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Introduction/Literature-based background to the study

Much depends on how public health and social care (PHSC) graduate students act appropriately while working on their degrees (Onwubiko & Okeke, 2023). This study aims to find out more about what impacts the professional behaviour of high school seniors at public schools by using data from focus groups.

Background to the Study

There is need of more people who work in public health and social care to solve the most challenging health and social issues. A significant link exists between how someone acts in these areas and how well services and treatments work for them (Sanchez, 2022). To improve courses and increase the number of grads with credentials, it might be helpful to figure out why graduate students act professionally. Postgraduates in the PHSC behave properly by being honest, giving good reasons, and being determined to reach high success standards (Søvold *et al.*, 2021). It is essential to know what makes people act this way to teach the next group of workers how to adapt to changing needs in society. Now that we know more about it, being nice seems very important at school and work. A few things that may affect how students act professionally are having a mentor, having the chance to learn, and having help from their institutions (Hedima *et al.*, 2021). Through this study, we want to learn more about what senior PHSC students in public schools go through in the real world. This setting is essential because we want to learn what makes people act appropriately.

Scope of the Research

This study examines how academic, social, and personal factors affect PHSC students' choice to work after graduation. From what the focus group said, it should have a better idea of these things and how they come into play.

Overview

This report aims to answer the research question and meet the goals satisfactorily. The second part of this study is a literature review and a summary of how people behave in school and at work. For example, Chapter 3 of the study's methods explains

how to run focus groups and collect data. Chapter 4 contains much information about what took place at the focus group meeting. Chapter 5 explains why these results are essential and what governments and schools should do about them. At the end of Part 6 of the study, there is a short overview of the main points and ideas for more research.

Rationale & Research Questions/Aims/Hypothesis

Rationale

These people need to be moral, able to speak well, and committed to doing their best in complicated and constantly changing environments. Postgraduate training is essential in this field for shaping how future workers act (Obroh, 2020). The goal of this study is to find out more about the things that make senior PHSC students at public colleges act professionally.

Existing Research

Some of the new information about how graduate students in PHSC act professionally keeps returning to the same themes. A new study shows that schooling, mentoring, and help from organizations significantly impact how professionals act (Papagiannis *et al.*, 2020). On the other hand, there are few in-depth stories about what PHSC graduate students at public schools think and feel. Another study that builds on this one examines the factors that impact how workers act in that setting.

Relevance to Broader Problems or Debate

It is essential to do this study because how people act at work in PHSC impacts society as a whole. It is essential to ensure that the next group of people working in public health are ready for when things get tougher (Friis & Sellers, 2020). By looking at what makes senior PHSC students act professionally, this study adds a lot to the current conversation about how education can help make professionals with good morals and skills.

Research Questions and Objectives

Research Questions

- What are the key factors influencing the professional behaviour of postgraduate PHSC students in a public university?
- How do academic, institutional, and personal factors intersect to shape professional behaviour in this context?

Objectives

- To identify the academic factors contributing to developing professional behaviour among postgraduate PHSC students.
- To explore the role of institutional support in fostering professional conduct within a public university setting.
- To understand the influence of personal experiences and perspectives on the professional behaviour of postgraduate PHSC students.
- To provide recommendations for enhancing educational programs and institutional support to promote professional behaviour in PHSC postgraduate students.

This study wants to fully understand what makes senior PHSC students act appropriately by conducting in-depth research into these questions and working toward these goals. This will change things a lot in school and real life.

Research Methodology (Research methods)

Research Methodology

This qualitative study aimed to find out what makes senior PHSC students at public schools act differently as professionals. With this method, fully understand the individuals' situations and points of view.

Sampling

With the help of a purposeful sample method, eliminated some experts from a group of many types (Kelly, 2022). This helped to get better understand the things that cause different actions. Graduates from public schools who study social work and public health took part.

Data Collection

Many in-depth talks were used to gather information. This made it easy for people to talk about how workers should act based on their thoughts and experiences (Learning, 2022). If one asked open-ended questions, they talked about many different things, like their school memories, problems, and helpful places.

Data Analysis

There is to use of theme analysis in this qualitative study. Researcher can learn more about what makes senior PHSC students act professionally by looking for, studying, and writing down themes and patterns that keep coming up in the data (Regier *et al.*, 2022).

Validity and Reliability

The study was more reliable because it used group comments and member verification. Members ensured the readings were correct by giving early results to the right people. Researchers who did peer review asked their peers to comment on the study's validity and scope (Chan *et al.*, 2020).

Limitations

Even though it is looked at all the important ones, these data might only be true for one public school rather than for others.

Research design

This study aims to find out what makes PHSC (Postgraduate et al. Care) students act appropriately at public universities. People like qualitative research because it lets them dig into what people have been through and how they see things from their point of view (World Health Organization, 2021). What this study did is similar to what psychologists do when they study people. This research uses phenomenology to examine how people experience professional behaviour (Hill-Briggs *et al.*, 2021). By reading more about their stories, Participants will learn how their personal experiences shape how they think professionals should act.

A lot of the data for this study came from focus group discussions. Because it is believed that talking about feelings and thoughts in a group helps to understand each other better (Alcaraz *et al.*, 2020). Focus groups with some organizations discussed essential issues in professional ethics and let people say what they thought (De Kock *et al.*, 2021). Used a purposeful sample method ensure to got many different views on the subject. They chose PHSC postgraduates as their sample. Like the qualitative method, this method focuses on picking people who are essential to the study questions and can give helpful feedback (Abdel Wahed *et al.*, 2020).

The topic analysis helped the researchers make sense of the focus group material that was more qualitative. The thematic analysis looks for studies and discusses patterns (themes) that keep coming up in qualitative data. This method is open and organized, and it helps one understand qualitative data. The idea behind the method was to use the stories of the people to find essential themes about how they behaved at work (Hoogendijk *et al.*, 2019)—ensuring that issues of ethics came first during the whole probe. Everyone who took part did so voluntarily, as shown by the informed permission form they all filled out, and their information will be kept secret. They ensured the study followed all ethical rules and told everyone who took part that they could quit at any time without hassle.

Recruitment, Sampling & Study Participants

Context of the Research

Graduate students in public health and social welfare took part in the project. The main point of the study was to find out what makes academics so good at their jobs. They decided to do their work in a university because of how universities change the way professionals act and think.

Recruitment

Chosen the people whose stories and points of view fit with the study's themes with the help of purposeful sampling (Lazarus *et al.*, 2022). To get the attention of senior PHSC students, we used college-approved tools and methods, such as online notices and ways to get in touch.

Sampling Methods

In order to ensure that the group was a comprehensive representative of the entire population, we considered factors such as cultural backgrounds, academic achievements, and the educational institutions attended. Individuals participating in qualitative investigations must possess the capacity to provide comprehensive and elaborate reports (Crear-Perry *et al.*, 2021).

Sample Size

Continue expanding the workforce until the data ceases to provide us with further insights or patterns. This aligns with the concept of data overflow about selecting the appropriate sample size. This plan enhanced the investigation's comprehensiveness and precision by ensuring it reached the appropriate saturation level (Rangachari & Woods, 2020).

Study Participants

The project's focus groups proved enjoyable for the PHSC graduate students. The participants exhibited significant diversity in their backgrounds, educational attainment, professional tenure, and perspectives on acceptable workplace conduct (Cadogan & Hughes, 2021). We want to engage individuals from diverse backgrounds to ascertain the factors contributing to academic success in children.

Materials/Data Collection Method(s)

The results of this qualitative study mainly came from what people said in focus groups. Nutbeam and Lloyd (2021) say that focus groups are an excellent way to improve group relationships, get people to speak up, and learn more about challenging subjects. People in the focus groups could build on the ideas and thoughts of others. They could also say what they thought about how PHSC postgraduates should act adequately.

Procedure

Before the focus groups, we read a lot of Literature about how graduate students at public schools act professionally. This gave us ideas for the somewhat planned interview questions (Moudatsou *et al.*, 2020). Correctly told those who wanted to be a part of the focus group to talk about the research's goals, how long they would have to give, and that they would stay anonymous. To participate in the study, people had first to give written permission. It talked about many things, like problems and obstacles, and how colleges affect how students form their career views. One could answer freely in the book so that people would be honest and share their ideas and thoughts (World Health Organization, 2020).

A trained manager with experience in qualitative research was leading the focus groups. As long as everyone agreed, we were able to record every lesson. After that, we could carefully type up and listen to the recording. The university room students met in was neutral and quiet so that everyone would feel at ease and so that they could have an honest conversation. They knew enough about the subject when focus groups stopped coming up with new ideas or topics (Olum, *et al.* 2020). By taking these steps, we could be sure that all of the data was correct and full.

Data analysis technique

The focus group interactions provided qualitative data; this method carefully looks at many bad things that have happened and finds, rates, and describes common themes or patterns in the data (Alderwick & Gottlieb, 2019). The goal was to find interesting trends in how advanced PHSC students behaved at work, and this method helped us do that.

The process had several essential steps. We began by reading the recordings word for word in order to understand the subject thoroughly. After writing out the code, the next step was to assign numbers to necessary business-related actions (Regier *et al.*, 2022). After putting these codes into different themes, we reviewed the data for patterns and connections. We learned how well the themes fit together and how they connected to the study's goals through review and growth. We picked themes and grouped them together so the information would be easy to find.

The people who took part in the study did not use any software that was already out there; they all started from scratch (Chan *et al.*, 2020). We used notes, comments, and written recordings to help us look at the qualitative data more deeply. Using this practical way, it was possible to get a good look at what senior PHSC students do that affects how they act at school.

Ethical considerations

The University of Wales Trinity Saint David's study ethics group gave their OK for the study. Using this permission, the study can go ahead as planned, following the University's rules for keeping the participants safe.

As a strict way of ensuring that everyone had given their full permission before the focus groups began, we ensured that everyone had given their full permission. Everyone who participated in the study was told about its purpose, methods, risks, and benefits. We got their full clearance after telling the people over the phone that they did not have to do anything (World Health Organization, 2021). Very important: It was essential to let everyone in the study know they could quit at any time without consequences. More safety measures were in place to ensure the people were safe. The study team could only access the safe papers that held files and other personal information (Alcaraz *et al.*, 2020). Coping with these moral issues is necessary to protect the study subjects' rights and keep the research's relevance.

Results

Theme 1: Perceptions of Professional Behavior

There were some things that everyone agreed on, but not all of them agreed on what was proper business practice. Three essential conditions were being on time, being willing to hear comments, and acting morally (Hill-Briggs *et al.*, 2021). Being responsible means more than just getting to work on time. Part of it is being considerate of other people's time. How the volunteers felt about this showed how different their views were.

"Professional behaviour is about being punctual and respecting others' time."

"Effective communication is essential for maintaining professional relationships."

"Ethical conduct, such as maintaining confidentiality, is a cornerstone of professional behaviour."

Theme 2: Influencing Factors

The study found several things that impact how PHSC graduates behave at work. Some of the thematic groups were based on work situations, differences in nationality, and educational background. What the people who took part said:

"Cultural differences can impact how we perceive and enact professional behaviour."

"Previous workplace experiences shape the understanding of professional conduct."

Theme 3: University Initiatives

Many people said the group should do more to teach its kids how to misbehave. People liked the workshops on career development, lessons on ethics, and mentoring programs they took part in:

"The mentorship program provided valuable insights into professional conduct."

"Ethical education workshops enhanced the awareness of professional behaviour standards."

Table 1: Overview of Key Themes and Subthemes

Theme	Subtheme	Quotes
Perceptions of Professional Behavior	Punctuality	Being punctual is a sign of professionalism.
	Communication	Clear communication is crucial for professional relationships.
	Ethical Conduct	Maintaining confidentiality is part of the professional duty.
Influencing Factors	Educational Background	The educational background influences how we view professionalism.
	Cultural Differences	Cultural diversity adds complexity to the understanding of professional behaviour.
	Workplace Experiences	Previous work experiences shape the behaviour in the university.
University Initiatives	Mentorship Programs	The mentorship program has been instrumental in shaping my professional growth.
	Career Development Workshops	Workshops on career development have enhanced the understanding of professional conduct.
	Ethical Education	Ethical education workshops have made us more conscious of professional standards.

Discussion

The focus group found that postgraduates in PHSC have different ideas about what it means to be professional. It is clear how hard it is to do well in this school setting from the themes of trying to get into college, speed, communication, ethics, and things that affect performance. The participants' focus on being on time fits with what most people think is the right thing to do. This shows how important it is to be good with time to make a business space (Abdel Wahed *et al.*, 2020). Often, people talk about how important it is to keep intellectual ties strong by being open and honest with each other. It is also essential to be professional and follow moral rules, especially those that say one should keep information private.

The study showed us how professionals should act and how to look at the lives of PHSC postgraduates in new ways. Like other studies, this part talks about how critical cultural differences are and how working in different places in the past can still affect people today (Lazarus *et al.*, 2022). The fact that college events like job development workshops and mentoring are getting so much attention shows that these programs help students become more professional. A study has shown that educational places help people get better at their jobs, which fits this.

They are essential for the kids who used them and the groups that did. Because we know that everyone has a different idea of acceptable behaviour at work, we can ensure that each person gets the help they need. Because doing fun things on campus can help one feel like one is doing a good job, it is essential to be part of complete programs that help one with the work and help one grow (De Kock *et al.*, 2021). The study adds to the ongoing discussion about how to behave at work by shedding light on issues related to the workplace. Schools should value and support cultural diversity because jobs and cultural experiences pupils have had in the past significantly affect how they will act at work in the future.

Conclusion

Ultimately, this study taught us important things that make people with a master's degree in public health science act differently at work. Focus groups made this very clear, so it must be true. The point of the study was to fill in some gaps in the knowledge by looking into more of the things that affect how people behave at work. The study answers the main research question by showing how many complex factors affect how advanced PHSC students behave professionally. A qualitative study that found several exciting themes and trends helped people understand how complicated academic practice is.

Focus groups helped to get a good picture of the different views of the participants. However, every way to study has its problems. The study also made me wonder how teaching changes how mentees act and how cultural differences affect how people act at work. To conclude from the results, one needs to talk about what other studies might be interested in. The group could make the learning space friendlier and more open to everyone by looking into ways to improve mentoring programs and training in cultural sensitivity. It might be helpful to look more closely at how cultural differences affect how students act and how coaching changes work ethics over time in a future study.

This study aims to fill in a gap in the existing research by giving complete details about how PHSC graduate students behave professionally. These data show how important it is for people working in academia to get specialized care, support networks, and ways to advance in their careers. This study helps us learn more about what makes senior PHSC students act professionally, which opens the door for more research in this ever-changing area.

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Appendix

Questionnaire:

1. How would you define professional behaviour?
2. What does professional behaviour look and feels like in practice?
3. When you think about professional behaviour, which core characteristics you think about? Which ones are represented at university?
4. Which ones are represented in working practice?
5. Do you think professional behaviour is displayed similarly or differently between younger and older workers and why (not)?
6. Would you classify yourself as behaving professionally at the university or the workplace?
7. How would you encourage classmates/peers to engage in professional behaviour?
8. How do you define unprofessional behaviour and what can be reasons for this behaviour?
9. Do you engage in unprofessional behaviour and why yes or no?
10. How can you discourage unprofessional behaviour in the university?
11. How can you discourage unprofessional behaviour in the workplace?
12. How can PHSCiP students acquire professional behaviour?
13. What kind of information do you need to learn more about professional behaviour?
14. Where would you look for information about acquiring professional behaviour?
15. What can your university do to promote professional behaviour?