

# **Content analysis of textbooks (political knowledge, applied economics, organization and management) of Austria's high school course on the main and basic principles of social responsibility**

*Análise de conteúdo dos livros didáticos (conhecimento político, economia aplicada, organização e gestão) do curso de ensino médio da Áustria sobre os princípios principais e básicos da responsabilidade social*

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## **Abstract**

In the last decade, social responsibility emerged as a field of study that was previously called "Urban Education and Citizenship". This new concept is much broader, in the sense that it means the development of social skills that enable a person to be a responsible and active member of the larger society and political community. In this regard, education has a key and essential role, and in fact, the main challenge in the education system is to match the society's culture with the patterns and goals. Social responsibility, as one of the main goals of educational planners in coding the textbooks, must be considered. To understand and investigate this issue, high school textbooks in Austria, due to having the most advanced and accepted educational systems in the world, were evaluated. This article aims to determine the components of social responsibility in the content of Austrian high school textbooks (teaching political knowledge, applied economics, organization and management), based on qualitative content analysis. It seeks to answer the question that to what extent the social responsibility has been considered in these textbooks? Results show that the economic dimension of social responsibility has been considered more than the social dimension in the mentioned books.

**Keywords:** Social responsibility; content analysis; textbooks; high school; Austria.

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## Resumo

Na última década, a responsabilidade social surgiu como um campo de estudo que antes era chamado de "Educação Urbana e Cidadania". Este novo conceito é muito mais amplo, no sentido de que significa o desenvolvimento de habilidades sociais que permitem que uma pessoa seja um membro responsável e ativo da sociedade e da comunidade política em geral. Neste sentido, a educação tem um papel chave e essencial e, de fato, o principal desafio no sistema educacional é adequar a cultura da sociedade com os padrões e objetivos. A responsabilidade social, como um dos principais objetivos dos planejadores educacionais na codificação dos livros didáticos, deve ser considerada. Para entender e investigar esta questão, foram avaliados os livros didáticos do ensino médio na Áustria, devido a ter os sistemas educacionais mais avançados e aceitos do mundo. Este artigo visa determinar os componentes da responsabilidade social no conteúdo dos livros didáticos do ensino médio austríaco (conhecimento político didático, economia aplicada, organização e gestão), com base na análise qualitativa do conteúdo. Ele procura responder à questão de até que ponto a responsabilidade social foi considerada nestes livros didáticos? Os resultados mostram que a dimensão econômica da responsabilidade social tem sido considerada mais do que a dimensão social nos livros mencionados.

**Palavras-chave:** Responsabilidade social; análise de conteúdo; livros didáticos; colegial; Áustria.

## Introduction

One of the main concerns of the educational system in any society is Compilation of desirable textbooks to achieve its educational goals. The curriculum aims to provide the necessary conditions, situations, and tools for the learners based on their conditions and specific needs. It leads to the comprehensive education and growth of the students. In other words, from a different perspective, the curriculum forms the core of education and it is the most effective means to guide the people and change their attitudes and behaviors (Ascher, 2017: 45). Today, the education system is facing the increasing expansion of communication all over the world, and the main challenge in the educational system is to match the society's culture with its patterns and goals. Ignoring the global components and rejecting the existing reality will move the cultures away. In order to achieve the existing goals and plan according to the needs of the society, the education system should make changes in the content of textbooks. This will cause the growth of culture from a scientific view. In the modern era, the educational system is expected to consider the global components as well as understanding the culture of the society. Perhaps, the existing crises are partially the result of the shortcomings of this system in the modern era. Accordingly, global education covers the common and global developments that have been formed within the education and culture to change the current situation. Educational planners also believe that as much as "how to learn" is important, "what to know" is also important for the educational content consists of concepts and skills that must be measured and evaluated in terms of its suitability with the growth of learners before conducting any learning activities. Therefore, learning ability, along with importance, validity, interest, usefulness and flexibility, is one of the criteria for choosing the content. Textbooks should be coded in such a way that they can meet the educational goals.

In the last decade, social responsibility emerged as a field of study that was previously called "urban education and citizenship". This new concept is much broader, in the sense that it includes the development of social skills that enable a person to be a responsible and active member of the larger and political society. Ford defines social responsibility as "following the

social rules and fulfilling the society's expectations of the people". According to him, these rules are derived from the social roles and actually express the cultural and social norms. It shows the commitment of the individual towards other members of the society, and he considers the social responsibility as observing and respecting the rights of others, interpersonal competition and moral development, and directly relates it to the learning. He considers social responsibility as a sense of decision-making, creativity and independent thinking, which is the opposite of obedience and dominant behavior (Wentzel, 2009: 7).

All successful educational systems have progressive and goal centered curricula. In fact, curricula totally reflect the objectives of the educational systems. Considering that the belief and identity foundations of people are formed since the childhood and primary school and the school as the only formal education institution has a direct and close relationship with students, the education system that is trusted by the families can be very helpful in orienting the identity based goals. That is why it seems more essential to pay serious attention to the role of the education system in institutionalization and forming the national identity. We should not ignore the role of textbooks, as the channel of connection and communication between the educational institution and students. Due to the role of textbook content in facilitating the students' learning and socialization process, this research examined and analyzed the main and basic principles of social responsibility and its components. Austria is one of the progressive, rich and influential countries in the world, and the educational system and teaching references of this country play a significant role in the social responsibility of students so that evaluating the models and lessons of this country seems important. Therefore, using a qualitative content analysis, this article aims to determine the components of social responsibility in the content of Austrian high school textbooks (teaching political knowledge, applied economics, organization and management), to answer the question that to what extent these books have considered the social responsibility.

## **Theoretical framework**

The sociological foundations of education answer the question that how schools affect the society and what effect society has on the schools. Today, the societies have become much more complex and widespread. That is, different social groups have emerged, each trying to express their ideas and opinions. In this way, schools also have to create a curriculum that is able to respond their diversity and complexity. On the other hand, abnormal social behaviors have entered the school and it is expected from the school to respond to these abnormalities. Schools are also expected to have a fair behavior in terms of race, social class, gender, intelligence, language, and disabilities. In such a situation, the elementary curriculum planners have to prepare all the students to face the unknown future challenges. This is achieved when students are equipped with the rational decision-making and learning skills. Schools should examine the relationship between dominant groups and other diverse groups and analyze their different concerns and needs. On the other hand, it is necessary to examine the methods of teaching in a diverse and multicultural society in order to respond to the social and cultural needs of students. The dominant cultural and social values are indicators by which the committed class of society evaluates its members (Harmon, 2005: 124). Among these, one of the missions of the education system is to convey a sense of responsibility in the students.

According to Azmat (2010), "social responsibility increasingly supports the dominant culture and economy of the society". Therefore, creating and empowering the sense of responsibility is one of the main functions and goals of education system and curricula at different levels. In fact, through strengthening the responsibility centered capabilities in the students, the policymakers and educational and curriculum planners try to develop the personal and social skills. These skills are considered necessary for living in the 21st century life, which is full of fast and accelerated changes. Accordingly, it can be said that the success of any educational system in empowering the students' responsibility sense actually leads to the formation of a human society which enjoys having the indicators of social and cultural development.

Schwartz (1977) believes that responsibility is a feeling of dependence or a kind of connection with a person in need, and commitment is known as the main factor for feeling responsible. The concept of responsibility includes at least three relationships: "being responsible for something, being responsible for someone, and being responsible for a relationship or a case. It includes various moral, practical aspects and considers the consequences of an action. When a person behaves responsibly, he acts according to the moral views and accepts that he is responsible for his actions' consequences" (Bierhoff, 2008: 232). Since the end of the thirteenth century, in which the law was dominated by the religion and morality, the term "responsible", was defined as someone who is accountable to God for his life and actions and the religious ethics became popular. Later, due to the dominance of non-religious ethics, the word "responsibility" entered into the common ethics and means that a person who is accountable to his conscience which contains the moral law in accordance with the nature and ethics. Finally, in the law field, it means someone who is accountable in front of the court for the results of his behavior, actions, and guilt" (Badini, 2015: 24). In addition, one of the earliest philosophers who used the word "responsibility" was John Stuart Mill (1859) in his essay entitled "On Liberty". Later, Max Weber (1919) introduced the word "Moral Responsibility" into the sociology (Bierhoff, 2008: 231). It should also be noted that the term "responsibility" is not only different from the view of experts and thinkers, but psychoanalytic school, existentialist school, and Gestalt therapy provide different definitions of this concept. According to the psychoanalytic school and Freud, a person is not responsible for his behavior and actions, but he is under the influence of internal forces, while existentialists consider responsibility as "something belonging to ourselves and dealing honestly with freedom". The Gestalt therapy verifies that responsibility means relying on one's ability to choose (Sharf, 2009). Despite various definitions and interpretations made on the responsibility, it can be said in a general view, responsibility means accepting to do a task or an action in which a person, through an internal requirement and commitment, becomes responsible and accountable. In fact, responsibility is based on an authority that allows a person to do an action by his will and be accountable to himself and others. The main point in this article is to address the relationship between the education system and accountability. In this regard, Sobhaninejad and Fardanesh (2000) emphasized the role and mission of educational system in making the learners' responsible and showed that responsibility includes social, cultural, political, economic, civil and environmental aspects. He believes that the education and curricula related to responsibility should be able to practically create the required knowledge, emotions and skills in the learners. That is, the learners should be armed with the knowledge and rational skills to gain all kinds of personal and social responsibilities. Besides, they should have positive emotions and attitudes in accepting all kinds of social responsibilities and the necessary abilities to perform various

tasks. According to the researchers, the curricula related to the education of the responsibility should not be limited to only one dimension. Therefore, responsibility and social accountability are considered as one of the basic requirements of the education system. According to Vygotsky (1978) and Bandura (1977), social interaction is an inevitable principle in the children's mental development. By interacting with others, children learn how to behave and judge. Therefore, the education system should consider the social development of learners, which includes their social responsibility, empathy and emotional intelligence (Mahn & John-Steiner, 2002: 50). In a general view, it can be said that social responsibility has two meanings: ensuring the well-being of others in a daily life (considering the others) and leading how to achieve the individual goals without ignoring and violating the expectations of others (interpersonal coordination). The first part relates to the empathy and the second part relates to feeling guilty. The sense of responsibility does not appear suddenly and for no reason in the teenagers, but it is rooted in the empathy and feeling of guilt that is formed in the early years of life (Bierhoff, 2007: 225). After recognizing and classifying the types of social responsibilities, the second important point in the education of social responsibility is familiarity and attention to the dimensions of this type of responsibility. Berman (1990), Izard (1997), Perkins and Miller (1994) identified three cognitive dimensions that refer to the extent and manner of people's understanding of social responsibility; emotional dimension means that a person is motivated to accept various social responsibilities and actively fulfill them in the society, and functional dimension means learning social skills to fulfill the social responsibilities.

## Methodology

According to the purpose of the research, to examine the content of the curriculum (textbooks), the content analysis has been used. Modelling the components of education is placed in the theoretical framework. This research is practical in terms of purpose since it aims to offer the practical knowledge and provide constructive solutions by considering the education of the social responsibility in Austrian' high school textbooks (teaching political knowledge, applied economics, organization and management). The research method is qualitative based on the nature and method of the data collection. The three main stages of content analysis include: preparation and organization (pre-message stage), review of materials (message), processing the results. This research focuses on the third stage of content analysis, i.e. processing the data collected from the message. That is, after encoding the message and categorizing it, the obtained information was analyzed. The target population of this research includes the high school textbooks in Austria in 2020-2021, of which 3 textbooks (teaching the political knowledge, applied economics, organization and management) are chosen as a sample of the study using a purposeful method. Then, the content of the books was analyzed in three parts: assignments, images and text, which called content analysis. To do this, the theoretical foundations, literature review regarding the social responsibility was firstly studied and their general concepts and components were extracted. Then, the extracted general components prepared in the form of a questionnaire and then offered to the professors and experts of educational sciences, social sciences, and psychology so that the important items were determined. Based on these items, a content analysis list was prepared and adjusted by which it

was determined that to what extent the mentioned books have considered the education of social responsibility. The findings of this research were qualitatively analyzed after collecting the data.

## Findings

To carry out this research, in the first stage of analysis, an initial design of the content and then coding the concepts and topics were taken into consideration. Accordingly, the desired information was extracted from the mentioned books and was classified and coded within the researcher-made tables. The content unit in this research, based on the research questions, includes the pictures that were counted in pieces and the exercise and the written text that could be seen in the exercise or a lesson. Then, the results were analyzed using common methods in the descriptive statistics (i.e. Frequency, percent). In Table 1, the frequency and normal data content are displayed which includes the social, environmental and economic components of social responsibility. Based on this, in book "teaching political knowledge", 28 symbols in the dimensions of moral responsibility, 34 symbols in the dimension of humanitarianism, 37 symbols in the dimension of obey the rules, 26 symbols in the dimension of citizenship rights, 42 symbols in the dimension of people's freedom, 39 symbols in the dimension of social justice and 33 symbols in the dimension of responsibility towards others were extracted. Totally, 239 symbols were found.

Table 1 – Frequency Distribution and normal data relating to the social dimension of responsibility in book "educating the political knowledge"

Dimensions and concepts related to the Social dimension of responsibility	Frequency	%
Moral responsibility	28	%0. 37
Humanitarianism	34	%0 . 45
Obey the rules	37	%0. 52
Citizenship rights	26	%0. 36
People's freedom	42	%0. 58
social justice	39	%0. 49
Responsibility towards others	33	%0. 48
Total	239	-----

The results of Table 2 indicate that the attention paid to the environmental dimension of responsibility in the political science education book was as follows: there were 32 symbols in the dimension of socially responsible behavior, 3 symbols in the dimension of waste recycling, 17 symbols in the dimension of green consumption, 19 symbols in the dimension of ecological footprint reduction, 2 symbols in the dimension of Planting seedlings and trees, 37 symbols in the dimension of activity in environmental institutions, 27 symbols in the dimension of paying attention to the environment and 8 symbols in the dimension of not harming the environment. Totally, 145 symbols related to the environmental dimension of responsibility in

the book "political knowledge education" were extracted. Accordingly, the activity in environmental institutions has the highest weight (0.51) and the planting seedlings and trees has the lowest weight (0.05).

Table 2 – Frequency Distribution and normal data relating to the environmental dimension of responsibility in the book "educating the political knowledge"

Dimensions and concepts related to the Environmental dimension of responsibility	Frequency	%
Socially responsible behaviors	32	%44
recycling	3	%07
green consumption	17	%0.30
Reducing the ecological footprint	19	%0.32
Planting seedlings and trees	2	%0.05
Activities in environmental institutions	37	%0.51
Attention to the environment	27	%0.39
not harming the environment	8	%0.14
Total	145	----

As Table 3 shows, the attention paid to the economic component of responsibility in the "political knowledge education" book was as follows: 25 symbols in the dimensions of sustainable development, 6 symbols in the dimension of metamaterialism, 9 symbols in the dimension of attention to local production, 29 symbols in the dimension of fair distribution of goods, 13 symbols in the dimension of support for domestic production, 26 symbols in the dimension of Saving in the consumption of goods and services and 21 symbols in the dimension of observance of justice in the exchange. On the whole, 129 symbols related to the economic dimension of responsibility were identified in the political knowledge training book. Also, the fair dimension of goods has the highest weight (0.41) and the component of metamaterialism has the lowest weight (0.11).

Table 3 – Frequency distribution and normal data of the economic dimension of responsibility in the book "teaching political knowledge"

economical dimension of responsibility	Frequency	%
Sustainable Development	25	%0.38
Metamaterialism	6	%0.11
Attention to local products	9	%0.21
Fair distribution of goods	29	%0.41
Supporting domestic production	13	%0.25
Saving in the consumption of goods and services	26	%0.39
Fairness in exchange	21	%0.34
Total	129	-----

According to Table 4, the attention paid to the social component of responsibility in the applied economics book was as follows: 26 symbols in the dimension of moral responsibility, 18 symbols in the dimension of Humanitarianism, 31 symbols in the dimension of compliance with laws, 12 symbols in the dimension of citizenship rights, 33 symbols in the dimension of people's freedom, 35 symbols in the dimension of social justice and 24 symbols in the dimension of responsibility towards others. Totally, 170 symbols related to the social dimension of responsibility were identified in the applied economics book. Based on this, the dimension of social justice has the highest weight (0.57) and Humanitarianism has the lowest weight (0.23).

Table 4 – Frequency Distribution of normal data of the social dimension of responsibility in the book "applied economics"

Dimensions and concepts related to the Social dimension of responsibility	Frequency	%
Moral responsibility	26	%0.37
Humanitarianism	12	%0.23
Obey the rules	31	%0.47
Citizenship rights	18	%0.31
People's freedom	33	%0.51
social justice	35	%0.57
Responsibility towards others	24	%0.39
Total	170	----

The results of table 5 indicate that the attention paid to the environmental responsibility in the applied economics book is as follows: 31 symbols in the dimension of in the dimensions of socially responsible behaviour, 19 symbols in the dimension of waste



recycling, 19 symbols in the dimension of green consumption, 28 symbols in the dimension of reducing the ecological footprint is, 7 symbols in the dimension of Planting seedlings and trees, 27 symbols in the dimension of activity in environmental institution 37 symbols in the dimension of attention to the environment and 31 symbols in the dimension of not harming the environment. On the whole, 188 symbols related to the environmental dimension of responsibility were identified in the applied economics book. Also, attention to the environment had the highest weight (0.51) and Planting seedlings and trees had the lowest weight (0.14).

Table 5 – Frequency Distribution and normal data of the environmental dimension of responsibility in the book "applied economics"

Dimensions and concepts related to the environmental dimension of responsibility	Frequency	%
Socially responsible behaviors	31	% 0.43
recycling	8	%0. 17
green consumption	19	%0. 31
Reducing the ecological footprint	28	%0. 42
Planting seedlings and trees	7	%0.14
Activities in environmental institutions	27	%0.39
Attention to the environment	37	%0.51
not harming the environment	31	%0.44
Total	188	-----

Table 6 – Frequency Distribution of normal data regarding the economic dimension of responsibility in the book "applied economics"

Dimensions and concepts related to the economic dimension of responsibility	Frequency	%
Sustainable Development	42	%0.53
Metamaterialism	12	%0.24
Attention to local products	38	%0.50
Fair distribution of goods	48	%0.64
Supporting domestic production	52	%0.68
Saving in the consumption of goods and services	55	%0.71
Fairness in exchange	45	%0.57
Total	293	----

As table 6 shows, the attention paid to the economic component of responsibility in the book of applied economics was as follows: 42 symbols in the dimension of sustainable development, 12 symbols in the dimension of metamaterialism, 39 symbols in the dimension of attention to local production, 48 symbols in the dimension of fair distribution of goods, 52 symbols in the dimension of support for domestic production, 55 symbols in the dimension of saving consumption of goods and services and 45 symbols in the dimension of fairness in exchange. Totally, 293 symbols related to the economic dimension of responsibility were identified in the applied economics book. The data analysis also indicated that saving in consumption of goods and services has the highest weight (0.71) and the component of the metamaterialism has the lowest weight (0.24).

Table 7 – Distribution Frequency of normal data regarding the social component of responsibility in the book "organization and management"

Dimensions and concepts related to the social dimension of responsibility	Frequency	%
Moral responsibility	47	%0.67
Humanitarianism	42	%0.58
Obey the rules	40	%0.55
Citizenship rights	33	%0.43
People's freedom	28	%0.39
social justice	39	%0.54
Responsibility towards others	44	%0.60
Total	173	-----

The results of table 7 show that the attention paid to the social component of responsibility in the organization and management book is as follows: 47 symbols in the component of moral responsibility, 42 symbols in the component of philanthropy, 40 symbols in the component of compliance with laws, 33 symbols in the component of civil rights, 28 symbols in the component of people's freedom, 39 symbols in the component of social justice and 44 symbols in the component of responsibility towards others. Totally, 273 symbols related to the social dimension of responsibility were identified in the book of organization and management. Also, the dimension of social responsibility has the highest weight (0.67) and the freedom of people has the lowest weight (0.39).

The results of table 8 also indicate that the attention to the environmental responsibility in the organization and management book are as follows: 33 symbols in the dimensions of socially responsible behavior, 24 symbols in the dimensions of waste recycling,

17 symbols in the dimensions of green consumption, 27 symbols in the dimensions of reducing the ecological footprint, 11 symbols in the dimensions of planting seedlings and trees , 19 symbols in the dimensions of activity in environmental institutions, 31 symbols in the dimensions of attention to the environment, 15 symbols in the dimensions of not harming the environment were extracted. Totally, 177 symbols related to the environmental dimension of responsibility were identified in the book of organization and management. According to the results, socially responsible behaviors have the highest weight (0.55) and planting seedlings and trees has the lowest weight (0.23).

Table 8 – Distribution Frequency and normal data regarding the environmental component of responsibility in the book "organization and management"

Dimensions and concepts related to the environmental dimension of responsibility	Frequency	%
Socially responsible behaviors	33	%0.55
recycling	24	%0.38
green consumption	17	%0.29
Reducing the ecological footprint	27	%0.41
Planting seedlings and trees	11	%0.23
Activities in environmental institutions	19	%0.32
Attention to the environment	31	%0.48
not harming the environment	15	%0.29
Total	177	----

As Table 9 shows, the attention paid to the economic component of the responsibility of the organization and management book are as follows: 35 symbols in the dimensions of sustainable development, 5 symbols in the dimensions of metamaterialism, 27 symbols in the dimensions of attention to local production, 25 symbols in the dimensions of fair distribution of goods, 32 symbols in the dimensions of support for domestic production, 37 symbols in the dimensions of saving in the consumption of goods and services and 29 symbols in the dimensions of the observance of justice in the exchange. Totally, 190 symbols are related to the economic dimension of responsibility in the book "economy of organization and management". According to this table, the dimension of saving in consumption of goods and services has the highest weight (0.58) and the component of metamaterialism has the lowest weight (0.11).

Table 9 – Frequency distribution of attention to the economic dimension of responsibility in the book " organization and management"

Dimensions and concepts related to the economical dimension of responsibility	Frequency	%
Sustainable Development	35	%0.51
Metamaterialism	5	%0.11
Attention to local products	27	%0.39
Fair distribution of goods	25	%0.37
Supporting domestic production	32	%0.48
Saving in the consumption of goods and services	37	%0.58
Fairness in exchange	19	%0.42
Total	190	----

In Table 10, the information load and the importance coefficient of political knowledge, applied economics, and organization and management books are compared in the social component of social responsibility. According to the results, the information load and the importance coefficient of the social dimension of social responsibility in "organization and management" book is more than that of " applied economics and teaching political knowledge" books, and also the information load and the importance coefficient of the social dimension of social responsibility in the book "teaching political knowledge" is more than the book "applied economics".

Table 10 – Load information and importance coefficient of the books "political knowledge, applied economics and organization and management" in terms of the social component of social responsibility

Social dimension of responsibility	Political knowledge education		Applied economics		Organization and management	
	Information load	importance coefficient	Information load	importance coefficient	Information load	importance coefficient
Moral responsibility	0.57	0.07	0.58	0.07	0.89	0.16
Humanitarianism	0.65	0.08	0.45	0.06	0.78	0.12
Obey the rules	0.74	0.10	0.69	0.08	0.75	0.11
Citizenship rights	0.57	0.07	0.50	0.07	0.64	0.09
People's freedom	0.79	0.12	0.71	0.09	0.61	0.08
social justice	0.70	0.09	0.79	0.11	0.73	0.11
Responsibility towards others	0.68	0.08	0.61	0.08	0.81	0.14
Total	0.470	0.61	0.433	0.56	0.521	0.81

Table 11 – Information load and importance coefficient of "political knowledge, applied economics and organization and management" books in terms of the environmental component of social responsibility

environmental dimension of responsibility	Political knowledge education		Applied economics		Organization and management	
	Information load	importance coefficient	Information load	importance coefficient	Information load	importance coefficient
Socially responsible behaviors	0.67	0.11	0.64	0.09	0.76	0.13
recycling	0.28	0.05	0.38	0.07	0.61	0.11
green consumption	0.51	0.08	0.52	0.08	0.49	0.07
Reducing the ecological footprint	0.54	0.09	0.64	0.10	0.63	0.09
Planting seedlings and trees	0.26	0.05	0.36	0.06	0.44	0.07
Activities in environmental institutions	0.72	0.12	0.63	0.09	0.52	0.08
Attention to the environment	0.60	0.09	0.74	0.12	0.71	0.12
not harming the environment	0.33	0.06	0.65	0.11	0.62	0.09
Total	0.391	0.65	0.456	0.72	0.478	0.76

In Table 11, the information load and the importance coefficient of the political knowledge, applied economics and organization and management books in the environmental component of responsibility are compared. According to the results, the information load and the importance coefficient of the environmental dimension of social responsibility in "organization and management" book is more than "applied economics and the education of political knowledge" books, and also the information load and the importance coefficient of the environmental dimension of social responsibility of the book "applied economics" is more than the book "political knowledge education". Table 12 also compares the information load and the importance coefficient of "teaching the political knowledge, applied economic and

organization and management education" books in the economic component of social responsibility. According to the results, the information load and the importance coefficient of the economic dimension of social responsibility in the book "applied economics" is more than the books "organization and management and the education of political knowledge", and also the information load and the importance coefficient of the economic dimension of social responsibility in the book "organization and management" is more than the book "education of political knowledge".

Table 12 – Information load and importance coefficient of "political knowledge, applied economics and organization and management" books in terms of the economic component of social responsibility

economic dimension of responsibility	Political knowledge education		Applied economics		Organization and management	
	Information load	importance coefficient	Information load	importance coefficient	Information load	importance coefficient
Sustainable Development	0.59	0.09	0.76	0.12	0.73	0.12
Metamaterialism	0.30	0.06	0.45	0.08	0.32	0.07
Attention to local products	0.42	0.07	0.73	0.11	0.60	0.09
Fair distribution of goods	0.63	0.10	0.87	0.16	0.59	0.08
Supporting domestic production	0.48	0.08	0.91	0.18	0.69	0.11
Saving in the consumption of goods and services	0.62	0.09	0.94	0.19	0.79	0.12
Fairness in exchange	0.56	0.08	0.79	0.13	0.65	0.11
Total	0.360	0.57	0.545	0.97	0.437	0.70

Table 13 also compares the values of the importance coefficient of social responsibility and its dimensions in books "political knowledge, applied economics, and organization and management". According to the results, social responsibility in the book "organization and management (with a coefficient of 2.27) is considered more than other books (teaching political knowledge and applied economics). Also, social responsibility in the "applied economics" book (with a coefficient of 2.25) was more than the "political science education" book (with a coefficient of 1.83). Totally, the results showed that in these books, the economic dimension of responsibility (with a coefficient of 2.24) has been given much more attention, while its social dimension (with a coefficient of 1.98) has been rarely considered.

Table. 13 – The importance coefficient of social responsibility and its dimensions in the books "political knowledge, applied economics and organization and management"

dimensions of social responsibility	importance coefficient			Total
	Political knowledge education	Applied economics	Organization and management	
Social dimension	0.61	0.56	0.81	1.98
Environmental dimension	0.65	0.72	0.76	2.13
Economic dimension	0.57	0.97	0.70	2.24
Total (social responsibility )	1.83	2.25	2.27	

## Discussion and conclusion

According to the results, the teaching-learning media, textbooks are of special importance and they facilitate the learning process and the direction and topic of learning are explained through them. In addition to having written messages and images, textbooks have goals that are determined by the planners and make it easier for students to achieve the educational goals. Therefore, if the elements and components of the textbooks are in line with the educational goals, they will be able to play their facilitating role (Noorian, 2017). In answering to the question that to what extent the social dimension of social responsibility has been considered in Austrian textbooks, it should be said that the social dimension of social responsibility shows a low level of attention compared to other components (economic and environmental components). Of course, the social category has been discussed in terms of concepts like moral responsibility, humanitarianism, compliance with laws, citizenship rights, freedom of individuals, social justice and responsibility towards others in the "political knowledge, applied economics, and organization and management" books. The environmental dimension of social responsibility, compared to other components (economic and social components) has been considered on an average level. In this regard, concepts such as socially responsible behaviors, recycling, green consumption, reducing the ecological footprint,



planting seedlings and trees, activities in environmental institutions, paying attention to the environment and not harming the environment have also been discussed. Results also show that the economic dimension of social responsibility is much more concerned than other components (economic and environmental components). Concepts such as sustainable development, metamaterialism, paying attention to local productions, fair distribution of goods, supporting domestic production, saving in the consumption of goods and services and observing justice in exchange have been proposed in this regard. Also, based on the general results of the research, in the book "organization and management", the concept of social responsibility was discussed more than other books, and in the book "educating the political knowledge", the least attention was paid to this issue. In addition, the economic dimension of responsibility is more concerned in the reviewed books, and the environmental and social dimensions of responsibility are less concerned, respectively. The results show that in Austria, economic related issues have a higher place, especially in its educational system, and economic issues have more importance than other fields. In this regard, it should be acknowledged that Austria was considered one of the poorest countries in Europe after World War II, but due to the high growth economy in recent decades, it has become one of the richest countries in the world. Having an advanced economic market, skilled workforce and high level of welfare, Austria is on the same level with successful EU countries, including Germany. The economy of this country consists of three sectors: The service sector (which is the largest sector), the industrial sector and the agricultural sector (small but advanced sector). Economic growth of Austria has also improved in recent years, and it has a low unemployment rate. In terms of wealth and based on GDP per capita, it is the twelfth richest country in the world. Accordingly, in the textbooks of Austrian schools and universities, economic topics have a special place, and its youth and teenagers become economic people during their socialization process. However, as the results of this research showed, the social dimension of social responsibility in high school textbooks of Austria, compared to the environmental and economic components, has been neglected. Therefore, it should be emphasized that the educational system of any country should have a comprehensive education. That is, in addition to transferring knowledge and preparing the students for different professions, make them responsible, committed and enlightened citizens in all aspects of life, especially social fields with a superior culture that are able to accept important social responsibilities. The education system should strengthen the students at the school level and encourage and convince them to accept the social role in the future. In fact, by taking advantage of the students and engaging them with social responsibilities. In fact, improving the students' sense of social responsibility is an essential duty for the educational system. It not only encourages the students to do their own work, but they are also encouraged to serve the society. They can be equipped with cognitive skills, initiative and self-discipline and take on the social responsibility in the future.

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