

KNOWLEDGE, ATTITUDES, AND PRACTICES REGARDING CORPORATE SOCIAL RESPONSIBILITY IN SELECTED PRIVATE HIGHER EDUCATION INSTITUTIONS IN REGION IVA, PHILIPPINES

Gerby R. Muya and Beverly M. Luansing

ABSTRACT

Corporate Social Responsibility (CSR) has become one of the important yardsticks of business success. Thus, organizations continuously strive for the effective and creative implementation of their CSR activities. In the academic context, CSR takes the form of community service or community extension. This study examined the state of CSR in private higher education institutions (HEI) in Region IVA (Calabarzon), Philippines. Specifically, it sought to: 1) describe the profile of HEI constituents involved in CSR, including students, alumni, faculty members, administrative personnel, and administrators in Region IVA HEIs, with respect to their gender and school of origin; 2) determine their understanding of CSR; 3) ascertain their perception of and attitudes toward CSR; and 4) find out the difference in their attitudes towards CSR based on profile variables. The researchers used one-shot survey among 1,991 respondents from four private universities, namely, Lyceum of the Philippines University (LPU) - Laguna, LPU-Cavite, LPU-Batangas and Manuel S. Enverga University Foundation (MSEUF). Results revealed that majority of the respondents lacked awareness and knowledge on CSR. The administrators, on the other hand, had no knowledge of CSR 1.0 but were knowledgeable of CSR 2.0. Results further showed that respondents were willing to be involved in CSR activities, as evidenced by their favorable attitudes toward CSR. The study concludes that there was significant difference in the attitudes towards CSR among respondents of different provinces. The respondents of Cavite and Laguna had more favorable attitudes towards CSR compared to those from Quezon and Batangas.

Keywords: Corporate Social Responsibility, Region IV, Community Service, Knowledge, Attitude

INTRODUCTION

Every corporation faces the challenge of meeting the needs of the present without sacrificing that of the future. It must take responsibility for the impact of its operations on the society and the natural environment. No communities, human lives, and flora and fauna must be endangered or sacrificed to achieve corporate

goals; on the other hand they must be sustained and improved.

Sustainability is one of the best principles that corporations have to apply in how they conduct business. This entails the continuous and voluntary involvement of the members of an organization in the activities related to social and environmental concerns in their interaction with stakeholders (Marrewijk, 2005; Marrewijk & Werre, 2003).

A corporation can no longer operate in isolation from those sections of society affected by its action. The idea is that corporations have an implicit obligation to the communities from which they draw both talent and resources (D'Amato, Henderson, & Florence, 2009). Thus, corporate social responsibility (CSR) has become a buzzword among corporations in responding to such obligation. CSR is often defined as the voluntary efforts of businesses to go beyond the minimum legal requirements and involve a larger range of stakeholders. It means constructing framework and policies that improve both the organization and the larger society. It helps preserve organizational, environmental, and cultural objectives and resources (Lindgreen & Swaen, 2010).

In the Philippines, the Corporate Social Responsibility Act mandates corporations, local or domestic, to take responsibilities for the impact of all aspects of their business operations on their customers and other stakeholders, communities, and the natural environment. Private higher education institutions as corporations are not exempted from taking this responsibility and from taking their CSR seriously. In most private universities, CSR takes the form of community extension.

The Commission on Higher Education (CHED) which governs the Philippine HEIs mandates the latter to perform the trifocal function of instruction, research, and community extension. In CHED's strategic plan to rationalize HEIs and programs, it is clearly stipulated that CHED will support the conduct of relevant and responsive research, development, and extension; thus, HEI programs must be aligned with national goals. The premium CHED puts on extension is shown in its efforts to rationalize HEIs and projects through its Relevant and Responsive Research, Development and Extension (RDE) program. Under this program, CHED supports HEIs in their RDE initiatives that are aimed at generating, adapting, and transferring

or applying new knowledge and technologies for improving productivity and livelihood, promoting peace, empowering women, protecting the environment, reducing disaster devastation, and alleviating poverty.

With their number increasing, corporations worldwide have implemented a variety of CSR programs that address the demand and expectations of their customer and investors, as well as the public. In many cases, CSR arises from societal, environmental, and financial pressure.

Earning profits is not enough nowadays. Corporations give importance on what people need and anticipate, especially the quality of the products and services. As competition becomes more intense in every area of the business, corporations are trying to create more factors that would make them distinct from and ahead of

their rivals. Community involvement has been a good strategy that brings the business closer to the public and likely translates into profit.

CSR is still relatively a new corporate function that continues to evolve and progress. The concept of CSR is still loosely defined and its application varies. It deals not only with human-centered factors like labor and human rights, but also refers to matters that are affected by human activities such as the environment, natural resources, and consumer protection. The effectiveness of CSR initiatives in a business organization depends to a large extent on employees' understanding and commitment to CSR (Zheng, 2011). Likewise, businesses organizations' involvement in CSR activities positively influences employees' attitudes toward the organization resulting in better job satisfaction and commitment, and ultimately, in better organizational productivity.

Most studies on CSR focused on non-academic organizations. However, private higher education institutions as business operations also have to fulfill CSR as a valuable and necessary strategy to the competitive business environment of today. This study was thus conducted to find out how stakeholders of an academic community understand and practice CSR. In private higher education institutions, CSR is referred to as community extension or community service.

Objectives of the study

In general, this study sought to describe the knowledge, attitudes, and practices regarding Corporate Social Responsibility of the constituents of selected private colleges and universities in Region IVA (Calabarzon).

Specifically, it aimed to: 1) describe the profile of the constituents in terms of gender and employment categories; 2) determine their knowledge of CSR; 3) ascertain their perception of CSR; 4) determine their attitudes toward CSR; and 5) find out the difference in their attitudes towards CSR based on profile variables.

LITERATURE REVIEW

The ways organizations perform influence not only their own members but also other individuals who serve as their partners, clients, or indirect stakeholders. Therefore, an organization should be accountable for its operations or activities in a community. While profitability is a critical target for most commercial organizations, concern for the employees' welfare and for the social and physical environments where organizations operate is equally important. This is where CSR comes in.

Bowen (1953, as cited by Lii, Wu, & Ding, 2013) defined CSR as "the responsibility of businessmen to pursue those politics, to make those decisions or actions which are aligned with the objectives and values of society." CSR is now getting a growing interest among companies as the society today expects businesses to act responsibly in their operations and activities. The impact of business operations on the society, and particularly on the environment, is

undeniable. Hence, the society expects businesses to act responsibly to ensure sustainable development (Rosnan, Saihani, & Yusof, 2013a).

One of the most complex and controversial issues in both the academe and the industry, CSR practice has yet to acquire more concrete meaning and contents (Taneja, Taneja, & Gupta, 2011). One of the advocacies of CSR is to ensure that the responsibilities of businesses go beyond profit. Carroll & Buchholtz (2014) suggested that businesses have to fulfill economic, legal, ethical, and philanthropic responsibilities in order to address their entire obligations to society. Therefore, CSR is a commitment to improve community well-being through discretionary business practices and contributions of corporate resources (Kotler & Lee, 2005). Fadun (2014) states that CSR must focus on ethical and moral issues that impact the corporate decision making and behavior as well. They claim that CSR is a concept that has to emphasize responsive and extended social contribution of businesses to the society.

In the advent of globalization, CSR in business operations has become more relevant than ever. As globalization poses new challenges and opportunities, businesses need not only be profitable and but also be responsive to their social, political, and environmental roles. The main purpose of CSR is to ensure that firms are accountable to stakeholders.

Epstein-Reeves (2012) identified reasons why companies embrace CSR. First is innovation. The more the companies get deeper into their CSR, the more they become innovative in the projects they implement. To make their projects more effective, companies also find ways to continuously develop other related projects for the improvement of the communities they serve. Second is cost saving. Companies nowadays are starting to engage in sustainability projects of CSR for them to be able to save cost. Third is brand differentiation. According to Reeves (2012), every company has its own identity, trademark, and branding as a strategy for its effective marketing, and most companies are using CSR as part of their branding. Fourth is long-term thinking. Epstein-Reeves (2012) further claimed that most company's goal is long term to ensure their future and sustainability. It is a shift from worrying about the next fiscal quarter's financial results to the impact business decisions today have on financial (and social) results ten years from now. Finally, the fifth is customer engagement. For the company to have an effective CSR, what they need, according to Epstein-Reeves (2012), is 100% customer engagement because there is no point of doing CSR if the people composing a business are not aware of what CSR is all about.

Impact of CSR on employees

Since employees are the primary stakeholders that directly contribute to the success of the company, understanding the reactions of employees to CSR can help answer the prolonged questions about the possible effects of CSR on firms as well as the employees. Godfrey and Merrill (2009) argued that at the level of the firm,

having a positive reputation for CSR lessens the impact of negative events, such as lawsuits and punitive regulatory actions on company stock prices. Taken together, these pieces of evidence converge on the notion that people form global judgments about the company based on its level of CSR, which, in turn, affects how people think, feel, and act toward the company.

CSR builds a positive effect that attracts the employee in joining the organization. It is one of the contributors in building a company's reputation and highlighting the good practice of the company or the ethical standard that gives employees favorable working conditions. Consequently, CSR gives the employees a sense of motivation that contributes to the improvement of the company and strengthens their commitment to their job. High level of CSR makes the employees feel the sense of ownership and helps improve their job performance. In short, CSR builds a good foundation between the company and employer, ensuring that their strong relationship contributes to the company's growth (Ali, Rehman, Ali, Yousaf, & Zia, 2010).

Zheng (2010) studied CSR using four dimensions (i.e., economic, legal ethical and discretionary responsibilities) and found that CSR has a significant effect on employees' work attitudes and behaviors. His study revealed that job satisfaction and organizational commitment mediate CSR perception and employees' behavior. Thus, Zheng highly recommended employee participation in CSR activities.

On the other hand, Bauman and Skitka (2012) state that perceived morality plays an important role in employee relationship and CSR becomes one source of information employees can use to gauge corporate morality. CSR activities may contribute positively to overall impressions of corporate morality, over and above what can be achieved through compliance with legal and ethical standards alone. They argue that employee perceptions of corporate morality can affect employee attitudes and behavior because corporate morality also addresses some basic psychological needs. CSR increases perceived corporate morality, which, in turn, can help satisfy employees' needs for security, self-esteem, belongingness, and a meaningful existence.

CSR actions are not only limited to a philanthropic activities (Porter & Kramer, 2002) and cover many extra-role corporate behaviors which target various stakeholder groups (Barnett, 2007). Since it enhances corporate image and reputation, CSR is an appropriate tool for marketing as well to prospective employees (Gond, El-Akremi, & Igalens, 2010). CSR actions influence employees' attitude and behavior only to the extent this stakeholder group perceives and evaluate them (Barnett, 2007).

CSR in higher education institutions

Colleges and universities all around the globe have already reconsidered their roles in the society and their relationships with their stakeholders and communities as the environment they engage in are rapidly changing brought about, among other things, by technological innovations. As they compete globally in their

offer of quality education, they are also driven to commit to responsible and sustainable community extension programs. In most private HEIs, community extension is also known as CSR. While the concept of CSR started in the industry,

private HEIs have adopted this “business-like” approach in order to remain robust in a highly competitive environment (Dahan & Senol, 2012a). As HEIs adopt CSR strategies, they also discover its worth in building corporate image, identity, and reputation—concepts that emerge valuable if HEIs are to remain robust amidst internationalization. It is not surprising, therefore, that HEIs have been implementing and managing sustainable CSR or extension programs to create an environment that has strong ties with stakeholders while sustaining strong competitive advantage.

Nowadays, most of the universities globally are actively engaged in community development projects that directly benefit their immediate communities and the larger society. In order to compete in the changing industry of education, they need to fulfill their mission as an agent of social transformation that reflects the value of commitment to CSR. Implementing CSR in a university is a powerful way in achieving its goal. This is not only beneficial to the institution but to the society as well (Dahan & Senol, 2012a).

In the UK, an initiative called Higher Education Partnership for Sustainability (HEPS) was implemented from 2000 to 2003 involving 18 universities and colleges. Funded by the UK Higher Education Funding Councils in England, Scotland, Wales, and Northern Ireland, HEPS was aimed at establishing a pioneering partnership group of HEIs leading the sustainable development agenda and inspiring and encouraging other sector to do likewise. The success of HEPS was evidenced with delivery of excellent education that boosts sustainable development because participating colleges and universities have developed green buildings, cut emissions, and improved the curriculum (Idowu, 2008).

In Turkey’s Higher Education Institution, private universities, in order to be ahead of their competitors, are giving CSR a high emphasis that is why they are into different strategies in sustaining their CSR programs (Atakan & Eker, 2007).

Singh (2016) likewise found that in most universities in India, CSR is done through interaction with community as part of students’ and teachers’ course work or voluntary co-curricular activity. However, Singh stated that funding is always an issue and only those initiatives that collaborated with other organizations have proved to be sustainable.

In a study of CSR programs of four private universities in the Philippines, Medallon (2014) found that community extension is integrated in the curriculum to hone and develop among their students the sense of volunteerism and responsibility. The study also shows mechanisms such as involvement of all students and staff in community/CSR activities, strong partnership with the community, establishment of community service department, and production of action researches, among others, have been institutionalized to ensure effective implementation of extension programs.

The impact of HEIs on students' knowledge of and concern for CSR cannot be discounted. As Idowu (2008) stated, educators in HEIs are in privileged position because they have the power to influence the thoughts, future actions, and behaviors of the next generation. Since students are being trained in the academe to serve as future leaders and managers in the industries, they share the responsibility of sustaining CSR for future generation.

Thus, this study aimed to determine understanding of not only students but also other stakeholders in selected universities regarding CSR. Rosnan, Saihani, & Yusof (2013) pointed that students may change their attitude towards CSR as they gain more knowledge on CSR during their study at the university. On the other hand, employee's attitudes toward CSR are found to have positive impact on employee engagement and perceive organizational support (Glavas & Kelly, 2014). It was also found that attitude towards CSR is positively correlated to employee engagement and perceived organizational support, organizational belongingness (Bashir, Hassan & Cheema, 2012) and long-term financial performance of the organization (Lin, Yang & Liou, 2009).

METHODOLOGY

Using the descriptive research design, the study used the survey method to determine the selected private HEI constituents' understanding of CSR, and describe their perception of and attitudes toward CSR. It used convenience sampling in selecting the respondents. Only those respondents available and willing at the time of survey were provided with questionnaire. A one-shot survey using a self-administered questionnaire was conducted among 1,991 respondents consisting of students, administrators, faculty members, and staff of four private universities in Region IVA, Philippines. Adapted from Benita and Catalino Yap Foundation but was modified for the purpose of this study, the instrument consists of three sections. The first section was about the profile of the respondents; the second on their knowledge and understanding of CSR; and the third on their perception and attitude towards CSR. Data were analyzed using frequency counts, percentage, means, and analysis of variance (ANOVA).

RESULTS AND DISCUSSION

Profile of the respondents

Out of 1,991 respondents, majority came from Batangas (32%) and Laguna (27.9%), while the least came from Quezon (16.2%). There were more female respondents (60.8%) compared to male (39.2%) (see Table 1). Most of them were students (89.8%) while a few were faculty members (4.3%), staff (3.7%), and administrators (1.5%). When the respondents are grouped according to age, majority of them fall under the age bracket of 15-19 years old, with the frequency of 1,452 or 72.9 percent (Table 1). This is expected because a big majority of the respondents were students (89.8%).

Table 1. Distribution of respondents according to region, gender, and age

Profile of respondents			
Region		Frequency	Percentage
Region	Cavite	457	23
	Laguna	555	27.9
	Batangas	656	32.9
	Quezon	323	16.2
Gender	Male	780	39.2
	Female	1211	60.8
Age	15-19	1452	72.9
	20-29	379	19
	30-39	75	3.8
	40-49	45	2.3
	50-59	22	1.1
	60 or more	5	0.3
	No response	13	0.7

N=1991

Knowledge and understanding of corporate social responsibility

Results on Table 2 show that majority (76.3%) of the student respondents had no idea about CSR. In contrast, most of the alumni, faculty members, administrative staff, and administrators were aware of CSR. This finding is consistent with that of Stanislavská, Kvasnička, & Kuralová (2014) who claimed that today's students and potential students have limited theoretical knowledge of CSR concepts and that their understanding of the concept is limited, and takes only sports and social events into consideration.

Table 2. Knowledge of CSR

	Response	Frequency	Percentage
Students	Yes	382	21.36
	No	1364	76.29
	No response	42	2.35
	Total	1788	100.00

Alumni	Yes	12	80.00
	No	3	20.00
	Total	15	100.00
Administrative staff	Yes	62	84.90
	No	11	15.10
	Total	73	100.00
Faculty member	Yes	64	74.40
	No	20	23.30
	No response	2	2.30
	Total	86	100.00
Administrator	Yes	29	100.00
	No	0	0.00
	Total	29	100.00

On the other hand, most administrators reported that they possessed knowledge of CSR 2.0. It is worth noting that out of 29 school administrators who participated in the study, only one had knowledge of CSR 1.0. In the evolution of CSR, CSR 1.0 refers to approaches that are marketing and public relations-oriented. Corporations used philanthropy as a tool to improve their firm's image. CSR 2.0, on the other hand, integrates concept of shared value, that is, corporations use a strategy that creates and protects value for both the company and the society.

Table 3. School administrator's knowledge of CSR

	Frequency	Percentage
Knowledge of CSR 2.0		
Yes	21	72.41
No	8	27.59
N=29		

As shown in Table 3, the respondents who had knowledge of CSR stated that it was an initiative to assess and take responsibility for the company's effects on

the environment and impact on social welfare (12.86%), while a significant number of respondents (109 or 5.47%) said it was a vehicle for companies to establish relationships with communities, channel philanthropic contribution, and manage their image.

Table 3. Respondents' understanding of CSR

Statement	Frequency	Percent age
It is an initiative to assess and take responsibility for the company's effects on the environment and impact on social welfare	256	12.86
It supports projects external to the normal business activities of a company that are not directed towards making a profit, have a strong developmental approach and utilize company resources to benefit non-profit organizations and communities	229	11.5
It is a vehicle for companies to establish relationships with communities, channel philanthropic contributions and manage their image.	109	5.47

As regards the objectives of CSR, 416 (20.9%) respondents perceived that CSR was directed at enhancing school's reputation and 259 (13.01%) responded that it was aimed at attracting investors (see Table 4). Very few respondents thought that CSR was also about increasing a school's revenues or income.

Table 4. Perceived objectives of CSR

Objectives of CSR	Frequency	Percentage
It is directed at enhancing school (organization) reputation.	416	20.89
It aims to attract investors.	259	13.01
It aims to improve public welfare	133	6.68
It aims to enhance community trust and support	119	5.98
It aims to increase the school's revenues or income	21	1.05

Awareness of and willingness to be involved in school CSR

Majority (61.8%) of the respondents are not aware of their respective schools' CSR activities (Table 6). The respondents who were aware of their schools' CSR stated that the most commonly conducted ones were community projects (422 or 21.20%). They also knew that there were arts and cultural activities (291 or 14.77%), adoption of charities/non-profit organizations (288 or 14.47%), educational projects (273 or 13.71%), sports (234 or 11.75%), and healthcare projects (168 or

8.44%) being done as part of CSR. A few respondents (1%) stated charitable donations are also being done.

Table 6. Respondents' awareness of their schools' CSR

Awareness on CSR	Frequency	Percentage
Yes	655	32.90
No	1231	61.83
No response	105	5.27
Total	1991	100.00

Table 7. Respondents' knowledge of the CSR activities being conducted by their schools

CSR activities	Frequency	Percentage
Community projects	422	21.20
Arts and cultural activities	294	14.77
Adoption of charities/ non-profit organizations	288	14.47
Educational projects	273	13.71
Sports	234	11.75
Healthcare	168	8.44
Charitable donations	21	1.05
Others	337	16.93

In terms of CSR stakeholders, results shown in Table 8 show that a big majority of the respondents (79.7%) perceived that government agencies were the main stakeholders of their school's CSR. A significant number of respondents (504 or 25.31%) thought that employees such as the non-teaching staff were the stakeholders.

Table 8. Stakeholders of school CSR

Stakeholders	Frequency	Percentage
Government agency	1587	79.71
Employees (Non-teaching staff)	504	25.31
Middle-level Administrators (Deans, <u>Asst</u> Deans, College Secretary Directors/Heads)	384	19.29
Top Administrators (Board of Trustees, President, Vice Presidents)	348	17.48
Students	319	16.02
Parents	257	12.91
Faculty members	146	7.33
Non-government organizations/special interest groups	103	5.17
Community	88	4.42
Media	23	1.16

As shown in Table 9, majority of the respondents (66.8%) believed that the school should do more projects. They also thought that there should be an orientation of CSR activities in school (Table 10). When asked if they were willing to attend orientation/seminar on CSR, a big majority of the respondents (74.4%) went for the affirmative (see Table 11). It must be noted that 532 respondents did not respond to this question. It could be that most of them were not aware of CSR or had limited understanding of what CSR is.

Table 9. Respondents' positive or negative response to their schools having more CSR projects

Response	Frequency	Percentage
Yes	1331	66.82
No	128	6.43
No response	532	26.71
Total	1991	99.95

Table 10. Respondents' positive or negative response to their schools having an orientation on CSR activities in school

Response	Frequency	Percentage
Yes	1613	81.01
No	180	9.04
No response	198	9.94
Total	1991	100.00

Table 11. Respondents' willingness to attend an orientation/seminar on CSR

Response	Frequency	Percentage
Yes	1481	74.38
No	223	11.20
No response	287	14.41
Total	1991	100.00

Moreover, 85.8 percent of the respondents were willing to be involved in CSR activities (see Table 12).

Table 12. Willingness to be involved in CSR activities

Response	Frequency	Percentage
Yes	1709	85.80
No	271	13.60
No response	11	0.60
Total	1991	100.00

Table 13 shows that the CSR activities most preferred by the respondents to be engaged in were the following: arts and cultural activities, which was the choice of 43 percent of them; community projects, 43 percent; employee welfare, 41 percent; and educational projects, 40 percent. Only a few of the respondents (1.4 percent) would like to be involved in environmental projects.

Table 13. Activities respondents would like to be involved in

Activities	Frequency	Percentage
Arts and cultural activities	850	42.69
Community projects	847	42.54
Employee welfare	816	40.98
Educational projects	799	40.13
Charitable donations	726	36.46
Sports	650	32.65
Adoption of charities/ non-profit organizations	582	29.23
School volunteering	450	22.60
Healthcare	395	19.84
Employee training and development	256	12.86
Environmental projects	28	1.41
Others	1292	64.89

Perception and Attitude on Corporate Social Responsibility

The three topmost parameters that schools should consider in conducting CSR activities, as perceived by the respondents, were environment (58.5%), quality of products and services (56.9%), and business ethics (55.2%).

Table 14. Parameters that should be part of CSR

Parameters	Frequency	Percentage
Environment	1165	58.51
Quality of products & services	1134	56.96
Business ethics	1099	55.20
Accountability & disclosure	866	43.50
Charitable contributions	852	42.79

Profitability	834	41.89
Compliance with all laws and regulations	758	38.07
Non-discrimination/ Equal opportunity	708	35.56
Labor practices	697	35.01
Community involvement	693	34.81
Anti-corruption	689	34.61
Health & safety	578	29.03
Mission, visions & values	554	27.83
School governance	518	26.02

Likewise, the respondents stated that schools have to pursue CSR for three major reasons: 1) enhance community trust and support (55%); 2) promote long-term sustainability (45.2%); and 3) attract best students and highly qualified teachers (44.2%).

Table 15. Perception on the function of school CSR

School have to pursue CSR to....	Frequency	Percentage
Enhance community trust and support	1095	55.00
Promote long-term sustainability	900	45.20
Attract best students and highly qualified teachers	880	44.20
Enhance school's reputation	844	42.39
Sustain school's tradition	763	38.32
Recruit/Retain good employees	763	38.32
Promote transactions/partnerships with other institutions	714	35.86
Increase its revenues	537	26.97
Have a favorable media coverage	330	16.57
Avoid laws and regulation	294	14.77

Attitudes toward CSR

As indicated in Table 16, the respondents generally had favorable attitudes toward CSR. Majority of them thought that by treating employees fairly and ethically, schools could demonstrate their CSR (mean=4.09). In addition, respondents believed that good governance is a good indicator of effectiveness and success (mean=3.86); CSR is compatible with responsiveness (mean=3.84); allowing school employees to undertake volunteerism (volunteer work) through CSR may lead to cross-cultural and cross-regional/national knowledge transfer (mean=3.82); and services offered by the school through CSR would improve positively the quality of life of people (mean=3.80).

While respondents apparently had favorable attitude towards CSR, they, however, also agreed that impact assessment of CSR efforts was a waste of time (mean=3.74) and that CSR concept is difficult to understand (mean=3.51). Since this

study shows most students, who comprise the majority of the respondents, lack awareness on CSR, such result may attribute to their negative attitude towards the value of impact assessment in CSR undertaking and to their difficulty in understanding CSR.

Table 16. Mean rating on attitudes toward CSR

STATEMENT	Mean
1. By treating employees fairly and ethically, schools can demonstrate their corporate social responsibility.	4.02
2. Good governance is a good indicator of effective or successful CSR.	3.86
3. CSR is compatible with responsiveness.	3.84
4. Allowing school employees to undertake volunteerism (volunteer work) through CSR may lead to cross-cultural and cross-regional/national knowledge transfer.	3.82
5. Services offered by the school through CSR will improve positively the quality of life of people.	3.80
6. Schools, through CSR, can enhance wellbeing without damaging ecological and community life-support systems.	3.79
7. Sharing of best practices in CSR may lead to behavior change.	3.79
8. Transparency is a good principle in CSR.	3.77
9. In order to be part of the solution, schools have to pursue CSR directed at solving the community's social and environmental problems.	3.75
10. Impact assessment of CSR efforts is a waste of time.	3.74
11. Aiming social entrepreneurship towards addressing pressing needs of society can be one form of responsibility.	3.74
12. Getting feedback from stakeholders about CSR performance is a practical step for a school doing CSR.	3.74
13. Stakeholder consultation and soliciting their feedback are practical steps for successful CSR	3.71
14. Investing in social entrepreneurship is a worthwhile undertaking.	3.69
15. Social enterprise efforts are an exciting trend in CSR.	3.62
16. CSR concept is difficult to understand.	3.51

Meanwhile, analysis of data using ANOVA shows there was significant difference (p value=0.000) in the attitudes toward CSR among respondents from different regions. This suggests that location may have influence on attitudes of HEI constituents towards CSR.

Respondents from Cavite have significantly lower attitudinal mean in all CSR statements, suggesting that they have unfavorable attitude towards CSR. On the

other hand, respondents from Quezon had the highest attitudinal mean; however, it was not significantly higher than the attitudinal means of the respondents from Batangas and Laguna. Respondents from Quezon, Batangas, and Laguna had favorable attitudes toward CSR but those from Quezon had the most favorable attitudes toward CSR.

Results further show that female respondents had significantly higher mean attitudes than male respondents in statements 1 (i.e., “fair and ethical treatment of employees as CSR”), 3 (i.e., “compatibility of CSR with responsiveness”), 9 (i.e., schools as part of the solution to community’s social and environmental problems.), and 12 (i.e., getting feedback from stakeholders about CSR performance) This result suggests that female respondents have more favorable attitudes toward CSR, implying that gender may affect one’s predispositions toward CSR.

CONCLUSION AND RECOMMENDATION

A big majority of the respondents, most of whom were students, had no knowledge of CSR. Those who were knowledgeable stated that CSR was a company’s initiative to take responsibility over its effects on the environment and social welfare. The respondents believed that CSR was directed at enhancing school (organization) reputation. A significant number of respondents believed that CSR’s aim was to attract investors. Administrators, on the other hand, lacked knowledge of CSR. Moreover, respondents were unaware of the CSR activities of their respective schools. Those who were aware stated that their school mostly conducts community projects and arts and cultural activities. However, respondents expressed their willingness to support the CSR activities of the school. They believed that schools have to conduct CSR primarily to enhance community trust and support. Finally, most of the respondents had favorable attitude towards CSR. There was significant difference in the attitude towards CSR among respondents of the different provinces. Specifically, respondents from Cavite had significantly unfavorable attitude towards CSR in all the statements.

Based on the aforementioned results, this study concludes that CSR, while it has been being done by private HEIs, is apparently little understood by constituents, students, faculty, or administrators and that the constituents of private HEIs see CSR in a positive light, and this is where HEIs must start – harness this positivity.

The study recommends that schools may address lack of awareness and understanding among students and teachers on CSR through an institution-wide CSR awareness campaign, In-house or external training on CSR, integration of CSR concepts in community extension/community service programs of the institution, since students are more familiar with the latter, and identification of courses in which CSR may be integrated.

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