dashtipour, 2016). Academic counseling helps students recognize their abilities, talents and learning style, plan, choose a field of study and solve educational and disciplinary problems. In this way, they can develop their abilities, use existing facilities optimally, solve their academic problems and adapt to the educational environment (Namdar et al., 2020).

Narrative therapy is the process of helping people overcome problems by engaging in conversation therapy (Pain, 2016). This therapeutic process emphasizes the externalization of the problem from the person and sees them as separate parts of the person (Ryan, Edwyer, and Leahy, 2015). A narrative is a form of conversation that connects events over time and, therefore, can show the emotional dimensions of human existence. These conversations can include externalizing the problem, extracting consequences, highlighting new maps and connecting it to the past (Procheska and Norcross, translated by Seyed Mohammadi, 2020). White and Epson (1985) narrative therapy is one of the most widely used types of narrative therapy (Sharf, 2015). In the context of education, academic resilience is defined as a high probability of success in school despite challenging and threatening conditions, which is caused by qualities, conditions, and early experiences (Morrison & Allen, 2016). Martin and Marsh (2009) believe that academic resilience is not limited to students with unfavorable backgrounds and conditions, but all students experience some level of poor performance, adversity, challenges and failures in their educational process (Martin & Marsh, 2009). Narrative therapy has an effect on students' academic excitement. Emotions are always present in academic environments (Artino et al., 2012). Emotion is conceptualized

as a mental In One of the social institutions is the education institution, which has an important responsibility in educating children, teenagers and young people. A broad look at the role of education as an effective factor in actualizing the potential and inherent possibilities of people, transferring the accumulated experiences of the past, providing desirable values, increasing information and creating the necessary skills in people for life and finally facilitating the path of human existence towards the perfection of the importance of this social institution. (Otakozionna and Mamozal, 2022). The quantitative expansion of education shows the tendency and acceptance of everyone toward the effectiveness of this institution, and its qualitative expansion is due to the development of education, science and the continuous growth of technology, which has added to the complexity and elegance of the education process (Hajian & Saadipour, 2018).

Responsibility is one of the important concepts in various scientific fields such as education, psychology, sociology, management, religion and other scientific fields, which has attracted a lot of attention in recent years. Responsibility is a feeling of commitment and adherence to others, following social rules and standards and understanding group rules (Latafabadi, 2018). From the point of view of some thinkers, responsibility is a social skill and includes a wide range of adolescent behaviors, including the amount of cooperative activities, respect for the rules and rights of others, courtesy, conscientiousness, trustworthiness, orderliness, informed decision-making, and commitment (Glenn, 2017). Considering that responsibility is a skill and like any kind of skill can be learned and acquired, of course it is created from the beginning of life and gradually. In the sense that a person can never show responsible behavior unless they have learned during their life (Nabavi, 2013). From Wazel, Roberston, and Anagnostapoulos (2018) perspective, accountability is a social construct, and accountability cannot be understood without defining the community. From their point of view, responsibility takes shape and develops in the shadow of social actions and activities. He and Harris consider responsibility as a factor for the formation of internal and external behaviors in a person and consider it beyond the social

sphere (2020). The institutionalization of responsibility in students can play a role in their academic progress. It seems that in educational environments, the sense of responsibility and commitment to it affects academic progress in two ways: First, the responsible behavior of learners makes positive interaction between them and their classmates and the teacher. In this way, the possibility of effective learning is provided. Second, the feeling of obligation and responsibility in the learner causes the growth of internal motivation, therefore it increases the learning process (Aghili & Nasiri, 2014).

Considering the necessity and importance of social responsibility, if education seeks to educate the future generation in a social and developed way, it must pay attention to the issue of social responsibility as one of its fields of activity. The learning environment will be a suitable platform for cultivating this type of social skills. Considering that responsibility is a broad and important concept in scientific fields, and this importance is more prominent in the field of education. Therefore, the present study clarifies how teachers represent their experiences and perceptions regarding the responsibility of female students in the first year of secondary school in Tabriz city.

Method

The approach of the present study is a qualitative interpretive phenomenology. The statistical population of the study was teachers in the city of Tabriz, using a purposive sampling method, 18 people; They formed the research sample. Saturation of the theoretical idea was the criterion for the number of samples. Semi-structured interview tools were used to collect data. After recording the interviews and implementing them, the data and information were analyzed by Dickelman, Tanner and Allen (1989) method. For the accuracy and robustness of data and information in the present study, 4 criteria of acceptability, reliability, verifiability and transferability were used.

Results

From teachers' experiences and perceptions about responsibility of female students in junior high school, 7 main topics including the meaning and concept of responsibility, dimensions of responsibility, necessity of responsibility, responsibility education requirements, responsibility curriculum and strategies for promoting responsibility education and 19 topics Subsidiaries were identified.

Conclusion

The main purpose of this research was to represent the experiences and perceptions of teachers regarding the responsibility of female students in the first year of secondary school in Tabriz city.

One of the main themes extracted was the meaning and concept of responsibility. Intrinsic commitment, extrinsic obligation and conscientiousness were the meanings mentioned by the participants. What is certain is that wherever responsibility is discussed, the issue of internal commitment is also discussed, and this is why the training of responsible people requires that students be trained who can internalize values and develop an internal force to carry out the responsibility.

Another theme found in teachers' perceptions and experiences of responsibility is the dimensions of responsibility. In the responsibility towards oneself, each person needs to value and be responsible for the health of his soul and body. Psychologists and health scientists study this responsibility dimension more (Pierre & Bowen, 2019). Another of these dimensions is man's responsibility in front of God. One must fulfill responsibilities in front of God and God's blessings. Man has a responsibility to nature. While they are subservient to God, nature and its various parts have been created by God in such a way that they are also subservient to man to the extent necessary so that man can use them by mastering them. In a systematic view of nature, it can be understood that humans are among the components of the same system that have the necessary interaction with other components and parts of it. Another main theme found from teachers' perceptions and experiences is the accountability curriculum. The findings from the interviews with teachers show that the development of problem-solving skills and creative thinking, positive self-concept, intellectual and personal growth, the importance of others, the suitability of goals with physical and mental characteristics, the comprehensiveness of goals (formulating cognitive, emotional, and psycho-motor goals) are among the main goals of the curriculum based on responsibility education. Examining the above goals shows that the findings related to the goals regarding accountability can be reviewed in terms of the way goals are formulated and deduced, the characteristics of the goals, and the levels of the goals.

Regarding the content of the curriculum, the analysis of the interviews of the interviewees showed that in the design of the content of the responsibility curriculum, the needs of society, the needs of life and the growth of knowledge

should be considered. Curriculum experts believe that the three axes of society, learners and knowledge development should be considered in content design (Gatrier & McCracken, 2014). Regarding the evaluation of the responsibility curriculum, the findings from the interview with the experts showed that in addition to the influence of the philosophy governing the society on the type of evaluation, self-evaluation, process evaluation, norm-oriented and criterion-oriented evaluation, peer evaluation, individual, combined, evaluation according to the assignment and internal evaluation are among the methods and methods of evaluating the responsibility of girls in the first secondary level. Another main theme of responsibility was the necessity of responsibility training. The view of the research participants can be examined in two negative and positive dimensions. The currency has a negative aspect on those that surround human life, personal, social, and environmental crises, etc., which requires that people's responsibility should be strengthened to overcome those crises. Another main theme found was accountability training requirements. Some participants pointed out that two fundamental components should be considered in responsibility training. People should not be assigned responsibilities that are beyond their capacity and the capacity of people should be taken into consideration. In addition, in training the responsibility of individuals, as much as possible, the ruling culture of the society was taken into consideration, and the training should be based on the religious background and the upper documents of our country's educational system. The current research had some limitations. Among the limitations of this research, the limitation of the research sample to teachers, the lack of benefit from the experiences and perceptions of other people in the educational system, including parents and relevant educational leaders. The lack of generalizability of qualitative findings due to the small sample was another limitation of the present study. Based on the findings, it is suggested that 1- the skill category of responsibility, especially social responsibility, should be seriously addressed in the curriculum. 2- In the in-service courses of teachers, attention should be paid to delegating responsibility to students by teachers, and part of the activities in class and school should be given to students to practice responsibility. 3- The findings showed that responsibility requires training, so those who are trusted in this field and show responsibility should be used for school training.

Conflict of Interest

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