A NEEDS ANALYSIS OF SOCIAL RESPONSIBILITY, MORALITY, SELF-REFLECTION AND CONTROL USING BORICH PRIORITY AND LOCUS FOR FOCUS MODEL

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ABSTRACT

This paper assumes an education approach to explore the students' perceptions and attitudes at the D University towards corporate social responsibilty and ethics. The question of the social responsibility and morality consists of 20 questions. The question of the self-reflection and control consists of 17 questions. The mean values of some 'An honest life' such as 'I think I see harm if I act honestly' showed high score at social responsibility and morality aspects. The mean values of some 'Self-control' such as 'I think I am a happy person' showed high score at self-reflection and control aspects. After one semester class, students' perception changes were examined. 'An honest life', 'Responsibility', 'Self-reflection', and 'Self-control' were statistically significant difference. According to the locus for focus type model, it appeared as HH belonging to the third quadrant. This is the first priority to be considered.

Keywords: Locus for focus model, morality, self-control, social responsibility.

INTRODUCTION

The teaching of social responsibility and morality includes the formation and the promotion of a personal commitment to the dignity and freedom of all human beings, the importance of human rights and responsibilities, the place of justice within society, and the service of the common good. These are all essential to education for citizenship and the proper functioning of democracy. Learning about ethics is important for all but developing modes of ethical behavior is of central importance to student's development.

In the second half of the twentieth century the issues of corporate social responsibility (CSR) gained increasing popularity and importance (Jindrichovska & Kocmanova, 2014). Social responsibility is an ethical theory, in which individuals are accountable for fulfilling their civic duty and decisions and actions must be ethically validated before proceeding. Jones (1980) claims, that corporate social responsibility is a notion that corporations have an obligation to constituent groups in society other than stockholders and beyond that prescribed by law and union contract, which is again reflects the original ideas of Bowen (1953) and Carroll (1979). And according to Baker (2003) the corporate social responsibility expresses how companies manage the business processes to produce an overall positive impact on society and this activity includes the economic, legal, ethical and discretionary (philanthropic) expectations that society has of organizations at a given point in time (Jindrichovska & Kocmanova, 2014).

Most individuals cooperate in daily interactions with unrelated others who they will probably never meet again. Certain individuals freeride on the contributions of others, enjoying the benefits that cooperation provides without participating in the cooperative endeavor (Cataldo, 2003). Moreover, it makes sense for a utility-maximizing individual not to cooperate when cooperation is personally costly.

Many authors have pointed the existence of an important gap between the theoretical thinking and development of academic corporate social responsibility (CSR) models and the incorporation of the concept in the business real practice (Vazquez et al., 2013). Waddock (2004) analyzes this problem in his article Parallel universes: companies, academics and the progress of corporate citizenship, in which the author argues that CSR has evolved in a different way in both universes, and attributes such lag to the conceptual and terminological confusion generated by the academia. In fact, most traditional contributors to the specialized literature on CSR have focused their efforts in the conceptual discussion of the construct more than in the development of empirical studies in the area of business responsibility.

The purpose of qualitative studies is to describe a phenomenon from the participants' points of view through interview and observations if there is an impact in students' social responsibility and morality during at "Socio-biological human exploration" lecture class at D University in B City, the Republic of Korea. The curriculum of socio-biological human exploration will enhance the personal, moral, and spiritual development of students, while also contributing to developing those capabilities, attitudes and dispositions which they will need for life and work in an increasingly complex and diverse world.

METHODOLOGY
Subjects
The nature of ethical problems in qualitative research studies is subtle and different compared to problems in quantitative research. The subject of the analysis is a student who takes the liberal arts course "Socio-biological human exploration" in the first semester of 2018. Ethics and values education is also concerned with respectful attitude towards others (both individuals and communities alike) and putting one's beliefs, attitudes and values into practice and everyday life. This study was conducted according to the development study method of Chi et al. (2004) and their Development and Validation of the Character Index Instrument.

The questionnaire was developed using the previous literature (Chi et al., 2014). The question of the social responsibility and morality consists of 20 questions. The twenty questionnaires were divided into four groups (An honest life, Rules compliance, Responsibility, and Courtesy) according to their characteristics. With respect to values education, the rule labelled as encourage desirable behavior also seems to be very important. The question of the self-reflection and control consists of 17 questions. The seventeen questionnaires were divided into three groups (Social contribution, Self-reflection, and Self-control) according to their characteristics. After reading each topic, respondents were asked to rate (1 = not at all, 2 = not like that, 3 = common, 4 = yes, 5 = it really is): (a) how important they perceive this topic to be, (b) what their current knowledge of this topic is, and, (c) what would be their opportunity to use information related to this topic in their present job?
Borich priority determination formula (BPD) was calculated using the following formula (Borich, 1980):

$$\text{BPD} = \frac{\sum_{1}^{n}(RCL - PCL) \times avg.(RCL)}{N}$$

RCL: required competency level, each individual's importance score
PCL: present competency level, each individual's performance score
Avg.: average of importance by each competency.
N: total number.

Locus for Focus Model were used for the determination of the priority of needs (Mink et al., 1991).

The second quadrant: LH	The first quadrant: HH
The third quadrant: LL	The fourth quadrant: HL

Table 1. Twenty questionnaires for social responsibility and morality at "Socio-biological human exploration" lecture class

Category	Questionnaire
An honest life (Ho)	Ho-1. It is important to act honestly.
	Ho-2. Everyone should live by keeping their conscience.
	Ho-3. I think I see harm if I act honestly.
	Ho-4. Friends who keep school rules hard are frustrated.
	Ho-5. I have often tricked my parents not to be disturbed by my parents.
	Ho-6. When I did my homework, I copied my friend 's information or wrote down the information I found on the internet.
	Ho-7. I pick up money on the road and pick up what I want to buy.
Rules compliance (Ru)	Ru-1. Everyone should strive to keep the rules.
	Ru-2. I think it is okay to break in mid - time without losing time at lunch time.
	RU-3. When you are busy, you can cross the street when crossing the street.
	Ru-4. School rules must be observed.
Responsibility (Re)	Re-1. You should feel responsible for your actions.
	Re-2. It is important to comply with the law.
	Re-3. Everything in life has a responsibility to protect.
	Re-4. I think the promise I make must be kept.
	Re-5. I think it is important to keep the submission deadline.
	Re-6. I am responsible for my work.
Courtesy (Co)	Co-1. It is important for parents to act.
	Co-2. If you see an older man, you should be polite and polite.
	Co-3. I use proper respect and honorifics when speaking with older adults.

Table 2. Seventeen questionnaires for self-reflection and control at "Socio-biological human exploration" lecture class

Category	Questionnaire
Social contribution (So)	So-1. I can be a man in society.
	So-2. Everyone in the world is a worthy person.
	So-3. I think that even though it is not helpful to me, I should participate in the activities that the group does together.
	So-4. I try to understand his friend's thoughts even though he has a different idea with me.
Self-reflection (Sr)	Sr-1. I know what my feelings are.
	Sr-2. I think I am a happy person.
	Sr-3. I think I am as valuable as other people.
	Sr-4. I know what my strength is.
	Sr-5. I know myself well.
Self-control (Sc)	Sc-1. When I get stressed, I think of ways to solve stress.

	Sc-2. I can control my feelings even when I'm in a bad mood.
	Sc-3. When difficult things happen, I try to think of positive parts.
	Sc-4. I can bear what I want to do now for future goals.
	Sc-5. It is a bad thing to have an excitement when I am angry.
	Sc-6. I want to scold or beat others when I get stressed.
	Sc-7. I think that when I am stressed, there is nothing I can do.
	Sc-8. I cannot resist when I get angry.

Statistical analyses

Statistical analysis of data is a key step in every scientific researches. Data were analyzed using the SPSS version 21 (SPSS Inc, Chicago, IL) statistical software package (IBM Corp, 2012). The results were submitted to an ANOVA with an F test, and when relevant, the Greenhouse-Geisser (1959) was used to assess the change in a continuous outcome with two observations across time or within-subjects. Means and standard deviations should be reported for each observation of the outcome with Greenhouse-Geisser corrections.

RESULTS

Table 3 showed the Borich's needs and priority for perceived importance of 20 items related to the social responsibility and morality at "Socio-biological human exploration" lecture class. In this study, we investigated how students' perceptions of twenty questionnaires for social responsibility and morality with changes according to the passage of time (Table 3). In the case of the mean of the Present Competency Level (PCL), the mean of Ho-3 (I think I see harm if I act honestly.), Ho-4 (Friends who keep school rules hard are frustrated.), and Ru-3 (When you are busy, you can cross the street when crossing the street.) showed high score, but Re-1 (You should feel responsible for your actions.) and Co-1 (It is important for parents to act.) showed low score. We investigated how students' perceptions of seventeen questionnaires for self-reflection and control with changes according to the passage of time (Table 4). In the case of the mean of the Present Competency Level (PCL), the mean of Sr-2 (I think I am a happy person.), Sr-3 (I think I am as valuable as other people.), and Sc-1 (When I get stressed, I think of ways to solve stress.) showed high score, but Sc-6 (I want to scold or beat others when I get stressed.) and Sc-8 (I cannot resist when I get angry.) showed low score.

Table 3. Educational needs and priorities by competency-unit for social responsibility and morality at "Socio-biological human exploration"

Category	March		June	
	Borich's needs	**Priority**	Borich's needs	**Priority**
Ho-1	22.985	12	9.592	20
Ho-2	26.009	8	11.950	15
Ho-3	31.111	1	21.315	5
Ho-4	29.617	5	27.095	2
Ho-5	30.842	3	19.841	6
Ho-6	29.878	4	22.480	4
Ho-7	27.370	7	16.213	7
Ru-1	24.444	10	11.862	18
Ru-2	28.866	6	25.961	3
Ru-3	31.020	2	37.551	1
Ru-4	25.510	9	12.245	12
Re-1	12.653	20	11.919	16
Re-2	15.728	18	15.476	8
Re-3	21.048	14	12.815	9

Re-4	17.755	16	11.990	14
Re-5	16.145	17	12.126	13
Re-6	23.288	11	12.389	11
Co-1	14.444	19	11.984	17
Co-2	21.383	13	12.477	10
Co-3	18.526	15	11.173	19

Table 4. Educational needs and priorities by self-reflection and control at "Socio-biological human exploration"

Category	March		June	
	Borich's needs	**Priority**	Borich's needs	**Priority**
So-1	20.731	13	8.112	12
So-2	21.825	11	8.294	11
So-3	48.827	4	16.276	6
So-4	16.362	14	8.957	10
Sr-1	21.814	12	7.971	13
Sr-2	15.566	16	5.079	15
Sr-3	9.694	17	4.308	17
Sr-4	22.296	9	9.371	9
Sr-5	22.551	8	11.607	8
Sc-1	11.939	15	4.821	16
Sc-2	24.118	7	12.339	7
Sc-3	24.955	6	12.075	5
Sc-4	31.888	5	18.707	4
Sc-5	21.616	10	6.854	14
Sc-6	69.002	1	63.421	2
Sc-7	57.526	3	47.704	3
Sc-8	67.608	2	69.121	1

Change of importance recognition in needs assessment were analyzed (Table 5). In the March survey, the average of 'An honesty life' domains for social responsibility and morality was 28.26 that of June was 18.36. The gap between March and June was 9.90. According to the locus for focus type model, it appeared as HL belonging to the fourth quadrant (Fig. 1). In the March survey, the average of 'Rules compliance' domains for social responsibility and morality was 27.46 that of June was 21.91. The gap between March and June was 5.56. According to the locus for focus type model, it appeared as HL belonging to the fourth quadrant. This is the area where the need for improvement is most perceived. In the March survey, the average of 'Responsibility' domains for social responsibility and morality was 17.77 that of June was 12.79. The gap between March and June was 4.98. According to the locus for focus type model, it appeared as LL belonging to the third quadrant. It represents "Low Discrepancy/High Importance In the March survey, the average of 'Courtesy' domains for social responsibility and morality was 18.12 that of June was 11.88. The gap between March and June was 6.24. According to the locus for focus type model, it appeared as LL belonging to the third quadrant. In the March survey, the average of 'Social contribution' domains for self-reflection and control was 27.44 that of June was 10.41. The gap between March and June was 3.93. According to the locus for focus type model, it appeared as LL belonging to the third quadrant. In the March survey, the average of 'Self-reflection' domains for self-reflection and control was 18.38 that of June was 7.67. The gap between March and June was 10.72. According to the locus for focus type model, it appeared as LL belonging to the third quadrant. In the March survey, the average of 'Self-control' domains for self-reflection and control was 38.58 that of June was 29.37. The

gap between March and June was 9.21. According to the locus for focus type model, it appeared as HH belonging to the third quadrant. This is the first priority to be considered.

After one semester class, students' perception changes were examined. 'An honest life', 'Responsibility', 'Self-reflection', and 'Self-control' were statistically significant difference (Table 5). 'Rules compliance', 'Courtesy', and 'Social contribution' were a statistically non-significant difference ($p > 0.05$)

Table 5. Change of importance recognition in needs assessment at socio-biological human exploration

Category	March		June		Difference	Locus for locus
	Mean	SD	Mean	SD		
An honest life	28.259	2.971	18.355	6.148	9.904	HL
Rules compliance	27.460	3.030	21.905	12.321	5.555	HL
Responsibility	17.769	3.852	12.786	1.358	4.983	LL
Courtesy	18.118	3.487	11.878	0.658	6.240	LL
Social contribution	27.436	14.333	10.410	3.927	17.026	LL
Self-reflection	18.382	5.656	7.667	3.021	10.715	LL
Self-control	38.581	22.565	29.368	26.435	9.213	HH
Total	25.144	7.985	16.053	7.695	9.091	-

Table 4. Correlations between frequency counts for categories present in socio-biological human exploration according to time (March and June)

Test	Category						
	Ho	Ru	Re	Co	So	Sr	Sc
t-test	4.536**	1.189	2.918*	3.213	3.243	7.292**	4.874**

The main effects of the model were assessed with repeated-measures ANOVA ($p < 0.05$). Post hoc testing was followed by paired *t* tests (Bonferonni corrections were applied for multiple comparisons.). *: Significant, $p < 0.05$, **: Significant, $p < 0.01$.
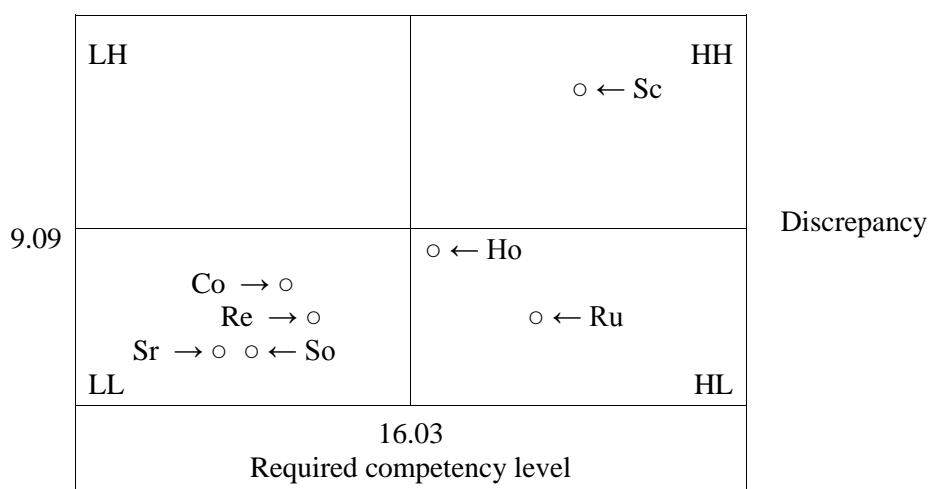
Figure 1. Analysis of the locus for focus model of the needs assessment in socio-biological human exploration.

DISCUSSION

Since the beginning of civilization, organized societies have had to put pressures on human beings of the sake of the functioning of the social organism. An important aspect of a child's education involves learning about and understanding the lives, values and traditions of friends, classmates and members of the wider community. It has been recognized liberal education for high level schools such as universities within Liberal Art Subjects to develop their own Ethical or Moral Education Curricula. While the statement of aims and objectives for these individual curricula may vary in approach and in the priority afforded to specific themes, each curriculum is compatible with the sociology philosophy. Qualitative research methods make it difficult to predict how data will be collected through interviews or observation (Streubert & Carpenter, 1999). Although it is not a long semester in D University, there was a change of personality or learning by education of altruism and consideration of others with liberal arts subject (Table 4). According to Field and Morse (1992) conducting research in one's work area creates problems related to the validity, reliability, and meaningfulness of the data. The four among seven categories showed significance, indicating educational effect for students in the class.

Some researchers have advocated participatory approaches in student research in which participants themselves help set agendas, take part in data collection and frame results (Cocks 2006). As such, they advocate creating research 'with' children rather than 'on' them (Flewitt 2005). Self-control, an aspect of inhibitory control, is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses (DeLisi, 2014). In this results, the values of Self-control showed high score (Table 4). Another aspect of self-control is having the discipline to stay on task despite distractions and completing a task despite temptations to give up, to move on to more interesting work, or to have a good time instead (Diamond, 2013). Altruistic punishment provides a practical explanation for cooperation in modern human societies (Cataldo, 2006). However, modeling the course of the evolution of human behavior is speculative and dependent on variable dynamics. Sustaining cooperation in vast social groups is as complex as the number of individual participants who decide whether to behave pro-socially. Classical economics explains altruistic behavior of human beings from ethics (Dia et al., 2018). David Hume argues that human's morals and emotions come from sympathy (Hume, 2016). Recognition and reflection of students have made great progress during one semister (Table 5). However, they still face many prisoner's dilemma problems. Students as well as teachers knew that society is not ideally changed, but is not improved by competition and altruism.

CONCLUSION

In this paper, we have examined the common social responsibility, ethics, self-reflection and control concerns how students' perceptions of thirty-seven questionnaires for character education changed with the passage of time. These ethical research could contribute to an understanding that ethical responsibility in qualitative research is an ongoing process.

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