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ARTICLE

INVESTIGATION ON THE EFFECT OF THE INTERNALIZATION OF RESPONSIBILITY ETHICS ON LIFE EDUCATION OF COLLEGE STUDENTS

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ARTICLE DETAILS

ABSTRACT

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Objective: To explore the effect of the internalization of responsibility ethics in life education of college students, to provide a basis for promoting the internalization of responsibility ethics in life education, to read literature, to compile a questionnaire, to conduct online electronic questionnaire survey on 307 college students, to use statistical software analysis, to interview 24 medical students and analyze the interview results. **Results:** There were 39 male students (44.3%) and 50 female students (68.5%) who discussed life education with their parents less than female students, the result χ^2 is 15.504, p is 0.00. Medical students discussed life education with their parents less than non-medical students 62 medical students (54.4%), 127 non-medical students (65.8%), the result χ^2 is 3.948, p is 0.047. **Conclusion:** How to implement and promote the internalization of responsibility ethics into college students' life education needs to be solved, and how to improve the sense of responsibility will be very beneficial to college students' attention and income on life education.

KEYWORDS

Responsibility, life, life education, college students

1. INTRODUCTION

Education for life (life education) aims to pay attention to youth anti-drug abuse, AIDS prevention, suicide, violence and other issues, after years of development, the theory and practice of life education has become very common, and the content of life education has been greatly expanded, including facing life death education; The character education of cherishing life; Health education for harmonious body and mind; To enhance the tolerance of setbacks education; Personalized education that respects life and so on. Marx believes that responsibility is the one that the individual moral belief and the society's moral requirements are most compatible, and contains the most moral rationality and moral coercive force. As a kind of objective existence, responsibility ethics is a kind of responsibility and obligation based on external needs.

Liu Jiliang, an educator, views life education from the perspective of education. He believes that life education is to cultivate the whole process of individual life from birth to death through purposeful and planned educational activities on the premise of students' material life and on the basis of individual life, so as to guide students to understand the meaning of life. To pursue the meaning of life, bloom the brilliance of life and realize the brilliance of life. In addition, some scholars believe that the three unique elements that are of great value to life are wisdom, care and practice. Learning how to extract the wisdom of life, caring for

life and taking an active part in practical activities are the meanings of life education.

Through self-compiled basic information questionnaire and basic interview, this study investigates college students' understanding and practice of responsibility ethics and life education, analyzes the influencing factors, explores how responsibility ethics internalizes and promotes life education, puts forward educational countermeasures, and directly solves the problems of "why" and "how to teach" life education for college students. To provide theoretical basis and operable suggestions and measures for the construction of college life education.

2. RESEARCH OBJECT AND METHOD

2.1 Research Objects

A total of 307 people were surveyed through online questionnaires from July 2022 to May 2023 by convenient sampling method. A questionnaire was conducted among college students. After the respondents gave their oral informed consent, they voluntarily accepted the survey and completed the questionnaire independently. All 307 questionnaires were valid after data logic check and the response time was longer than 90 seconds. After informed consent, 23 students were interviewed.

2.2 Research Tools

Through literature reading and expert interviews, the questionnaire and structure of “Responsibility Ethics and Life Education” were prepared by ourselves.

Outline of the interview. The questionnaire consists of two parts. The first part is basic information, including age, gender, major, etc. The second part is about life education and responsibility ethics: for example, who around you has discussed life education with you, whether you agree that life is meaningful because of responsibility, etc. The structured interview includes 15 questions, such as why so many college students ignore life and their understanding of responsibility.

2.3 Statistical Methods

SPSS 16.0 statistical software was used for data analysis, and Chi-square test was used for correlation analysis. $P < 0.05$ was considered statistically significant.

3. RESEARCH RESULTS

3.1 Demographic data of survey subjects

There are 307 respondents in total, of which 88 are male, accounting for 28.7% of the total, and 219 are female, accounting for 71.3% of the total. The basic information is shown in Table 1.

3.2 Difference Analysis of Life Education of Different Genders

Table 1: Demographic data of the respondents

| Item | Classification | N | % |
|----------------------|-------------------|-----|------|
| Specialty | Category Medicine | 114 | 37.1 |
| | Non-medical | 193 | 62.9 |
| Life education | received | 92 | 19.6 |
| | Not received | 377 | 80.4 |
| Class cadre | yes | 100 | 32.6 |
| | No | 207 | 67.4 |
| Only child | yes | 108 | 35.2 |
| | No | 199 | 64.8 |
| Encountering a major | yes | 47 | 15.3 |
| Traumatic accident | No | 260 | 84.7 |

Table 2: Analysis of the difference of discussion objects of life education content among college students of different genders

| | Male (Yes) | | Female (yes) | | X ² | P |
|---------------|------------|------|--------------|------|----------------|---------|
| | N | % | N | % | | |
| Parents | 39 | 44.3 | 50 | 68.5 | 15.504 | **0.00 |
| Friend | 33 | 37.5 | 138 | 63.0 | 16.561 | **0.00 |
| Teacher | 31 | 33.2 | 105 | 47.9 | 4.115 | *0.043 |
| classmate | 30 | 34.1 | 105 | 47.9 | 4.891 | *0.027 |
| Other | 3 | 3.4 | 32 | 14.6 | 0.005 | 7.800 |
| Not discussed | 24 | 27.3 | 26 | 11.9 | 10.920 | **0.001 |

Note * $p < 0.05$ ** $p < 0.01$

Table 3: Analysis of influencing factors of life education

| Variables | Agree (N, %) | Disagree (N, %) | Not sure (N, %) | X ² | P |
|-----------|--------------|-----------------|-----------------|----------------|--------|
| Male | 10/11.3 | 71/80.7 | 7/8 | 0.005 | 14.681 |
| Female | 21/9.6 | 148/67.6 | 50/22.8 | - | - |

Note * $p < 0.05$ ** $p < 0.01$

3.2.1 Difference analysis of discussion objects

The survey found that male college students discussed life education with their parents less than female students. In terms of each item in this dimension, college students of different genders have differences in the items of “talked about objects (parents, friends, teachers, classmates, others, never talked about)”.

3.2.2 Difference analysis of influencing factors of life education

College students of different genders have level differences in the dimension of “whether they agree that suicide is a personal behavior” (see Table 3). Male students agree that suicide is a personal act more strongly than female students, while female students are more uncertain about this opinion.

3.2.3 Difference analysis of influencing factors of responsibility enhancement

College students of different genders can feel the improvement of life responsibility in volunteer activities at different levels (see Table 4). The improvement level of female college students’ sense of life responsibility in volunteer activities is higher than that of male college students, and there is a statistical difference.

3.3 Difference Analysis of Life Education between Medical Students and Non-Medical Students

3.3.1 Difference analysis of influencing factors of life education

Different professional categories (medical students and non-medical students) have level differences in the dimension of "compared with money, power, family, friendship and love, I think life is the most important" (see Table 5), and there are statistical differences.

3.3.2 Difference analysis of influencing factors of life education

In terms of different professional categories, the level of life education discussed with parents by non-medical students is higher than that of medical students. In each item of this dimension, there is a difference between medical students and non-medical students in 1 of the 6 items that make up this dimension, which is the discussion with parents. (See Table 6)

3.3.3 Different professional categories

There are level differences between different professional categories (medical students and non-medical students) in the attitude towards volunteer activities. 79 medical students (69.3%) participate in volunteer activities out of their own sense of responsibility, while 177 non-medical students (91.7%) participate in volunteer activities, the result X^2 is 25.986, P is 0.00. Medical students are more inclined to volunteer because of the requirements and pressure of society and school, while non-medical students are more inclined to their own sense of responsibility. There is a statistically significant difference between the two in this entry.

3.3.4 Different professional categories

Different professional categories (medical students and non-medical students) have differences on whether schools need to offer specialized life education courses. 87 medical students (76.4%) think that life education courses are needed, while 170 non-medical students (88.1%) think that X^2 is 9.737, P is 0.021. Non-medical students' demand for special life education courses was higher than that of medical students, showing a statistical difference.

3.4 Interview Results on Life Education and Bioethics

3.4.1 What is your attitude about life education and ethics of responsibility?

The survey results show that college students have a positive and correct understanding of the development of life education. A total of 23 people have been interviewed, among which 21 (91.3%) respondents think it is necessary to carry out life education, 13 (57%) respondents think it should be set as a compulsory course. 15 students (65%) suggested more interesting ways such as social practice. In addition, 90% of the respondents agree that there is a connection between life education and responsibility. Their opinions can be roughly divided into: No sense of responsibility is ignored the meaning of life, life education can improve the sense of responsibility, the sense of responsibility is the practice of life education, the two complement each other and promote each other, responsible for life is a reflection of the sense of responsibility, life education can stimulate the sense of responsibility, if not responsible for life, there is no sense of responsibility.

3.4.2 The influence of others on their own life education

Seventeen respondents (73%) believe that the people around them have a very important influence on their life education. A small number of respondents also believe that the Internet can influence their sense of responsibility, such as the ten tasks touched China, while others believe that the formation of a sense of responsibility comes from social practice and reflection. Twelve (50%) of the respondents had discussed life education with their parents and friends, and were able to receive their parents' instruction to feel the preciousness of life, try to overcome difficulties, and find the meaning of life. Some interviewees, although they have not formally talked about it with others, have subtly influenced their outlook on life through their parents' behavior, seeing that people around them are trying to live even though their lives are full of hardships. Parents are the first teachers of their children and often bear the heavy responsibility of life education. The interview results show that the parents of medical students are relatively more effective.

3.4.3 Do you think there are differences between medical students and non-medical students on the issues of life and responsibility?

| Variables | Can (N, %) | May not (N, %) | X^2 | P |
|-----------|------------|----------------|-------|--------|
| Male | 70/79.5 | 18/20.5 | 6.683 | *0.010 |
| Female | 198/90.4 | 21/9.6 | - | - |

Note * $p < 0.05$ ** $p < 0.01$

| Variables | agree (N, %) | Disagree (N, %) | Not sure (N, %) | X^2 | P |
|----------------------|--------------|-----------------|-----------------|-------|--------|
| Medical students | 92/80.7 | 6/5.2 | 16/14 | 9.887 | *0.042 |
| Non-medical students | 176/91.2 | 2/1 | 15/7.8 | - | - |

Note * $p < 0.05$ ** $p < 0.01$

| | Medical students (Yes) | | Non-medical students (yes) | | X^2 | P |
|--------------------|------------------------|------|----------------------------|------|-------|--------|
| | N | % | N | % | | |
| Parents | 62 | 54.4 | 127 | 65.8 | 3.948 | *0.047 |
| Friend | 63 | 55.3 | 108 | 56.0 | 0.014 | 0.906 |
| Teacher | 49 | 43.0 | 87 | 45.1 | 0.128 | 0.721 |
| classmate | 53 | 46.5 | 82 | 42.5 | 0.466 | 0.495 |
| Other | 7 | 6.1 | 28 | 14.5 | 4.968 | *0.026 |
| Have not discussed | 18 | 15.8 | 32 | 16.6 | 0.033 | 0.856 |

Note * $p < 0.05$ ** $p < 0.01$

Among the interviewees, it is generally believed that medical students have a stronger sense of life and responsibility than other majors, because medical students have learned the whole process of life and experienced life and death directly in the internship and internship. For critically ill patients, doctors are life-saving straights, and it can even be said that the future quality of life of patients depends on doctors. Compared with students of different majors, they have more specific sense of responsibility and reverence for life.

4. DISCUSS

4.1 Differences in Life Education of College Students of Different Genders

When it comes to whether suicide is a personal behavior, female students tend to think that suicide is not a matter of themselves. They will consider their parents, friends and even strangers around them, and have a stronger sense of life responsibility than male college students. Male students believe that suicide is a personal act, which shows that they value the right to life. The right to life means that they have no right to interfere in the life of others, have no right to judge the way others treat their own life, and respect others even if they commit suicide because of excessive pain. This is partly related to the personality differences between male and female students (Zhang and Huang, 2018). Girls are more sensitive and sensitive, and pay more attention to the lives of others, resulting in empathy and stronger sense of responsibility. Boys are more adventurous, independent and rational. They can't say that they have less reverence for life, but are more inclined to respect each individual's own choice of life. At the same time, the number and frequency of female college students discussing life education with their parents at home are higher, which may be related to the reason that female students will be mothers in the future, thinking about the meaning of life earlier and more, and in the case that female students are more closely connected with their families, they will naturally discuss more with their parents and families when they have doubts, and more independent male students tend to learn the content of life education by themselves.

4.2 Differences in Life Education between Medical Students and Non-Medical Students

Data show that medical students talk less about life education with their parents than non-medical students. The possible reason is that medical students can get more relevant knowledge from books, periodicals and classes due to their professional advantages, while non-medical students lack professional channels, and the main source is the education of their parents at home (Kang, 2020). The number of medical students who think life is more important than other things such as money is less than that of non-medical students, so it cannot be said that medical students are indifferent to life. The most likely reason is occupational burnout and emotional exhaustion, which means that medical personnel are in a state of emotional exhaustion, resulting in lack of enthusiasm, reduced investment and emotional alienation. It is manifested as the lack of humanness and negativity when treating patients, indifference or excessive objectivity to patients (Tian and Zhang, 2018), which is also a kind of burnout for medical students who have not yet reached the clinical front line, the task of professional courses is heavy and difficult, and the professional competition is difficult. Medical students are immersed in learning professional knowledge, and are more inclined to volunteer activities due to the requirements and pressure of society and schools. In the case of greater pressure and lack of correct guidance, some medical students will even feel that the psychological class is not important water class, repeat a single form of class so that medical students for the concept of life fuzzy, numb, for students all concepts are just abstract cases on the textbook, which is not yet into the clinical students common phenomenon. Different from the data survey, many medical students who have just entered the internship period in the interview generally believe that medical students have a stronger feeling of life and responsibility than other majors. Research shows that medical students have a strong empathy psychology at the beginning, but after a long time of contact with patients, they will gradually prioritize efficiency before empathy, and their empathy ability will gradually decline (Zhang, 2012). This is a self-psychological protection mechanism that everyone has. Therefore, medical students have a strong ability of empathy at the beginning, but it will gradually weaken. Relatively speaking, non-medical students do not have a lot of opportunities to contact patients, only have

their own or their family members' experience of illness, but because the patients are themselves or their relatives, empathy and sensibility will be more dominant, so they are more impressed by life education. At the same time, due to fewer contact channels, there is more demand for life education courses.

4.3 The Necessity of Life Education for College Students

4.3.1 Cherish your own life

The current entrance examination system makes many students bury themselves in their studies and gradually deviate from the goal of all-round development. However, the university environment is a small society, and with a high degree of freedom, students are required to have the ability to study independently, socialize and make their own choices. However, in fact, the lack of students' life education and the one-sided development of exam-oriented education aggravate the contradiction between the university's requirements for individual ability and the individual ability to grow up in the exam-oriented education. Students with poor psychological bearing ability can not bear the pressure and even choose to commit suicide. Life education can educate college students to correctly realize that there is only one life, and life is an important prerequisite for everything else, accept their own ordinary and shortcomings, and also help college students to find a high pursuit and a high level of life (Shang and Zhou, 2022).

4.3.2 Care for others

At present, college students have a poor sense of life responsibility, a narrow understanding of the right to life, and think that they have their own right to choose their own life, and most of them are self-centered (Feng et al., 2014). Under such values, in the current highly competitive society, once the pressure exceeds what they think is unbearable, they will choose to end their life to end the so-called pain, but in fact, this is a kind of indulgence to themselves. Irresponsible behavior to others, because each of us is fed by our parents and grows up in social relations. Launching life education can make college students who are facing difficulties think that they are not alone, but have the love and support of others. Depressed patients often feel that they can't go on, and the people around them can't care and understand, and lose their confidence to live. Life responsibility education can improve people's empathy and sense of responsibility, so that they can learn to ask others for help, and can also lend a helping hand in time when others are in a bad state.

4.3.3 Practical approaches

First of all, the most important and basic classroom life responsibility education can not be ignored, create an atmosphere of life education, do a good job in class planning, student research and feedback. At the same time, innovation is carried out on this basis, the combination of explicit education and implicit education, and the strengthening of invisible education such as campus associations, interpersonal relationship guidance and other ways to subtly influence the concept of life responsibility (Chen and Cai, 2021). Strengthen the promotion of experience method, college students have their own independent thoughts, blindly preaching will only backfire, appropriate guidance and experience can achieve twice the result with half the effort. To strengthen the multi-education mode, the survey shows that college students often discuss life education with their parents, accounting for the first of many ways, which shows the importance of parental education, guide parents to carry out correct and positive education and cooperate with the school, so that life education can achieve multiple coverage and help college students to a brighter future.

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