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# The work of the highschool teacher as a predictor of personal and relational responsibility in university students

La labor del docente de Bachillerato como predictor de la responsabilidad personal y relacional de los universitarios

高中教师的工作对大学生个人责任和关系责任的预测

Работа преподавателя бакалавриата как предиктор личной и коллективной ответственности у студентов университета

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## Abstract

Various studies have shown the importance of training students in responsibility. Responsibility implies taking responsibility for one's own actions (personal responsibility) as well as those actions which affect others (relational responsibility). Teachers can and should help train students in this dimension. The aim of this research is to analyze and understand which teaching behaviors and actions favor the formation of personal and relational responsibility in university students.

The research design was sequential explanatory (mixed methodology) and was made up of 403 university students for the quantitative study and 200 for the qualitative study. The measurement instrument used was designed and validated *ad hoc*. It presented adequate reliability and validity indicators. In addition, the ERRP scale was used, which assesses the personal and relational responsibility of the university student. The opinion of the participants was collected from open questions included in the questionnaire used.

The results show that 14.4% of the students' personal and relational responsibility can be explained by the teaching actions that contribute to it. The qualitative study shows that relational responsibility learning is higher than personal responsibility learning.

A reliable and valid scale is provided to assess teachers' actions that shape students' personal and relational responsibility as well as teachers' actions and behaviors that can help to elaborate a formative ethical competence on it.

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*Keywords:* responsibility, teachers, university, student teacher relationship.

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## Resumen

Diversos estudios han mostrado la importancia de formar a los estudiantes en responsabilidad. Responsabilidad que implica, hacerse cargo de las propias acciones (responsabilidad personal) y asumir que nuestras acciones afectan a los demás (responsabilidad relacional). Los docentes pueden y deben ayudar a formar a los estudiantes en esta dimensión. La investigación tiene como objetivo analizar y comprender qué comportamientos y acciones docentes favorecen la formación de la responsabilidad personal y relacional en los universitarios.

El diseño de investigación fue secuencial explicativo (metodología mixta). Se contó con 403 estudiantes universitarios para el estudio cuantitativo y con 200 para el estudio cualitativo. El instrumento de medida empleado fue diseñado y validado *ad hoc*. Este presentó indicadores de fiabilidad y validez adecuados. Además, se empleó la escala ERRP que valora la responsabilidad personal y relacional del estudiante universitario. La opinión de los participantes fue recogida a partir de preguntas abiertas incluidas en el cuestionario utilizado.

Los resultados muestran que el 14.4% de la responsabilidad personal y relacional de los estudiantes se puede explicar por las acciones docentes que contribuyen a la misma. El estudio cualitativo muestra que los aprendizajes de la responsabilidad relacional son mayores que los de la responsabilidad personal.

Se aporta una escala fiable y válida que permite valorar las acciones de los docentes que forman la responsabilidad personal y relacional de los estudiantes así como acciones y comportamientos docentes que pueden ayudar a elaborar una competencia ética formativa sobre la misma.

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*Palabras clave:* responsabilidad, docente, universidad, relación profesor-alumno.

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## 概要

各种研究表明培养学生责任感的重要性,这意味着对自己的行为负责(个人责任)并假设我们的行为会影响他人(关系责任)。教师可以而且应该在这个维度上帮助培养学生。该研究的目的是分析和了解哪些行为和教学行为有利于大学生个人和关系责任的形成。

研究采用解释性顺序(混合方法)设计。对 403 名大学生进行了定量研究,200 名大学生进行了定性研究。使用的测量仪器是专门设计和验证的。这提供了足够的可靠性和有效性指标。此外,还使用了 ERRP 量表,该量表评估大学生的个人和关系责任。参与者的意见是从所用问卷中包含的开放性问题中收集的。结果表明,学生的个人和关系责任中有 14.4% 可以用促成它的教学行为来解释。定性研究表明,关系责任的学习大于个人责任的学习。

本研究提供了一个可靠和有效的量表,允许评估教师的行为,这些行为促使学生的个人和关系责任的形成,以及有助于发展形成性道德能力的行为和教师行为。

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关键词:责任,老师,大学,师生关系。

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## Аннотация

Ряд исследований показывает важность обучения учащихся ответственности, что подразумевает принятие ответственности за свои действия (личная ответственность) и принятие того, что их действия влияют на других (коллективная ответственность). Учителя могут и должны помочь в подготовке учащихся в этом аспекте. Цель исследования - проанализировать и понять, какое поведение и действия преподавателя способствуют формированию личной и коллективной ответственности у студентов университета.

Дизайн исследования - последовательный разъяснительный (смешанная методология). В количественном исследовании приняли участие 403 студента университета, в качественном - 200. Используемый инструмент измерения был разработан и валидирован ad hoc. Он имел адекватные показатели надежности и валидности. Кроме того, использовалась шкала ERRP, оценивающая личную и коллективную ответственность студента университета. Мнение участников было собрано с помощью открытых вопросов, включенных в анкету. Результаты показали, что 14,4% личной и реляционной ответственности студентов можно объяснить действиями преподавателей, которые способствуют ее развитию. Качественное исследование показывает, что обучение коллективной ответственности выше, чем обучение личной ответственности.

Предлагается надежная и валидная шкала для оценки действий преподавателей, формирующих личную и коллективную ответственность учащихся, а также действий и поведения преподавателей, которые могут помочь в развитии формируемой этической компетентности в этой области.

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*Ключевые слова:* Ответственность, Преподаватель, Университет, Отношения между преподавателем и студентом.

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## Introduction

Freedom understood as self-determination (FSD) is a theoretical construct consisting of four dimensions: responsibility, self-control, motivating intentions and clear self-awareness. Freedom thus understood, consists in the person's being able to dispose of himself through his actions in such a way that he becomes self-controlled (Wojtyla, 1982). This conception of freedom is associated with the Aristotelian conception of eudaimonia and virtue. For Ryan et al. (2008), within Self-determination Theory

(SDT), it is a way of life - not a psychological state or outcome - centred on what is intrinsically valuable to the human being.

This construct comes from the contributions of Ryan and Deci (2000, 2020), Wehmeyer et al., (1998), Deci and Ryan (1985, 2008), among others. The latter are the main authors of the "Self-determination Theory" (SDT) and consider self-determination to be the main goal of the educational process and a part of the vital development of the person.

Freedom as self-determination requires will and reflection and integrates external influences into its dynamism (Ryan & Deci, 2006); that is, it is not a freedom understood as mere autonomy that does not consider the influence of others. Rather, it understands that it is relational, since absolute independence does not exist. As we are social beings who need relationships with others, human beings move in environments that require human interaction (Vygotsky, 1979). Dewey observed that in order to be profound and effective, moral education must take place in relational contexts where appropriate relationships with others can be established (Dewey, 2004).

Within the classroom, students develop two types of relationships - the relationship with the teacher and the relationship with each other. Both have great potential for positive and/or negative impact on the character development of children and young people (Brant et al., 2022; Lamb et al., 2021; Lickona, 2004). Current educational systems, to the extent that they destroy or neglect this relational unity by encouraging individualism and/or misunderstood autonomy, make it difficult or impossible for any genuine formation of a freedom that is relational and leads to a successful life (Archambaud, 1964).

Responsibility is one of the key variables within the construct "freedom as self-determination". For Lickona (1991), responsibility is a determining factor for education and involves knowing how to take care of oneself and others, knowing how to fulfil one's obligations, contributing within communities, helping to alleviate suffering and laying the foundations for building a better world. Other authors such as Menéndez and Fernández-Río (2016), Sánchez-Alcaraz et al. (2013) define it as a moral obligation that a person assumes towards themselves and others. Therefore, responsibility can be understood as learning to take responsibility for one's own decisions and actions within a community or relational system. Responsibility, understood in this way, is a key element in freedom education and is supported by a number of research studies in this field. Among these, the studies on personal and social responsibility carried out by Hellison (2011) through the TPSR model (Teaching Personal and Social Responsibility model) and the PSRQ questionnaire (Personal and Social Responsibility Questionnaire) derived from this model stand out and have highlighted the importance of educating in responsibility and its link with intrinsic motivation (Li et al., 2008). These studies also have their origin in the self-determination theory (SDT) proposed by Ryan and Deci (2000).

In Spain and Portugal, research has been carried out in this area that confirms its relevance and validity (Caballero et al., 2013; Santos et al., 2020). In addition, there exist several studies on the formation of responsibility in students, but not on the formation of responsibility in teachers. It cannot be overlooked that responsibility training has been one of the issues that the OECD itself has asked teachers to address. Specifically, in one of its publications, Schleicher (2018), notes that: "we expect much more from our teachers than what appears in their job description. We also expect them to be passionate, compassionate and thoughtful; to encourage student engagement and responsibility" (p.88).

Character education stresses the importance of the role of the teacher as a role model as one of the fundamental methods of helping students to develop character traits such as courage, fairness, responsibility, etc. This approach has shown that children and adolescents develop virtues through a process of observing their own educators and the consequences of their own actions (Arthur et al., 2017).

For Campbell (2003) one of the fundamental issues in the field of character education in the educational field is that character can only be educated if teachers themselves make it evident to students through their own actions and behavior. It is often said that values are acquired, not taught (Martín-García et al., 2021). This is a half-truth since values are acquired through good example and taught through direct explanation or educational intervention. We can say that virtue is first 'acquired' and only then 'taught' (Arthur et al., 2017). It takes place in a communicative realm that is amenable to teaching. Not surprisingly, there are several books and websites on character education that offer a large repertoire of teaching materials on how to become good role models for students (Kristjánsson, 2006).

Teachers can influence and be role models in the education of young people's values and character when they: 1) relate effectively to their students. This involves respecting them, helping them to succeed, fostering their self-esteem and promoting experiences in which they live their lives morally; 2) when they demonstrate respect and responsibility both inside and outside the classroom. That is, they can model the student through their own reactions to moral issues; and 3) when they guide through explanations, classroom discussions, narratives, through encouragement and when they provide meaningful feedback that enables them to understand the morality of individual actions (Beltrán et al., 2005; García-Hoz, 1994; Kristjánsson, 2006; Lickona, 1991; Martín-García et al., 2021; Zagzebski, 2010).

There needs to be a proper understanding of what it means for a teacher to be a role model. In this regard, Arthur et al. (2017), point out that "role models underline, show or convey the idea of virtue to an observer" (p.103). Teachers as role models are not only virtuous, but they attract students' attention because they make them notice something about virtue that they had not seen before. They also point out that it is important for teachers to know what they want to achieve from their pupils by being a virtuous role model themselves. It is logical that students will want to copy or imitate, in some way, their behavior. In this respect, Bandura (1962) showed that observation is a powerful tool for learning and that children can learn moral patterns of behavior in this way. However, this way of learning does not help form critical spirit and fails to provide pupils with the means to question the moral authority of teachers (Arthur et al., 2017). The solution lies in using emulation properly understood. This word is the Greek translation of the verb *zelos* (Kristjánsson, 2006). When a learner emulates a teacher, he or she does not merely copy the teacher's behavior but rather must go through a process in which he or she recognizes what character trait the teacher is modelling, considers whether this trait is in fact a virtue, and deliberates what it means for him or her to exercise it (Arthur et al., 2017). For students to do this, it is important for teachers to verbalize their actions in relation to why they teach what they teach and how they teach it (Smith, 2001).

Within the Freedom as Self-Determination (FSD) construct, responsibility, in addition to having a strong relational component, has a personal dimension that seeks that the person learns to take responsibility for their own actions and decisions but within a relational framework. This personal dimension of responsibility does not only consist of knowing how to assume the consequences of one's own actions, but also of being able

to have decision-making criteria that help to guide one's own actions. The student's responsibility, as well as the teacher's actions and behaviors that favor the formation of responsibility understood in this way, comprises five sub-dimensions (Fernández, 2020): awareness of the importance of others, relationality (knowing how to establish relationships), participation in common actions, decision-making criteria (how to choose decisions responsibly) and assuming the consequences of the decisions taken.

The teacher's behaviors refer to the teacher's way of being and being in front of the pupil, while the actions refer to the teacher's actions and interventions in the classroom. We can define these actions and behaviors as teacher involvement. The main hypothesis of the research is that freedom as student self-determination (measured by the LCA scale) is explained by teacher actions and behaviors (measured by the ACD scale) and that, within this, the dimension of responsibility has the greatest impact.

## Method

This study has three main objectives: 1) to design and validate a scale that allows us to identify in students those behaviors that their teachers have displayed in the classroom, when forming their personal and relational responsibility; 2) to analyze whether the teaching behaviors that form personal responsibility and relational responsibility are predictors of students' responsibility (relational and personal); 3) to understand which teaching actions are perceived by students as aspects that enhance their relational and personal responsibility. In addition, in a complementary way, we seek to analyze whether other variables related to the teacher, such as gender, age or the subject taught, are predictors of students' personal and relational responsibility.

## Methodology and design

A mixed methodology was used to carry out this study. The research design was of the explanatory sequence type with priority given to quantitative methodology (Jorrín et al., 2021). The quantitative research design was based on an ex post facto correlational design. The qualitative design allowed the results obtained in the quantitative phase to be complemented and understood in depth (León & Montero, 2021).

## Participants

The study population was university students enrolled in the first year of their 2019-2020 academic year at the Universidad Francisco de Vitoria (Madrid). These students came from various secondary schools both nationally and internationally.

The sample obtained, through simple random sampling, consisted of 403 participants. Of the total sample, 28.2% were male and 71.8% were female. In addition, 25% had previously studied in public schools and 75% in private and state-subsidized schools.

Finally, the sample for the qualitative phase was chosen in order of response. The first 200 participants to respond to the survey were included.

## Instrument

The study was carried out using two measurement instruments. Firstly, in order to assess the degree of personal and relational responsibility of the students, the "Relational and Personal Responsibility Scale (ERRP)" by Fernández and Obispo-Díaz (2021) was used. This scale presented a reliability of  $\alpha = .678$  and  $\omega = .740$ . The same internal consistency values were obtained in the study sample.

As for the second scale used: "Teaching actions that shape personal and relational responsibility scale" (ADR), this was created ad hoc and validated in this study. This scale consists of 14 items divided into two factors: teaching actions that shape relational responsibility and teaching actions that shape personal responsibility. In addition, two criterion items were included. In all cases, the items had a Likert-type response scale from 1 to 6, with 1 being the lowest degree of agreement and 6 being the highest.

The values obtained for KMO (.931) and Barlett's test of Sphericity ( $X^2=3327.349$ ;  $p<.001$ ) were considered adequate to continue with the PFA.

Two factors explaining 54.54% were extracted. The first factor (Personal Responsibility) included items 2, 3, 10, 11, 12, 13 and 14. The second factor (Relational Responsibility) included items 5, 6, 7, 8, 9, 15 and 16. To confirm this structure, a CFA was performed. Table 1 shows the goodness of fit of the model.

Table 1

*Goodness of fit of the Teaching Actions Scale forming Personal and Relational Responsibility (PDA).*

Model	X2/gl	CFI	TLI	NFI	RMSEA
Model 1	4.760	.912	.895	.892	.097
Model 2	4.048	.930	.915	.910	.087
Model 3	3.579	.942	.929	.921	.080

The first model (model 1) presented an adequate goodness of fit, although there was room for improvement. For this purpose, it was decided to correlate errors 3 and 4, associated with items 12 and 13 respectively. This model (model 2) slightly improved the goodness of fit of the model. Finally, after a second modification (model 3), which corresponded to the correlation between errors 1 and 2 associated with items 11 and 3 respectively, a more desirable goodness of fit was achieved. Moreover, both factors correlated significantly and highly ( $R_{xy} = .732$ ;  $p<.001$ ).

After construct validation, the internal consistency of the scale was estimated. Values of  $\alpha = .930$  and  $\omega = .940$  were obtained. These values may be considered excellent indicators of scale reliability.

Finally, in order to collect participants' opinions, 3 open-ended questions were included. To answer them, it was essential for the students to take as a reference the teacher who had most influenced their lives. With this figure in mind, the following questions were posed:

- a. Write down three of the teacher's personality traits that helped you the most.

- b. Write down two lessons that this teacher has taught you that have helped you in your life.
- c. Why do you think your chosen teacher influenced you?

## Procedure

To carry out the data collection, the students filled in an online questionnaire that included a zero dimension that asked about socio-demographic questions such as gender (male or female) and the students' age. In addition, they were asked to think about the teacher who had most influenced their life, and considering this teacher, they were requested to respond to the scale "Scale of teaching actions that shape personal and relational responsibility" (ADR). The following questions were asked about the teacher: gender (male or female), approximate age, time as a teacher (one year, two years or three or more years), the subject he/she taught (science, humanities, language, technology, or other disciplines) and the type of school he or she worked in (public, private and/or subsidized).

Subsequently, the scale "Scale of Relational and Personal Responsibility (ERRP)" and the scale "Scale of Teaching Actions that Form Personal and Relational Responsibility" (ADR) were included.

Finally, the open-ended questions were included.

The questionnaire had an estimated response time of 20 minutes and was completed online.

In all cases, anonymity and confidentiality of individual results were guaranteed and informed consent to participate in the survey was obtained.

## Analysis and Results

### Data Analysis

To provide evidence of the reliability and validity of the scale developed, construct validity analyses were carried out using AFE and AFC and internal consistency analyses using Cronbach's Alpha and Omega. For its interpretation, the indications given by Abad et al. (2010), García-Ramos (2012) and George and Mallery (2003) were followed. These authors indicate that the internal consistency of the scale is excellent when it presents values above .900 and adequate when they are above .700.

The AFE was carried out using a combination of Unweighted Least Squares and Oblimin rotation. To determine the factors, it was established as a criterion that all items had factor loadings above .300. The fit of the CFA model was based on the criteria established by Abad et al. (2010) and Blanco-Blanco (2010). Measures of central tendency and dispersion and frequency distributions were used to describe the study variables.

The assumption of normality was tested, obtaining significant values in the Kolmogorov-Smirnov test. However, given the sample size, it was decided to assume normality (Pardo & Ruiz, 2015). To respond to objective two and the complementary studies, the multiple regression test was used (after checking the assumptions), as well as Student's t-tests for independent samples and simple ANOVA.



Finally, to respond to objective three, a thematic analysis of the discourse was undertaken, and a semantic network was elaborated from it. To do so, the phases indicated by León and Montero (2020) and Taylor and Bogdan (1987) were followed.

The statistical programs IBM SPSS Statistic.v.21, IBM PSSS AMOS.v.26, RStudio and ATLAS.ti.v.9.0 were used to carry out the analyses.

## Descriptive Studies on Teachers

At a descriptive level, it was observed that 50.9% of the teachers who are selected by the students to assess their behavior or actions as “responsibility trainers” are women, while 49.1% are men. Of these, 60% are under 45 years of age and 40% are over 45 years of age. On the other hand, 25% of the teachers were only first year teachers, 23% were only second year teachers and 52% of the teachers taught them in both 1st and 2nd year.

In terms of academic discipline, the profile of the selected teachers was distributed as follows: 39.7% were from the area of Science, 25.6% were from the area of Humanities, 13.6% from the area of Language and Literature, 2.2% from the area of Technology and 18.9% from other areas not specified by the students.

## Inferential Studies

First, Pearson's correlation between student responsibility and teaching actions forming relational responsibility ( $R_{xy}=.346$ ;  $p<.001$ ) and personal responsibility ( $R_{xy}=.367$ ;  $p<.001$ ) was estimated. In both cases the correlations were significant and of moderate strength.

Subsequently, the regression model was tested in which it was observed that 14.4% of the student's responsibility was explained by the teacher's actions that contributed to the formation of personal responsibility and relational responsibility ( $\Delta R^2=.144$ ;  $F_{(1,402)}=34.759$ ;  $p<.001$ ). Moreover, it was verified whether the teacher's gender, age and the subject taught (science and technology, language, and humanities or other) led to differences in student responsibility.

Firstly, it was observed that students' responsibility is the same when their teachers are male or female ( $p= .293$ ), and the same occurs when the subject taught by the teachers is assessed ( $p= .741$ ). On the other hand, these differences are not observed according to the age of the teachers ( $T_{(375,954)} = -2.218$ ;  $p< .0001$ ;  $r= .011$ ). Specifically, students' responsibility is higher when they learn with teachers who are over 45 years old ( $M = 47.01$ ;  $SD = 4.01$ ) compared to those students who learn with teachers who are younger ( $M = 46.03$ ;  $SD = 4.68$ ).

Finally, as a control, we first ascertained whether student responsibility was explained by gender, age or the subject taught by the teacher. In the analyses carried out, it was observed that none of the variables predicted student responsibility. Secondly, it was analyzed whether the teaching actions that shape personal and/or relational responsibility were different according to gender, age and the subject taught by the teacher. In the analyses carried out, it was again observed that there were no differences to be found.

## Qualitative Studies

In the qualitative analysis, it was observed that those traits of the teacher that most helped the students in forming their responsibility could be organized into three main groups.

The first of these corresponded to a way of doing or a way of teaching in the classroom. That is, the students' responses showed that they valued the way in which the teacher taught in the classroom. They emphasized that their teachers were: demanding, strong, strict, disciplined, clear, active, and innovative in their teaching, that they were motivated and had a passion and enjoyment for teaching.

Some responses obtained in this respect, and which illustrate the above are: "The teacher was demanding with the students but understood the personal situation of each one of them". "On the contrary, he was hard and very demanding, but he still had a lot of influence. He knew me well".

They were also appreciative of a passion for teaching: "She was a teacher with great interest and enthusiasm in teaching us not only her subject, but also how to be better people in life"; "Her enthusiasm in everything she did, her ability to listen and her capacity to empathize with everyone; "His motivation, his desire to teach and his empathy with the students"; "His motivation for his work was inspiring"; "He created a very dynamic and participative atmosphere, so that, for the most part, it was the favorite subject of the whole baccalaureate". "He was friendly, able to explain with examples; he made the classes dynamic".

The second of these corresponded to a way of being; that is, the way the teacher relates to the pupil. In which the former sees the latter not as something but rather as someone who can become more. The students prioritized the relationship between the teacher and the students - that is, they valued the fact that the teacher established a bond with them in which there was closeness, empathy, commitment, concern, kindness and understanding, among others.

The students highly valued the fact that the teacher was attentive, close, concerned about them beyond academic matters, trusted them, was empathetic, loved them, etc. From the analysis of this part of the questionnaire, the relationship between the teacher and the student stands out as a key, essential point, where students say the following about their teachers: "He is a person who has had blind trust in me when no one else had"; "The commitment to all students equally, despite his knowledge of the subject"; "I value his way of approaching us on issues outside the academic"; "A friend. My teacher has become over time someone I can count on if I have a problem"; "He taught me that a good relationship between student and teacher is essential for learning". "A lot of closeness with the students and commitment to them"; "He was able to realize things about me that I didn't even know and opened my eyes, all unselfishly, just to see me well and love his students".

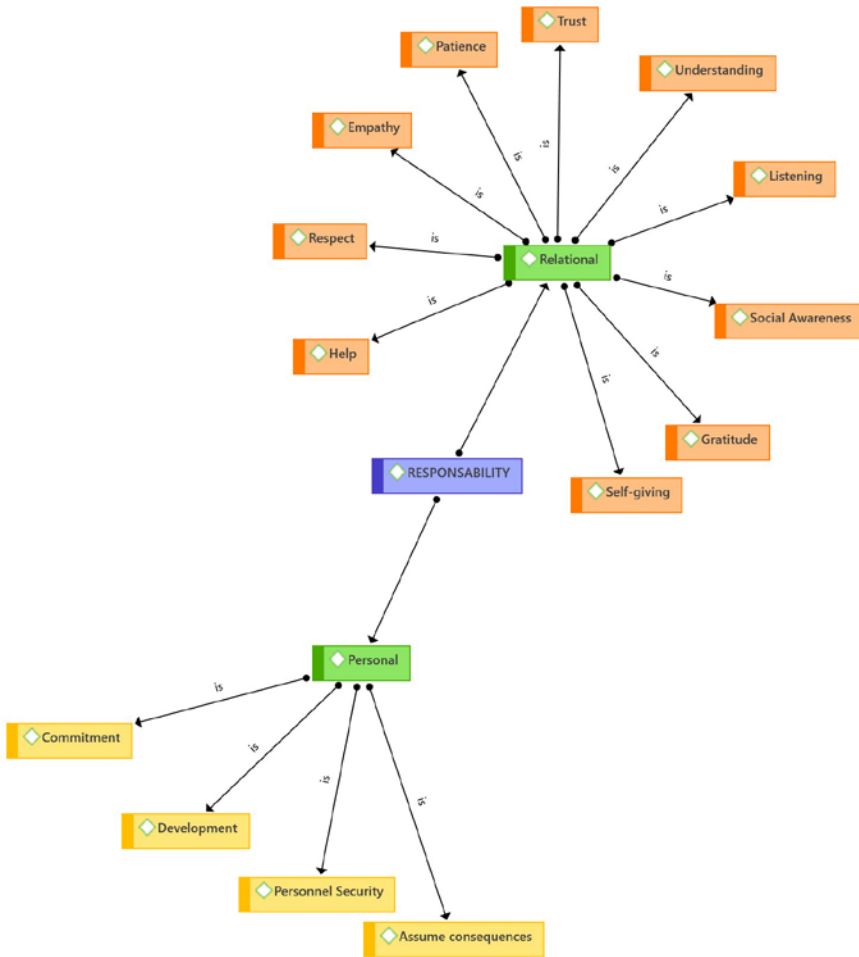
The third and last place corresponded to the teacher's way of being, in which some characteristics or traits of the teacher's personality were valued. The students highlighted coherence, honesty, leadership, intelligence, responsibility, cheerfulness, and good humor, among others. This third category accounted for the majority of the participants' responses.

The second question asked students to identify two lessons that their teachers had left them after their time at the Baccalaureate stage. Specifically, the responses could

be grouped into two major themes, which corresponded to: Relational Responsibility and Personal Responsibility. In summary, the results shown in Figure 1 were obtained.

Figure 1

*Semantic network on students' opinions about their teachers*



As can be seen, learning about relational responsibility is more numerous than learning about personal responsibility. With regard to relational responsibility, the students pointed out that the teachers had taught them to: “respect others”; “that you have to get to know people first in order to be able to talk about them”; “that you should not impose your way of thinking on others”; “that the other person is as important to you as you are to yourself”; “that you have to be patient and grateful to others”; “that you are only seeing the periscope, but underneath a person’s façade there is a whole submarine. Also learn to listen to others, to respect them, to trust them, etc.”

In terms of personal responsibility, they pointed out that: “we have to learn to assume the consequences of our own actions”; “to let myself be advised”; “commitment: if you decide to do something, you are obliged to do it 100%; security”.

In addition, this was also reflected in the third question asked to the students. Specifically, students felt that their teachers influenced them when they showed an interest in the student, valued them, got involved and helped them to go beyond the technical realm of learning.

The pupils indicated that the teacher influenced them when they talked about issues that went beyond the syllabus and touched their lives, when they were given advice or had existential or vocational questions. In this sense, some expressed the following:

“He left the syllabus to always go beyond it”; “He explained something about life before the class started”; “He was concerned about our problems and put himself in our shoes, and if he saw us sad he would talk to us after class to see if something was going on in our lives and if he could help”; “The fact that he was so good to us and treated us as equals, plus everything I learned in his subject in relation to truth and goodness have influenced me a lot”.

Teachers were also influential when they showed genuine interest in the pupils and their issues and when they sought to bring out the best in them. The teacher was also influential when the student was going through a difficult situation, a problem or situation that affected his or her personal life. Some commented that the teacher was influential when:

“I had problems with a girl”; “I lost optimism”; “I was in a delicate moment”; “I did not believe in myself”; “I found myself bored, I wanted to give up, I saw myself unable to accomplish my goals”; “the situation at home influenced my life”; “I had times when I did not quite know who I was and my purpose in life.”

They also pointed out that they were influenced by their chosen teacher when teaching as there was something in the way he/she taught that was different. For example, it was said that the teacher influenced them: “Because of the way he taught”; “I admired him a lot in the sense that he delivered everything he promised and was extremely organized, plus he was very dedicated to teaching his subject in a cool way”.

## Discussion and conclusion

With respect to the first objective of this study, which was “to design and validate a scale that allows us to identify in students those behaviors that their teachers have carried out in the classroom, when forming their personal and relational responsibility”, the study presented a questionnaire with adequate reliability and validity indicators. This scale was composed of two dimensions. One of them responded to relational responsibility and the other to personal responsibility. Relational responsibility was understood as that which seeks to make the person aware and assume that one’s own actions affect or have consequences on others. Personal responsibility, on the other hand, was understood as knowing how to take responsibility for one’s own actions or actions in one’s own life.

As for the second objective of this study, which was to analyze the predictive capacity of teaching behaviors on students’ personal and relational responsibility, it was possible to observe in the results presented above that there is a certain relationship to

be found between the level of responsibility of the students and the teaching actions that were intended to form it. Subsequently, it was found that 14.4% of the students' responsibility could be explained by the teaching actions that contributed to forming the relational and personal responsibility of their students. These results are similar to those obtained in previous studies, which mention the impact of teachers' work on the development of aspects such as responsibility or motivation of their students (Daniels, 2017; Hellison, 2014; Lauermaun et al., 2017; Lickona, 1991, Vancouvert et al., 2018).

It could also be observed that students' responsibility is significantly higher when they are trained with teachers older than 45 years of age. This may be due to the fact that they train with more experienced teachers. Previous studies have shown that the inclusion of innovation in the classroom, as well as the transmission of values through experiences, was higher in teachers with more teaching experience, since the mastery of the profession was higher than teachers with less experience in their job (Hernández-Ramos & Torrijos-Fincias, 2019; Moh-Ismail et al., 2018).

Finally, with regard to the third objective of this study, which was to delve into the students' experience of those actions and/or teaching behaviors that contribute to enhancing their relational and personal responsibility, it was possible to ascertain that teachers shape their students' responsibility with: 1) their way of teaching in the classroom; 2) their way of being and relating in the classroom; and 3) their way of being. To some extent, this is similar to the results obtained in the studies carried out by Arthur et al. (2017), Beltrán et al. (2015), Cáceres et al. (2021), Matteucci et al. (2017) or Martín-García et al. (2021), in which it is pointed out that the learning of values - such as responsibility - is an experiential learning which is inseparable from the educational process. The learner does not learn it theoretically, but must experience it. Therefore, it is to be expected that students will be able to perceive and embody responsibility when they live and experience it in the classroom as well as when they are taught about it.

The development of this work provides the scientific community with a reliable and valid scale for assessing the actions of teachers in shaping students' personal and relational responsibility. However, it is considered appropriate to continue with the improvement of this scale in order to obtain a better fit. To this end, it is necessary to revise the wording of some items in order to better adjust the measure. This may lead to factor models in which correlation between errors is not required.

Furthermore, it is recommended to continue this work in other samples and study populations, since the sample with which we have worked, although sufficient in size, is mainly representative of students enrolled in a given university institution. Moreover, it is considered necessary to increase the number of men and students from public schools, since the sample of this study is mainly composed of women and students from private and public schools.

The sample of teachers represented is mainly female, with more than 45 years of professional experience, and who teach in High school. This means that other groups of teachers are not represented. As a prospective approach, it is proposed to carry out this research in a wide sample of institutions and countries to see convergences and divergences in this field.

At the qualitative level, techniques such as focus groups, group interviews or individual and in-depth interviews were not used. In future work, it would be desirable to go more deeply into the subject through these data collection techniques, thus allowing

us to go further in the understanding of the construct, giving the necessary space and time to the participant so that he/she can go deeper in his/her explanation.

The results of this work allow us to conclude that relational responsibility from teacher involvement consists of the following aspects: making the student aware that there is a “you” and not just an “I”; knowing how to establish a close relationship with the student (asymmetrical relationship); taking a real interest in the student; trusting the student; encouraging collaboration in class; encouraging work in common where responsibilities are assumed.

Meanwhile, personal responsibility from the point of view of teacher involvement consists of: helping the student to commit to the decisions he/she makes to the end; involving the student in decision-making in class; helping the student to see the consequences of his/her actions; helping the student to finish what he/she starts; letting the student make decisions.

This study provides evidence that invites us to promote the training of teachers and students in ethical competence. More specifically, it guides us in the development of possible training programs that contribute to training in relational and personal responsibility both for the training of students and for the training of teachers.

In short, teacher involvement is important not only in the academic development of students, but also in their personal growth. For this reason we believe it is important for teachers to be aware of the “role model” they play for students, since, as García Hoz (1994) and Pinard (2018) pointed out, teachers are always called upon to be a reference figure in students’ lives.

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## Appendix



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