

## Analyzing the components of university social responsibility in the comprehensive scientific map of the country: A mixed study

Isa. Zamaniyan<sup>1</sup> , Mohammadreza. Yousefzadeh Choosari<sup>2\*</sup> , Azimeh Sadat. Khakbaz<sup>3</sup> 

<sup>1</sup> PhD student, Department of Educational Sciences, Faculty of Humanities, Bu- Ali Sina University, Hamadan, Iran

<sup>2</sup> Professor, Department of Educational Sciences, Faculty of Humanities, Bu- Ali Sina University, Hamadan, Iran

<sup>3</sup> Associate professor, Department of Educational Sciences, Faculty of Humanities, Bu- Ali Sina University, Hamadan, Iran

\* Corresponding author email address: [nimrooz@basu.ac.ir](mailto:nimrooz@basu.ac.ir)

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### ABSTRACT

The purpose of the present study, was extracting the components of university social responsibility and determining the emphasis on these components in the comprehensive scientific map of the country and making suggestions for modifying the content of the document. In this research, the exploratory sequential mixed method was used. Participants in the qualitative section, respectively, include books and documents related to university social responsibility and 37 professors who have authored and are active in the field of university social responsibility and in the quantitative part, the population was a comprehensive scientific map of the country. In the qualitative section, respectively, 36 documents and 15 professors using the criterion method and considering the rule of theoretical saturation and in the quantitative section using the census method, the comprehensive scientific map of the country, were selected as samples. The research tools in the qualitative part include note-taking and semi-structured interviews, and in the quantitative part, the content analysis checklist of the comprehensive scientific map of the country, were employed. To analyze the data in the qualitative part, categorical analysis and thematic analysis were used, and in the quantitative part, the indicators of descriptive statistics, frequency and percentage were used. The results of the qualitative part include the extraction of 37 components of university social responsibility, the validity of which was approved by 15 experts in the field of higher education curriculum. Then, the comprehensive scientific map of the country has been thematically analyzed by the research team and by 9 professors of educational sciences Bu- Ali Sina University in Hamadan and Lorestan, opinions were asked and the level of agreement was recorded. The results showed that the component of strengthening Islamic-Iranian identity with (17/31) percent and the component of emphasis on the quantitative and qualitative development of the faculty in accordance with social needs with (11/94) of the most emphasis and creating an attractive and lively teaching-learning environment, paying attention to environmental issues, accepting and respecting the principle of multiculturalism, and paying special attention to the realization of a green university have not been paid attention.

**Keywords:** Higher education, university social responsibility, comprehensive scientific map of the country, exploratory mixed study



## Introduction

The life of the university depends on the responsibility towards the social environment with a forward-looking, dynamic and coherent approach. Today's societies are significantly moving towards knowledge-based societies. The role of the university is highlighted especially in regional and local issues and is defined as the driving engine of innovation (Cai, Ma, & Chen, 2020). Hence, the university is expected to have an active presence in solving and reducing cultural and social needs and gaps along with the production of science and knowledge at the level of the society (Lukovics & Zuti, 2017). But this concept does not appear in Iranian universities, because they still focus on education and research in the traditional way. There is no specific strategy for social responsibility, or it depends on individual activity, which sometimes leads to conflict between the institution and the individual (Baradaran haghir, Nourshahi & Roshan, 2019).

Considering, extracting the components of university social responsibility can lead to many desirable functions for the higher education system and the society, including enriching theoretical poverty and providing firmly foundations in the relevant field (Yousefzadeh Choosari & Shah Moradi, 2020), improving the efficiency of the university (Buk et al, 2019). On the other hand, the comprehensive scientific map of the country, as a light of change in the country's higher education system, is trying to provide the background for comprehensive, broad and deep evolution in the higher education system, Therefore, the examination of the comprehensive scientific map of the country with regard to the components of university social responsibility can reveal the hidden and obvious implications of this evolution.. Therefore, the most important research questions were that: 1- What are the components of university social responsibility? & 2- Based on the developed framework, to what extent has the components of university social responsibility been emphasized in the comprehensive scientific map of the country?

## Methodology

In this research, the exploratory sequential mixed method was used. This method to recognize the phenomenon, it starts with a qualitative approach and then a secondary or quantitative stage is made. According to this, in the qualitative section in the first stage, the research method is documentary research method, population including national and international documents and researches related to socially responsible universities, the sample includes 36 documents related to socially responsible universities, note-taking tool and analysis method was categorical. And in the second step, in order to identify possible components that have been neglected in past studies, interviews were conducted with the professors of the Faculty of Humanities of Bu- Ali Sina University in Hamadan, and the participants were 37 professors. which was conducted with 15 cases of semi-structured interviews using the criterion sampling method and considering the rule of theoretical saturation. Thematic analysis was used to analyze the findings of the interviews. In the quantitative phase, quantitative content analysis method, the population is the comprehensive scientific map of the country and the census sampling method, Therefore, the comprehensive scientific map of the country with 39 pages was selected as a sample. In this part tool was, content analysis checklist of comprehensive scientific map of the country and the method of analysis was descriptive statistics, frequency and percentage.

## Findings

The findings obtained from the qualitative section showed that the components of the University social responsibility include, emphasis on context-oriented education, creating an attractive and lively teaching-learning environment, emphasis on lifelong learning, emphasis on the learning organization, having the atmosphere and culture of academic freedom, emphasis on borderless education, Emphasis on the use of new educational technologies, special emphasis on citizenship education, having professors knowledgeable about social issues, emphasis on future research in curriculum studies, training an efficient student, emphasis on teaching critical thinking, linking academic research with real world issues, attention to the observance of ethical principles in research, doing interdisciplinary research, the possibility of the local community using the university's facilities and providing welfare services to them, attention to the issues of socially vulnerable people, development of the local economy, attention to environmental issues, Interaction between the university and civil institutions and non-governmental organizations in the field of social needs, Investment, involvement, participation and ideation in the business

space, entrepreneurship education, having the moral commitment and organizational commitment of all people in the university environment, strengthening Islamic-Iranian identity, acceptance and respect for the principle of multiculturalism, transparent and responsive management in university processes, strengthening social trust towards the university, having short-term, medium-term and strategic plans, innovation in various fields, special attention in the realization of the green university, constructive interaction with officials and managers of departments and institutions outside the university, establishing and running the offices of different sections of the society in the university and vice versa, signing contracts and memoranda of understanding for scientific, educational and technological cooperation with various institutions and organizations, emphasis on the promotion and distribution of science, diversifying the university's income sources, having a motivational system in line with social needs for teachers, emphasis on the quantitative and qualitative development of the faculty in accordance with social needs. Also, the findings obtained from the quantitative section showed that the components and concepts related to the University social responsibility have been discussed 335 times in the comprehensive scientific map of the country. In this document, the component of strengthening Islamic-Iranian identity with 58 frequency (31/17), Emphasis on the quantitative and qualitative development of the faculty in accordance with social needs with 40 frequency (11/94) and the possibility of the local community using the university facilities and providing welfare services to them with 30 frequency (8/95), respectively, have had the highest amount of emphasis. Also, in the comprehensive scientific map of the country, the components of creating an attractive and lively teaching-learning environment, paying attention to environmental issues, accepting and respecting the principle of multiculturalism, and paying special attention to the realization of a green university have not been paid attention.

## Discussion and Conclusion

Human activities have caused an unprecedented amount and types of environmental changes such as climate change, drying up of rivers, destruction of forests, air pollution, decreasing drinking water reserves that can be used in agriculture, soil erosion, fine dust, groundwater drop and etcetera has created. Increasing neglect of the environmental issue in Iran due to the legal emphasis and recommendations of international authorities, it has left irreparable damages in terms of environmental ecology, physical and mental health of citizens and unfortunately, this process is continuing. Therefore, in the comprehensive scientific map of the country, as a political, social, educational and cultural strategic document, inevitably, should be seriously notice the components of social responsibility University. Based on the results of the research, it is suggested that the document be revised every 5 years to adapt to the needs and new scientific findings, at the faculty and University level the revising committee should be established for revising the document, in revising the document on environmental issues in dimensions, such as desertification, global warming, use of green transportation, use of recyclable materials, dehydration, Use of non-fossil fuels and teaching environmental issues, multicultural education in order to create more links between the ethnic groups and races of the society, special attention should be paid based on Islamic teachings. Training courses should be held to acquaint managers, employees, professors and students with the various aspects of the a socially responsible university.

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