



Jafari, G., Sedighian Bidgoli, A., & Vedadhir, A. (2019). Sociological analysis on social structures of the education field; Case study of education field in Iran. *Journal of Interdisciplinary Studies in the Humanities*, 11(2), 65-101. doi: 10.22035/ISIH.2019.3060.3374

Doi: <https://dx.doi.org/10.22035/isih.2019.3060.3374> URL: [http://www.isih.ir/article\\_308.html](http://www.isih.ir/article_308.html)

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## The Sociological Study of the Process of Professional Identity Formation in Doctoral Students of Social Sciences in Iran

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Received: Jun. 22, 2018; Accepted: Nov. 01, 2018

### Extended Abstract

Professional identity refers to a process that answers the question "who am I" during One has been studying for years at university. The PhD is the latest stage in the development of this kind of identity that has a great bearing on the career path of individuals. The present article attempts to test the theoretical model of the PhD students' professional identity development in Iran's social sciences. The Grounded Theory of Vedadhir and Others (2017) have been operationalized and the questionnaire has been tested with participation of 191 PhD students of social sciences. Quantitative findings confirm the theatrical propositions obtained from the basic theory model. As can be seen in the above equation, Regression results show that in general, the structure of higher education, the external conditions of the social sciences, the psychological traits of PhD students of social sciences, as well as financial conditions and scientific socialization can change the dependent variable of the professional identity of the PhD degree of social sciences among respondents Better than the rest of the independent variables. The statistical results indicate that the role of external and structural factors is important.

**Keywords:** professional identity, PhD students of social science, social science, Grounded Theory, test of structural mode

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## INTRODUCTION

Postgraduate course has important role in educating individuals for management, educational, and research positions in scientific, economic and political institutions. Given that PhD course is an important part of education system and the highest educational level in Iran, its mission is to educate individuals who are effective in advancing the various fields of science and technology that would be useful for meeting the needs of country and expanding the boundaries of knowledge. Hence, it is often discussed as the third and final stage of student life (after Bachelor's and Master's degrees) and the first step in the professionalization of scholars and faculty members. A profession is a concept that describes what requires a profound studying of specialized knowledge. It is necessary for any social systems to monitor over the flows of outputs and inputs, internal performance and its type of communication with surrounding environments. Thinking about contexts and reasons of turning to social science would be helpful to better understand of Iran's social science position. Given the fact that the social sciences in Iran have been established as new sciences, one can ask questions about the state of professional and specialized knowledge of the social sciences?

## PURPOSE

The main question of this research is that to what extent theatrical model that obtained from qualitative methods of Vedadhir and others relating the process of evolution of the professional identity of the PhD students of social sciences at the universities of the Ministry of Science, Research and Technology is valid and can be tested?

## METHODOLOGY

The present article attempts to test the theoretical model of the PhD students' professional identity development in Iran's social sciences. The Basic Theory of Vedadhir and Others (2017) have been operationalized and the questionnaire has been tested with participation of 191 PhD students of social sciences.

## RESULT

Quantitative findings confirm the theatrical propositions obtained from the basic theory model. The results of multiple regression analysis of the variables in the equation can be described as a standard equation:

Professional identity of social science PhD students = (.21 the structure of higher education + .19external condition of social science field + .18 psychological traits + .17 financial condition + .10socialization +  $\varepsilon_i$  +).

As can be seen in the above equation, the "The PhD student's professional identity of Social Sciences is more affected by the "structure of higher education" than any other variable.

### DISCUSSION

If protein theory of self (Professional Identity) (lifton, 1993) is considered as the output of higher education, it can be concluded that the research data obtained from this studies are in a completely different direction. A self-employed doctor of social sciences does not follow a single central social science discipline. Although they are interested in a particular type of philosophy of cognition in the social sciences, their scientific production is in another direction including paradigmatic ambiguity.

### CONCLUSION

In addition, one can question the lack of ability to understanding the ontological, epistemological, and methodological assumptions by a PhD student of social sciences.

The question is that to what extent a PhD student in social sciences has control over his approach and the resources of his or her favorite approach. It also focuses on the scientific and practical issues of his field. The foundation of social sciences in the country is based on this very simple assumption that has a very strong effectiveness.

- The social science philosophy as a course unit should be taught in social science education departments in undergraduate and postgraduate courses.

- The subject that trait of Self-consistent in person, following a single "paradigm" unit, is not particularly important in PhD students in social sciences. This construction is never saturated because of dispersion and incoherence (Having a feeling of failure among Phd student of social science); therefore, it is suggested for PhD students of social sciences to research based on specific paradigm and a specific research plan. The paradigm can consolidate the professional identity of PhD students in the social sciences due to the unifying character and the nature of discipline in specialized knowledge.

- The sociology foundations of Epistemology should be taught as a necessary unit in PhD course. The existence of disrupted epistemologies that come from various social science paradigms make fragmented identities for students within specialized knowledge;



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- According to the latest changes in the social sciences on a global scale, the frontiers of the specialized knowledge of the social sciences should be recognized among PhD educational groups

-The admission of PhD students should be limited to the actual needs and providence of job opportunities in future for them;

-The role of non-scientific elements in planning and teaching social science should be limited and minimized.

#### **NOVELTY**

This study explains the process of professional identity formation in doctoral students of social science in Iran, Developing and testing model has been with the mixed methods research.



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Studies in the Humanities

Vol. 11  
No. 2  
Spring 2019

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