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RESPONSIBLE QUALITY OF MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS IN VIETNAM

Abstract. The research is to determine the level of responsible quality of middle school and high school students in Vietnam. The results show that the average score on the responsible quality of the surveyed middle school and high school students has a high average on a 5-point scale. In which, the responsible quality for the family is the highest level, followed by responsibility for oneself and the surrounding living environment; responsibility for the school reaches the lowest level. There is no significant difference in the level of responsibility between groups of students in a demographic way. Level of responsibility is positively correlated with some characteristics of personal nature and the learning of responsibility from the school and the students' living and communication trends. These are positive forecasts for students and schools in enhancing their responsibility in life.

Keywords: Responsible quality, Responsible quality of students, personal characteristics, learning of responsibility.

Introduction

Responsibility and responsible quality are studied by many scientists. Psychologist Levinas (2009) defined, the responsibility was the act of responding to others in sharing, empathizing and helping others. According to Le Thi (2009), the responsibility was a sense of morality and a sense of law, in the performance of obligations set by society. Responsibility was the proportionality between action and duty, and it also was a consequence of human free will and a characteristic of human conscious action. Pham Minh Hac (2018), responsibility was considered to include responsibility for oneself, work, community, society, and country. Responsible quality, especially social responsibility, which was one of the core values and the most noble social value of an individual's personality. Responsibility, along with hard work, patriotism, education, behavior, profes-

sion and conscience were the core values of an individual's personality.

There are many in-depth studies on factors of the responsibility. For example, research by A. L. Xlobotxky et al (1976), the responsible attitude was considered as a factor regulating social behavior, the change on behavior of social responsibility depends on responsible attitude. K. Muadubaép (1983), investigated responsible attitude in activities. The results shown that responsible attitude was associated with action. Through action, an individual's sense of responsibility can be reflected.

In a study of "*Moral responsibility – a personality quality*" T. G. Gaevaia (1984) pointed out the formation of students' responsibility. Accordingly, responsibility included two factors: Subjectivity and behavior. Subjective factor included perception and motivation. The behavioral factor was associated

with altruism. In addition, he also discovered that the period of forming a responsible attitude, the impact of personality education on students shall depend on the psychophysiology of each age. Nguyen Tai Dong (2013), mentioned the contents of social responsibility as an obligation of individuals as well as of the social community for decisions and actions so as to increase obligations and benefits for each member of society. According to La Thu Thuy (2014), the social responsibility was also defined as the conscious compliance to social norms by an individual or a social group, which is based on an individual's understanding of social ethics and law. In a short study of "Main Qualities of High School Students", Nguyen Ke Hao (2016) also mentioned students' responsible quality, with the contents of personal responsibility, responsibility for family, community, school and society.

In general, in the studies, the responsibility is understood as the individual's commitment and fulfillment to the requirements of others, of society and of oneself, based on the recognition and acceptance of the value of those requirements and commitments. Responsibility is expressed through the individual's awareness, consciousness, attitudes, actions and feelings when making commitments. Social responsibility includes responsibility for oneself, family, community and living environment.

In Vietnam, since 2018, a new general education program has been implemented in the direction of developing learners' quality and capacity. In which, there are identified 5 personality qualities that need to be educated for students: patriotism, compassion, honesty, hard work and responsibility. Responsible quality is limited to expressions of responsibility for oneself, family and society as well as responsibility for living environment (Ministry of Education and Training, 2018). In order to effectively implement the education of responsible quality for high school students under the new general education program, it is necessary to have a full assessment of the student's responsibility and related factors, so that appropriate measures can be taken.

Purpose of research

This study aims to assess the current situation of the responsible quality of high school and middle school students today and the relationship between responsibility and individual psychological factors of students and learning from family, school and society in developing their responsibilities.

Survey subjects

The survey subjects are 383 students randomly selected from 6 middle schools and high schools under 3 provinces/cities: Hanoi, Hung Yen and Thanh Hoa. Demographic structure characteristics of the survey subjects: Gender: 146 male students (42.82%), 219 female students (57.18%); birth order in the family: first-born child (only child): 238 (62.14%), second-born child: 145 (37.86%); level of participation in collective activities: participating: 237 (61.88%), not participating: 146 (38.12%); for academic results: Excellent: 294 (76.76%), Good: 88 (22.45%), Average, weak: 3 (0.78%); for morality: 326 (85.12%), good 52 (13.58%), average, weak: 52 (13.58%); Father's occupation: Farmer, worker: 30 (7.83), Civil servant: 165 (43.08%), Businessperson, Freelancer: 159 (41.51%), retired person: 29 (7.57%). Mother's occupation: Farmer, worker: 27 (7.05), Civil servant: 215 (56.14%), Businessperson, Freelancer: 138 (26.03%), retired person: 3 (0.78%).

Research Method

The research method was the self-assessment scale of middle school and high school students on the contents related to their responsibilities for themselves, their family, school, society and living environment. The structure of the self-assessment scale consisted of 3 topics: (i) Self-assessment on the students' responsible quality, including 110 items; (ii) Self-reflection on the own psychological characteristics: 52 items; (iii) self-reflection on learning of responsibility from family, parents, school and from society, including 15 items. Each item of the scale and the whole scale were determined according to 5-point likert scale: The lowest level: corresponding to 1 point and the highest corresponding to 5 points. Between levels 1 and 5 were

levels 2,3,4 in the increasing direction for the students' responsibility level and related factors.

The Cronbach's Alpha coefficient of the substructures in the scale, which ranged from 0.922 to 0.936. The value of the full scale was 0.932, showing that the scale ensured the necessary reliability.

KMO coefficient = 0.878 > 0.5: Factor analysis was suitable with research data. Bartlett's test result was 6149,842 with significance level sig = 0.000 < 0.05, proving that the data used for factor analysis was completely appropriate.

Results

Average score of responsible quality and percentage of responsibility level of middle school and high school students by demographic characteristics

Table 1 describes the statistical data on the average score, average score difference, lowest score, highest score and median score on personality quality of the surveyed group of middle school and high school students. The results show that the average score on the responsible quality of the surveyed students has a high average level. Specifically, the average score on the responsibility as a whole reaches average high level and relatively concentrated (Mean= 3.84 /5 points; SD = 0.57; Min = 1.71; Max = 5.0 and Median = 3.88).

The average score of the component responsibilities is also high average. Specifically, responsibility for family (3.91; 0.67); responsibility for oneself (3.86; 0.644) and responsibility for living environment (3.86; 0.75); next, social responsibility (3.80; 0.64); finally responsibility for the school (3.74; 0.66).

Table 1. – Average score on responsible quality of the surveyed group of middle school and high school students

	Responsible quality	Average score	Difference	Min	Max	Median
1.	Responsibility for oneself	3.86	0.64	1.00	5.00	3.90
2.	Responsibility for family	3.91	0.67	1.10	5.00	4.00
3.	Responsibility for the school	3.74	0.66	1.71	5.00	3.71
4.	Social responsibility	3.80	0.64	1.85	5.00	3.85
5.	Responsibility for living environment	3.86	0.75	1.38	5.00	3.88
	Responsibility in general	3.84	0.57	1.71	5.00	3.88

Regarding the demographic characteristics, Table 2 describes the average score on responsibility and the results of testing the difference in the average score on responsibility of the surveyed target groups according to demographic characteristics: Gender, birth order in the family, the degree of participation in collective activities of the class, academic results, morality and occupation of parents.

In terms of demographic characteristics, it shows that male students have a higher mean score on multiple-choice tests than female students (3.86 > 3.82); the group of students who are the first-born child or only child, has lower average score on responsibility than group of students who are second-born child (3.80 < 3.89); the group of students with

participating (monitor, branch secretary) have a lower responsibility score than group of students without or rarely participating in collective activities (3.80 < 3.89); the group of students with excellent, good, average and weak students have the average score of: 3.82; 3.91 and 3.71 in turn; the group of students with good, fairly good and average conduct scores are: 3.85, 3.75 and 4.12, respectively. In terms of occupation of both parents, the average score of the group of students belonging to the family with a father/mother being farmer, worker have higher average score on responsibility than other groups' score. However, the results of the independent T test (univariate test) and Anova test (multivariate) show that the statistical difference between the different groups can be

surveyed based on the demographic characteristics of the group without statistical significance. That is, the difference in the average score on responsibility is not significant between the groups of students surveyed.

Table 2. – Average score on responsibility and results of testing the difference in the average score on responsibility between groups according to demographics

No.	Factors		N	Mean	SD Mean	Difference				
						SE	95%CI		P	
1.	Gender*	Male	164	3.86	0.55	0.04	0.06	-0.07	0.16	0.099
		Female	219	3.82	0.59					
2.	Birth order*	First-born child / Only child	238	3.80	0.58	-0.09	0.06	-0.21	0.03	0.558
		Second-born child	145	3.89	0.56					
3.	Participating in works *	Yes	237	3.80	0.57	-0.08	0.06	-0.20	0.04	0.777
		No.	146	3.89	0.57					
4.	Academic results**	Excellent	294	3.82	0.60	-	-	-	-	-
		Good	86	3.91	0.47	0.09	0.07	-0.08	0.26	0.591
		Average/Weak	3	3.75	0.82	-0.07	0.33	-0.87	0.73	0.991
5.	Conduct**	Good	326	3.85	0.57	-	-	-	-	-
		Fairly good	52	3.75	0.57	-0.10	0.08	-0.30	0.11	0.749
		Average/Weak	5	4.12	0.58	0.27	0.29	-0.42	0.96	0.999
6.	Father's oc- cupation**	Worker/Farmer	30	3.90	0.62	-	-	-	-	-
		Civil servant	165	3.85	0.54	-0.05	0.11	-0.35	0.26	0.999
		Businessperson, Freelancer	159	3.80	0.57	-0.09	0.11	-0.40	0.21	0.999
		Retired person	29	3.82	0.74	-0.07	0.15	-0.47	0.34	0.999
7.	Mother's oc- cupation	Worker/Farmer	27	3.94	0.65					
		Civil servant	215	3.87	0.56	-0.07	0.12	-0.38	0.24	0.999
		Businessperson, Freelancer	138	3.77	0.58	-0.16	0.12	-0.48	0.16	0.999
		Retired person	3	3.35	0.32	-0.58	0.42	-1.69	0.53	0.993

Independent T test; ** Anova test

Average score on individual psychological characteristics and average score on learning the responsibility of middle school and high school students

The individual characteristics and responsible learning of middle school and high school students are selected in this study as variables that are assumed to have an impact on the responsible quality of the survey subjects.

Table 3 describes average quantities on the individual characteristics of middle school and high school students. Individual personality factors relat-

ed to responsibility have a high average score (3.69; 0.76), seemed to be tilted in favour of the high side (Median 3.79). Among the lifestyles, the democratic style has the highest average score (3.86; 0.76), followed by lifestyle of free trend (3.47; 0.74), and finally the authoritarianism style at the moderate and very dispersed level (2.62; 1.08). Lifestyles that are more people-oriented than work-oriented have a high and higher average score, more focused than work-oriented styles (3.51; 0.79 vs. 3.33; 0.81). The average scores on both introversion and extroversion are average, in which the average score of introversion is higher than

that of extroversion (3.35; 0.79 vs 3.06; 0.89). The personality model that focuses on the interests of others, attaching importance to relationships with others,

which has a higher average score and more focused than the model that focuses on self-benefit and self-interest (3.65; 0.75 vs 3.11; 0.94).

Table 3. – Average score of individual characteristics of middle school and high school students surveyed

Factors	Mean	SD	Min	Max	Median
Individual characteristics related to responsibility	3.69	0.76	1.00	5.00	3.79
Authoritarian style	2.62	1.08	1.00	5.00	2.60
Democratic style	3.86	0.76	1.00	5.00	4.00
Free style	3.47	0.74	1.60	5.00	3.50
Work-oriented style in communication rather than people in communication	3.33	0.81	1.00	5.00	3.40
People-oriented style in communication	3.51	0.79	1.40	5.00	3.60
Extroversion	3.06	0.89	1.00	5.00	3.00
Introversion	3.35	0.79	1.20	5.00	3.40
I-You Model	3.65	0.75	1.20	5.00	3.80
I-It Model	3.11	0.94	1.00	5.00	0.94

Table 4 describes the average score of middle school and high school students on learning the responsibility from school, family, and society. The results show that, learning of responsibility from par-

ents, family has an average score of 3.71; 0.81 that is high, and higher, more focused than that of learning the responsibility from school and from society (3.63; 0.86 and 3.52; 0.91).

Table 4. Average score of of middle school and high school students on learning the responsibility from school, family and society

Factors	Mean	SD	Min	Max	Median
Learning from the school	3.63	0.86	1.00	5.00	3.71
Learning from parents, family	3.71	0.81	1.00	5.00	3.80
Learning from society	3.52	0.91	1.00	5.00	3.67

Correlation between the average score on responsibility with average score on individual psychological characteristics and average score on learning the responsibility of middle school and high school students

Table 5 is the test results of the correlation between the average score on responsibility with average score on individual psychological characteristics and average score on learning of the responsibility of middle school and high school students

The test results show that there is a **positive correlation** between responsibility scores and individual characteristics scores and responsibility

learning score from family, school and society of middle school and high school students. In which, the moderate correlation is the correlation between the responsibility score and the responsibility learning score from the school ($R = 0.55$; $B = 0.37$); between responsibility score and individual personality score ($R = 0.54$; $B = 0.40$), between responsibility score and democratic lifestyle score ($R=0.51$; $B=0.39$) and a style focusing on the interests of others, and human relations ($R= 0.51$; $B=0.39$).

The correlations between responsibility score and free style, work-oriented style, people-oriented

style, introversion, extroversion, self-interest model, learning the responsibility from family and society, which have a low correlation ($R < 0.5$). There is a

positive correlation between responsibility score and authoritarian style, but at a very low level ($R = 0.14$; $B = 0.07$).

Table 5. – Correlation between the average score on responsibility with average score on individual psychological characteristics and average score on learning the responsibility of middle school and high school students

Factors	R	R ²	B	SE of B	p
Individual characteristics	0.54	0.29	0.40	0.03	0.000
Authoritarian style	0.14	0.02	0.07	0.03	0.008
Democratic style	0.51	0.26	0.39	0.03	0.000
Free style	0.39	0.15	0.30	0.04	0.000
Work-oriented style in communication rather than people in communication	0.33	0.11	0.24	0.03	0.000
(Subject) People-oriented style in communication	0.36	0.13	0.26	0.03	0.000
Extroversion	0.27	0.07	0.17	0.03	0.000
Introversion	0.21	0.04	0.15	0.04	0.000
I-You Model	0.51	0.26	0.39	0.03	0.000
I-It Model	0.22	0.05	0.13	0.03	0.000
Learning from the school	0.55	0.30	0.37	0.03	0.000
Learning from parents, family	0.44	0.20	0.31	0.03	0.000
Learning from society	0.34	0.12	0.22	0.03	0.000

Multivariable linear regression model of factors related to the responsibility of middle school and high school students

In order to test the predictive influence of the factors on the students' responsibility surveyed, we use a multivariable linear regression model. Eighteen variables are proposed to establish a linear regression related to students' responsibility. In which, the variables belonging to participating in/not participating in collective activities, birth order in the family, variables on learning outcomes, authoritarian style, work-oriented style, variables on propensity to introversion and extroversion, self-benefit-oriented model, learning of responsibility from family and society which are predictors with-

out having a strong impact on students' responsibility score ($R > 0.05$).

The factors related with statistical significance to the variation of the students' responsibility score are identified in Table 6. The model explains 56.2% of the variation of the teachers' passion score.

The factors related with statistical significance to the variation of the students' responsibility score, respectively (from high to low) are: Individual characteristics $B = 0.17$ [95%CI 0.10–0.24], Learning responsibility from school $B = 0.16$ [95% CI 0.08–0.23], Model for the benefit of others: $B = 0.15$ [95% CI 0.06–0.24], democratic style $B = 0.13$ [95% CI 0.05–0.21], the people-oriented style in communication $B = 0.10$ [95%CI 0.18–0.02], finally the free style $B = 0.09$ [95%CI 0.01–0.16].

Table 6. – Linear regression model between average score on responsibility and relevant factors

No.	Factors	B	SE	95%CI of B		p
				Lower Bound	Upper Bound	
1	2	3	4	5	6	7
1.	Individual characteristics	0.17	0.04	0.10	0.24	0.000

1	2	3	4	5	6	7
2.	Democratic style	0.13	0.04	0.05	0.21	0.001
3.	Free style	0.09	0.04	0.01	0.16	0.024
4.	People-oriented style	0.10	0.04	0.18	0.02	0.019
5.	I-You Model	0.15	0.05	0.06	0.24	0.001
6.	Learning from the school	0.16	0.04	0.08	0.23	0.000

$$R = 0.697; R^2 = 0.586; R^2_{adjust} = 0.562; F = 20.315; P_{anova} < 0.001; B_0 = 0.174$$

Discussion

This study aims to discover the level of responsibility of middle school and high school students in Vietnam, including responsibility for oneself, the family, the school and the living environment. The contents of responsibility quality are based on the responsibility criteria introduced in the Master Education Program promulgated by the Ministry of Education and Training. The results show that the average score on the responsibility of the surveyed high school students is high on a 5-point scale. In which, the quality of responsibility for the family has the highest level, followed by responsibility for oneself, for the surrounding living environment, and responsibility for the school is the lowest level. This is an issue that needs to be paid attention to in educating students' sense of responsibility, attitude and responsible actions towards their learning environment and daily activities.

There is no significant difference in the level of responsible quality between groups of students considering demographic characteristics such as gender, level of participating in collective activities, birth order in the family as well as occupational composition of parents. The establishment of a linear regression model also shows that these variables are not predictive of the variation of the responsibility scores. This

shows that students' responsible quality has a weak relation with the demographic factors of students.

The student's responsible quality has positive correlation to the student's individual features, which is individual characteristic; learning the responsibility from school; lifestyle for the benefit of others; democratic style, people-oriented style and free style in communication. This shows that the variation of the above factors will lead to change in the student's responsible quality. These forecasts can be positive suggestions for students and schools in improving students' responsibility in life.

Conclusion

The study aims to determine the level of responsibility of middle school and high school students, contributing to developing a database, serving the implementation of the new general education program (2018) in Vietnam. Specifically, educating the students' responsible quality – is one of the 5 qualities that the educational goal is aimed at. The study has solved the problem of determining the level of responsibility of middle school and high school students (responsibility for oneself, family, school, society and living environment); identified individual factors that are related to and have an impact on the variation of the students' responsible quality, which is the database for determining measures to strengthen responsibility for students.

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