

Designing and Validation of Social Responsibility Model for Employees of Ministry of Education Case Study: Department of Education of Khuzestan Province

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Abstract

Purpose: The aim of this study was to provide a model for social responsibility in education staff.

Methodology: The present study was mixed in terms of implementation method (qualitative-quantitative) and applied in terms of research purpose. In the qualitative part of the research, the participants were 29 experts in the field of social sciences and management who were selected by purposive sampling. The research tool was semi-structured interviews and the data were analyzed at three levels of open, axial and selective coding. Professors' critique was used for data validity and agreement coefficient between coders was used for reliability (CVR = 0.86). In the quantitative part, the statistical population was the administrative staff of different departments of Khuzestan province (1350 people) that based on Krejcie and Morgan table, 384 of them was selected as a sample size by simple random sampling method. The research instrument was a researcher-made questionnaire based on qualitative findings and the reliability of the instrument was obtained by Cronbach's alpha test (0.84). Data analysis was performed using Spss19 and Amos24 software which included descriptive and inferential statistics (structural equations).

Findings: From the perspective of experts in ethical, economic, legal, strategic responsibility, transparency of presentation and accountability as the main components of social responsibility and the factors affecting it, including staff training, compliance with ethical charters, providing cheap services, organizational standards, financial and extra-financial support, facilitation Needs were commitment and attention to the growth of staff creativity and innovation. Among the components of social responsibility, accountability with coefficient of path (0.85), ethical component with (0.84) and legal component with (0.81) were more important, respectively. Staff training with path coefficient (0.67), commitment (0.63) and observance of social and moral values (0.59) were the most important factors on social responsibility.

Conclusion: Important elements of social responsibility are transparency, accountability, and greater commitment to ethical and legal norms, which improve employees' social responsibility by empowering and strengthening social values.

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1. Introduction

One of the important issues of organizations in recent decades has been the rapid growth of their activities in the field of social responsibility and the adoption of programs in this regard (Carroll, 2018). This indicates that organizations should be sensitive to the consequences and effects of their activities and carefully consider them and their effects on the environment, community and community members (Zulfiqar, et al, 2019). . In other words, social responsibility is no longer just a personal matter, but also includes the effects of individuals, groups, organizations and communities, and even responsibility for the future. For this reason, social responsibility first of all proposes the framework of moral governance, on the basis of which organizations take actions that improve the conditions of society and avoid activities that worsen the situation of society (Hasan Yeganeh & Bargar 2014).

The concept of social responsibility, like other social concepts, does not have a single definition and has different meanings according to the views of different individuals and organizations (Freeman & Husnaoui, 2011). The World Standards Organization describes social responsibility as a balanced approach to economic, social, and environmental issues in a way that benefits the interests of people, associations, and society (Silva & Cooray, 2014). Social responsibility means the responsibility of the organization to respond to the consequences of activities that affect society (Milton, et al, 2014). In other definitions, the scope of social responsibility is limited to legal obligation or responsibility, and for others, it means socially responsible behavior in accordance with ethical issues (Mattila, 2017). For others, it means being responsible. Many equate it with charitable donations and charitable donations, some see it as social awareness, and many who have eagerly embraced the concept see it as legitimacy and acceptance, as a kind of task assigned to impose higher standards of conduct on businesses and businessmen and industrialists rather than citizens (Iamandi, 2007). Others argue that social responsibility includes environmental dimensions (Mccarthy, Oliver & Song, 2017). Considering some of the mentioned definitions, it can be concluded that there is no clear definition of social responsibility, but social responsibility can be considered in all aspects of social life and beyond individual obligations. In other words, social responsibility is different obligations towards oneself, the group, the organization and the society (Zukauskas, Veinhardt & Andriukaitien, 2018).

Carol considers the most important dimension of social responsibility to be the economic dimension and believes that an organization should be productive in order to maintain itself and benefit the society. In fact, economic responsibility is to achieve good customer service and customer satisfaction and productivity by providing good quality services (Carroll, 2008). Moral responsibility is another dimension that Carol has introduced. This dimension is the society's expectations of the organization and is based on the organization to consider and respect the values and norms of society and is beyond the framework of written laws. Moral responsibilities include adherence to moral principles, doing the right thing, justice, fairness and respect for the rights of the people. Those who take on moral responsibilities prevent themselves and others from harming society (Jamali & Karam, 2018). Abdul Rashid introduces two dimensions, micro and macro, for social responsibility: in the micro dimension, organizations should be accountable to society, and in the macro dimension, which goes back to the government; it requires the government to formulate social goals and programs at the national level (Abdulrashid, 2005). Denison (2000) identifies the four constituent dimensions of social responsibility that can be generalized to government organizations, including social, environmental, ethical, and financial responsibility (Moshabaki & Shojaei, 2011).

Organizations pay attention to social responsibility with benefits at the macro and micro levels. At the macro level, many invisible and immeasurable costs are reduced by society and the general public, and at the micro level, organizations achieve greater productivity and reduce social and manpower costs (Lawande, 2019; Alsukkar, Hussein & Jalil, 2013). In addition, social responsibility as a precondition for organizations may make corruption impossible. On the other hand, the lack of attention and adherence of organizations and managers to the duty and social responsibility has caused many governments and even

organizations themselves to formulate or demand policies in the field of their responsibilities and obligations. If organizations do not pay attention to their goals and social responsibilities and are still in the process of outsourcing their operating costs, these problems will eventually take their toll. One of the most important of these problems is the occurrence of corruption in government organizations, which, like a cancerous tumor, takes root in its body and causes other problems (Lu & et al, 2019).

Despite the fundamental importance of social responsibility for all groups, organizations and citizens, studies on social responsibility in the country still lack research. Most research in the field of social responsibility has been concentrated in manufacturing organizations (industrial, service, and private), while educational organizations, especially the education system, which includes a large workforce, have been neglected. In addition, researchers focused more on the relationship between social responsibility and economic variables. In a study, Farzaneh & et al (2020) identified and ranked the factors affecting social responsibility in government organizations and employees, external factors of the organization and financial factors were important, respectively. Ardalan & et al (2015) in a study concluded that responsibility has a significant relationship with organizational commitment of employees. Soltani, Nejat & Jafari (2016) also concluded in a study that organizational social responsibility has a significant effect on organizational culture and emotional commitment of employees. Other studies such as Akbari & et al (2020) the relationship between social responsibility and organizational citizenship behaviors; Jokar, Hosseinchari & Mehpour (2015) have studied the relationship between different identity styles and social responsibility of employees. Contreras-Poacheco, Talero-Samiento & Camacho-Pinto (2019) in a study concluded that social responsibility of employees has a significant relationship with their organizational identity. Eteokleous, Leonidou & Katsikeas (2016) concluded in a study that employees' social responsibility is related to compliance with organizational rules, ethical commitment and external environmental influences. In Hsu (2018) research, receiving social responsibility requires committed human resources. Anthony & Hong (2014) found that social responsibility is directly and indirectly related to employees' emotional commitment through organizational culture. Martinez & Bosque (2013) found in the study that loyalty is indirectly affected by social responsibility. Employees' social responsibility also affects customer trust and customer satisfaction. Hardt (2009) in a study concluded that social responsibility affects organizational commitment and can predict organizational commitment.

Many analysts believe that one of the main causes of the country's problems in the field of administration - productivity of educational issues in economic, cultural and social dimensions is the lack of accountability of employees. In such a way that people in different positions are not very sensitive to their social and even legal and professional responsibilities, and this leads to a waste of national resources (Khanifar & et al, 2018). In an organization such as education that deals with a huge human resource of employees, social responsibility is vital and guarantees the survival of this organization. Administrative staff, as liaison forces between teachers and superiors, plays an important role in social responsibility. With their responsibility, they can pave the way for the development of human capital and increase interpersonal trust. On the other hand, social responsibility can lead to the belief that everyone is sensitive to their duties and will perform them, so this confidence can increase trust and thus reduce many economic costs, including visits, monitoring and reduce other costs of evaluation and monitoring systems. In addition, having a responsible spirit among staff and teachers can serve as a practical model for students.

Khuzestan province, as one of the most talented provinces in the country at all levels of development, still does not have a suitable development position. Education in this province is faced with many problems and challenges such as multilingualism of students, widespread dispersion of villages, lack of local manpower, departure of elite educational forces from villages to other places and other problems that can be addressed in the light of social responsibility. Perhaps one of the best answers to many of these human and environmental challenges is social responsibility. In the shadow of responsibility, individual and institutional trust increases and a more appropriate environment can be hoped for. Given that there is still

little research related to the present topic, so the presentation of a model of social responsibility for education is an undeniable necessity and can not only reduce the existing research gap, but also increase the knowledge of the subject and the provincial administration from the research results for better planning and Strengthen the factors affecting the social responsibility of its employees. At the macro level, the Ministry of Education, in addition to national planning, can also have regional attention and act in accordance with the results of this research and complementary research in the field of promoting social responsibility in different regions of the country. Therefore, according to the explanations provided, the main purpose of this study is to provide a model of social responsibility for education staff in Khuzestan province.

2. Methodology

The present study was integrated (qualitative-quantitative) in terms of implementation method and applied research in terms of purpose and cross-sectional research in terms of time. Qualitative method and content analysis were used to identify the components of social responsibility. Participants in the study were 29 experts in the field of social sciences and management who met the following criteria: 1- At least in the field of social responsibility, they had related writings (articles and books); 2- They studied in social sciences, educational sciences and management and 3- they also wanted to discuss social responsibility and participate in interviews. Therefore, the sampling method was purposeful. Although there were 24 theoretical saturations up to the interview, several more interviews were conducted to be sure. The research tool was semi-structured interviews. Open, axial and selective coding was used to analyze the data. Criticism of professors was used for data validation and agreement coefficient between coders was used for reliability. 4 re-interviews were coded and the final coefficient of agreement was 0.86.

In the quantitative part of the research, out of all administrative staff of different departments of the province (1350), 384 people were selected as the sample size based on Krejcie and Morgan table by simple random sampling method. However, in order to prevent sample loss and the possibility of distortion of the questionnaire, 16 more questionnaires were distributed. Finally, out of 400 distributed questionnaires, 19 were distorted and 379 questionnaires were analyzed.

The research tool was a researcher-made questionnaire. This questionnaire was a qualitative finding in which the important components of social responsibility from the experts' point of view included 7 components (ethical responsibility, economic responsibility, altruistic responsibility, legal responsibility, strategic responsibility, transparency in service delivery and accountability) and 26 items and effective factors. Social responsibility also includes 9 factors (staff training, observance of ethical charters, provision of cheap services, amount of financial / non-financial support, observance of organizational rules and standards, observance of socio-ethical criteria and values, facilitation of needs, commitment and attention to growth and Learners' Creativity) and 53 items were designed based on the Likert scale as "strongly agree" (score 5) to "strongly disagree" (score 1). In the present study, in order to evaluate the validity of the questionnaire, the content validity type was used, which was used by consulting experienced professors whose opinions were considered critically, and Cronbach's alpha test was used for reliability (Table 4). Data analysis was performed using Spss19 and Amos24 software which included descriptive and inferential statistics.

3. Findings

In the statistical sample, 300 were male (0.78) and 85 (0.22) were female. In terms of age, 120 people (0.31) were under 30 years old, 180 people (0.47) were between 30 and 40 years old, 65 people (0.16) were between 40 and 50 years old and 20 people (0.6) they were more than 50 years old. 20 (0.6) had diplomas, 50 (0.12) had associate degrees, 260 (0.67) had bachelor's degrees and 55 (0.15) had master's and doctoral degrees. In terms of education, 70 (0.18) were primary, 230 (0.60) were secondary, 55

(0.14) were in technical and vocational centers and 30 (0.8) were in vocational schools. Table (1) presents the mean, standard deviation, Skewness and kurtosis of the scores of the research variables.

Table1. Descriptive indicators of research variables

Variable / component		Average	Standard deviation	Skewness	kurtosis
social responsibility	Moral responsibility	3/12	0/38	0/57	0/03
	Economic responsibility	3/56	0/05	0/14	0/97
	Altruistic responsibility	2/96	0/14	0/15	0/41
	legal responsibility	3/87	0/86	0/69	0/34
	Strategic responsibility	2/54	0/23	0/11	0/99
	Transparency in service delivery	2/17	0/18	0/27	0/89
	responsiveness	2/89	0/05	0/41	0/71
Factors affecting social responsibility	Staff training	3/49	0/48	0/57	0/96
	Observance of ethical charters	3/56	0/99	0/21	0/64
	Provide cheap services	2/64	0/65	0/29	0/46
	Amount of financial / non-financial support	2/47	0/48	0/22	0/64
	Observance of organizational rules and standards	4/29	0/85	0/41	0/85
	Observance of socio-ethical criteria and values	3/68	0/47	0/78	0/46
	Facilitate needs	2/61	0/13	0/57	0/77
	Commitment and responsibility	3/18	0/79	0/54	0/52
Paying attention to the growth and creativity of learners	2/34	0/69	0/62	0/15	

The findings of Table (1) show that in the dimension of social responsibility, the component of economic responsibility (3.56) has the highest average and the component of transparency in service provision (2.17) has the lowest average. In the factors affecting social responsibility, the component of observance of organizational rules and standards (4.29) has the highest average and the component of attention to growth and creativity of learners (2.34) have the lowest average. Table 2 shows the correlation coefficients of the factors affecting social responsibility.

Table2. Correlation matrix of factors affecting social responsibility

Variables	1	2	3	4	5	6	7	8	9	10
1- Social responsibility	1									
2- Staff training	**0/66	1								
3- Observance of ethical charters	**0/38	**0/23	1							
4- Providing cheap services	**0/35	0/12	**0/41	1						
5- The amount of financial / non-financial support	**0/39	0/08	*0/20	**0/56	1					
6- Observance of organizational rules and standards	**0/44	**0/47	**0/59	**0/44	0/08	1				
7- Observance of socio-moral criteria and values	**0/61	**0/33	**0/63	*0/24	0/09	**0/34	1			
8- Facilitating needs	**0/36	0/09	0/05	0/01	**0/55	**0/48	0/07	1		
9- Commitment and responsibility	**0/64	**0/51	**0/32	0/06	*0/26	**0/68	**0/58	**0/41	1	
10- Paying attention to the growth and creativity of learners	**0/48	*0/21	0/07	0/04	0/05	**0/61	**0/33	0/04	*0/23	1

** Significance at the error level of 0.01 * Significance at the error level of 0.05

The results of Table (2) show that between social responsibility and staff training (0.66), observance of ethical charters (0.38), provision of cheap services (0.35), amount of financial / non-financial support (0.39), observance Organizational rules and standards (0.44), observance of socio-ethical criteria and values (0.61), facilitation of needs (0.36), commitment and responsibility (0.64) and attention to the growth and creativity of learners (48 / 0) There is a positive and significant relationship at 99% confidence level ($P < 0.01$), among which the variables of staff training (0.66) and commitment and responsibility (0.64) have the highest correlation with social responsibility.

Table3. Results of checking the normality of variables

Variables	Shapiro-Wilkes	Sig	Condition
Moral responsibility	0/991	0/475	It is normal
Economic responsibility	0/993	0/66	It is normal
Altruistic responsibility	0/994	0/755	It is normal
legal responsibility	0/992	0/555	It is normal
Strategic responsibility	0/996	0/935	It is normal
Transparency in service delivery	0/989	0/240	It is normal
responsiveness	0/993	0/659	It is normal
Staff training	0/986	0/137	It is normal
Observance of ethical charters	0/988	0/239	It is normal
Provide cheap services	0/991	0/457	It is normal
Amount of financial / non-financial support	0/992	0/515	It is normal
Observance of organizational rules and standards	0/99	0/364	It is normal
Observance of socio-ethical criteria and values	0/993	0/623	It is normal
Facilitate needs	0/985	0/107	It is normal
Commitment and responsibility	0/986	0/143	It is normal
Paying attention to the growth and creativity of learners	0/992	0/559	It is normal

As the findings in Table (3) show, the significance level of Shapiro test in all variables is more than 0.05. Therefore, the null hypothesis is accepted and it can be said that the distribution of research variables is normal, so then the structural equation modeling method is used to fit the conceptual model. In the present study, structural equation modeling, which is a multivariate correlation method, has been used to fit the research model. The factor validity of the questionnaire was performed with the help of confirmatory factor analysis and using Amos software.

Validation factor analysis (CFA) was used to evaluate the validity and reliability of measurement models. For this purpose, the factor load of each indicator (item) on each structure was estimated and analyzed using its significance level. Also, for each structure, two indices of mean variance (AVE) and combined reliability (CR) were calculated to measure the validity (reliability) and reliability (reliability) of the structures, respectively. The results of confirmatory factor analysis and the validity and reliability indices of the measurement models are given in Table (4).

Table4. Factor loads and indicators of construct validity and reliability

Variable / component	Factor load	Significance level	Cronbach's alpha	Composite reliability (CR)	AVE
social responsibility	-	-	0.833	0.823	0.837
Moral responsibility	0.84	0/001 < P			
Economic responsibility	0.72	0/001 < P			
Altruistic responsibility	0.76	0/001 < P			
legal responsibility	0.81	0/001 < P			
Strategic responsibility	0.80	0/001 < P			
Transparency in service delivery	0.78	0/001 < P			
responsiveness	0.85	0/001 < P			
Staff training	-	-	0.609	0.824	0.785

x1	0.75	0/001< P			
x2	0.78	0/001< P			
x3	0.81	0/001< P			
Observance of ethical charters	-	-	0.604	0.820	0.904
x4	0.79	0/001< P			
x5	0.74	0/001< P			
x6	0.80	0/001< P			
Provide cheap services	-	-	0.649	0.881	0.829
x7	0.82	0/001< P			
x8	0.83	0/001< P			
x9	0.76	0/001< P			
x10	0.81	0/001< P			
Amount of financial / non-financial support	-	-	0.572	0.870	0.888
x11	0.77	0/001< P			
x12	0.74	0/001< P			
x13	0.79	0/001< P			
x14	0.73	0/001< P			
x15	0.75	0/001< P			
Observance of organizational rules and standards	-	-	0.555	0.833	0.812
x16	0.76	0/001< P			
x17	0.74	0/001< P			
x18	0.76	0/001< P			
x19	0.72	0/001< P			
Observance of socio-ethical criteria and values	-	-	0.629	0.871	0.840
x20	0.78	0/001< P			
x21	0.81	0/001< P			
x22	0.75	0/001< P			
x23	0.83	0/001< P			
Facilitate needs	-	-	0.610	0.862	0.816
x24	0.78	0/001< P			
x25	0.72	0/001< P			
x26	0.82	0/001< P			
x27	0.80	0/001< P			
Commitment and responsibility	-	-	0.609	0.823	0.788
x28	0.80	0/001< P			
x29	0.78	0/001< P			
x30	0.76	0/001< P			
Paying attention to the growth and creativity of learners	-	-	0.656	0.884	0.902
x31	0.74	0/001< P			
x32	0.79	0/001< P			
x33	0.76	0/001< P			
x34	0.80	0/001< P			

The results of Table (4) show that the selected components for measuring the model structures have the necessary accuracy because the standardized factor load is all more than 0.7 and significant ($p < 0.01$). The value of the mean index of variance (AVE) for all structures is more than 0.5 and the composite reliability index is more than 0.6. Cronbach's alpha value of all structures is more than 0.7, so each of the model constructs has a convergent validity and a good composite reliability for measuring research variables. Figure (1) shows the fitted structural model.

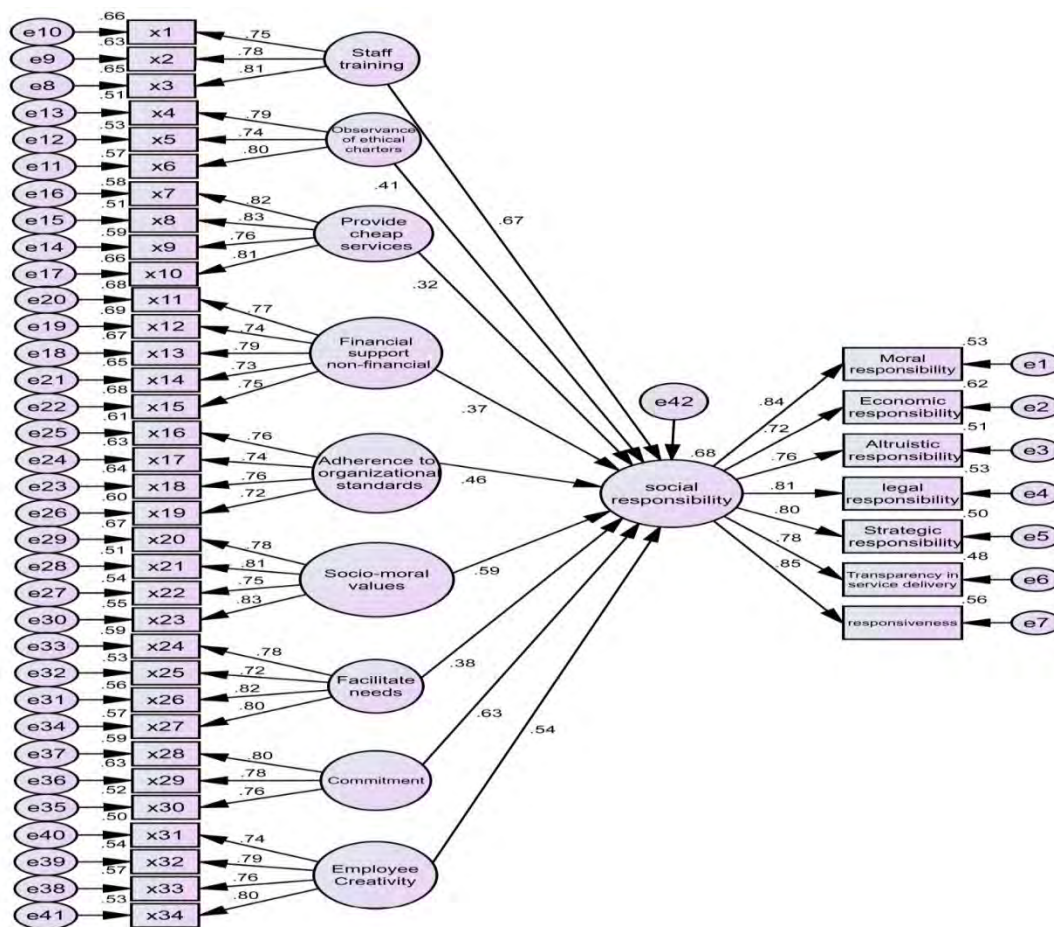


Figure 1. Fitted structural model of social responsibility of education staff

The structural model (Figure 1) shows that the value of the coefficient of determination (R²) of social responsibility is equal to 0.68, ie 68% of the variance of social responsibility is explained by independent variables. Table (5) also shows the suitability indicators of the model.

Table 5. Research model fit indicators

Fitness indicators	χ^2/df	RMSEA	CFI	TLI	IFI	GFI	AGFI
	1/15	0/033	0/936	0/928	0/939	0/957	0/961
Acceptable amount	Below 3	0/08 <	0/9 >	0/9 >	0/9 >	0/9 >	0/8 >

The fit indices in Table (5) show that all the fit indices of the model are at the desired level; therefore, the structural model of the research is approved.

4. Discussion

Perhaps it can be said explicitly that in our country today, one of the human challenges in the professional and administrative field is the lack of proper responsibility of employees, In such a way that the employees of different organizations do not have a high sense of social responsibility for their professional duties. Due to this importance, the present study was conducted to design a model of social responsibility for education staff in Khuzestan.

Findings showed the components of social responsibility in terms of importance, accountability with path coefficient (0.85), ethical component with (0.84), legal component with (0.81), strategic responsibility (0.80), transparency in service delivery (0.78), altruistic responsibility (0.76) and economic responsibility (0.72) were more important, respectively. Also factors affecting social responsibility, staff

training (0.63), commitment (0.63), Observance of social and moral values (0.59), Attention to creativity and innovation of employees (0.54), Organizational rules (0.46), Observance of ethical charters (0.41), Facilitation of needs (0.38), Support Were financial and extra-financial (0.37) and providing cheap services to employees (0.32). Finally, the variance of social responsibility can be predicted by 9 factors ($R^2 = 0.69$). The present findings are consistent with some of the results of the following studies; Farzaneh, et al (2017) found that external factors of the organization, management and financial factors of the organization affect social responsibility; Ardalan, et al (2015) found that responsibility is significantly related to organizational commitment of employees; Soltani, et al (2015) concluded that social responsibility has a significant relationship with employee commitment; Contreras-Pacico, et al (2019) found that employees' social responsibility has a significant relationship with their ethical and organizational identity; Itoclius, et al (2016) concluded that social responsibility of employees is related to compliance with organizational rules, ethical commitment and external environmental influences, and Anthony and Hong (2014) also found that social responsibility with organizational culture (compliance with organizational ethics) with employee commitment is predictable.

Explaining the results, we can say that social responsibility is one of the most fundamental elements of social life that connects the trust of individuals and groups in each other and facilitates work and affairs. In other words, being responsible for oneself and others provides the ground for getting things done quickly and at the lowest cost. In this regard, we can point to the views of two perspectives on social and economic capital. The economic perspective believes in maximum profit and considers only the function of social responsibility to be profitability. In this regard, Freeman (1962) believed that there is only one social responsibility for institutions, which is the use of available resources and their use in planned activities to increase profits (Azizi, 2016). Or, more broadly, the scope of profits extends to more groups and stakeholders, and corporate executives must make decisions that balance the rights of shareholders, employees, and customers of suppliers of goods and services and the general public. In general, the economic view of social responsibility can be summed up only in economic benefit. But social capitalists emphasize the social nature of relationships and trade-offs (Field, 2014). Coleman believed that in places and organizations where social capital (reciprocity, mutual trust, and cooperation) is higher, goals are more likely to succeed (Huang, Damean & Cairns, 2015). Therefore, social capital is like an umbrella that provides the ground for group cooperation and profit sharing for all of them. In fact, in the view of social capital, it forms the bond of groups through social trust. Trust provides the basis for people to trust each other and to perform their professional responsibilities and duties well. The intermediate link of social trust is the same capital that brings individuals and groups together and the fulfillment of responsibility by one person is complemented by the fulfillment of another by the same. According to Putnam, this capital also leads to economic prosperity. Therefore, it can be said that in the view of social capital, social responsibility is beyond economic benefit and includes a variety of social activities that may include performing duty without expectation, helping in charitable affairs, forming charitable groups, and so on. In an organization like education, social responsibility can also be explained from the perspective of social capital. First of all, it should be said that the education organization is not an economic organization; rather, it generates human capital. The social responsibility of these assets can be considered in two levels: in the first level, the social responsibility of employees forms a model for teachers and principals so that teachers and school principals see the responsibility of their superiors and are affected by it, and in another level Teachers also act as role models for their students, a process that can be normalized, and students, as the future makers of society, are sensitive to responsibility. Because the school is a mirror of society and social hierarchy within the framework of the education system, which operates in a constantly changing social environment and directly or indirectly affects society (Augustinien, Jociene & Minkute-Henrikson, 2015).

The results of the present study were the result of a case study and in this regard, the results of the study should be viewed with caution. Another limitation of the study was the study of administrative staff

only and did not include teachers and school principals. Because the field evidence showed that office workers who are at a higher level in terms of organizational hierarchy do not pay as much attention to their assigned tasks, the views studied were limited to office workers. Another limitation is the lack of similar models of other social responsibility in the field of educational organizations to compare the results. The results showed that the first important factor on social responsibility was staff training. Therefore, it is suggested that empowerment and skills training courses be considered for the client and client so that employees are more sensitive. It is suggested that an ethical code be installed in various education departments so that staff pay attention to it. Solving teachers' livelihood problems can fundamentally reduce teachers' challenges to some extent, resulting in greater responsibility for them. Another suggestion is to pay serious attention to the culture of effort in organizations so that through the employee evaluation system, responsible people can be identified from irresponsible people and the necessary measures can be taken.

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