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The Effectiveness of Education based on Social Responsibility on Students' Academic Counterproductive Behaviors

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Research Paper	Abstract
  Article Cite: Razaghi P, Talepasand S, Rahimian Boogar E. (2023). The Effectiveness of Education based on Social Responsibility on Students' Academic Counterproductive Behaviors, Iranian Society of Sociology of Education. 9(1): 1-10.	**Purpose**: The present study was conducted to design a model of professional development courses for faculty members of Farhangian University with a reverse learning approach. **Methodology**: This study was meta-combined in terms of applied purpose and method used. The prototype consists of 3152 studies obtained from scientific databases from 2000 to 2020. After screening in terms of title, abstract, content, research methodology, 60 studies were selected and analyzed. The hyper-combination results led to the identification of 9 main components and 58 sub-components. In the next stage, in order to enrich the research data, an interview was conducted with experts (faculty members of Farhangian University and familiar with professional development courses) in which 12 main components and 50 sub-components were identified. At this stage, data analysis was performed by theme analysis method. Then, the data of both phases were combined with each other, which finally obtained 15 main components and 55 sub-components. In the next step, a questionnaire was extracted from the identified components and provided to the experts to rank the components. **Findings**: The components of institutional factors, support and support, pedagogy, evaluation and quality assurance, learning templates were the most important for experts in courses of professional development with reverse learning approach. **Conclusion**: Finally, the lavage coefficient was used to validate the components and finally 10 main components and 38 sub-components were approved

Detailed abstract

Purpose: Academic counterproductive behaviors are a very wide and important issue and topic for educational systems and cause a wide understanding of people's educational status. Academic counterproductive behaviors are intentional behaviors that endanger the norms of a group or organization and reduce the health of the group or organization. This structure is derived from work counterproductive behaviors that originates from the job context and are harmful actions that conflict with the legitimate goals of individuals or organizations and cause disturbances and problems for the organization. One of the important topics of educational systems in this field is academic counterproductive behavior that has attracted the attention of many researchers and educational experts. In a classification of academic counterproductive behaviors were included the components of cheating and plagiarism, alcohol consumption, drug consumption, discriminatory behavior, absenteeism, procrastination, deviant behavior and laziness. Considering the destructive role of academic counterproductive behaviors in academic success, it is necessary to use appropriate educational methods to reduce it, which education based on social responsibility seems to be effective in this field, and in this educational program are taught respect to feelings and rights of others empathy and social sensitivity. Social responsibility is defined as a continuous commitment to behave in an ethical manner with the aim of improving the quality of life of family and society members and trying to improve the state of society. This structure can be seen as a link between people, which gives people a sense of collective belonging, and people move in the direction of paying attention to collective interests. Social responsibility education improves the citizenship skills of people in the society, which its effects can be seen in improving social relations, reducing bad social behaviors, and increasing positive individual characteristics. Few researches have been done about social responsibility education, and there was no found research about its effectiveness on academic counterproductive behaviors. As a result, the aim of this research was to determine the effectiveness of education based on social responsibility on students' academic counterproductive behaviors.

Methodology: This research in terms of purpose was practical and in terms of implementation method was semi-experimental with a pre-test, post-test and 45-day follow-up plan with a control group. The research population was the 9th grade male students of Tehran city in the academic years 2021-22, which 34 people of them were selected with using the available sampling method and randomly divided into two equal groups (17 people in each group) including experimental and control groups. The inclusion criteria of these students were included the obtaining a high score in the academic counterproductive behaviors, living with father and mother, no stressful events in the family, not receiving psychological services in the last three months, and consent to participate in the research, and their exclusion criteria were included the absence more than two sessions and not doing homework. The experimental group received education based on social responsibility for 10 sessions of 45 minutes, and the control group did not receive any education during this time. The content of the education based on social responsibility was developed by Noei et al (2020) based on the theory of Patric (2016), which was approved by 10 experts in psychology (6 people) and sociology (4 people). In each session, to samples were given a task related to that session, and at the beginning of the next session, they were given constructive feedback while reviewing the homework. Data were collected with the academic counterproductive behaviors scale (Rimkus, 2012) in the pre-test, post-test and 45-day follow-up stages and analyzed with the method of variance analysis with repeated measurements and bonferroni post hoc test in SPSS-24 software at a significance level of 0.05.

Findings: The results showed that the average of academic counterproductive behaviors and all its components were included cheating and plagiarism, alcohol consumption, drug consumption, discriminatory behavior, absenteeism, procrastination, deviant behavior and laziness in the experimental group compared to the control group in the post-test and follow-up stages in compared to the pre-test stage more decreased. Also, education based on social responsibility reduced students' academic counterproductive behaviors and all its components were included cheating and plagiarism, alcohol consumption, drug consumption, discriminatory behavior, absenteeism, procrastination, deviant behavior and laziness and the results in the follow-up phase also remained (P<0.05).

Conclusion: Conclusion: The findings of this research showed that education based on social responsibility reduced academically unproductive behaviors of students and all its components, including cheating and plagiarism, alcohol consumption, drug consumption, discriminatory behavior, absenteeism, procrastination, deviant behavior and laxity. The follow-up phase also remained. These results have practical implications for specialists and planners of the education system, and based on the results of this study and similar studies, they can design and implement programs to reduce academically unproductive behaviors. Also, it is suggested to hold a training course based on social responsibility for the teachers, counselors, managers and assistants of the schools so that they can use its solutions to reduce the abnormal and inappropriate

behaviors of the students, including academically unproductive behaviors. Another practical suggestion is to hold training courses based on social responsibility for students, especially for students with abnormal behaviors. The most important strength of the present study was the examination of the stability of the results in the follow-up phase, which previous studies reported in this field, did not pay attention to. Among the common limitations of the current research, we can mention the unisex nature of the research population, the limitation of the research population to ninth grade students in Tehran, and the use of self-report tools. Therefore, it is suggested to conduct the present research on female students, on students of other grades and other cities, and if possible, use a structured interview instead of a questionnaire. Also, it is suggested to hold a training course based on social responsibility for the teachers, counselors, managers and assistants of the schools so that they can use its solutions to reduce the abnormal and inappropriate behaviors of the students, including academically unproductive behaviors. Another practical suggestion is to hold training courses based on social responsibility for students, especially for students with abnormal behaviors.