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Social Responsibility of University: The Student Aspect

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Abstract

The paper highlights the student aspect of social responsibility of university. The relevance of the social responsibility of universities has been confirmed in many international documents, standards treaties, declarations, agreements, etc., aimed at spreading the principles of social responsibility throughout the world. The essence of the concept of social responsibility of universities is presented through socio-philosophical awareness of the concept of responsibility as a starting point for understanding concepts such as: “social responsibility”; “corporate social responsibility” and “university social responsibility”. Special attention is devoted to the role of students in the structure of social responsibility of universities, which was considered from two positions: the responsibility of universities to students and the responsibility of the students themselves as part of the university community.

Key Words: university, higher education, responsibility, social responsibility, student aspect.

INTRODUCTION

Technological, social and cultural changes in the globalized world of the 21st century may have controversial while influencing human activities. Under such conditions, social responsibility has become an increasingly important concept around the world because of the debate on competitiveness and sustainability in the context of globalization. In the era of change that has befallen us, there is a lack of human responsibility, which is necessary for the organization of social order and ensuring its sustainability. According to the German philosopher H. Yoonnas during the era of change, there is a lack of human

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responsibility, which is necessary for the organization of social order and ensuring its sustainability (Йонас, 2001: 5).

Social responsibility is often seen as an ethical aspect that every organization should use while formulating its vision and mission. Researchers of this issue emphasize that “social responsibility can be applied to any type of organization, public or private, for-profit or non-profit institution. This applies to everyone around the world because it contributes to sustainable governance. The fact that social responsibility was originally considered for the business environment does not mean that it is intended exclusively for companies. The public administrations, educational institutions, and NGOs - also have to be socially responsible as organizations. It's like democracy: it originated in Greece, but it wasn't just for the Greeks” (Vallaey, 2008).

The relevance of the topic of social responsibility of universities has been confirmed in many various international documents, treaties, standards, declarations of agreements, etc., aimed at spreading the principles of social responsibility around the world.

United Nations Global Compact can be considered the largest and most voluntary initiative in the world to promote corporate social responsibility. During the World Economic Forum on 31 January 1999, United Nations Secretary-General Kofi Annan called on business leaders to join an international initiative - the Global Compact - which should bring together companies, UN agencies, labour and public organizations in support of global environmental and social principles. Although the Global Compact aims to develop the principles of corporate social responsibility and ensure its participation in solving the most pressing problems of society at both global and local levels, this document also illustrates, first of all, the importance of social responsibility for the modern world secondly, it offers mechanisms to implement these tasks, namely: political dialogue, training, national/regional networks, and projects.

The international standard “ISO 26000: social responsibility” (2010) defines the basic principles of social responsibility and describes the contribution of businesses, enterprises, non-governmental organizations and other social actors in the realization of the public good. The principles of the ISO 26000 standard on social responsibility include the following: accountability, transparency, ethical conduct, respect for the interests of

stakeholders, recognition of the rule of law, compliance with international standards of conduct, and respect for human rights. The standard identifies seven key areas of social responsibility of the organization: human rights; labour relations; the environment; fair working conditions; consumer rights; participation in community life and social development.

The international standard “ISO 26000: social responsibility” (hereinafter - ISO 26000) is an important step at the international level for a common understanding of social responsibility, as well as detailed instructions for all organizations to streamline their activities in the field of social responsibility. Any organization can increase its level of social responsibility by adopting ISO 26000, including complying with the law, taking into account the expectations of stakeholders as well as complying with international standards. ISO 26000 had been constructed for free use, and any organization can perform diagnostics with the help of a specialist or self-diagnosis for compliance with the standards and formally declare the results to the public.

The UNESCO World Declaration on Higher Education for the 21st Century (1998) states each higher education institution should identify the challenges it faces, taking into account the current and future needs of society, based on the fact that higher education is important for each country or region. To achieve the required level of sustainable and green economy, economic and social development, creative activities, enrichment with better knowledge and understanding of cultural heritage, and improvement of living standards are to follow human rights, democracy, tolerance and mutual respect.

Universities are considered much wider than just educational institutions. The changing environment in which universities operate requires them to participate more actively in improving society by integrating social responsibility into institutional governance, education, research and community services. The social responsibility of the university (SRU) expands the traditional mission of universities to find solutions to economic, social and environmental problems in society.

Social responsibility is also the most sought-after competence that employers expect from graduates of HEIs. There is a demand in society for the training of new specialists who can work effectively and adhere to moral values, who are socially active and responsible,

who have a clear civic position, who lead a healthy lifestyle and who can think critically. It is the social responsibility that is one of the important conditions for reflecting the knowledge gained during training in the worldview, perception of the world around us, correct interpretation of oneself and one's significance in this world (Сарапіна & Стефанович, 2018).

Researchers reflect the broad perspective of social responsibility of higher education institutions as follows: “The role of universities is leading not only in the production of educational goods but also in the transfer of socially recognized values to students, the integration of student youth into society. Universities are socially responsible for the effective use of public (state) resources to improve the efficiency of universities, ensuring the unity of teaching and education, involving students and teachers in various social practices (their social responsibility); own resources - for the development and consolidation of society, democratic reforms; interaction with individual citizens, authorities, business structures, various organizations and institutions - for the functioning of the university as an open social institution, the centre of social policy in the region of its location” (Колот, 2012: 397).

Analysis of domestic and foreign publications related to the research problem

Analysis of existing philosophical, pedagogical, sociological scientific and educational papers shows that recently researchers are more interested in the investigation of the problem of social responsibility of universities. Of course, there are more works carried out by foreign researchers than domestic ones. And in Ukraine, there are also many scholars investigating various aspects of social responsibility in general and the social responsibility of universities in particular.

In 2012, the monograph “Social Responsibility: Theory and Practice of Development” was published (Колот, 2012: 501). The authors attempted to present a holistic systematic study of the phenomenon of social responsibility at all levels - personal, corporate, institutional and government. Theoretical principles of social responsibility of the person as a reflection of his or her organic connection with society and nature, a combination in the person of biological, social and spiritual bases are considered.

A section of the monograph is devoted to social responsibility in the field of higher education. The authors consider the role of the state in education and social security in the system of higher education guaranteed by the state. The researchers conclude that “the main failures of the state in the field of education relate to equality, accessibility, quality and efficiency of education. Under such conditions, public support for the state-proclaimed educational reforms is problematic. The latter cannot be done without the formation of a “social contract” between society and the state. Therefore, more and more universities emphasize the need for their autonomy to overcome the failures of the state on their own. For the most part, it is necessary to strengthen the responsibility of other institutions and actors in the field of education” (Колот, 2012: 396).

The authors note that even though the methodological basis of social responsibility of the university is the concept of corporate social responsibility, this approach is not relevant, because universities and business structures have different missions, goals and results. And although the authors did not propose another methodological basis for the social responsibility of the university, after conducting an analysis, they made the foundation for its definition.

The key generalizations based on the results of the analysis are as follows:

The mission or (role) of universities “... is being a leader not only in the production of educational goods but also in the transfer to students of recognized values by society, the integration of student youth into society.”

“... Universities are socially responsible for the effective use of public (state) resources to improve the efficiency of universities, ensuring the unity of teaching and education, involving students and teachers in various social practices (their social responsibility); own resources - for the development and consolidation of society, democratic reforms; interaction with individual citizens, authorities, business structures, various organizations and institutions - for the functioning of the university as an open social institution, the centre of social policy in the region of its location” (Колот, 2012: 397).

“... Socially responsible universities are expected to achieve efficient results, distinguishing between transitive results (changes that have taken place within the

organization) and final (changes that have taken place in the states of other individuals or organizations (stakeholders) that directly or indirectly caused by the actions of employees of the organization). The final results of higher education activities are proposed to be reflected in three dimensions: 1) cognitive results - transferred-acquired level of knowledge, skills and abilities as the basis of proper professional activity and orientation of students in the world (a cognitive component of educational activities); 2) economic results - compliance with the structure, amount of knowledge and skills acquired during training in the labour market. This is the human capital of the student (future employee) in the narrow sense, which is equal to his/her capitalized income, or the number of funds, the income from which is equal to the salary received by this individual; 3) social results - social capital acquired in higher education, i.e. various connections of an individual with other individuals, groups and organizations, which the person can use to solve their problems. The wider and more diverse their connections are, the easier it is to realize human capital” (Колот, 2012: 408).

As a result of this section, the authors of the monograph emphasize that “the solution of the outlined tasks is possible provided the formation of a system of social responsibility - awareness of their social role, mutual obligations and requirements of major institutions and actors in education (state, higher education, households with students or prospective entrants, employers, students and teachers of universities, colleagues from universities in other countries) on the results of joint activities for the production and consumption of educational services, the formation of comprehensively developed, highly moral citizens, socio-economic development of the country and its regions” (Колот, 2012: 410).

In 2013, the Institute of Industrial Economics of the National Academy of Sciences of Ukraine published a collective monograph “Diagnosis of the state and prospects of social responsibility in Ukraine (expert assessments)”, which, in addition to covering the survey conducted by experts among Ukrainian educators and scientists on social responsibility state, there is a section on the problems and opportunities to enhance the educational potential in the formation of social responsibility in Ukraine. In this section, the authors emphasize the importance of education for the formation of social responsibility in Ukraine:

“The high social significance of the formation of social responsibility highlights the need for a new understanding of the roles of institutions involved in education. The content of the activities of these institutions by their natural function should be aimed at the formation and dissemination of models of behaviour, and human qualities, adequate to current and future challenges of society. It is in this strategic goal that the idea of the responsibility of the educational system to society is concentrated” (Новікова, Дейч, & Панькова, 2013).

Considering education as one of the core social institutions, which is entrusted with various tasks for the formation and development of social responsibility, the authors of the monograph note that “each of the functions of the educational system is directly or indirectly related to modelling and educating socially responsible behaviour”, that in the future should create a foundation for socially responsible actions of enterprises, households, the state, social institutions, i.e. the responsibility of education to society lies in the quality of its functions (Новікова, Дейч, & Панькова, 2013).

Some training materials on social responsibility are developed in various projects. For example, in the framework of the TEMPUS Project “Education for Leadership, Intelligence and Talent Development” O. Orzhel prepared a manual “University social responsibility in the context of university leadership: a textbook”, in which the author considers university social responsibility as a form of university leadership the potential of social responsibility of the university as a factor in improving the institutions of higher education and social development and provided examples of best practices in the implementation of social responsibility by universities in different countries (Оржель, 2017).

After analyzing the significant number of foreign publications, we can say that according to foreign colleagues, universities have a moral obligation to ensure key social transformations through education and research, so universities define their mission, vision, values, principles and corporate culture to ensure socially responsible activities. This context determines the ethical attitude of students, which depends on many internal and external factors, generating a holistic development of both the individual and added value through its actions.

In addition, SRU promotes the ability of universities to adhere to several principles and values through strategies based on management, teaching, research and dissemination to society or its projections.

Some researchers note that although the focus of universities on meeting the needs of society is obvious, compared to business structures, they have not yet reached the same level of involvement in social responsibility as other organizations. Thus, the potential of universities to deeply integrate sustainable development into their functions remains largely untapped, and therefore a strategic focus on the value of social responsibility is a concept that is constantly evolving, including promoting social cohesion as a key goal. The proposals of these institutions revolve around four key parameters: education, research, social leadership and dissemination.

In concluding the review of scientific publications, we note that the student aspect of social responsibility of universities in the research of scientists is still not under consideration.

Among the latest foreign publications on the student aspect of social responsibility of universities, we can note the research of Spanish colleagues entitled “Social Responsibility Attitudes and Behaviours 'Influence on University Students' Satisfaction”. This study presents the results of a survey of students of the Free Economic Zone of Spain on:

- evaluation of the participation of university students in the activities of SRU;
- students' perception of SRU practices at their university;
- analysis of causal relationships between SRU and student satisfaction (Gallardo-Vázquez, Folgado-Fernández, Hipólito-Ojalvo, & Valdez-Juárez, 2020).

The authors of the study tried to measure the existing causal relationship between student participation and the practice of their university in terms of student satisfaction. The researchers assumed that higher education institutions implement a social responsibility strategy in their practice to increase their efficiency, striving to ensure that every activity of the university is socially responsible and focused on achieving advantages over competitors. Such a competitive advantage, according to the authors of the publication,

is the result of a vision of social responsibility that has an ethical core, which the university has implemented or is implementing among all stakeholders. As freelancers work in four areas - teaching, research, management and project design - they must seek to meet the interests of different stakeholders, including the interests of students as important stakeholders (Gallardo-Vázquez, Folgado-Fernández, Hipólito-Ojalvo, & Valdez-Juárez, 2020).

Thus, the issue of the social responsibility of the university is determined primarily by the real needs of society, the humanization of education, and improving the quality of education and upbringing. But although various aspects of the concept of “social responsibility” in recent years are increasingly receiving attention in the scientific literature, the category of “social responsibility of the university”, and in particular student aspect, in our opinion, is still underdeveloped. In other words, despite the proliferation of research in this area, there is a tendency to focus on the values of SRU or the definition of criteria, while the potential impact of student participation in SRU is still poorly understood.

Theoretical origins of social responsibility through socio-philosophical review of the concept of responsibility

When it comes to the social responsibility of the university, it is important to focus on the question of what philosophical constructions adjoin its theoretical concept. The concept of “social responsibility of the university” is a complex, multifaceted and complex structure, the understanding of which is based on the interpretation of the term “responsibility”. In scientific research, there are various theoretical and methodological approaches to the development of the concept of “social responsibility”, but the most thorough development, in our opinion, can be obtained through socio-philosophical awareness of the essence of “responsibility”.

The historical and philosophical approach to the study of responsibility allows identifying several basic paradigms. In antiquity, the concept of responsibility was closely linked to collective moral and political norms and human responsibilities. The individual was completely dependent on “fate”, and at the same time, the human was blamed for all the

consequences of his or her actions, which they could not foresee. Responsibility in the Middle Ages was based on the principle of the free will of the believer. That idea was based on extremely subjective responsibility and transferred it to the idea of the “inner man” who had to develop a mechanism of self-censorship based on a sense of fear of God and conscience. In the rationalist philosophy of the New Age, a new paradigm of responsibility was born, which can be called the civil liability of the individual. At this time, two socio-cultural processes coincided: the birth of an emancipated, intelligent and legally responsible person and the formation of the rule of law. Kant's philosophy became a theoretical prerequisite for the rule of law, the essence of which is the establishment of the principle of universal human responsibility, based on his or her rational and free choice and responsibility for his or her life. The idea that freedom can oblige man was worked out in the twentieth century within the philosophy of E. Fromm and his idea of “escape from freedom” as an escape from responsibility. In the twentieth century, a new paradigm of responsibility was developed. For the first time in history, all people, regardless of their gender, race, nationality, religion or class, have become subjects of law and responsibility under the law. The range of responsibilities has significantly expanded, covering not only economic, moral and legal, but also cultural and environmental responsibilities. Responsibility finds temporality: there is an understanding that there is responsibility for the past and the future” (Осипов, 2014).

New in the modern approach to responsibility is the justification of the principle of collective responsibility. The concept of collective responsibility is present in the concept of G. Jonas. This new paradigm of responsibility is characterized by the expansion of both the subject and the object of responsibility - for altogether and for each individual when the subject and object of the action not only coincide but acquire a common sense of individual choice as a general choice that applies to all mankind. The starting point of the philosophical analysis of these transformations is the development of technology, which, on the one hand, strengthens a person's faith in his or her power, and, on the other hand, the enthusiasm to use the means to achieve power man diminishes the concept of themselves and their existence (Коломак, & Коломак, 2008).

The paradigm of responsibility in European philosophy changed and gained new meaning depending on the transformation of socio-economic and cultural conditions, and the dialectic of subjective and objective in the development of society and the individual. In the XX-XXI centuries, due to changes in socio-cultural, economic, technological, etc. conditions, a new paradigm of responsibility is developed based on the principle of collective responsibility, which is characterized by the expansion of both the subject and the object of responsibility.

Therefore, the urgent task of modern philosophy is to distinguish between the three components of moral, legal and social responsibility, which in our opinion will avoid confusion in the analysis of corporate social responsibility and social responsibility of the university. Summarizing the above, it should be said that the philosophical understanding of the essence of responsibility unfolds in the triangle of relations between the individual, the group and society, linked with freedom, individual rights, collective law and more.

Theory of social responsibility of university (student aspect)

Looking for an answer to the question “What is the social responsibility of the university?” it is worth noting that there are some interrelated concepts of “responsibility”, “social responsibility”, “corporate social responsibility” and “university social responsibility” which have a common notion “responsibility”, but also they have a different contextual purpose. That is, the social responsibility of the university and business structures cannot be the same, since the mission and functions of these organizations are different.

The new paradigm of responsibility is built on the principle of a new philosophy of collective responsibility. According to F. Vallaeys, “Social responsibility is a new basic responsibility that complements moral and legal obligations, being a collective responsibility that contributes to political creativity, rather than a responsibility that bears personal responsibility. Moral and legal duties govern our actions, while social responsibility governs our consequences, that is, not what we do with its immediate and local consequences, but what causes what we do with its distant and global systemic emergencies» (Vallaeys, 2011).

F. Vallaey considers its three main points, which allow a procedural definition of the concept of “social responsibility” to be:

- international standards of conduct (General declaration of human rights, UN Convention on Human Rights, etc.);
- management of impacts and side effects created by the organization;
- participation of stakeholders (Vallaey, 2013).

In recent years social responsibility was considered to be a concept exclusively for business. But nowadays new approaches to this conception are being established. Here is the conception of social responsibility of the university common among Western researchers: “Social responsibility of the university is a policy of continuous improvement of the University for the effective fulfilment of its social mission through 4 processes:

- ethical and environmental management of the institution;
- training of responsible and supportive citizens;
- development and dissemination of socially significant knowledge;
- social participation in promoting more humane development and sustainability.”

To define the social responsibility of the university and to distinguish it from corporate social responsibility, it is necessary to define the mission (goals, purpose) and types of activities performed by the university and what specific impacts are generated by the higher education institution.

2 main goals (missions, purpose) of the university are well known:

- professional training (academic goal);
- construction of new knowledge (research purpose).

In our opinion, the role and place of students in the structure of social responsibility of universities can be considered from two positions: the responsibility of universities to students and the responsibility of the students themselves as part of the university community. As for the first position, it means, first of all, the quality of educational services that the university provides to students.

As mentioned above, one of the main functions of the university (academic purpose) is a professional training, and therefore the social responsibility of the university to the student is to provide high-quality professional training.

But we must remember the possibility of the existence of the opposite situation:

“... universities can also exhibit antisocial (irresponsible) behaviour in educational relations, primarily concerning the provision of quality education. Higher education institution does not compensate for the loss of students and customers of educational services in case of low quality. Although in the presence of post-contractual (ex-post) asymmetry of information or detection of bad faith in informing about the quality of the educational service, the student should have the opportunity to transfer to another higher education institution or another educational program. A serious contradiction arises. Licensing, state accreditation, and the reputation of the higher education institution are signalling landmarks for applicants and employers” (Колот, 2012:403).

The second position is the responsibility of the students themselves as part of the university community: as members of the university, students are involved in the implementation of USR, in particular through participation in: internal management (through student self-government), training, research and social activities.

CONCLUSIONS

The philosophical understanding of the essence of responsibility unfolds in the triangle of the relationship between the individual, the group and society, inextricably linked with the theme of freedom, individual rights, collective law, and so on.

The paradigm of responsibility in European philosophy changed and filled with new meaning depending on the transformation of socio-economic and cultural conditions, the dialectic of subjective and objective in the development of society and the individual.

In the XX-XXI centuries, due to changes in socio-cultural, economic, technological, etc. conditions, a new paradigm of responsibility is developing based on the principle of collective responsibility. Therefore, the task of modern philosophy is to distinguish between the three components of moral, legal and social responsibilities, which in our

opinion will avoid confusion in the analysis of corporate social responsibility and social responsibility of the university.

We consider the most relevant the following definition of “social responsibility of the university” as follows: social responsibility of the university is a set of politics of the university aimed to contribute to carrying out the university's social mission. The role of students in the structure of social responsibility of universities can be considered from two positions: responsibilities of universities to students and the responsibility of the students themselves as part of the university community.

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