

Studying educative dimensions of responsibility in order to improve objectives of educational system of Iran

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Abstract: This study is aimed to investigate responsibility from Molavi's point of view in order to improve educational system of primary and high schools in Iran. Research methodology is descriptive based on applied researches. Statistical population includes all works of Molavi and those of other experts (about Molavi's thoughts) regarding responsibility. Accessible samples have been used. Data were gathered by interviewing with professionals in this field and note taking was made from library information. In this direction, in addition to offering strategies for growth and development of responsibility, some suggestions have been offered that their application can lead educational settings to reach objectives.

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1. Introduction

All elements and components of educational system including objectives, principles, methods, factors and problems of education depend on position and situation of human being so it is necessary to recognize human and their existential aspects in light of pedagogy (Beheshti, 2008: 45-46). Responsibility is an underlying principle. This principle shows that everyone in each position and place is responsible for all his/her affairs and tasks. The ultimate cause of creation of earth and heaven is that human being uses them scientifically and practically. By making human Khalifa on the earth has, God given him responsibility and a huge trust has been delegated to him. Human perfection depends on perfection of his responsibility. The weaker the person in his responsibility, the more destructive is his task and vice versa (Masjed Jamei, 2005:343).

General goal

Studying educative dimensions of responsibility to improve objectives of educational system of Iran

Specific goals:

- 1- Studying educative dimensions of responsibility to improve objectives of educational system of primary schools in Iran
- 2- Studying educative dimensions of responsibility to improve objectives of educational system of high schools in Iran

Significance and necessity of research

If there is a systematic design and plane to educate today generation, opinions and advises of previous experts and philosophers should be used. Desirable perfection for human being and modern principles and methods of pedagogy can be found as

patterns among opinions of great old philosophers such as Molavi. Formation of human personality depends on his/her education. Human can pass the way of perfection by a proper pedagogy and if individual education is ignored, he/she will descend even inferior than animals (Habibi, 2009:23). In present study, after investigating responsibility, objectives of educational system (primary and high schools) related to it will be studied. Objectives of an educational system are determined based on principles adopted from a special attitude that school has on human and ideal education system (Vaezi, 2006:15).

Research methodology

This research is aimed to study responsibility from Molavi's viewpoint in order to improve objectives of educational system of Iran. One of variables under study is responsibility and another variable is goals of educational periods. Therefore, research method is descriptive and its type is applicable regarding objectives. Statistical population of this research includes all works of Molavi and those of other experts regarding thoughts of Molavi about responsibility. Information related to objectives of educational system has been studied in primary and high schools. In present study, the sample has been chosen from accessible statistical population regarding research size. Data were gathered through library including taking notes of domestic and foreign sources and interviewing with experts in this field. Therefore, data gathering was done using library information via note taking. In this research, criteria of data analysis were intellect, thought and reasoning. Descriptive statistics has also

been used (classifying opinions and expressing similarities and differences).

Responsibility

Responsibility has been adopted from the term “question”. In fact, feeling of responsibility is an internal question which one asks about his/her abilities and whether or not he/she has acted in accordance with its capabilities (Alavi, 2007:110).

Characteristics of responsibility

Resistance and effectiveness on conditions are of responsibility features meaning individual resistance should be increased in different conditions so that he/she can follow internal requirements instead of external pressures. Following internal requirements is called responsibility feeling (Baqeri, 2010:148,149).

Characteristics of responsible individuals

- 1- Dutiful, trustful, honest, diligent and considering regulations
- 2- Reliable, high accuracy in doing tasks, reasonable behavior, polite, experienced and strict
- 3- A reasonable and clear approach to problems, adhering to commitments and agreements with others.
- 4- Energetic, strict and determined in doing tasks, doing duties without any defect and there is no need to control them while doing tasks.
- 5- Respecting parents, friends and coworkers (Mosavi Dahmordi, quoted by Gras, 1999:66).

Responsibility and pedagogy

Educating responsible and committed people is one of the most important and fundamental goals of educational system because education of responsible people who believe in internalized values

are one of important factors in development of a country. One of priorities of educational system is to educate stable personalities which are less affected by conditions and situations and act with their values and standards. A responsible person is interested in doing his tasks and responsibilities and does not escape from his duties and never puts off for tomorrow what he can do today and he only wants to serve people and society (Mosavi Dahmordi, 1999:65).

Molavi’s point of view about responsibility

According to Molavi, human beings go towards a same way and try to do practices and duties. One of the most striking aspects of Molavi’s pedagogy is human responsibility (Shimel, translated by Badreie, 2010:108). It refers to Ayah 172, sura Araf in which God says: “Am I your lord, all said: yes, we witness to your lordliness” so in the resurrection day, they could not say that they were unaware of this incident.

Studying educative dimensions of responsibility to improve objectives of educational system of primary and high schools in Iran Strategies for educating responsibility regarding its significance from Molavi’s view:

Accountability and responsibility are issues that are being discussed in many sciences. In clause 6, Article III of the constitution of the Islamic Republic of Iran, human has a high value and munificence and is a responsible and free entity so it is clear that human’s freedom and responsibility have been expressed in the most important part of the constitution that explains pillars of governmental system (Bandarchi, 2004:16).

Goals of different educational periods (primary and high schools) related to responsibility

Educational periods	Goals
Primary school	Educating spirit of responsibility and participating in religious, socio-cultural activities, adherence to duties and responsibilities and being responsible for acts in presence of God
High school	

Regarding emphasis of Molavi on responsibility and doing duties and tasks and also its significance in the constitution of Islamic republic of Iran and valuing human due to this feature, it is necessary to consider strategies to develop it in educational centers. Therefore, strategies have been represented to educate responsibility in order to improve goals of educational system in different educational periods as follows:

A: social participation

B: self esteem

A: social participation

Human is a social being and deals with society from birth to death and is always interacting with other humans. Social life requires a set of social

skills which are learnt during process of sociability and correct learning results in formation of social responsibility (Iman and Jalaiean Bakhshande, 2010:20).

Goals of different educational periods (primary and high schools) related to social participation

Of goals of primary period are to develop a social personality, growing and developing tendencies towards social groups and institutes (Shariatmadari, 2009:15-17), educating and preparing children for social life (Alagheband, 2009:31), being interested in consideration of social regulations and cooperation with others (secretariat of higher education council, 2008:31). Of goals of high school

are to increase individual social growth and understanding necessary affairs for social qualifications (Shariatmadari, 2009:18-19) and trying to reinforce social communication of family members, friends and participating in social activities

(secretariat of higher education council, 2008:42). Regulations governed on educational settings and teachers' experiences can shape social growth of students (Ota and Berdondini, 2006:90).

Goals of different educational periods (primary and high schools) related to social participation

Educational periods	goals
Primary school	Development of social personality, growing and developing tendencies towards social groups and institutes ,educating and preparing children for social life
High school	increasing individual social growth and understanding necessary affairs for social qualifications and trying to reinforce social communication of family members, friends and participating in social activities

In a study done by Sobhannejad and Fardanesh (2000:95) titled as social responsibility in current curriculum of primary school, they concluded that 17.7% of approved goals of primary school belong to development of social responsibility and schools have paid attention social responsibility intermediately. In a study as "role of student organizations in social education" (primary, guidance and high schools of Lorestan province), Tahmasbi (2005:83) concluded that student organizations are of factors that form social education of students. Discipline and responsibility for choosing future occupation are affected by membership in these organizations.

B: self esteem

Salivani (2001:376) has defined self esteem as a degree of value, respect and interest that one may have for him/her as a human in the world. According to Terri (34:2002), it is necessary to increase self esteem to prevent problems that may occur as a result of low self esteem in adolescents.

Goals of different educational periods (primary and high schools) related to self esteem:

Reinforcement of moral dignity and motivation of self esteem (secretariat of higher education council, 2008:26) are of goals of the education. It means that person can accept him/her and is able to love her/himself in all growing stages.

Goals of different educational periods (primary and high schools) related to self esteem

Educational periods	goals
Primary school	Reinforcement of moral dignity and motivation of self esteem
High school	

Kordloo (2008:4) in a research "studying factors affecting responsibility of high school adolescents in home and school" concluded that responsibility requires sense of belonging, security and self esteem. Mahdavi et al (quoted by Akbari nejad, 2008:120) concluded that there is a significant relation between self esteem and responsibility. According to conducted researches, there is a close relation between self esteem and social participation by increase of responsibility.

Conclusion

In order to educate students' responsibilities, it is necessary to pay attention growing factor of this category (social participation) in educational centers. Therefore it is suggested that different student organizations play better roles in different scientific, cultural and sport contexts in addition to inviting students proportional to their abilities and school responsibilities should be delegated to them based on their gift, ability and interest and a sense of healthy

competition should be provided among groups. In order to increase self esteem (that is a subset of responsibility education), it is suggested that personal, intellectual and mental abilities of students are identified by doing different psychological and psychometric tests so that offering testing results to students with enough explanations cause them to know themselves and thus result in increase of their self esteem and self acceptance.

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