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Exploring the factors that influence professional behavior of postgraduate PHSC students in a public university.

Introduction

An increasingly important topic is the professional behavior of postgraduate Public Health Sciences (PHSC) students in a university setting. It is critical for these students' effective integration into the workforce and the progress of public health to comprehend the factors that impact their behavior as they prepare to enter different professional situations. This research aims to identify the internal and environmental elements that influence students' professional conduct. These factors could include individual incentives, organizational guidelines, peer relationships, mentorship relationships, and general society expectations inside.

Comprehending these factors is advantageous not only for the personal growth of learners but also for molding pedagogical approaches and institutional regulations that foster the development of robust professional morality and conduct. Universities can better prepare their PHSC students to negotiate the complexities of professional situations, make important contributions to their subjects, and follow the highest levels of ethical conduct by identifying and addressing these impacts. In the end, we strengthen the integrity and efficacy of the public health workforce by encouraging a culture of professionalism early in their careers.

Literature Based Background

Research frequently underline the value of professionalism in higher education, emphasizing how it shapes students' moral principles, conduct, and preparedness for the workforce (Cruess et al., 2016). In public health as well as other fields, competency frameworks are frequently utilized to define and evaluate professional behaviors (Barry et al., 2014). These frameworks specify the behaviors and competencies that students must exhibit in order to succeed in their academic and professional endeavors. The influence of institutional policies and practices on professional behavior is significant. Universities play

a crucial role in student's understanding of professionalism through curricular design, faculty mentoring, and institutional culture (Hawkins et al., 2015). Peer interactions and social norms within academic settings also impact professional behavior. Studies suggest that peer influence can either reinforce positive behaviors or challenge students to adhere to ethical standards (Park et al., 2019). Students' development of a professional identity and behavior depends on academic mentorship and senior professional role modeling. Good mentoring creates a nurturing atmosphere in which students can absorb and assimilate professional ideals. The ethical conundrums that students face throughout their academic preparation can have a big impact on their professional conduct. Students' capacity to handle challenging professional situations can be improved by addressing these conundrums through ethics education and case-based learning (Cruess et al., 2016). The professional conduct of public health professionals is influenced by the wider cultural and societal environments in which they work. In order to effectively practice in diverse communities, it is vital for them to possess cultural competence and an awareness of societal expectations. To maintain and improve their professional conduct beyond their academic training, it is important to promote ongoing professional development and lifelong learning. This involves staying abreast of new knowledge and best practices in the field of public health (Hawkins et al., 2015).

Secondary research allows for a comprehensive review of existing literature, providing insights into the developmental stages of professionalism among postgraduate PHSC students. Studies often highlight the importance of educational environments in shaping professional identity and behavior (Cruess et al., 2016). Research indicates that institutional culture significantly influences professional behavior. Universities play a pivotal role in promoting ethical standards, professional values, and norms through formal curricula, policies, and informal interactions (Hawkins et al., 2015). Secondary research underscores the role of competency frameworks in defining and assessing professional behaviors in public health education. These frameworks establish clear expectations and guide educational interventions aimed at enhancing professionalism (Barry et al., 2014).

Research emphasizes how difficult it can be for public health professionals to make moral decisions, and how crucial ethical education is in helping students learn how to deal with these difficulties. In order to improve students' ethical reasoning and decision-making abilities, secondary research investigates methods for incorporating ethics education into public health curricula (Cruess et al., 2016). Studies show that professional behavior development is greatly influenced by peer interactions and mentorship relationships. The impact of peer networks and mentorship programs on students' attitudes, values, and professional conduct in academic settings is examined in secondary sources. *Worldwide and Cultural Perspectives: Recognizing cultural differences in ethical norms and professional standards*, secondary research frequently takes into account worldwide perspectives on professionalism. For postgraduate PHSC students to be prepared, it is essential to comprehend these cultural backgrounds. Research emphasizes the importance of lifelong learning and continuous professional development in sustaining high standards of professional behavior beyond formal education. Secondary sources discuss strategies for promoting ongoing professional growth and adaptation to evolving public health challenges (Barry et al., 2014). Secondary research reviews the impact of institutional policies and external regulations on professional behavior. It explores how policy frameworks can support or hinder the cultivation of professionalism among postgraduate PHSC students, offering insights for policy makers and educators (Hawkins et al., 2015).

In summary, secondary research provides a robust rationale for investigating the factors influencing professional behavior among postgraduate PHSC students in public universities. It synthesizes existing knowledge, identifies key influencers, and highlights implications for educational practices, policy development, and professional development within the field of public health.

Question

What are the key factors that influence the professional behavior of postgraduate PHSC students?

Aim:

Exploring the factors that influence professional behaviour of postgraduate PHSC students in a public university and workplace

Objectives:

To identify and analyze the factors influencing the professional behavior of postgraduate Public Health and Social Care (PHSC) students in a public university.

Research Method:

Review of Literature

In this secondary review based report method using terms like "professional behavior," "postgraduate students," "public health education," and "institutional factors," conduct a systematic review of academic databases (e.g., PubMed, ERIC, Scopus). In this report research design secondary Literature view is used. Moreover, in this secondary review based report data sources are used like academic databases such as PubMed, Scopus, Web of Science, ERIC. However, apart of these some inclusion and exclusion criteria are used to make strong research and database. We are able to assess how these inclusion and exclusion criteria affect the results' external validity based on them. It takes in-depth understanding of the research topic and the ways in which each criterion could influence the study's external validity to make such decisions. (Patino, M. and Ferreira, C., 2018) Although, eligibility requirements that are precise and unique to the study. The combination of inclusion and exclusion criteria establishes eligibility. (Keung, Z., et.al, 2020) There are some inclusion criteria like studies focusing on postgraduate PHSC students. Studies exploring factors influencing professional behavior. Moreover, peer-reviewed articles, theses, and dissertations, and studies should be in English. As per secondary review based research report there is some exclusion criteria like studies should not be focusing on undergraduate students. Articles not providing empirical data and also studies should not contain non-English. (Randolph, J., 2019.) In this secondary review based report search strategy keywords and phrases are used eg. "Professional behavior", "Postgraduate students", "Public Health", "Social Care", "Influencing factors", "Higher education", "Professional development".

This secondary review research report contains some search steps such as define search terms and develop a comprehensive search strategy. Search academic databases using defined keywords and screen titles and abstracts for relevance, retrieve full-text articles for detailed evaluation. (Colquhoun, H., 2017) In addition to this hand-search references of selected articles for additional studies. However, data extraction, author(s), year of publication, study setting, population research design and methodology, key findings factors and identified recommendations. Data analysis qualitative synthesis: Thematic analysis to identify common themes and patterns. Narrative synthesis to describe and summarize the findings. Quantitative Synthesis: If applicable, meta-analysis to pool data and determine effect sizes. (Williams, K., 2018)

Ethical Considerations

As this study involves secondary data analysis, there are no direct ethical concerns involving human subjects. However, proper citation and acknowledgment of original sources will be maintained. Ensure all sources of information, data, and ideas are properly

cited and referenced to give credit to original authors. Follow established citation guidelines (e.g., APA, MLA, and Chicago) consistently throughout the review (Coltart, C., et al., 2013). Paraphrase appropriately and use quotations where necessary to avoid plagiarism. Utilize plagiarism detection software to ensure originality in the writing. Preserve transparency in the selection and analysis of studies to prevent bias. Clearly disclose the approach, including the search strategy, inclusion/exclusion criteria, and data extraction procedures to allow for reproducibility. Assume that any sensitive data from the original studies is handled confidentially and used in an ethical manner, even though secondary data analysis does not directly handle personal data. Provide the results objectively, taking into account the advantages and disadvantages of the examined investigations. Refrain from selectively disclosing results since this could distort how the elements impacting professional behavior are interpreted. (Jol, G. and Stommel, W., 2016.)

Result:

Several important factors influencing postgraduate PHSC students' professional behavior in a public university setting were found by the systematic review. The results, which emphasize both individual and systemic factors, are compiled from a variety of studies, theses, dissertations, and institutional reports. First, the structure and content of the curriculum play a vital effect in molding professional conduct. Students' professional behavior is typically improved by curricula that incorporate interprofessional education, ethical training, and practical experiences (Frenk et al., 2010). Secondly, compared to traditional lecture-based strategies, active learning and student-centered strategies like case studies and problem-based learning are more successful at encouraging professional behavior. The professional growth of post graduate students is greatly impacted by their access to knowledgeable mentors and advisers. Post graduate students can better handle professional problems and establish proper professional behaviors by participating in mentoring programs that offer ongoing assistance and feedback (Smith, 2018). Sustaining students'

academic and professional development requires having enough resources, such as labs, libraries, and online databases.

Professional behavior is significantly predicted by students' innate motivation and dedication to their topic of study. Professionalism is higher among those who are committed to public health and social care and have a clear sense of purpose (Boud & Soler, 2016). Due to their practical grasp of professional norms and expectations, students who have previously worked in health or social care settings frequently display more advanced professional behavior (Brown, 2020). Professional behavior is promoted by constructive peer relationships and involvement in cooperative learning activities, which offer chances for learning and support from one another (Patton, 2015). Involvement in professional networks and associations affords students exposure to industry norms and practices, so reinforcing. Student attitudes and behaviors are influenced by institutional and national policies regarding professional standards and behavior. Student instillation of these values is facilitated by regulatory frameworks that prioritize professional behavior and ethical practice (WHO, 2013). Students' professional behavior is also influenced by societal norms and expectations about the roles and responsibilities of public health and social care professionals (Frenk et al., 2010).

Discussion

The systematic review identifies a number of important variables that have a significant impact on postgraduate PHSC students' professional conduct at public universities. These factors include the learning environment, institutional assistance, personal qualities, peer pressure, and outside influences. The conversation will explore the ramifications of these results and offer suggestions for how to encourage these students to behave professionally. It can be argued that the organization and subject matter of the curriculum have a big influence on how students behave professionally. PHSC students are better prepared for professional roles by curricula that include interprofessional education, ethical training, and practical experiences (Frenk et al., 2010). It has been demonstrated that incorporating case studies and problem-based learning into instruction is more successful in fostering professional conduct than traditional lecture methods. This result implies that curriculum designers ought to give priority to experiential learning. Moreover, active learning strategies that put students at the center of the process have a favorable impact on professional behavior. Rather than these, students can practice and absorb professional standards in a controlled environment by using active learning techniques like role-playing and

Simulations. These are the kinds of strategies that educators should use to help students build professional attitudes and skills

Mentoring and Guidance: It is impossible to overestimate the influence of mentoring in forming professional conduct. Students can better negotiate the challenges of their professional development by having access to seasoned mentors who offer ongoing support and feedback (Smith, 2018). Strong mentorship programs that pair students with professionals who can provide advice and assistance throughout their academic journeys should be established by institutions. Access to facilities like labs, libraries, and internet databases is essential for fostering students' academic and professional development. Sufficient resources empower students to actively participate in their education and acquire the competencies required for their future careers (Boud & Soler, 2016). All students should have easy access to these materials, according to the institutions. personal commitment to the field and intrinsic motivation. Pupils with a strong interest in social justice and public health typically demonstrate better levels of professionalism (Brown, 2020). By matching coursework to students' interests and professional goals, educational programs should promote these intrinsic motivation. The findings from literature show that students who have previously worked in health or social care contexts are more equipped to comprehend professional norms and expectations. In academic settings, this expertise frequently translates into more sophisticated professional behavior (Patton, 2015).

Programs should think about include internships or job placements in the curriculum to give students practical experience. Moreover, the findings from literature shows that professional behavior is promoted by constructive peer relationships and involvement in cooperative learning activities, which offer chances for learning and support from one another. Professional standards are upheld and best practices are shared in collaborative settings by PHSC students. Peer learning and group projects should be encouraged in educational institutions. Students who participate in professional networks and associations are exposed to industry norms and procedures, which strengthen their professional conduct. Students can benefit greatly from these networks' prospects for professional growth and networking (AACN, 2011). Schools ought to promote student involvement in professional associations and activities. Institutional and national regulations about professional conduct and standards have a big impact on how students behave and how they think. Student instillation of these values is facilitated by regulatory frameworks that prioritize professional behavior and ethical practice (WHO, 2013). Educational establishments should make sure that their rules support moral behavior and are in line with federal regulations. Students' professional behavior is influenced by

societal norms and expectations about the roles and responsibilities of public health and social care providers.

CONCLUSION

The comprehensive analysis draws attention to the complex web of variables affecting postgraduate PHSC students' professional conduct in a public university. Several important drivers, such as the school environment, institutional support, individual characteristics, peer effects, and external pressures, were discovered through a study of the body of current literature. These results highlight the value of a comprehensive strategy for encouraging students to behave professionally. Professional behavior is greatly improved by well-designed and delivered curricula combined with cutting-edge teaching strategies including student-centered learning and active learning (Frenk et al., 2010)

Encouraging students' professional development requires strong mentorship programs as well as sufficient facilities and resources (Smith, 2018; Anderson & Krathwohl, 2001). Programs that match students' passions and offer real-world experience are necessary, as demonstrated by the favorable effects of intrinsic motivation and prior professional experience on students' professional behavior (Boud & Soler, 2016; Brown, 2020). Collaborative environments that support the development of professional behavior are fostered by positive peer interactions and participation in professional networks (Patton, 2015; AACN, 2011)

Professional behavior is greatly influenced by institutional and national rules as well as societal norms, highlighting the significance of matching training practices to legal requirements and social norms (WHO, 2013; Frenk et al., 2010).

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