

Providing a Conceptual Framework of Social Responsibility of Universities in Dealing with the Covid-19 Virus Crisis by Meta-Synthesis Method

Azar K^{1*}, Salehi GZ² and Raeispour A³

¹Department of Educational Sciences, Islamic Azad University, Iran

²Associate Professor, Institute of Higher Education Research and Planning, Iran

³Assistant Professor of Management, Islamic Azad University, Iran

***Corresponding author:** Khadijeh Azar, Department of Educational Sciences, Ardabil Branch, Islamic Azad University, Ardabil, Iran, Email: azarkh889@yahoo.com

Received Date: April 20, 2021; **Published Date:** April 27, 2021

Abstract

Background: One of the characteristics of the higher education system is social responsibility. In the current situation, family members of higher education and other social actors expect the university to alleviate the pain and suffering caused by the Coronavirus epidemic by acting responsibly and using the knowledge and technologies at its disposal. The purpose of this study is to identify the dimensions and components of social responsibility of universities in dealing with the Coronavirus crisis (Covid-19 disease).

Methods: This research is of applied type and has been done by documentary and meta-synthesis method. Sandlowski and Barroso seven-step methods were used to analyze the data. A total of 12 relevant, valid and new sources were selected for the final meta-synthesis method, from which 75 codes, 11 concepts and 6 main components were extracted.

Results: The findings showed that the components of university social responsibility in dealing with Coronavirus include identifying changes (economically, socially, politically, culturally, technology and environment), increasing social knowledge, establishing crisis management (with the aim of developing participation) Creating a flexible structure (adapted to environmental changes), having an efficient and effective communication model with society and executive dimensions and providing a solution. The proposed conceptual model consists of six main components that affect each other.

Conclusion: In general, it can be said that the framework extracted from the meta-synthesis method can be considered by the officials of the higher education system to evaluate the factors affecting the role of university social responsibility to deal with Coronavirus.

Keywords: University Social Responsibility; Coronavirus (Covid-19 Disease); Meta-Synthesis Method

Abbreviations: IAU: International Association of Universities.

Introduction

Today, the role and responsibility of the university in society is one of the important issues that have become the dominant discourse of think tanks and scientific societies in the center of scientific discussions. Universities have a direct impact on the quality of life in society due to their educational, research and social processes and activities; Teachers, experts and students are encouraged to engage and actively participate responsibly through the implementation of various programs in the local community. However, the emergence of crises and social challenges has made the context of the role and how to address the social responsibility of universities as an important and challenging issue to be increasingly considered by policy makers, managers and researchers in the field of higher education. According to UNESCO, the paradigm shift in the policies and actions of academic institutions has become an element in the development process of these institutions and has led to a fundamental revision of the role and goals of higher education institutions [1]. Perhaps this is why the issue of university social responsibility as a conceptual subject is a matter worthy of consideration, and the necessity of its existence can be justified by considering the ideals, the inherent responsibility of academic institutions towards society.

According to Gomez, et al. [2], social responsibility refers to the ethical and transparent management of administrative, educational, cognitive, and social processes performed by a higher education institution. Undoubtedly, raising the level of commitment of higher education institutions and academic institutions to their civic and social responsibility will have positive effects and results, including increasing the impact of the university in society and helping to meet social challenges, increase community understanding. He pointed out the nature and purposes of academic research and its increasing impact on the social and cultural life of the local community and the university's participation in macro-community policies and providing opportunities for the presence of activists of scientific institutions in all areas of society. Now, with the advent of the Coronavirus, there is another opportunity for the university to play a role in social responsibility. Perhaps the first consequence of this epidemic was the closure of university classrooms, and the use of the online learning management system was realized almost in the first weeks of the second semester (2019-2020). Almost all planned national and international scientific programs such as seminars and congresses were either postponed indefinitely or canceled [3]. However, controlling such a pest that knows no borders requires the cooperation, empathy and support of all governmental and non-governmental institutions and organizations. Accordingly, scientific and academic institutions can both help break the chain of this disease and become a very effective actor as part of the

treatment process. Therefore, with the beginning of this epidemic in our country and most countries of the world, with the necessary financial resources, extensive efforts were made by scientific and academic communities to control this virus through the production of vaccines or other anti-Coronavirus treatments. Coinciding with the outbreak of the Coronavirus epidemic, most of the world's scientific centers, including the Indian University Association, launched new activities to minimize the impact of the crisis, such as developing online programs to educate students and faculty members, national and international organizations, etc.

learn about online curriculum skills, a series of courses on academic requirements such as online student assessment, strengthening social responsibility, preparing institutions for a better life, etc., as well as a group of university deans creating a blog to share experiences, strategies and innovations to minimize the damage of crisis [4]. In such circumstances, universities can try to reduce the damage and damage caused by this crisis by providing and expanding the umbrella of support for vulnerable groups by providing extensive interaction with government and non-governmental organizations [5]. In fact, the purposeful intervention of academics in critical situations due to the high credibility and social prestige of academics can pave the way for wider participation and support of other sectors and good people in society. The experience of academics in Iranian universities of a sense of social responsibility is a successful example of this.

Recently, with the launch of a campaign of financial, scientific, educational and consulting support for the failure of Coronavirus in the country, is another example of the sense of responsibility and social commitment of the university and academics, along with a huge and unique movement of people and other institutions to support humanitarian low-income groups have become a cultural model for the rest of the world by holding empathy conferences since the Coronavirus outbreak. In fact, it's a great opportunity for universities to take the lead in society and fulfill their social responsibility. In this vast international space, universities can consult with their members on a variety of ways to manage crises, evaluate new ideas, and develop more creative ideas based on the nature of the disciplines, using interdisciplinary capabilities. In this way, universities can help society by creating interdisciplinary networks with the help of ideas [6]. Among the measures taken at foreign universities to combat the Coronavirus is to increase public interaction with the community, for which medical and nursing students have organized an emergency hotline to address public concerns; A group of students started an "active listening" group with an initiative to talk to people who were isolated and lonely; Universities have also begun a program to find funding to organize the distribution of food and health

products to those in need. Many blogs and podcasts have been launched to explain the various aspects of the epidemic [7]. Azizi in examining the role and civil liability of higher education institutions and scientific institutions in relation to coronary heart disease, in his findings emphasized that in order for educational institutions and academic institutions in the country in various fields, both governmental and non-governmental, to social responsibility They can act especially in the current critical situation, can create a suitable platform for collective rethinking and increasing knowledge about innovation, the need to know the realities of the country and social problems, create a good opportunity for academics to participate in research projects to solve community problems etc. raise their institutional mission to serve human society more purposefully [3]. The Association of Indian Universities [4], in a study of the impact of Covid-19 on higher education in India showed that universities demonstrated adaptability, agility, and innovation in dealing with this pervasive disease by understanding their commitment to students and society. They also understood the need for emotional support from the community, the creation of health infrastructure and the provision of new educational opportunities by providing the necessary awareness.

Many of the key corrective actions taken by universities to create flexibility ensure continuity of education during the Coronavirus. These included providing online classes to maintain academic continuity, developing knowledge and awareness through specialized webinars to combat the Coronavirus, providing psychological support, providing scholarship opportunities for eligible and financially disadvantaged students, setting up an online education office, and more. Bin Sad and Ebrahimi [8], showed in studies that the countries of the Persian Gulf region, due to access to high-speed Internet networks and digital tools and prior planning to become a government and smart e-learning, transition to the online situation in the Arab countries, have been relatively at ease. Due to the huge financial resources, the educational institutions of the Persian Gulf countries are in a better position than other countries in the region in using the benefits of technical infrastructure and online education; this superiority gives them the opportunity to respond better and more effectively to the educational crises of the Coronavirus pandemic.

In addition, Persian Gulf universities provided distance psychological services to faculty members and their students [9]. But in lesser-known countries in the region, such as Morocco and Egypt, education authorities have increasingly used television channels to broadcast curricula, as many of their students have not had access to online training courses [10]. One of the global experiences for the response of universities and institutions of higher education to Coronavirus has been the model designed by the

Mackenzie Institute. Accordingly, the proposed steps are: A) Establishing a mechanism to identify changes (in this step, different dimensions of change including economic, social, technological, political, value and environmental have been identified); B) Decision-making (this step identifies what action should be taken in the face of change); C) Designing: In this step, the university timetable changes according to the changes in the existing conditions; D) Providing solutions (solutions are provided in a regular and efficient manner).

The proposed model of the Mackenzie Institute is to design the strategic system of universities in the context of the Coronavirus outbreak. The effectiveness of this model is on the participation of academic stakeholders in the system, identifying changes and their responsibility to respond to problems. Generally, the work priorities set at each step are based on understanding the requirements and work priorities of the university [11]. In their study, Giorgio Marbononim & et al, warned of the risk of severe inequality between universities (based on the results of a global study by the International Association of Universities). This article argues that the formation of a better world after the Coronavirus requires civic and democratic universities that play a role in generating knowledge and educating ethical and empathetic students for democratic, just and sustainable societies (IAU) [12]. In this way, universities in the critical situation of society can rush professionally and with the help of the media and other institutions to bring scientific and public voices closer together. The society is facing a crisis in a pandemic situation, which calls on its institutions, including the university, for help.

The university must enter this field beyond the formal and administrative structures and with all its might, rebuild its historical and latent capacities, and play its existential role in resolving this crisis and reducing the pain of society. Of course, the more institutionalized and traditional role of the university as a place of production and processing of science, a repository of human knowledge and refinement of current speech in society, as well as advising the government on policy-making and implementation, still remains strong. However, in times of crisis, all institutions must take on new missions in addition to their pillars, and the university must play new roles as an intermediary between science, culture, society and performance. In fact, critical situations create new opportunities for self-awareness and university mobility that must be addressed in a timely manner, and pandemic crises, despite all the threats, can create such an opportunity for the university to operate more effectively. To be. Due to the importance of the issue in this critical situation, addressing the social responsibility of universities and educational institutions in the country to combat the Coronavirus was emphasized in the present study; Therefore, the main purpose of this study is to answer the following

questions through a combination of researches conducted in the field of the role of social responsibility of the university to face the Coronavirus crisis:

- What are the most important components of university social responsibility to deal with Coronavirus.
- What is the conceptual framework of university social responsibility for dealing with Coronavirus.

Research methodology

This research is applied in terms of purpose, which has been done by meta-synthesis method. A meta-synthesis method is a qualitative study that examines information and findings extracted from other qualitative studies related to the same topic. As a result, the sample to be combined is selected from qualitative studies and based on their relationship with the research question. The meta-synthesis method of an integrated review of the qualitative literature is not a matter of requiring and analyzing secondary data and primary data from selected studies, but rather analyzing and interpreting the findings of these studies for in-depth understanding [13]. Therefore, in this study, the purpose of meta-synthesis method is to analyze the published sources (including articles, books and research reports) in the field of social responsibility in higher education and the Coronavirus crisis. In this research, the method of documentary study and content analysis has been used. In the documentary method for writing the research literature, the tool of taking notes from the published sources in the field of social responsibility of the university against Coronavirus has been used. In the meta-synthesis method, by analyzing the works and

studies of experts in this field, the ideas and their opinions have been categorized and a new model of the problem has been presented in the present study. In order to extract the concepts and components of university social responsibility in the face of Coronavirus crisis in this research, the seven-step meta-synthesis method of Sandlowski and Barroso [14] which includes:

- Formulation of research questions
- Systematic review of texts
- Search and selection of sources appropriate
- Extracting resource information
- Analyzing and combining findings
- Quality control
- Presenting findings

In accurate evaluation of research conducted for use in meta-synthesis method, it is very important to know the input criteria and their appropriateness. In this regard, among the criteria that were considered include the development of a tool to determine the similarities of studies using comparative parameters such as stated research objectives, research questions, data collection methods and types of findings.

Research findings

Setting up the research question: In this stage of meta-synthesis method, the questions were determined based on the data in Table 1 and by answering them, the scope of work was determined.

Parameter	The questions of the qualitative research of Meta-synthesis
What it is	Determining and identifying the components of the concepts of university social responsibility in dealing with Coronavirus in published works
Study community	New and valid sources (books, articles and part of research reports) published in the field of social responsibility of higher education and Coronavirus crisis
Study period	Published works on the present issue in early 2020 and early 1399 in the solar calendar until the time of research
How to do it	Methods and criteria for selecting resources, thematic review of resources, note-taking, analysis, classification, categorization of studied concepts

Table 1: The questions of the first stage of meta-synthesis method.

At this stage, the focus was on what the goal is to identify and identify the components and concepts of “university social responsibility in the face of Coronavirus “; In other words, only sources were selected for analysis that discussed the present issue. Then, the sources published in this field have been searched from the time of the outbreak of Coronavirus in the early 2020s until the time of conducting research in various databases, magazines and sites.

Systematic review of texts: In this study, to search for the

desired sources of keywords (university social responsibility, social responsibility, Coronavirus, higher education and Coronavirus counter), from various external and internal databases (such as: Google Scholar, academic journal sites and institutions, Internal research (such as the Research Institute for Cultural and Social Studies and the Institute for Higher Education Research and Planning), the University of Jihad website, Science direct, Scopus, Amazon, etc.) were used.

Searching and selecting the right resources: In this step, it has been used to review analyze and select the appropriate sources in Table 2. This means that the sources were used based on the components (title, abstract, content and methodology) and to achieve the final sources, four criteria of the statistical community, data collection and research design and results were used. The source was 6 external sources

and 6 internal sources. The reason for the small number of works and resources used in this field due to the novelty of the subject, less use of qualitative research methods and lack of in-depth study of the dimensions of the present problem by researchers and domestic experts (it should be noted that in this study, only research qualitative validity was analyzed in the context of the present problem).

Row	Sources	Date	specific codes
1	Research in Higher Education, Science and the Coronavirus Crisis in Iran	2020	1
2	Coronavirus epidemic and university social responsibility	2020	2
3	The impact of the coronavirus on global higher education	2020	3
4	Coronavirus prevalence and global experiences of educational institutions	2020	4
5	The International Association of Universities The Global Voice of Higher Education	2020	5
6	The Impact of University Social Responsibility: towards Producing Good Citizenship	2018	6
7	Coping with covid19-: Higher education in the GCC countries	2020	7
8	Pandemic, People and Narrative (Translated, 2020)	2020	8
9	How the Higher Education System in the Region Faced with the Coronavirus Crisis (Translated, 2020)	2020	9
10	Coronavirus and policy lessons learned for higher education	2020	10
11	The future of research on the effects of the Covid-19 crisis on higher education	2020	11
12	Understanding the facts and social consequences of the Covid-19 crisis based on Nicholas Luhmann's theory of social systems	2020	12

Table 2: Selection of appropriate sources for meta-synthesis method.

Extracting the results: In this stage, collecting information from the selected sources in Table 3, based on the authors' specifications, year of publication, type of source, components related to the university's social responsibility in dealing with the Coronavirus crisis and methodological characteristics (research method, research tool, and statistical population), based on the findings of Table 3, 12 sources were selected for the final meta-synthesis, with the highest number of sources used being codes (8, 7, 6, 5, 4, 3, 2, 1, 9, 10, 11, 12, respectively.) The years of publication of the sources are due

to the time of the onset of the Coronavirus epidemic in 2020 in the solar calendar. In general, the method used in research is qualitative and internal and external sources have been used.

Analyzing and combining the findings: In this step, the main categories were extracted and coded from the selected sources and the frequency of the components was expressed according to Table 3.

Row	Category	Resource codes used	Frequency
1	Identifying changes	1,4,7,3,9	8
2	Increasing social knowledge (health knowledge, etc.)	1,2,4,5,7,11,9	17
3	Deployment of crisis management	1,5,9,7,12	19
4	Creating a flexible structure	1,2,3,4,6,7,10	16
5	Having an effective communication pattern	2,12,11,3,4,6,8	10
6	Providing an appropriate solution for interaction	1,3,4,5,6,7,8	18

Table 3: Coding of the main categories.

According to the data in Table 3, the main categories include identifying changes, increasing social knowledge, establishing crisis management, flexible structure, having an effective communication model and providing solutions. A code was considered for all the main factors extracted from the sources related to the university's social responsibility in the face of the Coronavirus crisis, and the main categories of sources selected for transcendence were identified and extracted clearly and separately to provide a new and integrated interpretation of the findings. To be provided in the next steps.

Quality control of the extracted codes: At this stage, the quality, validity and reliability of the extracted codes are controlled. Glenn expression was used to check the validity and to obtain reliability, he researcher first provided the selected resources for the meta-synthesis method with the initial codes extracted to 6 experts in the field of higher education who had articles or writings on social responsibility of the university. They also agreed on the main components after the necessary review. As a result, it can be said that the method used to extract the code has good reliability.

Findings: In this step, using the codes extracted in the previous steps, the findings are presented in the form of concepts. The codes were categorized under a similar concept, and then the concepts were categorized into more general categories. In total, 75 codes were extracted from the studied sources, which were divided into 11 concepts and 6 main categories, the information of which is given in Table 4.

Categories	Concepts	Codes
Identifying changes	Economic	Increasing the cost of dealing with the Coronavirus, reducing the economic resources of governments, reducing oil exports, lack of funding for universities, reduced global trade, the loss of temporary jobs, the impossibility of providing living expenses for vulnerable groups.
	Social	Expanding scientific social networks, increasing the spirit of cooperation, helping the low-income and vulnerable sections of society, creating empathy among people, isolating people in the community at home due to extended vacations and quarantine, increasing domestic violence.
	Political	Changing of governance, providing centralized guidelines, setting health protocols in government centers, instability in programs.
	Cultural	Social responsibility, creating empathy between government and public institutions in the Coronavirus crisis, supporting low-income groups, building mutual trust, donors' financial support of health centers and people in need.
	Technological	Development of teleworking in staff and faculty members, e-learning in higher education (distance learning), providing the necessary facilities for the use of cyberspace and online courses, Blended learning, development of technological businesses, networking with the aim of expansion of interactions, localization of technology.
		Mass media: virtual use of books and articles of scientific centers at national and international level, videoconferencing, use of social networks.
Environmental	Reducing fossil fuel consumption (oil and gas), reducing travel, starting to breathe the environment, secluding streets and reducing pollution.	
Increasing social knowledge (health, etc.)	Knowledge development	Increasing community awareness, developing medical and health knowledge, improving public understanding of the Coronavirus crisis, improving social ethics and citizenship, informing about personal and public health, teaching health issues through the media, empowering human resources, using global experiences in the face of the Coronavirus crisis, development of interdisciplinary topics, expansion of international scientific cooperation.
Deployment of crisis management	management	creating crisis and risk management, providing the necessary facilities, establishing order and security in society, developing participatory and group decision-making, paying attention to responsible management in dealing with crisis.

Creating a flexible structure	Flexibility	flexibility in the governing structure, the ability to adapt to the environment, continuous change, decentralization, reduction of control (to increase adaptation), responsiveness to the needs of the environment.
Having an effective communication pattern	Development of communication	launching public dialogue (between university and society), development of interaction with society (according to the prevailing cultural and social context), acceptance of cultural differences, cooperation and consensus with local community, development of constructive interactions at national and international levels.
Providing an appropriate solution	Effective solutions to solve the crisis	Involvement in solving community problems, trying to solve the ruling crisis, specialized study of the problem with the aim of providing solutions, creating specialized working groups to solve the crisis, consensus with stakeholders, providing appropriate solutions in a flexible way and appropriate to environmental feedback.

Table 4: Main categories, concepts and codes.

Effective components of university social responsibility in dealing with Coronavirus:

According to the findings of Table 4, the main components of university social responsibility in dealing with Coronavirus are:

Component 1: Identifying Changes

In order to organize the published information on the social responsibility of universities in the Coronavirus pandemic crisis in the country, changes can be made and emerging in areas such as economic, political, cultural, social, technological and environmental.

Economic: There is no doubt that the staggering costs of coronary heart disease for all countries lead to the problem of lack of funding for higher education and research. Thus, the lack of resources of universities poses many problems. Naturally, they will move towards increasing productivity and optimal use of resources and will adopt contractionary fiscal policies [14]. In the meantime, exposing the audacities and innovations of scientists and academics for entrepreneurship and the creation of ideas and wealth will be a positive achievement. As many knowledge-based companies in our country since the outbreak of Coronavirus with new ideas began to produce disinfectants, drugs and masks, etc.

Political: Dominant political views, political stability and instability, legitimacy, setting rules and policies by higher institutions, the functioning of the governing system, the position and role of actors and non-governmental groups (NGO communities) are some of the things that under these circumstances, the Coronavirus underwent changes. Because of the unpredictability of the Coronavirus, most government-set programs are constantly changing. Such critical situations require programs to be adapted to the needs of the local environment and community so that politicians can meet the demands of the community.

Cultural mechanism: The Coronavirus epidemic crisis naturally leads to radical cultural changes and shifts in the value system in society. Deepening the social identity of the university depends on the words of the academics and their help in rebuilding the humanistic lifestyle with the priority of collective interests. Otherwise, the backwardness and isolation of the university institution is inevitable. Academics should not forget that the Endo Reference Group, although they do not have much economic and political resources, but as a cultural resource can have a unique participation and influence [11], Medical universities are now leading the fight against Coronavirus with very little financial capability but with strong manpower. Another important role of the university is to support the low-income and vulnerable and those who lost their jobs due to the crisis. As in some universities of the country, in order to fulfill their social responsibility and create empathy, they provided comprehensive support packages to the lower classes. In most parts of the country, from the beginning of the Coronavirus outbreak, with the holding of empathy exercises and the rise of public aid, a huge movement was made to support the needy in society (such value behaviors can be considered a cultural model for other communities).

Social: With the outbreak of the Coronavirus crisis, lifestyles (such as leisure time, family life patterns), social interactions, solidarity, and social justice changed. Due to long vacations and social distance in order to reduce the prevalence of Coronavirus, many people became depressed and isolated, and aggression increased in families, etc. Therefore, the university as a social institution in critical situations must be accountable and committed to its community. And by providing a healthy lifestyle model in Coronavirus conditions and encouraging people to social distance with the aim of reducing the Coronavirus chain to make it possible for people to tolerate these conditions.

Environmental changes: Due to the Coronavirus pandemic, changes have been made in the environment that in addition to reducing imports and exports of oil and other fossil fuels, we can also see a “green movement”. China, one of the most polluting countries in the world, is showing a reduction in carbon monoxide emissions. According to the latest forecast of the International Energy Agency, global oil demand is expected to decline in 2021 [15]. The head of the UN Environment Program says; “Nature is sending a serious message to us humans with the outbreak of the Coronavirus and the current climate change crisis. We humans need to fundamentally reconsider our treatment of the environment, especially deforestation and the illicit trade in animals.”

Technology: looks at issues such as technological advances, access to technology, technological issues and challenges (such as security). In this regard, the university by using technology through (telecommuting and distance learning, online education and localization of technology) can provide the necessary ground to facilitate services to stakeholders.

Teleworking and distance learning: With the rise of the Coronavirus, universities and higher education institutions are experiencing new conditions of education and research. University professors sit at home, teaching students by holding virtual classes. Students also experience a new type of education by staying home. Universities have entered a new phase of teaching-learning through higher education in Iran. Despite the microstructural weaknesses in e-learning technologies, online teaching opportunities provide university professors with the opportunity to innovate and always seek to be creative in how to teach effectively and increase interaction with students. According to Zaker Salehi [16], e-spaces provided by universities even in 13 top universities in Iran are facing infrastructure problems. In this regard, he proposes the following three scenarios:

- Marginal activity of e-learning as an emergency in Temporary conditions.
- The formation of combined learning, which in these conditions can be a good scenario.
- Progress and development towards achieving complete virtual education, which is an ideal scenario.

Accordingly, the development of online education at the university provides a golden and unique opportunity for university administrators to ensure the infrastructure to facilitate e-learning at the university, knowledge of the shortcomings and weaknesses of the infrastructure, professors and students in the learning process, use Sources and information bases, group meetings as well as dissertation defense sessions were encountered. This enables them to be prepared for this type of teaching-learning method in universities in the not too distant future [17]. One of the important benefits of the new opportunity is the creation

of cyberspace, communication and further expansion of academic activities; Students and professors connect with each other on their intellectual trains beyond their field and university, and this will have a greater impact.

Component 2: Increasing social knowledge

One of the functions of universities is to promote science in society, in a way that can serve the welfare and upbringing of society. Dissemination of information in the vernacular is one of the most important efforts of the world’s communities to confront the crisis of the Coronavirus outbreak [18], Utilizing the capabilities of modern information and communication networks, producing videos, guides and info graphics are some examples of this. One of the most important effects of higher education in promoting public knowledge and understanding of Coronavirus and observing health care is their health and social participation to control and reduce the risk of disease in society [19], Among the tasks of higher education in this regard is to increase knowledge and awareness with the aim of creating a society resistant to the inevitable harms and on the other hand to provide practical plans and policies to reduce adverse effects and so on. Also, by increasing social knowledge, universities can provide a good platform for collective rethinking, knowledge acquisition and innovation, and should promote the possibility of exchanging innovative resources, ideas and experiences in emerging fields of higher education;

Component 3: Creating a flexible structure

One of the social responsibilities of the university in the days of Coronavirus is “flexibility and the ability to adapt” to changing crisis conditions, which can greatly help higher education institutions. Therefore, the university can increase its effectiveness and efficiency in critical situations by reducing control (i.e. increasing flexibility and adaptability). Also, the university can provide another opportunity for useful and effective guidance of the university in times of various crises by rapidly changing organizational goals and high flexibility of goals in the university organization.

Component 4: Establishing Crisis Management

Among the skills required for universities in the face of crises, especially the Coronavirus crisis, having risk or risk management skills and crisis management means the ability to influence others in risky situations, as a skill required by university administrators; Because, university administrators are required to be prepared to overcome risks, skills to reduce potential risks and create a safe environment on campus. In this important situation, crisis management can act by creating order in the necessary conditions, as well as collective participation and empathy, justifying people from events for actions in line with the decision of the crisis headquarters and mobilizing all available resources

and facilities. In this regard, one of the important measures taken in the world is the creation of a scientific core (for the production of vaccines or drugs, etc.) which in our country with the efforts of knowledge-based companies and other institutions useful measures in the field of producing arbitrators and health products.

It has been done to reduce Coronavirus complications. In addition, the university can play a supportive and complementary role in the implementation of its social responsibility from the national crisis management headquarters. At this stage, the university plays a role in supporting and promoting government guidelines in reducing the crisis, fostering and guiding behaviors and actions in reducing the crisis. Crisis reduction awareness and capacity building, helping to build empathy and public relations, justifying legal pressure and violence, such as home quarantine in the Coronavirus crisis, paving the way for and promoting new and virtual jobs, strengthening ethics and human values, He denounced anti-value and social behaviors such as hoarding, etc [20].

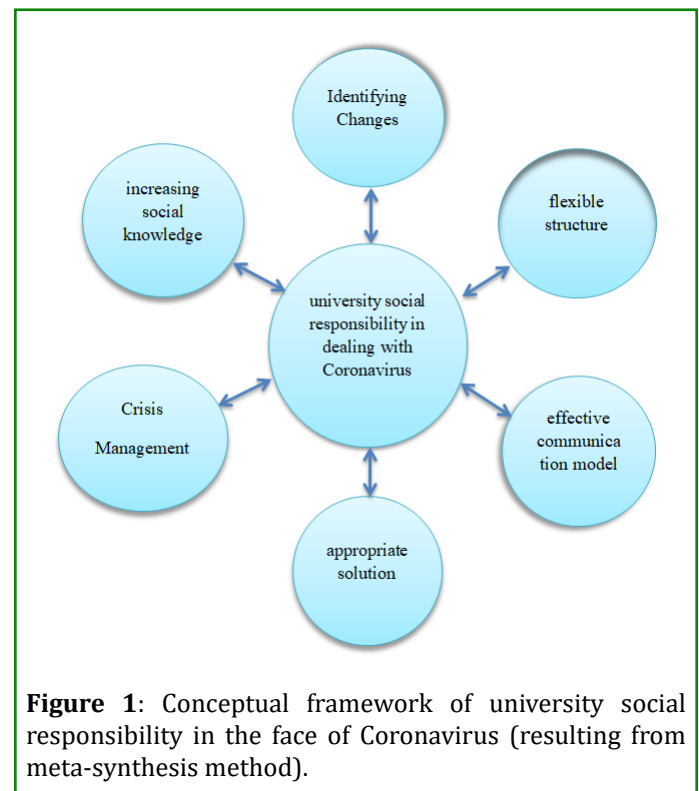
Component 5: Having an efficient and effective communication model

One of the effective means of communication is to take the lead in launching a public dialogue on how to be optimally organized for decision-making and policy-making to meet the various dimensions of the Coronavirus epidemic challenge [21], implementing programs to maintain public health in universities requires efficient and effective communication patterns with stakeholders. By creating solidarity through collective dialogue with the local community, the university can provide a favorable environment for the observance of health guidelines in this Coronavirus situation. Considering that cooperation and consensus in the current situation is one of the main ways out of the crisis; Accordingly, it is necessary for the country's higher education stakeholders to talk to each other responsibly, and also university administrators should create the ground for interaction with university activists and local communities to be well aware of their demands and the university's capacity, and in such critical situations by creating a consensus and effective communication between all, the strategies of providing optimal university services will have a desirable credibility.

Component 6: Providing Strategies for Dealing with the Coronavirus Crisis

At this stage, the university is obliged to provide solutions in a regular and efficient manner. It is very important that the solution in Coronavirus conditions must be flexible and adaptable in order to respond in proportion to the feedback it receives from the outside. Accordingly, it is necessary to create the necessary workers in the designated areas so

that these workers can provide solutions in accordance with the necessary specializations in the face of problems. University administrators should be responsible for guiding these leaders in order to provide them with the necessary resources. Therefore, the university, as an institution for the advancement of science in its society and social responsibility, can prevent the consequences of the Coronavirus crisis to some extent by providing effective solutions. Finally, after presenting the meta-synthesis method results in Table 1, the components of social responsibility of universities in dealing with Coronavirus are presented in the form of the following conceptual model Figure 1. In the proposed model, the components of university social responsibility, which include identifying changes (economically, socially, politically, culturally, technology and environment), increasing social knowledge, establishing crisis management (with the aim of participatory development), creating a flexible structure (to In terms of dealing with environmental changes), having an efficient and effective communication model with the community (in order to provide public health programs), providing solutions to deal with the Coronavirus crisis, and all these factors are effective in dealing with the Coronavirus crisis.



Discussion

One of the characteristics of the higher education system is social responsibility. In the current situation, family members of higher education as well as other social actors expect the

university to committedly help to alleviate the pain and suffering caused by the outbreak of Coronavirus by using the knowledge and technologies at its disposal. Accordingly, considering the importance of the issue, the aim of this study is to provide an appropriate conceptual framework for identifying the components of social responsibility of the university to deal with the crisis in the country with a meta-synthesis method. The findings showed that most of the published works since the Coronavirus outbreak have addressed this issue with a qualitative and case-by-case approach. However, due to the high level of ambiguity and unpredictability in the global community, medical centers, knowledge-based companies and other institutions involved in this challenge - which has become a threat to human life - need in-depth research. In order to achieve a cure for the virus.

Also, the issue of social responsibility of universities to deal with Coronavirus has been paid more attention by higher education centers and scientific elites to increase the public awareness of academic actors and other members of society. Examination of the results showed that components such as identifying changes (economically, socially, politically, culturally, technology and environment), increasing social knowledge, establishing crisis management (with the aim of participatory development), creating a flexible structure (in terms of dealing in line with environmental changes), having an efficient and effective communication model with the community (in order to provide public health programs) and providing solutions in the university social responsibility to deal with the Coronavirus have a very important role and affect each other and the positive impact of this. The components in the research conducted by Lennis, et al.

At the Mackenzie Institute (2020), the Association of Indian Universities [4], Azizi [3], Mirzaei [8], Nourshahi [21] and Safiri [6] are also confirmed in some components. However, the main difference between the presented conceptual model and other research studies conducted in the country is that they did not present the conceptual model and only mentioned some of the components. Therefore, the proposed conceptual model can be used to assess the university's social responsibility in the face of the Coronavirus. Based on the proposed conceptual model, the officials of the higher education system of the country, in the component of identifying changes, the dimensions of changes created due to the prevalence of Coronavirus are identified in economic, political, social, cultural and environmental terms. This process is done with the participation of academics including university administrators, faculty members, students and their parents, staff and other relevant actors. Understanding changes from different dimensions can identify capabilities and provide effective solutions to reduce the crisis. In the component of increasing social knowledge, which is

one of the main functions of the University of Knowledge Development and Community Awareness, the university is obliged to increase social knowledge and empower human resources to promote creativity, innovation and public understanding of the current crisis. In particular, health care can improve the ethics and behavior of citizens in the face of the consequences of this challenge; in the component of creating a flexible structure in the university, the ability to adapt to the changing conditions of the crisis can be of great help to higher education institutions. Also increasing flexibility reduces control. This may reduce efficiency, but it does improve the effectiveness and efficiency of the university in critical situations. In the component of crisis management or risk management, in order to achieve this component, university officials should focus on the participation of academic stakeholders to identify the crisis and reduce the damage caused by it, as well as to build and maintain order in service and accountability in responding to problems. Another factor influencing the social responsibility of the university in this critical situation is having an efficient and effective communication model through which the university management system can establish continuous communication with stakeholders and hold daily meetings with them, the necessary guarantee for appropriate decision making, taking environmental changes as well as taking the necessary measures to implement public health programs (such as observing social distance and using masks, etc.); Finally, the university can offer practical and effective solutions to overcome the Coronavirus crisis through community consensus and exchange of experiences.

Conclusion

In general, it can be said that in these Coronavirus and dangerous days, when the duplication of information (and misinformation) from various sources helps to spread fear and panic, universities and the scientific community as the best and most reliable sources of information can be highly qualified as an institution. Address global health and the dire economic, political, social and public consequences of the current crisis. These challenges also create opportunities for higher education that are critical to future success and stability in this new paradigm; that higher education must adapt to its current context and maximize the knowledge capital gained in universities through the participation of their communities. Finding short-term solutions to urgent needs through local or national economic assistance allows leaders and thinkers in higher education institutions to develop and respond to long-term strategies.

Long-term solutions should use the new program models for online education and learning that have become more popular in recent months. Conscious decision-making is critical to the long-term planning and success of academic

actors. Thus, higher education institutions have an important role to play in finding a solution to the current epidemic and preparing for future disorders. In addition to, the opportunities created, with the emergence of this crisis, the weaknesses and shortcomings of the scientific and academic system were also revealed. There are shortcomings in the education system that prevent them from being effective in crisis management, such as the systematic delay of the university in the face of crisis situations and the lack of agile and appropriate structures to respond quickly to universities' appropriate role in the face of social crises. Overcoming the bureaucratic structure and consequently being the manager of academic activities in crisis situations and the lack of a facilitator and incentive mechanism to facilitate the spontaneous participation of professors and researchers, as well as lack of self-confidence and self-confidence among academics to face the crisis responsibly and play a role Science in its management is one of these shortcomings. Therefore, in the current situation, considering the importance of the issue of social responsibility of universities in the face of Coronavirus, the following suggestions are presented to the officials of the higher education system:

- Universities should provide the opportunity to exchange resources, ideas and innovative experiences in emerging fields of higher education by holding regular meetings while creating a platform for collective rethinking and increasing knowledge in order to deal optimally with the crisis.
- Educational institutions can provide effective communication with stakeholders and the local community to provide the need to know the realities of the country in the current crisis and the problems of the community.
- In practice, academics should encourage everyone to create national empathy and participate in voluntary opportunities to help the vulnerable.
- Universities and higher education institutions of the country can use all the components of the proposed model of the present study (identifying changes, increasing social knowledge, crisis management, effective communication model, flexible structure and providing a practical solution) by emphasizing the principle of local community participation in play their role of social responsibility in reducing the damage of the Covid-19 virus crisis.
- Universities should use the integrated education approach (virtual and face-to-face with the appropriate combination according to the nature of the disciplines and the type of course, instead of simply replacing virtual education with face-to-face).
- Allocation of financial resources for the production of e-learning content, strengthening the hardware and software infrastructure for electronic communications and e-learning in the higher education system (due to fundamental weakness in this area) is a basic necessity.
- Universities can launch campaigns in support of new lifestyles during public quarantine in Coronavirus conditions (such as the beneficial use of cyberspace, social distance, compliance with health protocols, etc.).
- Developing public discourse and developing the interaction of academic institutions with governmental and non-governmental organizations to discuss social and environmental problems in the current challenge can be effective.
- The country's higher education system should devise effective strategies for retraining and retraining of people who have been fired due to the Coronavirus crisis.
- In universities, the development of capable, committed and creative human resources to engage in critical situations of society should be considered.
- Universities can be effective by providing fun and entertaining programs with the cooperation of the media, especially in social networks in order to compensate for the negative consequences of the crisis such as social distancing, staying at home and in isolation, etc.

References

1. Guni (2017) Higher Education in the World 6. Towards a Socially Responsible University: Balancing the Global with the Local. Girona: Global University Network for Innovation.
2. Gómez LM, Alvarado Y, Pujols A (2018) Implementing University Social Responsibility in the Caribbean: Perspectives of Internal Stakeholders. *Revista Digital de Investigación en Docencia Universitaria* 12(1): 101-120
3. Azizi N (2020) Reflections on the role and civic responsibility of the higher education institution and scientific institutions of the country in the face of the Corona epidemic. Tehran Publications: Research Institute for Cultural and Social Studies, pp: 240-245.
4. (2020) International Association of Universities (IAU) the impact of COVID-19 on Higher Education. Published by the International Association of Universities.
5. Ghaffari GH (2020) University Institution and the Corona Crisis. Tehran Publications: Research Institute for Cultural and Social Studies, pp: 219-229.
6. Safiri KH (2020) University Social Responsibility in Corona. Tehran: Research Institute for Cultural and Social Studies, pp: 270-273.
7. Marcelu R (2020) The new global university in the post-

- COVID-19 world. University Word News
8. Bensaïd B, Brahimî T (2020) coping with covid19: Higher education in the GCC countries.
 9. Solomon E (2020) Khalifa University's Response to Covid19.
 10. Al-Fanar M (2020) Arab Universities Struggle with Final Exams and Reopening Decisions.
 11. Moghadam MH (2020) Coronavirus outbreak and monitoring global higher education change. Tehran Publications: Research Institute for Cultural and Social Studies, pp: 188-172.
 12. Giorgio M, Hilligje L, Trine J (2020) the impact of COVID-19 on Higher Education. Published by the International Association of Universities, May 2020 International Association of Universities (IAU). Bench S, Day T. The user experience of critical care discharge: a meta-synthesis of qualitative research. International journal of nursing studies 47(4): 487-499.
 13. Sandelowski M, Barroso J (2003) Toward a Meta synthesis of qualitative findings on-motherhood in HIV-positive women. Res Nurs Health 26 (2): 153-170.
 14. Zakirsalehi GH (2020) Futurology of the effects of the Croyd-19 crisis on higher education. Quarterly Journal of Interdisciplinary Studies in the Humanities 12(2): 181-211.
 15. Financial Times, The Editorial Board. "Virus lays bare the frailty of social contract: Radical reforms are required to forge a society that will work for all". 2020 Zakirsalehi GH. The Coronation of Higher Education and Future Scenarios: Research Institute for Cultural and Social Studies, pp: 85-80.
 16. Paya A (2020) Challenges and catastrophes and the position and role of higher education. Tehran Publications: Research Institute for Cultural and Social Studies, pp: 40-49.
 17. Alexander B (2020) What might the Coronavirus Mean for Higher Education?
 18. Ross J (2020) Coronavirus Outbreak Revives Dangerous Race Myths and Pseudoscience. NBCNEWS
 19. Mehrjerdi A (2020) Corona crisis; Return to the neglected social responsibility of universities. Tehran Publications: Research Institute for Cultural and Social Studies, pp: 255-267.
 20. Norshahi N (2020) Distinguishing the university organization, the difference between leading and managing it in times of crisis. Tehran Publications: Research Institute for Cultural and Social Studies, pp: 128-133.
 21. Mesfin M (2020) It Takes a World to End a Pandemic: Scientific Cooperation Knows No Boundaries.