

Testing the Pattern of Social Responsibility as a Component of Educational Ethics

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Abstract

Background: The university is a thoughtful, knowledgeable, and innovative institution in society. It is expected that by performing its duties and missions, it can take effective steps in achieving society's goals and always lead the country towards progress. Therefore, it is essential to study the level of attention to the concept of social responsibility in universities. The present study examines the pattern of social responsibility as a component of educational ethics in Islamic Azad University.

Material and Methods: This study was Fundamental in terms of purpose and quantitative approach. The research method was a descriptive survey. The research community consisted of 180 faculty members, deputies, and administrators of Islamic Azad University who were selected as a sample using Cochran's formula and stratified random sampling of 123 of them. The data collection tool was a researcher-made questionnaire. Data analysis was performed using descriptive indices of mean, standard deviation, bootstrapping method, and t-test using PLS3 software.

Results: All components of social responsibility played a significant role in explaining the model at a significance level of 5%. In addition, it can be stated that scientific, educational, and public responsibility have had more effects on social responsibility than other components. Their effects are reported to be 0.24 and 0.21, respectively. On the other hand, organizational responsibility and technology have the least effect on social responsibility compared to other components. Their effect is 0.105 and 0.11, respectively.

Conclusions: Paying attention to the components identified in this study, including moral, environmental, social, scientific, educational, and economic components in the Islamic Azad University, can play a key role in the social responsibility of the university as an effective educational institution.

Keywords: Social Responsibility, Educational Ethics, Social Component

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INTRODUCTION

Proper education is one of the essential ways of development in society. In advanced and developed societies, education has a special place, and its promotion and reform are like the promotion and reform of society. But the important thing is to find the right principles and methods of education that ensure the realization of development goals. One of the basic principles that are of vital importance in developing the educational system is the category of ethics, to which attention is inevitable. Ethics in education emphasizes the role of ethics and moral components in various individual and social dimensions. It will undoubtedly shake the foundation of science in society without considering the ethics of education. One of the components of educational ethics that educational administrators consider is social

responsibility. To consider social responsibility as a moral concept, not a legal one, is the result of the evolution of the concept of social responsibility. The concept of social responsibility emphasizes that managers, in addition to providing the interests and rights of their organization, must also participate as a moral matter in ensuring the welfare, comfort, needs, and interests of the people of society. Their decisions should not lead to inflicting damage, loss, and damage on society and its individuals [1].

University, as one of the most important institutions of a country, in addition to the task of education, has a responsibility under the title of social responsibility of universities. Today, social responsibility goes beyond philanthropy. Social responsibility currently addresses

issues such as the contribution of business to sustainable development and providing active solutions to social and environmental challenges. Given that the university is an important element of society, its social dimension is beyond time and place and should be adequately considered. Universities seek to provide technical and even individual education. However, they may not be successful in explaining society's problems to students, or they may not be able to explain that they are accountable to their community [2].

Vasilescu proposed the concept of university social responsibility. The definition of university social responsibility can be said: "Ethical approach to developing a sense of civic and social citizenship of students, staff and faculty members to promote social, environmental, technical, economic interactions for a sustainable local and global community" [3]. Such a definition of social responsibility indicates that social responsibility is formed from a chain of four elements: the moral approach, the development of a sense of citizenship of all individuals in the university, the promotion of social interactions and the like, and social sustainability.

Based on the definitions of social responsibility of the university, its components can be considered as the following [4]:

Develop a sense of responsibility in both individual dimensions and moral sensitivity as a responsible citizen. University ethics approach Achieving a sustainable community as an Interactive goal discourse of community and university. A university is an ethical approach that seeks to develop and engage local and global communities to bring about social, ecological, environmental, technical, and economic development [5]. Also, in the macro perspective and the prevailing paradigm, the university's social responsibility is a kind of ethical and intelligent strategy to manage the organization's impact on the aspects of the human, social and natural environment outside itself [6]. This leads to positional superiority and competitive advantage in the university [7]. In general, the university's social responsibility includes social, environmental, and economic issues that should not be separated from the strategic plan and action of the university, and this is an important aspect of how the university interacts with its internal and external stakeholders society [5]. However, numerous studies on social responsibility have been conducted in universities. However, these researches

have mostly tried to evaluate and measure the level of observance and commitment to social responsibilities among staff and students. No attention has been paid to identifying the dimensions of social responsibility of the university, which confirms the importance of research in this area.

Therefore, in this study, the model of social responsibility and its components (developed by researchers) were measured. In general, these questions arise: what are Islamic Azad universities' social responsibility components? And what is its model?

MATERIAL AND METHODS

This research was applied in terms of purpose and quantitative approach. The research method was a descriptive survey. The study population was 180 faculty members, deputies, and administrators of Islamic Azad University who were selected as the sample using Cochran's formula and stratified random sampling. The description of the demographic variables of the sample shows that 44% of them had a doctorate degree, 33% had a master's degree, and 22% had a bachelor's degree. 78% were men, 22% were women, and 10% were between 30. They were 20 years old, 40% were between 31-40 years old, 47% were 41-50 years old, and 3% were over 50 years old. 10% of them had 6-10 years of work experience, 24% of them had 11-15 years of work experience, 32% of them had 16-20 years of experience, 26% of them had 21-25 years of service, and 7% of them had more than 25 years of service.

The data collection tool was a researcher-made questionnaire. This questionnaire consisted of items and was set on a 5-point Likert scale. Experts confirmed the structural validity and content validity of this questionnaire. Also, Cronbach's alpha coefficient was used to assess the reliability of the questionnaire (Table 1). Data analysis was performed using descriptive indices of mean, standard deviation, bootstrapping method, and t-test using PLS3.

RESULTS

In Smart PLS software, four criteria are reported for good fit evaluation. The SRMR criterion should be less than 0.1, the D_ULS and D_G criteria of the original sample should be less than 95% above the limit, and finally, the NFI criterion should be greater than 0.9. Information about these criteria is given in Table 2.

Table 1. Validity and Convergent Reliability

Components	Cronbach's alpha	CR	AVE	CR>AVE
Ethical	0.651	0.707	0.593	Approved
Economic	0.611	0.67	0.6	Approved
Developmental	0.607	0.715	0.643	Approved
Organizational	0.656	0.7	0.692	Approved
Educational	0.73	0.801	0.616	Approved
Public	0.724	0.791	0.57	Approved
Technological	0.773	0.819	0.795	Approved
Legal	0.639	0.767	0.66	Approved
Environmental	0.664	0.727	0.626	Approved
Social responsibility	0.89	0.902	0.509	Approved

Table 2. Fitting Criteria

Criteria	Sample	Boundary above 95%	Status
SRMR	0.083	0.085	Approved
D-ULS	8.385	8.91	Approved
D-G	4.377	4.74	Approved
NFI	0.891		Approved

Table 3. Coefficients of Effect

	Standardized effect	SD	t-value	Sig.
Ethical→ social responsibility	0.156	0.015	10.701	<0.001
Economic→ social responsibility	0.112	0.017	6.517	<0.001
Developmental→ social responsibility	0.136	0.016	8.383	<0.001
Organizational→ social responsibility	0.105	0.016	6.647	<0.001
Educational→ social responsibility	0.24	0.03	7.973	<0.001
Public→ social responsibility	0.208	0.037	5.573	<0.001
Technological→ social responsibility	0.109	0.012	9.281	<0.001
Legal→ social responsibility	0.188	0.021	8.883	<0.001
Environmental→ social responsibility	0.168	0.019	8.737	<0.001

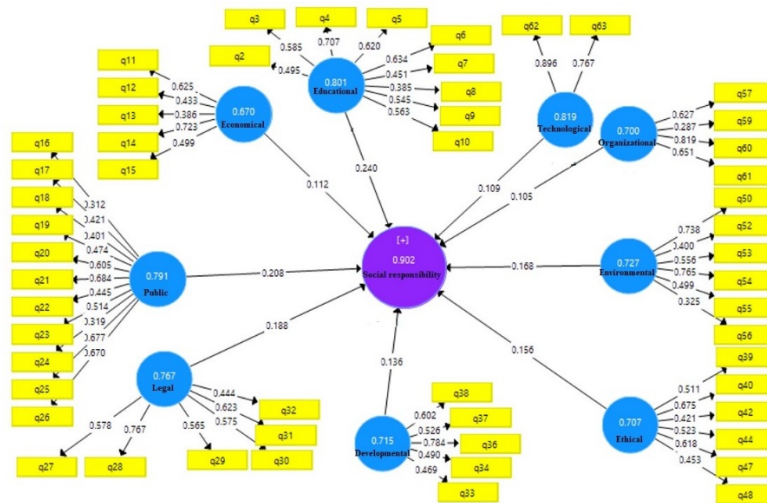


Figure 1. Fit of social responsibility model in Islamic Azad University

According to Table 2, the model's fit is approved according to the obtained indicators, and the model has a good fit. SRMR criterion of 0.083 (less than 0.1) the values of the original sample D_ ULS and D_ G are also smaller than the limit above 95%, which confirms the fit of the model, and finally, the NFI criterion of 0.891, which is very close to 0.9. So, it cannot be considered a non-approval of the fit. Therefore, with caution, the

value of 0.891 can be accepted to confirm the excellent fit of the model.

Table 3 examines the effect of the dimensions of social responsibility and whether the effects are significant or not. In the following, if the effects are significant, how much of the impact has been examined compared to other dimensions? According to Table 3, all components of social responsibility played a significant role in

explaining the conceptual model at a significance level of 5%.

In addition, it can be stated that scientific, educational, and public responsibility has had more effects on social responsibility than other components. Their effects are reported to be 0.24 and 0.21, respectively.

On the other hand, organizational responsibility and technology have the least effect on social responsibility compared to other components. Their effect is 0.105 and 0.11, respectively. [Figure 1](#) shows the fitted model.

DISCUSSION

University social responsibility is a kind of philosophy and foundation for the social movement that can be considered as the philosophy of a kind of university that uses an ethical approach to develop and involve the university in the local and global community to promote ecological, environmental, technical and economic development.

Today, the university's task is not only technical education, but also the university should help students get out of their individualistic mentality and way of thinking and look at social issues and interests with a more serious view. For this reason, chapters related to social responsibility are tried to be included in students' courses.

In response to the question of the present study, whether the model of social responsibility in Islamic Azad universities of the Ilam branch has a suitable fit? The results showed that all components of social responsibility played a significant role at the level of 5% in explaining the conceptual model. In addition, it can be stated that scientific, educational, and public responsibility has had more effects on social responsibility than other components. Their effects are reported to be 0.24 and 0.21, respectively. On the other hand, organizational commitment and technology have a minor impact on social responsibility compared to other components. Their effect is 0.105 and 0.11, respectively. These findings are consistent with the studies of some researchers in some of their components [8-23].

In this regard, it is suggested that in order to establish social responsibility in universities, in accordance with a scheduled program model, the following key and binding factors in the establishment of academic social responsibility should be continuously evaluated: Basis of indicators of social responsibility, evaluation of programs and determining their degree of conformity

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with the labor market, review of efforts to expand university education based on employment of active and deprived sections of society, evaluation of community-based ideals in the university based on the index organizational responsibility, assessing the establishment of university organizational culture based on promoting social values, determining the assistance in expanding the central idea of university education and their commercialization, assessing the elimination of gender and minority discrimination in the division of organizational positions in the university, assessing the quality of scientific and cultural associations of the university, recognizing the degree of compliance with environmental standards and indicators of environmental pollution by the university, reviewing the measures adopted by the university in spreading the culture of saving and promoting a sense of citizenship in university.

CONCLUSION

The components of social responsibility in universities have many fruits for governments. The attention of administrators, staff and faculty members, and students of universities can solve societal problems such as environmental degradation, water scarcity, global warming, and environmental pollution. Biodiversity, waste, drought, imbalance in sustainable development, unemployment, and economic problems, lack of public participation, infectious and incurable diseases play a key role. And from the components identified in this study, promoting and developing environmental features Ethical, social, scientific, educational, and economical in the society and their application has been considered. In this regard, the Islamic Azad University plays a key role.

ETHICAL CONSIDERATION

The writers have fully considered ethical issues (such as plagiarism, conscious satisfaction, misleading, making and or forging data, publishing or sending to two places, redundancy, etc.).

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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