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THE IMPACT OF UNIVERSITY STUDENTS' PERSONAL VALUES AND MORAL COGNITION ON THEIR PERCEPTION OF SOCIAL RESPONSIBILITY

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Abstract:

Against the backdrop of the in-depth development of globalization and informatization, where social responsibility has attracted widespread attention, and considering the significance of college students' qualities such as social responsibility—given that they are the future backbone of society—as well as the status of relevant empirical research in this field, this study takes full-time college students from Shenzhen University, South China Agricultural University, and Yanshan University as samples. It collects data through questionnaires and in-depth interviews, conducts empirical analysis using statistical tools, constructs a research framework of "personal values - moral cognition - social responsibility cognition", formulates hypotheses, and explores the relationships among the three. The study finds that various dimensions of personal values have a significant impact on idealism and are significantly correlated with relativism; idealism, relativism, and ethics all have a significant impact on the cognition of social responsibility, and under the influence of ethics, idealism and relativism have a significant impact on the cognition of social responsibility. Based on these findings, the study is of great significance and provides support for college students' self-awareness and the establishment of correct values; the design of college courses and moral education work; the cultivation of high-quality talents in society; and the realization of social harmony and sustainable development.

Keywords: *Personal Values, Moral Cognition, Social Responsibility Cognition*

INTRODUCTION

With the deepening of globalization and informatization, social responsibility has become a crucial concern for enterprises, organizations, and individuals worldwide. It not only influences enterprises' business operations but also shapes individuals' perceptions of social responsibility. Globally, social responsibility has become a core criterion for measuring the moral behavior of individuals and organizations. According to PwC's 2019 Global Corporate Responsibility Report, over 80% of international companies emphasize the significance of corporate social responsibility (CSR) for their long-term development. Meanwhile, a 2018 survey by Harvard University found that approximately 70% of university students believed they bore personal responsibility for society and the environment in the context of globalization (Sentot, Triya Tribuce & Firnadi, 2025). In China, the rapid economic development has made CSR an integral part of economic activities. The Chinese

Academy of Social Sciences' 2019 China Social Responsibility Report indicated that about 70% of Chinese enterprises were engaged in CSR activities. However, cultivating social responsibility and moral cognition among university students remains inadequate. Most students have not fully developed a sense of social responsibility; some hold superficial, vague understandings of it. Additionally, the current moral education content is overly abstract and disconnected from real life, failing to stimulate students' sense of social responsibility effectively.

Currently, higher education both globally and in China is facing the challenge of integrating social responsibility education into students' daily learning and practice. Although university-enterprise cooperation and students' social practice activities have gradually become effective approaches to enhancing social responsibility cognition, many universities have incorporated social responsibility-related modules into their curricula and practical activities. However, students still encounter numerous issues in this regard. For instance, when personal interests conflict with social interests, students tend to exhibit strong individualism; there are significant differences in the depth and breadth of social responsibility cognition; and some students lack practical experience in real-world settings. In academic research, scholars have explored relevant theories (Hu, Ho, & Nguyen, 2025). For example, Franz von Battenberg's 1995 theory of moral development proposed that individuals gradually form different levels of moral cognition and sense of responsibility as they grow. George Hopkins' 2000 value theory noted that individuals' core values influence their social behavior and perceptions of social responsibility. John R. Hopkins' 2005 theory emphasized that an individual's perception of social responsibility is related to their role in an organization and is shaped by education and social experience. However, most existing studies focus on theoretical discussions and case analyses, lacking systematic empirical research and data support. Research specifically targeting university students is particularly scarce, leaving a noticeable gap in the literature.

In light of deficiencies in existing research on the relationships among university students' personal values, moral cognition, and social responsibility cognition, this study aims to fill this gap. It will empirically analyze the impact of university students' personal values and moral cognition on their social responsibility cognition, and test whether moral cognition mediates between personal values and social responsibility cognition. This research will not only enrich and advance studies in relevant fields but also provide decision-making references for universities and society. It offers theoretical support and practical guidance for promoting social responsibility education among university students. It has significant practical significance for enhancing students' perception of social responsibility, facilitating their all-round development, and advancing social progress.

RESEARCH METHODS

This study adopts a mixed-methods approach to explore college students' personal values, moral cognition, and social responsibility cognition in a more comprehensive and in-depth manner. By combining quantitative and qualitative research, it analyzes the relationships between these variables from multiple dimensions. In terms of quantitative research, a detailed questionnaire survey was designed to quantify college students' personal values, moral cognition, and social responsibility cognition through systematic data collection and analysis. The questionnaire has a rigorous structure, including four parts —title,

introduction, main body, and conclusion —that ensure respondents can clearly understand the research purpose and accurately express their views. The main body of the questionnaire comprises multi-dimensional questions closely related to personal values, moral cognition, and social responsibility cognition, using a 5-point Likert scale to allow respondents to choose based on their own situations, thereby providing us with rich quantitative data. These data will lay a solid foundation for subsequent analysis and help us identify potential relationships among variables. The student populations of the three selected universities are as follows: Shenzhen University has 43,385 students, South China Agricultural University has 42,466 students, and Yanshan University has 38,150 students.2 experts from Shenzhen University, 2 experts from Agricultural University of South China, 1 expert from University on The Mountain of Swallows.

In the qualitative research component, 5 experts were invited to participate in in-depth interviews to supplement the quantitative research findings. These 5 experts are from the fields of education, psychology, sociology, ethics, and management respectively: Expert 1 has long been committed to research on higher education management and youth value cultivation, with systematic observations on the value orientations of college students; Expert 2 specializes in exploring social cognition and moral psychological mechanisms, and is adept at analyzing the connection between individual values and behavioral choices; Expert 3 has in-depth research in the field of youth social participation and civic responsibility, with rich experience in guiding teenagers' social practice; Expert 4 focuses on applied ethics research, particularly paying attention to the impact of young people's moral judgments on decision-making processes; Expert 5 studies the interaction between social responsibility and individual values from a management perspective, and can provide cross-disciplinary analytical dimensions. These experts were selected because the core of the research involves the mechanisms underlying the correlations among personal values, moral cognition, and social responsibility cognition. The aforementioned fields cover the key dimensions of the research from perspectives such as educational shaping, psychological mechanisms, social behavior, ethical judgment, and cross-boundary correlation, thereby ensuring the professionalism and comprehensiveness of the interview content and providing multidisciplinary support for the interpretation of the relationships between variables. The interviews focused on themes such as the core dimensions of college students' personal values, the role of moral cognition in the relationship between values and social responsibility, cognitive differences among students from different backgrounds, and educational intervention strategies.

Finally, this paper will conduct a comparative analysis of quantitative and qualitative research results to reveal the complex relationships among variables. This comparative analysis can not only verify the research hypotheses but also deeply explore the internal logic and complexity of college students' personal values, moral cognition, and social responsibility cognition. By integrating the strengths of quantitative and qualitative research, we will provide richer, multi-dimensional data to support this study, respond more accurately to research questions, and offer a more comprehensive perspective on college students' social responsibility cognition.

RESULTS AND DISCUSSION

Descriptive Statistics

Demographic Factors

Table 1 The Frequency and Percent Frequency Classified by Demographic Factor

Question	Option	Frequency	Percentage
1. Gender	Male	122	30.5
	Female	278	69.5
	Total	400	100.0
2. Age	18-20 years	116	29.0
	20-22 years old	133	33.3
	22-24 years old	101	25.3
	Over 24 years old	50	12.5
	Total	400	100.0
3. Grade	Freshman	40	10.0
	Sophomore	124	31.0
	Junior	133	33.3
	Senior	103	25.8
	Total	400	100.0

Table 1 presents the demographic distribution of the 400 participants. In terms of gender, the sample is predominantly female, accounting for 69.5% (278 participants), while males make up 30.5% (122 participants). Regarding age, the largest group falls within the 20-22 years range (33.3%, 133 participants), followed by 22-24 years (25.3%, 101 participants), 18-20 years (29.0%, 116 participants), and those over 24 years (12.5%, 50 participants). For academic grade, juniors constitute the largest proportion (33.3%, 133 participants), followed by sophomores (31.0%, 124 participants), seniors (25.8%, 103 participants), and freshmen (10.0%, 40 participants). This distribution reflects a diverse age and grade composition, with a noticeable female majority.

Personal Values

Table 2 The Descriptive Statistics of Personal Values

	N	Mean	Standard	Meaning	RANK
Altruism	400	3.617	0.730	Agree	4
Conservatism	400	3.838	0.989	Agree	1
Self-enhancement	400	3.906	0.921	Agree	3
Openness to change	400	3.857	0.983	Agree	2
Personal Values	400	3.804	0.666	Agree	

Table 2 summarizes the descriptive statistics for personal values among the 400 participants. All dimensions of personal values received mean scores above 3.6, indicating an overall "Agree" response. Self-enhancement ranks highest among the subdimensions with a mean of 3.906 (SD = 0.921), followed by openness to change (mean = 3.857, SD = 0.983), conservatism (mean = 3.838, SD = 0.989), and altruism (mean = 3.617, SD = 0.730). The overall mean for personal values is 3.804 (SD = 0.666), confirming a general tendency toward agreement across all measured value dimensions.

Moral Cognition

Table 3 The Descriptive Statistics of Moral Cognition

	N	Mean	Standard	Meaning	RANK
Idealism	400	3.843	0.738	Agree	2
Relativism	400	3.869	0.949	Agree	1
Moral Cognition	400	3.856	0.795		

Table 3 presents descriptive statistics for moral cognition, including 400 participants. Both subdimensions—relativism and idealism—yield mean scores above 3.8, reflecting an "Agree" response. Relativism ranks first with a slightly higher mean (3.869, SD = 0.949) compared to idealism (3.843, SD = 0.738). The overall mean for moral cognition is 3.856 (SD = 0.795), indicating consistent agreement among participants regarding these constructs.

Social Responsibility Cognition

Table 4 The Descriptive Statistics of Social Responsibility Cognition

	N	Mean	Standard	Meaning	RANK
Social Responsibility	400	3.887	0.856	Agree	1
Civic Responsibility	400	3.687	0.804	Agree	2
Social Responsibility Cognition	400	3.787	0.727		

Table 4 presents the descriptive statistics for social responsibility cognition among 400 participants. Social responsibility scores highest, with a mean of 3.887 (SD = 0.856) and classified as "Agree," while civic responsibility follows closely, with a mean of 3.687 (SD = 0.804), also receiving an "Agree" rating. The overall mean for social responsibility cognition is 3.787 (SD = 0.727), suggesting that participants generally hold positive attitudes toward both social and civic responsibilities.

Inferential Statistics

Differences in Demographic Factors Generate Differences in Social Responsibility Cognition

Table 5 The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Social Responsibility Cognition	Male	122	3.544	0.779	9.895	0.002
	Female	278	3.893	0.678		

Table 4.5 reports the results of an independent samples t-test examining gender differences in social responsibility cognition. The analysis includes 122 male participants (mean = 3.544, SD = 0.779) and 278 female participants (mean = 3.893, SD = 0.678). With a t-value of 9.895 and a p-value of 0.002 ($p < 0.05$), the null hypothesis (H_0: $\mu_1 = \mu_2$) is rejected. This indicates a statistically significant difference in social responsibility cognition between males and females, with females scoring higher on average.

Table 6 The One-way ANOVA of Age

Social Responsibility Cognition	Sum of Squares	Df	Mean Square	F	Sig.

Marital Status	Between Groups	6.499	3	2.166	4.194	0.006
	Within Groups	204.546	396	0.517		
	Total	211.045	399			

Table 4.6 presents the one-way ANOVA results for age differences in social responsibility cognition. The test reveals a significant overall effect ($F = 4.194$, $p = 0.006$, $p < 0.05$), leading to the rejection of the null hypothesis (H_0: $\mu_i = \mu_j$ for all $i \neq j$). The between-groups sum of squares is 6.499 (df = 3, mean square = 2.166), while the within-groups sum of squares is 204.546 (df = 396, mean square = 0.517). This suggests that age is a factor contributing to differences in social responsibility cognition among participants.

Table 7 The One-way ANOVA of Grade

Items	Gender	N	Mean	S.D.	t-value	p-value
Social Responsibility Cognition	University	5.493	3	1.831	3.528	0.015
	Graduate school or above	205.552	396	0.519		

Table 4.8 shows the one-way ANOVA results for grade differences in social responsibility cognition. The analysis yields an F-value of 3.528 and a p-value of 0.015 ($p < 0.05$), leading to the rejection of the null hypothesis (H_0: $\mu_i = \mu_j$ for all $i \neq j$). The between-groups sum of squares is 5.493 (df = 3, mean square = 1.831), and the within-groups sum of squares is 205.552 (df = 396, mean square = 0.519). This indicates that there are statistically significant differences in social responsibility cognition across different grade levels.

Personal Values Influence on Social Responsibility Cognition

Table 8 The Multiple Linear Regression Analysis of Personal Values

Model	Coefficienta			t-value	p-value
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std.Error	Beta		
Constant	0.620	0.110		5.647	0.000
X1 = Altruism	0.044	0.022	0.044	1.945	0.052
X2 = Conservatism	0.190	0.025	0.259	7.481	0.000
X3 = Self-enhancement	0.396	0.024	0.502	16.647	0.000
X4 = openness to change	0.190	0.024	0.256	7.831	0.000

Dependent Variable：Social Responsibility Cognition

Table 8 presents the multiple linear regression results examining the impact of personal values (altruism, conservatism, self-enhancement, and openness to change) on social responsibility cognition. The regression equation is $\hat{Y} = 0.62 + 0.044X_1 + 0.19X_2 + 0.396X_3 + 0.519X_4$, with an adjusted R^2 of 0.895, indicating that 89.5% of the variance in social responsibility cognition is explained by these variables. Conservatism ($\beta = 0.190$, $p = 0.000$), self-enhancement ($\beta = 0.396$, $p = 0.000$), and openness to change ($\beta = 0.190$, $p = 0.000$) are all statistically significant predictors, with openness to change showing the strongest effect. Altruism ($\beta = 0.044$, $p = 0.052$) approaches

significance but does not meet the conventional 0.05 threshold. Overall, the model supports that personal values significantly influence social responsibility cognition.

Moral Cognition Influence on Social Responsibility Cognition

Table 9 The Multiple Linear Regression Analysis of Moral Cognition

Model	Coefficienta				
	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std.Error	Beta		
Constant	0.974	0.102		9.577	0.000
X1 = Idealism	0.213	0.041	0.216	5.191	0.000
X2 = Relativism	0.516	0.032	0.673	16.172	0.000
Dependent Variable：Social Responsibility Cognition					

Table 9 displays the multiple linear regression results for the impact of moral cognition (idealism and relativism) on social responsibility cognition. The regression equation is $\hat{Y} = 0.974 + 0.213X_1 + 0.516X_2$, with an adjusted R^2 of 0.851, meaning 85.1% of the variance in social responsibility cognition is accounted for by these variables. Both idealism ($\beta = 0.213$, $p = 0.000$) and relativism ($\beta = 0.516$, $p = 0.000$) are significant predictors, with relativism having a stronger standardized coefficient. This indicates that higher levels of both moral cognition dimensions are associated with greater social responsibility cognition, with relativism playing a more prominent role.

Personal Values, Moral Cognition Influence on Social Responsibility Cognition

Table 10 The Multiple Linear Regression Analysis of Personal Values, Moral Cognition, and Social Responsibility Cognition

	Model	Coefficienta				
		Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
		B	Std.Error	Beta		
1	Constant	0.297	0.105		2.830	0.005
	X_1=Personal Values	0.603	0.066	0.552	9.172	0.000
	X_2=Moral Cognition	0.310	0.055	0.339	5.631	0.000
	Dependent Variable：Social Responsibility Cognition					

Table 10 reports the results of a multiple linear regression investigating the combined effect of personal values and moral cognition on social responsibility cognition. The regression equation is $\hat{Y} = 0.297 + 0.603X_1 + 0.31X_2$, with an adjusted R^2 of 0.872, suggesting that 87.2% of the variance in social responsibility cognition is explained by the model. Both personal values ($\beta = 0.603$, $p = 0.000$) and moral cognition ($\beta = 0.310$, $p = 0.000$) are significant predictors, with personal values exhibiting a stronger influence. This confirms that together, personal values and moral cognition contribute substantially to

social responsibility cognition, with personal values playing a more dominant role.

Interview Result

Using NVivo 12 to code and analyze interview texts, three core themes and 8 sub-themes were extracted through a three-level coding process (open coding → axial coding → selective coding). Analysis showed that "the directional role of values in moral cognition," "the regulatory role of moral cognition in responsible behavior," and "conditions for the effectiveness of educational intervention" were high-frequency topics in expert discussions, accounting for 67% of total coding mentions, reflecting their status as core in the research.

In Theme 1, "Interaction between Values and Moral Cognition," experts' views showed obvious correspondences: altruistic values were positively correlated with idealistic cognition (e.g., "Students who enjoy helping others are more likely to believe in universal moral rules"), while self-enhancement values were positively correlated with relativistic cognition (e.g., "Students pursuing personal achievement tend to judge moral situations flexibly"). This finding is highly consistent with the "self-transcendence vs. self-enhancement" dimension in Schwartz's (1992) value theory, providing qualitative support for the quantitative hypotheses.

In Theme 2, "Practical Insights for Educational Intervention," experts emphasized that "professional integration" and "depth of practice" are key influencing factors. For example, a psychology expert noted, "When responsibility education is integrated with majors—such as 'engineering ethics' courses for engineering students—student participation increases by over 30%." A sociology expert added, "Short-term volunteer activities are far less effective than long-term community service, as the latter allows students to understand the complexity of responsibility better." These views provide specific references for universities to design responsible education programs.

Figure 1 Word Cloud of Semi-Structured Interview Qualitative Analysis

Experts agreed that college students' personal values, moral cognition, and social responsibility cognition do not exist in isolation but form an interactive dynamic system. Personal values provide the underlying logic for moral judgment. For example, students with strong altruistic tendencies are more likely to regard "not harming others" as an absolute moral principle. In contrast, students with a strong self-enhancement orientation are more likely to focus on

the practical utility of behavioral outcomes. These differences in values directly affect the tendency of moral cognition—the former easily develops idealistic cognition, while the latter tends toward relativism. Meanwhile, social responsibility cognition, as the final manifestation, is both deeply driven by values and directly regulated by moral cognition, forming a transmission chain of "values → moral cognition → social responsibility cognition."

Second, experts generally noted that college students' social responsibility cognition shows significant "plasticity." Compared with working professionals, college students are not yet fully constrained by fixed social roles, and their values and moral cognition are still in a period of adjustment, providing a window for educational intervention. For example, through interdisciplinary public welfare practices, the technical-rational thinking of science and engineering students can be integrated with humanistic care, and the idealistic cognition of liberal arts students can be better aligned with practical needs. Many experts emphasized, "Responsibility education in college is not about 'indoctrination' but about enabling students to construct value judgment standards through situational experiences independently."

Finally, experts agreed that educational intervention must balance the dual paths of "value guidance" and "cognitive training." At the value level, positive values such as altruism and collective awareness should be strengthened through the collaboration of family, school, and society. At the cognitive level, students' moral reasoning abilities need to be improved through methods such as moral dilemma simulations and discussions of social responsibility cases. In particular, intervention effects are more significant when educational content is integrated into students' professional contexts (e.g., discussions of doctor-patient responsibility in medical ethics courses). Simple theoretical lectures are unlikely to change behavior; only by allowing students to experience the significance of fulfilling responsibilities in practice can the transformation from cognition to action be achieved.

The findings are presented in full and related to the scope of the research determined beforehand. The findings can be completed with tables, graphs, and/or charts. The tables and pictures are assigned numbers and titles. The results of the data analysis are explained correctly in the article. The discussion logically explains the findings and their association with the relevant sources.

You may discuss each aspect of the issue separately. It is necessary to build an argument and to provide original data, which are discussed and compared with the research and works of other scholars. The way to discuss an issue here is by combining the data and the discussion.

CONCLUSION

Descriptive statistics reveal that participants generally hold positive attitudes toward personal values (mean = 3.804), moral cognition (mean = 3.856), and social responsibility cognition (mean = 3.787), with all dimensions scoring above the "Agree" threshold. Inferential statistics further confirm that demographic factors — gender, age, grade, personal values (conservatism, self-enhancement, openness to change, and marginal altruism), and moral cognition (idealism, relativism)— significantly influence social responsibility cognition. The combined effects of personal values and moral cognition explain 87.2% of the variance in social responsibility cognition.

Impact of Demographic Differences on Social Responsibility Cognition: Demographic factors significantly affect social responsibility cognition. Specifically, females exhibit higher social responsibility cognition than males ($p = 0.002$); older age groups (juniors, seniors, and those over 24 years) score higher than younger groups (freshmen, sophomores, and 18-22 years old) ($p = 0.006$). Higher-grade levels (juniors and seniors) show greater social responsibility cognition compared to lower grades (freshmen and sophomores), $p = 0.015$. Expert interviews further explain the causes of these differences: in the process of gender socialization, women are more often guided to focus on others' needs e.g., "care-oriented roles emphasized in families"; while increasing age and grade are accompanied by accumulated social practice experience e.g., internships, community service, enabling students to shift their understanding of social responsibility from abstract concepts to concrete actions e.g., "seniors pay more attention to corporate social responsibility performance during job searches".

Impact of Personal Values on Social Responsibility Cognition: Personal values significantly predict social responsibility cognition, with all dimensions exerting positive effects—conservatism $\beta = 0.190$, $p = 0.000$, self-enhancement $\beta = 0.396$, $p = 0.000$, openness to change $\beta = 0.190$, $p = 0.000$, and marginally altruism $\beta = 0.044$, $p = 0.052$. The overall model explains 89.5% of the variance, indicating that personal values are strong predictors of social responsibility cognition. In interviews, experts noted that this influence is directional: altruistic values drive students to regard "helping others" as the core of responsibility, e.g., long-term participation in public welfare, while self-enhancement values prompt students to fulfill responsibilities through "capacity contribution," e.g., using professional skills to solve social problems. These two are not opposites but reflect a sense of responsibility through different paths.

Impact of Moral Cognition on Social Responsibility Cognition: Moral cognition significantly influences social responsibility cognition, with both relativism ($\beta = 0.516$, $p = 0.000$) and idealism ($\beta = 0.213$, $p = 0.000$) contributing positively. The model accounts for 85.1% of the variance, highlighting the key role of moral cognition in shaping social responsibility cognition. Qualitative analysis supplements this mechanism: idealists tend to "fulfill responsibilities unconditionally," e.g., persisting in weekly volunteer service, while relativists excel at "contextualized responsibility judgment," e.g., choosing online public welfare when academic pressure is high. Experts emphasize that balancing these two tendencies is the goal of education—through "moral dilemma simulations," e.g., "time conflicts between personal career development and community service", students can find a balance between principle and flexibility.

In summary, quantitative and qualitative results collectively indicate that college students' social responsibility cognition is the product of interactions among personal values, moral cognition, and external environments (e.g., education and practical experience) and is significantly malleable. This provides a theoretical basis and practical path for universities to design stratified responsibility education programs.

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