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## Validation of Authentic Educational Courage Construct in Students and Graduates of Iran's Higher Education System

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### Research Paper

### Abstract

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**Purpose:** The purpose of this study was to measure the constructive validity of authentic educational courage, which in past researches was not paid much attention to it, and this tool was validated in students and graduates of Iran's higher education system.

**Methodology:** The current research in terms of purpose was applied and in terms of implementation method was cross-sectional. The research population was all the students and graduates of different academic courses of the Ministry of Science, Research and Technology of the country in 6 provinces of the three northern, middle and southern regions in the 2011-2020 years. The sample size of the research subject based on the five dimensions of the mentioned structure, for at least 100 people for each dimension, finally considering the adequacy of the sample size was 636 people who were selected by multi-stage cluster random sampling method. The research tool was a demographic information form and a researcher-made questionnaire of authentic educational courage with 23 real final states, which whose psychometric indicators were examined. The data were analyzed and validated by the symmetric rank multidimensional scaling method. The coordinates used to form the distance matrix of the points were taken directly from the output of the network analysis under the lwmds algorithm.

**Findings:** The results of the research showed that according to the opinion of experts and specialists in the authentic educational courage construct, number of 9 states that were not compatible with external objective facts and rational logic were removed from the final questionnaire and finally 23 states out of 32 possible states were kept for it. This tool has five two level dimensions were including dimensions of goal (with two levels of functional learning and mastery learning), cognitive covert action (with two levels without mindfulness/unrealistic evaluation and mindfulness /real evaluation), emotional-functional overt action (with two levels of cowardice and bravely), response continuity (with two levels of non-continuity of response and continuity of response) and originality of response (with two levels of inauthentic/non-integrity of behavior and authentic/integrity of behavior), which whose validity is confirmed by the opinion of experts and specialists and its reliability is supported by the three-dimensional model selected from all the dimension for the exploratory definition of the authentic educational courage construct, after the complete fitting of the mentioned model with the experimental data obtained from the questionnaire items and the membership of each point to one of the levels of the five dimension was confirmed.

**Conclusion:** The results of this study indicated the appropriate validity of the authentic educational courage construct in the studied sample. Therefore, it seems that this tool can be used as a basis for measuring authentic educational courage of learners by experts and researchers, especially in the field of educational sciences.



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## Detailed Abstract

**Purpose:** The higher education is the main factor of progress, change and transformation in society, and one of the main topics and goals of universities is the growth and promotion of students' academic status. Because universities should seek to nurture and educate a generation of students who can live in environments with diverse values, complex cultural developments and rapid technological changes. The higher education is responsible for training of skilled human resources to advance the economic, social, cultural and industrial goals of the country in order to fulfill the needs of the society and achieve self-sufficiency. The training of human resource is the most important, most reliable and fundamental way to improve countries and their organizations, which can happen in universities in a desirable way. Therefore, the training of specialized human resources according to the needs of the country is very important, and the higher education system of each country is considered one of the effective factors in the realization of economic, social and cultural development policies through the training of human resources. As a result, higher education takes a step towards the development of the country with its outputs and achievements. The student is at the center of the higher education system, and if their demands, needs and expectations are not properly answered and no revisions are made in the current higher education system, this system will face a lot of conflicts, dropouts and erosion of education. The genuine educational courage construct is a construct that the past researches were not paid much attention to it, and its investigation is very important in higher education. In the higher education system, there are various issues and challenges such as passivity, procrastination and academic burnout of students, decline the performance and capabilities of graduates and quality reduction of human resources, prevalence of academic immorality among students, dissatisfaction from the expected level of educational goals, a deep gap Between the level of goals of the educational system, educational laws and the level of students' performance, multiplicity in the quality of higher education and lack of empirical research on courage (especially educational courage). The word of courage is rooted in Latin and the word core means of heart. In English, bravery is a synonym of courage. Therefore, courage is an adaptive process whereby one summons internal and external resources to a threat, overcomes fear, and takes action to reduce that threat. In the different definitions of courage, this construct has common major features such as risk, fear, goal, action or behavioral responses, cognitive processes, motivation for excellence, affect and emotion, will and social-environmental contexts that the existence of individual danger and risk is known as a main component of courage or courageous actions. These common features indicate the convergence of the data in investigating the methods of courage conceptualization. The courage is significantly predicted by goal value, and accordingly, the inclusion of goal value as an important component of courage is supported. In this study, according to the study of the theoretical bases for courage, were investigated five general concepts of goal (with two levels of functional learning and mastery learning), cognitive covert action (with two levels without mindfulness/unrealistic evaluation and mindfulness /real evaluation), emotional-functional overt action (with two levels of cowardice and bravely), response continuity (with two levels of non-continuity of response and continuity of response) and originality of response (with two levels of inauthentic/non-integrity of behavior and authentic/integrity of behavior). The purpose is explainer the main motivation of the learners to achieve the goal and desires and shows the intention of the learners. The purpose of this study was to measure the constructive validity of authentic educational courage, which in past researches was not paid much attention to it, and this tool was validated in students and graduates of Iran's higher education system.

**Methodology:** The current research in terms of purpose was applied and in terms of implementation method was cross-sectional. The research population was all the students and graduates of different academic courses of the Ministry of Science, Research and Technology of the country in 6 provinces of the three northern, middle and southern regions in the 2011-2020 years The sample size of the research subject based on the five dimensions of

the mentioned structure, for at least 100 people for each dimension, finally considering the adequacy of the sample size was 636 people who were selected by multi-stage cluster random sampling method. The research tool was a demographic information form and a researcher-made questionnaire of authentic educational courage with 23 real final states, which whose psychometric indicators were examined. The data were analyzed and validated by the symmetric rank multidimensional scaling method. The coordinates used to form the distance matrix of the points were taken directly from the output of the network analysis under the lwmnds algorithm.

**Findings:** The results of the research showed that according to the opinion of experts and specialists in the authentic educational courage construct, number of 9 states that were not compatible with external objective facts and rational logic were removed from the final questionnaire and finally 23 states out of 32 possible states were kept for it. This tool has five two level dimensions were including dimensions of goal (with two levels of functional learning and mastery learning), cognitive covert action (with two levels without mindfulness/unrealistic evaluation and mindfulness /real evaluation), emotional-functional overt action (with two levels of cowardice and bravely), response continuity (with two levels of non-continuity of response and continuity of response) and originality of response (with two levels of inauthentic/non-integrity of behavior and authentic/integrity of behavior), which whose validity is confirmed by the opinion of experts and specialists and its reliability is supported by the three-dimensional model selected from all the dimension for the exploratory definition of the authentic educational courage construct, after the complete fitting of the mentioned model with the experimental data obtained from the questionnaire items and the membership of each point to one of the levels of the five dimension was confirmed.

**Conclusion:** The results of this study indicated the appropriate validity of the authentic educational courage construct in the studied sample. Therefore, it seems that this tool can be used as a basis for measuring authentic educational courage of learners by experts and researchers, especially in the field of educational sciences.