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Philosophical and Psychological Foundations of Social Responsibility and Ethics

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Abstract. The topic of the paper was the philosophical and psychological foundations of social responsibility and ethics, and the subject was the component composition of social responsibility and ethics in the philosophical and psychological context. The purpose of the article was to empirically clarify the philosophical and psychological foundations of social responsibility and ethics. The research methodology included the following steps: the development of a questionnaire containing clarification of the features of social responsibility and ethics in a philosophical and psychological context; formation of a sample of students of higher educational institutions of Ukraine; collection of results using Google forms; mathematical calculation of the obtained results; formation and characteristics of groups of students in accordance with the peculiarities of the perception of social responsibility and ethics as a philosophical and psychological phenomenon. The structure of social responsibility and ethics includes ten components: cognitive; worldview; axiological; behavioural; sensual; communicative; social; cultural; national; historical. It is shown that behavioural features and socio-cultural background are the most important for the formation of social responsibility and ethics, sensory and communicative features, as well as the historical basis, are the least important. For a clearer understanding of the peculiarities of the studied phenomenon, a cluster analysis was carried out. It was revealed that variants of the interpretation of social consciousness and ethics can be divided into four clusters: the form of manifestation of individual behaviour; a form of manifestation of socially determined behaviour; form of manifestation of individual consciousness; a form of manifestation of social consciousness. The results obtained are the first step towards analysing the phenomenon of social responsibility and ethics. The following research ideas are related to a comparative analysis of the understanding of social responsibility and ethics by representatives of different social, age and national groups.

Keywords: social responsibility, ethics, philosophy, psychology, cluster analysis.

Introduction

The concept of social responsibility is widely used in the context of intensive development of society. This is influenced by global trends that promote a departure from a purely consumerist paradigm. There is an increased focus on the problems of nature and

society, and thus strategic socially responsible thinking is developing. Currently, there are many projects designed to minimise the negative impact of the anthropogenic factor on the environment in the economic and environmental context. At the same time, a review of the available scientific literature and practical developments suggested a tendency to narrow the concept of social responsibility.

Research Problem

The analysis showed that in the vast majority of cases, social responsibility is associated with the concepts of “corporation”, “business activity”, “agricultural sector”, “environmental policy”, “economic entities”, etc. Thus, the fact that the semantic content of the analysed definition was most closely related to humanitarian knowledge, particularly, social philosophy and social psychology, was overlooked. This allowed defining the direction of the study as an appeal to the philosophical and psychological foundations of social responsibility.

Research Focus

Naturally, individuals from various age, social, and professional groups have distinct perceptions of social responsibility and its significance. This situation allowed making a research choice and choosing the perceptions of students as representatives of the younger generation with new values and attitudes as the object of study. It can be assumed that their current perception of the nature and characteristics of social responsibility will form the basis for its future interpretation and application.

Research Aim and Research Questions

The above allowed formulating the purpose of the article as identifying the philosophical and psychological foundations of social responsibility and ethics from the point of view of modern Ukrainian students. For this purpose, the following tasks were performed: 1) to substantiate the structure of social responsibility and ethics as a philosophical and psychological phenomenon; 2) to analyse empirical data as well as to determine the level of significance of a particular component of social responsibility; 3) to create a classification of ideas about the essence and features of social responsibility and ethics in the philosophical and psychological context.

Literature Review/Theoretical Overview

The analysis of theoretical and methodological studies has shown that the issue of social responsibility and ethics has been considered by scholars in various aspects. The content analysis revealed five main semantic cores of conceptual fields characterising social responsibility and ethics. Table 1 to summarise the key themes and practices mentioned in the literature review.

Table 1

Conceptual fields of the concepts of social ethics and responsibility in the literature review

Semantic core	Authors
Social responsibility	Dolgova (2023), García-Rivas (2023), Hall (2024), Kutsos (2022), Kuznetsova (2019), Leshko (2021), Lukashov (2023), Pihovskyi (2023), Yevtuchenko (2022), and Zaliznyuk (2021).
Business responsibility	Baidiuk (2023), Bukreieva (2022), Kalenichenko (2019), Khrapkina (2022), Kuzmin (2021), Sparviero (2021), Vanina (2021), and Voronchak (2022).
Sustainable development	Hryshyna (2022), Korniiievskyi (2023), Meseguer-Sánchez (2021), Myskiv (2023), Paniuk (2021), Pozniakovska (2022), Rekunenko (2021), and Shkura (2022).
Social media	Akanbi (2021), Hepp (2020), Hondiul (2019), Jordan (2019), Lareki (2020), Lev-On (2023), Lupinacci (2020), and Rajkhowa (2020).
Educational institutions	Diskovsky (2023), Hlinchuk (2022), Lytovchenko (2021), Makurina (2023), Riabchenko (2022), Vasylytsiv (2022), and Vasynova (2023).

Source: authors' own development

Summarising the theoretical analysis, it can be noted that the intersection of the concepts of social responsibility, ethics, philosophy and psychology is insignificant. Most often, social responsibility issues are considered in connection with the financial, economic and socio-political spheres. Thus, the issue of considering social responsibility in the philosophical and psychological context, despite its relevance, remains generally out of the focus of researchers.

Research Methodology

In accordance with this goal, the study was intended to clarify the perceptions of modern Ukrainian students about the philosophical and psychological basis of social responsibility and ethics.

The study was qualitative and quantitative in nature. The qualitative component is based on the analysis of philosophical, psychological, economic and sociological scientific literature on the essential features and manifestations of social responsibility and ethics. This step was necessary to identify and substantiate the author's position on understanding the structure of social responsibility and ethics. The quantitative component was based on the analysis of the parameters of social responsibility and ethics from the point of view of the respondents. This step was necessary to create a classification of ideas about social responsibility and ethics in the philosophical and psychological context. To search for scientific sources, the scientometric

databases Google Scholar, Scopus, WoS and electronic libraries were used. The search was carried out on the material of Ukrainian and English-language scientific sources using the keyword phrase “social responsibility” in the range of dates from 01.03.2024 to 30.04.2024. The research methodology included the following steps:

- 1) the development of a questionnaire containing the peculiarities of social responsibility and ethics in the philosophical and psychological context;
- 2) the formation of a sample of 100 students of higher educational institutions of Ukraine;
- 3) the collection of results using Google forms;
- 4) mathematical calculation of the results;
- 5) the formation and characterisation of groups of students in accordance with the peculiarities of perception of social responsibility and ethics as a philosophical and psychological phenomenon. All statistical calculations (arithmetic mean, cluster analysis) were performed using Statistica 10.0.

Results and Discussion

The theoretical and methodological analysis of the research allowed developing an approach to the structure of social responsibility and ethics from the point of view of philosophy and psychology. According to the author's point of view, the structure of social responsibility and ethics included ten components: 1) cognitive; 2) worldview; 3) axiological; 4) behavioural; 5) sensual; 6) communicative; 7) social; 8) cultural; 9) national; 10) historical. The empirical study revealed the following (Figure 1):

- 1) in terms of the “cognitive component” parameter, 13% of respondents chose a low level, 45% - medium, and 42% - high;
- 2) in terms of the “worldview component” parameter, 10% of respondents have a low level, 48% - an average level, and 42% - a high level;
- 3) in terms of the “axiological component” parameter, 13% of students had a low level, 40% had an average level, and 47% had a high level;
- 4) in terms of the behavioural component, 8% of respondents showed a low level, 32% - an average level, and 60% - a high level;
- 5) in terms of the “sensual component” parameter, 21% of respondents showed a low level, 56% - an average level, and 23% - a high level;
- 6) in terms of the “communicative component” parameter, a low level is typical for 17% of students, an average level - for 62%, and a high level - for 21%;
- 7) in terms of the social component, 7% of respondents showed a low level, 40% - an average level, and 53% - a high level;

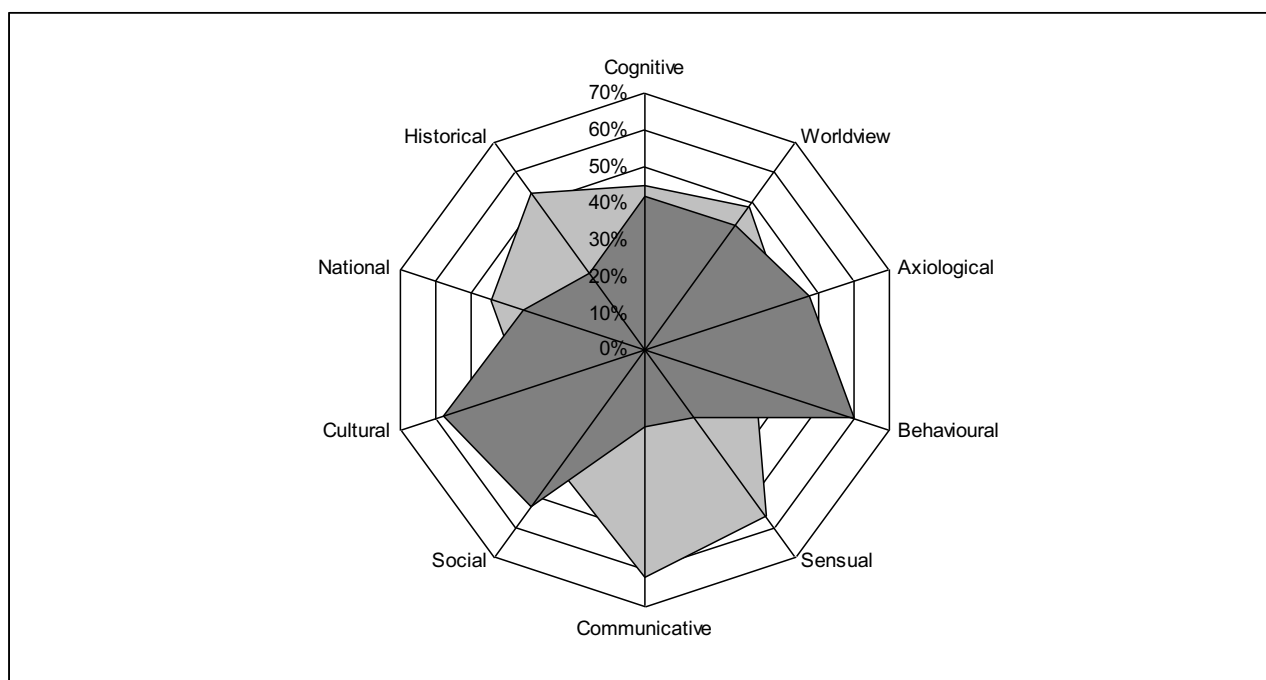
8) in terms of the “cultural component” parameter, 7% of respondents had a low level, 35% had an average level, and 58% had a high level;

9) in terms of the “national component” parameter, 21% of students chose the low level, 44% - the medium level, and 35% - the high level;

10) in terms of the “historical component” parameter, 21% of respondents demonstrated a low level, 53% - an average level, and 26% - a high level.

Figure 1

The significance of the components of social responsibility and ethics from the point of view of the respondents



Source: authors' own development

The obtained results indicated that all selected parameters are represented by different levels of expression. In the case of cognitive, worldview, sensory, communicative, national and historical components, it considered the predominance of the middle level. Instead, in the case of axiological, behavioural, social and cultural components, the most pronounced is a high level. It can be assumed that this indicated the fundamental importance of these areas for the existence of social responsibility and ethics as a phenomenon. The study has shown that in descending order of importance for the characterisation of social responsibility, the parameters were arranged as follows: “behavioural component” (2.52), “cultural component” (2.51), “social component” (2.46), “axiological component” (2.34), “worldview component” (2.32), “cognitive component” (2.30), “national component” (2.14), “communicative component” (2.04), “sensual component” (2.02), “historical component” (2.00). Thus, behavioural features and socio-cultural background were of the greatest importance for the formation of social responsibility and ethics, while sensual and communicative features, as well as historical basis, were of the least importance. At the same time, these indicators

characterise the social responsibility and ethics in general, without considering the specifics of perception by certain groups of respondents. For a clearer understanding of the peculiarities of the phenomenon under the study, a cluster analysis was carried out (Table 2, Figure 2).

Table 2

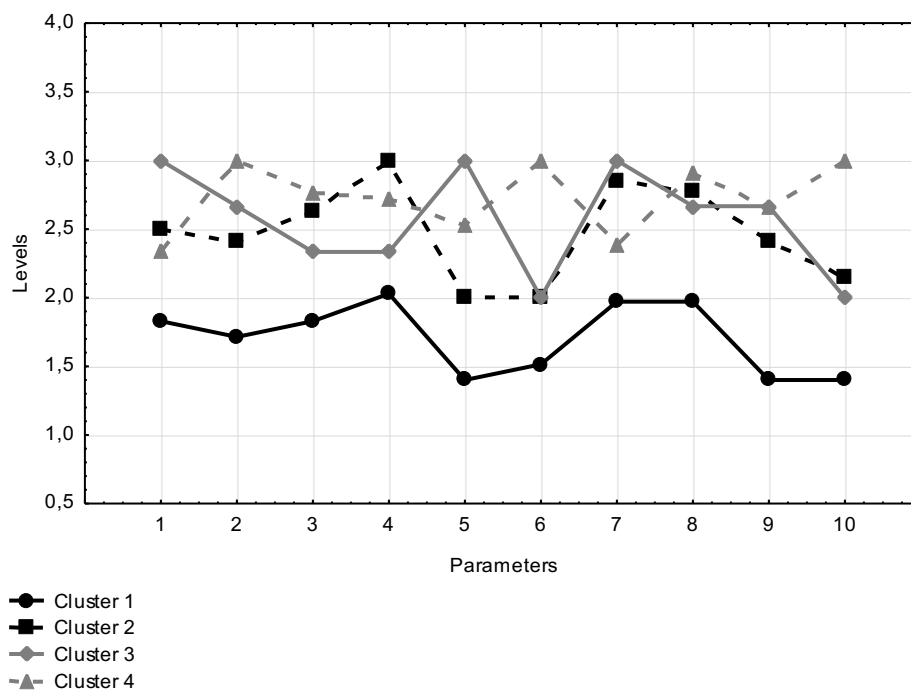
Average values of clusters that unite students by the peculiarities of their ideas about social responsibility and ethics in the philosophical and psychological context

Components	Cluster 1	Cluster 2	Cluster 3	Cluster 4
Cognitive	1,828571	2,500000	3,000000	2,333333
Worldview	1,714286	2,406250	2,666667	3,000000
Axiological	1,828571	2,625000	2,333333	2,761905
Behavioural	2,028571	3,000000	2,333333	2,714286
Sensual	1,400000	2,000000	3,000000	2,523809
Communicative	1,514286	2,000000	2,000000	3,000000
Social	1,971429	2,843750	3,000000	2,380952
Cultural	1,971429	2,781250	2,666667	2,904762
National	1,400000	2,406250	2,666667	2,666667
Historical	1,400000	2,156250	2,000000	3,000000

Source: author's own development

Figure 2

Average values of clusters that unite students by the peculiarities of their ideas about social responsibility and ethics in the philosophical and psychological context



Notes: 1 - cognitive component; 2 - worldview component; 3 - axiological component; 4 - behavioural component; 5 - sensory component; 6 - communicative component; 7 - social component; 8 - cultural component; 9 - national component; 10 - historical component.

Source: author's own development

For a more detailed and clear understanding of the analysed information, descriptive statistics for each of the selected clusters are presented below.

The first cluster includes 35% of respondents (Table 3).

Table 3

Descriptive statistics for the first cluster

Components	Average	Standard deviation	Dispersion
Cognitive	1,828571	0,746983	0,557983
Worldview	1,714286	0,458349	0,210084
Axiological	1,828571	0,746983	0,557983
Behavioural	2,028571	0,706512	0,499160
Sensual	1,400000	0,497050	0,247059
Communicative	1,514286	0,507092	0,257143
Social	1,971429	0,617667	0,381513
Cultural	1,971429	0,617667	0,381513
National	1,400000	0,497050	0,247059
Historical	1,400000	0,497050	0,247059

Source: author's own development

The study showed that social responsibility for them primarily consisted of a behavioural component. Other indicators could be variable but were not decisive in the formation and manifestation of social responsibility. Thus, for representatives of the first cluster, social responsibility and ethics were reduced to a form of individual behaviour.

The second cluster covers 32% of respondents (Table 4).

Table 4

Descriptive statistics for the second cluster

Components	Average	Standard deviation	Dispersion
Cognitive	2,500000	0,508000	0,258064
Worldview	2,406250	0,498991	0,248992
Axiological	2,625000	0,491869	0,241936
Behavioural	3,000000	0,000000	0,000000
Sensual	2,000000	0,000000	0,000000
Communicative	2,000000	0,000000	0,000000
Social	2,843750	0,368902	0,136089
Cultural	2,781250	0,420013	0,176411
National	2,406250	0,498991	0,248992
Historical	2,156250	0,368902	0,136089

Source: author's own development

The most significant in their understanding were behavioural, social and cultural components, while the rest of the indicators tended to be average. Thus, for the representatives of the second cluster, social responsibility and ethics were primarily forms of manifestation of socially determined behaviour.

The third cluster includes 12% of respondents (Table 5).

Table 5

Descriptive statistics for the third cluster

Components	Average	Standard deviation	Dispersion
Cognitive	3,000000	0,000000	0,000000
Worldview	2,666667	0,492366	0,242424
Axiological	2,333333	0,492366	0,242424
Behavioural	2,333333	0,492366	0,242424
Sensual	3,000000	0,000000	0,000000
Communicative	2,000000	0,000000	0,000000
Social	3,000000	0,000000	0,000000
Cultural	2,666667	0,492366	0,242424
National	2,666667	0,492366	0,242424
Historical	2,000000	0,000000	0,000000

Source: author's own development

The most important for them are cognitive, sensual and social components, and to a lesser extent - worldview, national and cultural components. Thus, the representatives of the third cluster characterise social responsibility and ethics primarily as a form of individual consciousness.

The fourth cluster includes 21% of respondents (Table 6).

Table 6

Descriptive statistics for the fourth cluster

Components	Average	Standard deviation	Dispersion
Cognitive	2,333333	0,483046	0,233333
Worldview	3,000000	0,000000	0,000000
Axiological	2,761905	0,436436	0,190476
Behavioural	2,714286	0,462910	0,214286
Sensual	2,523809	0,511766	0,261905
Communicative	3,000000	0,000000	0,000000
Social	2,380952	0,497613	0,247619
Cultural	2,904762	0,300793	0,090476
National	2,666667	0,483046	0,233333
Historical	3,000000	0,000000	0,000000

Source: author's own development

From their point of view, the most important components of social responsibility and ethics were worldview, communicative, historical, cultural and social, while axiological and behavioural components were of significant importance. Thus, the representatives of the fourth cluster considered social responsibility and ethics primarily as a form of manifestation of social consciousness.

The problem of the study was that until now the issue of the structure of social responsibility and ethics has not been the focus of research. The content of existing publications was mainly limited to economic and environmental aspects of social responsibility and ethics as a holistic phenomenon. At the same time, no studies based on a component analysis of social responsibility and ethics have been found. In addition, the content analysis of the available literature showed that the queries “social responsibility”, “philosophy” and “psychology” did not occur within the same study, so the problem of considering and analysing social responsibility and ethics in the philosophical and psychological context was not raised. It should also be noted that the vast majority of articles devoted to the phenomenon under analysis were theoretical or theoretical and methodological in nature, but there are no empirical studies. Thus, it was not possible to compare the data obtained with similar or similar studies by other researchers.

The author's approach is that the structure of social responsibility and ethics included cognitive, worldview, axiological, behavioural, sensory, communicative, social, cultural, national and historical components. In general, respondents preferred behavioural, cultural and social components; communicative, sensual and historical components were the least important. The cluster analysis showed that the variants of interpretation of social

consciousness can be divided into four groups: 1) a form of individual behaviour (35%); 2) a form of socially determined behaviour (32%); 3) a form of individual consciousness (12%); 4) a form of social consciousness (21%).

The limitations of this study were that it is based on the responses of one social and age group. It can be assumed that the involvement of other social and age groups, not only within Ukraine but also in other countries, will provide different data. At the same time, the empirical study was sufficiently informative to describe the peculiarities of understanding social responsibility and ethics by one of the most active social strata, which are Ukrainian students.

The analysis of available databases of scientific sources did not reveal any research on the philosophical and psychological basis of social responsibility and ethics. It would be of great importance for the authors to compare the obtained results with the results of other researchers, but there were no works with the same or a similar topic either among domestic or foreign publications of any type (scientific articles, dissertations, monographs, etc.). Therefore, the only option for comparison with the works of predecessors was the content analysis of their research on the subject of at least a superficial approach to the issues of social responsibility and ethics in a philosophical and psychological context. The content analysis of the existing scientific literature devoted to the issues of social responsibility and ethics made it possible to single out a list of key words (Table 7).

Table 7

Keywords of scientific sources devoted to the issue of social responsibility and ethics

Akanbi (2021)	Cambridge Analytica, Facebook, multisided market, privacy paradox, shareholder primacy, social media
Baidiuk (2023)	labor protection, labor protection management, comprehensive management of labor protection at the enterprise, social responsibility of the enterprise, labor safety, employee health.
Bukreieva (2022)	corporate social responsibility, European integration, business activity, competitiveness.
Diskovsky (2023)	social responsibility; future teachers of physical culture; New Ukrainian school; pedagogical practice; pedagogical conditions; task; stages
Dolgova (2023)	corporate social responsibility, sustainable development, diversity, equality and inclusion, ethics, transparency
García-Rivas (2023)	Communication Reporting Corporate social responsibility
Hall (2024)	misinformation, social distinction, ontological narratives, identity, cultural capital, status, audiences, online personal messaging
Hepp (2020)	artificial companions, automation, datafication, deep mediatization, media and communication research, robots, social bots and work bots
Hlinchuk (2022)	social responsibility, labor protection, future teachers, students of general secondary education
Hondiul (2019)	solutions journalism, social problems, audience, role of media.
Hryshyna (2022)	social nature, social responsibility, administrative responsibility, institution of responsibility, behavior, legal

	mechanism
Jordan (2019)	anonymity, digital, hacking, Internet, leaking
Kalenichenko (2019)	responsibility, social responsibility, social liability, corporate responsibility
Khrapkina (2022)	corporate social responsibility, socially responsible business, sustainable development, stakeholders.
Korniievskiy (2023)	responsibility, social responsibility, corporate social responsibility, the focus of social responsibility, stages of social responsibility development
Kuzmin (2021)	social responsibility; business; enterprises; factors; process.
Kuznetsova (2019)	social responsibility, public institutions
Lareki (2020)	cyberbullying, fake identity, fake profiles, identity theft, social media
Leshko (2021)	corporate social responsibility, internal corporate social responsibility, external corporate social responsibility, tour operator, pandemic
Lev-On (2023)	obstruction of justice groups, sense-making, social media, storytelling
Lukashov (2023)	personality, social responsibility, methodological bases of research, systemic-structural, systemic, activity-based, axiological, subject, dialectical, substantive-content, historical approaches.
Lupinacci (2020)	eventfulness, experience, flow, immediacy, live, liveness, scrolling, social media
Lytovchenko (2021)	social responsibility, interaction with the community, quality of higher education, competitiveness of institutions, stakeholders, society, economic development
Makurina (2023)	public management and administration, social responsibility, university, organisational forms, war, politics.
Meseguer-Sánchez (2021)	sustainability; Corporate Social Responsibility (CSR); Social Sustainability; Economic Sustainability; Environmental Sustainability
Myskiv (2023)	social responsibility; sustainable development; war; aid; reconstruction.
Paniuk (2021)	social responsibility, business, concept, strategy, sustainable development, enterprises.
Paukstys (2021)	CSR, ethics, accommodation, stakeholders
Pihovskyi (2023)	social sphere, social responsibility, future specialist, formation, basis, principle, form of manifestation, type.
Polishchuk (2022)	social work specialist, social responsibility, professional training, systematic approach, educational and professional program, higher education institution.
Pozniakovska (2022)	sustainability, social responsibility, sustainable development goals, sustainable development reporting, social reporting, Environmental, Social, and Governance standards (ESG), ESG reporting.
Rajkhowa (2020)	activism, civic culture, ethics, legacy, politics, social media
Rekunen (2021)	management, corporate social responsibility, goals of sustainable development,
Riabchenko (2022)	civilized competitive environment, democracy, dimensions of sustainable development, higher education, integrity, models of cooperation between universities and society, morality, social responsibility, sustainable

	development, universities
Shkura (2022)	corporate social responsibility, shared values, sustainability
Sparviero (2021)	Benefit Corporation, business model, Corporate Social Responsibility, hybrid organisation, investigative journalism, local news, Low-profit Limited Liability Company, media organizations, non-profit news organization
Vanina (2021)	business, entrepreneurship, company, social responsibility, corporate social responsibility, model, social report, ISO 26000, UN Global Compact, society, government, state.
Vasyltsiv (2022)	international experience, social responsibility, university, university third / social role, interaction with the community, components of "social infrastructure"
Vasynova (2023)	international experience, social responsibility, university, university third / social role, interaction with the community, components of "social infrastructure"
Voronchak (2022)	social responsibility of business, business ethics, Russian-Ukrainian war, business strategy, stakeholders
Yevtuchenko (2022)	digital economy, knowledge economy, social responsibility, digital transformation, information and communication technologies, transformation of entrepreneurship, digital technologies
Zaliznyuk (2021)	business, social responsibility, corporate social responsibility, development strategy, enterprise, models of social responsibility of business

According to the content analysis, the following key words and phrases were most represented in the reviewed studies: social (11,6%); responsibility (7,5%); social responsibility (7,5%); corporate social responsibility (3,45); development (3,1%); business (2,7%); sustainable (2,4%); sustainable development (2,4%), university (2,4%), corporate (2,0%), sustainability (2,0%); model (1,4community (1,0%); digital (1,0%); education (1,0%); ethics (1,0%); experience (1,0%); higher education (1,0%); interaction (1,0%); interaction community (1,0%); media (1,0%), organization (1,0%), social media (1,0%); society (1,0%); stakeholder (1,0%), and strategy (1,0%).

Since the conducted study was the first of its kind, the question of agreement or contradiction with other studies cannot be raised. At the same time, based on the results of the obtained content analysis of publications devoted to the issues of social responsibility and ethics, it can be stated that this study to some extent challenged the existing theoretical base. The obtained results indicated that the economic components were the most significant in terms of the topic under consideration and the communication and educational components are less noticeable. Thus, focusing only on them significantly narrows the concept of social responsibility and ethics, reduces it to a utilitarian purpose. According to the author's point of view, the material aspects of social responsibility are secondary to the ideal ones. Social responsibility in its economic sense is a superstructure based on the foundation of social responsibility as a moral-ethical and philosophical-psychological construct. Thus, the authors agree with the thesis about the importance and significance of social responsibility as a fundamental category of modern humanitarian knowledge. However, the authors do not agree

with the thesis about the primacy of the economic component. In general, it would be very interesting to compare the ideas expressed in this article with the ideas of other researchers who will study similar problems in the future.

Conclusions and Implications

It is logical to assume that the structuring of the analysed phenomenon and its understanding by the general public should precede other studies for which social responsibility and ethics are a fundamental category with a single definition. The overlooked variation in the interpretation of the concept as the foundation of a scientific framework results in errors and inaccuracies in the subsequent structure. At the same time, the results obtained are the first to structure social responsibility and ethics in the philosophical and psychological context and characterise its understanding by representatives of modern Ukrainian society.

The study has revealed that the concept of social responsibility and ethics as a philosophical and psychological phenomenon can be presented in four forms of manifestation - as individual behaviour, as socially conditioned behaviour, as individual consciousness and as social consciousness. The analysis has shown that in two-thirds of cases social responsibility and ethics were interpreted as a form of behaviour, and in one-third of cases - as a form of consciousness. At the same time, each of these options is divided into two other groups: in the first case, it is the prevalence of individual and personal characteristics, in the second - socially determined features. The individual and the social in the quantitative sense are approximately equal to each other.

The obtained results are the first step towards analysing the phenomenon of social responsibility and ethics. The following research ideas are related to a comparative analysis of the understanding of social responsibility and ethics by representatives of different social, age and national groups.

Suggestions for Future Research

The obtained results are the first step towards the analysis of the phenomenon of social responsibility and ethics. Further research ideas of a theoretical nature are based on a comparison of the definitions of the concepts of social responsibility and ethics presented in various scientific sources. We are talking about articles, monographs, dictionaries, encyclopaedias, dissertations of both Ukrainian and foreign researchers. This approach makes it possible to carry out a content analysis and component analysis, which contributes to the unification of concepts and the selection of invariant components within them. The following research ideas of an empirical nature are related to the implementation of a comparative analysis of the understanding of social responsibility and ethics by representatives of different social, age and national groups. In particular, research is planned in the following samples: 1) Ukrainians and foreigners; 2) Ukrainian students studying in Ukraine and abroad; 3) Ukrainian youth, middle-aged and older people; 4) Ukrainian men and women, etc. According to the author's point of view, a comparative analysis of the perception of social responsibility will allow not only to consider the phenomenon comprehensively, but also to develop and implement an individualised methodology for the development of social

responsibility and ethics. It is assumed that the following directions will be involved: 1) modern education and science; 2) traditional and new media; 3) financial and economic sphere; 4) legal regulation. This will make it possible to formulate and implement a practice-oriented approach to the formation of social responsibility and ethics in a general humanitarian context.

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Conflict of Interest

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