

# Corporate social responsibility of as the source of teachers' job satisfaction

## Abstract:

Teachers' work performance is frequently the only way how to differentiate among otherwise almost identical outputs of different universities. Thus, teachers' motivation plays a significant role in stipulating university teaching staff performance, where job satisfaction often plays a mediating role between teachers' needs and their ultimate work behaviour, including work performance. Unfortunately, scholarly literature gives little room to Corporate Social Responsibility (CSR) functioning as a motivation factor in relation to employees. Therefore, the purpose of this paper is to fill in this gap and to examine the link between CSR and job satisfaction (JS) of university teaching staff using regression analysis. Drawing upon Carroll's (2016) four-dimensional concept of CSR, the results of this paper indicate a significant positive causal relationship between the economic, ethical and philanthropic dimension of CSR and JS. However, a significant positive causal relationship between the legal CSR dimension and JS was not found.

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## Introduction

Corporate Social Responsibility (CSR) can be understood as all decisions of an organization that goes beyond its economic and technical interests. The most commonly used CSR concept (John et al, 2019; Zhang and Lim, 2019) is defined by Carroll (2016) who proposed a four-level CSR model that includes the economic, legal, ethical and discretionary (or philanthropic) CSR level (dimension). The organization's involvement in CSR activities can significantly strengthen employer-employee relationship and lead to Job Satisfaction (JS), Work Performance (WP) and employees' Organizational Commitment (OC), which in turn leads to voluntary employee Retention (R).

We can define a causal relationship between CSR (as a motivation factor) and employee behaviour (JS, WP, OC, R), where JS not only explains employee's interest in individual CSR aspects but also functions as a mediator between CSR (as a motivation factor) and other employee's behaviour desired by organization (WP, OC, R).

CSR → JS

CSR → WP

CSR → OC

CSR → R

CSR → JS → WP

CSR → JS → OC

CSR → JS → OC → R

The objective of this paper is to identify those CSR dimensions (economic, legal, ethical, and philanthropic) which play a significant role in university teaching staff JS. Hence this paper proposes the following hypotheses (H):

H1: The perceived CSR economic dimension by university teachers has a positive direct influence on their JS.

H2: The perceived CSR legal dimension by university teachers has a positive direct influence on their JS.

H3: The perceived CSR ethical dimension by university teachers has a positive direct influence on their JS.

H4: The perceived philanthropic dimension of CSR by university teachers has a positive direct influence on their job satisfaction.

## Materials and methods

### Questionnaire survey and respondents' sample

To analyse the relationship between perceived CSR by university teachers and their JS, the four-dimension/factor (altogether 19 items) CSR concept by Carroll (2016) and JS concept (altogether 11 items) based on Bauman and Skitka (2012) were used. Both concepts/constructs were adjusted for this research and included 30 items converted into questions/statements like e.g. "The institution, which I work for, has a remuneration system based on performance" (CSR, economic dimension) or "Employer-employee contractual obligations are always honoured by the institution I work for" (CSR, legal dimension) and for the JS construct, e.g. "I am satisfied with my immediate supervisor" or "I am satisfied with my promotion opportunities". Respondents were requested to answer these questions/statements by choosing an adequate level of their agreement on the 7-point Likert scale. Apart from questions on CSR and JS, respondents were asked to answer 6 questions on demographics, using the best fitting option from given alternatives.

Altogether 600 questionnaires were distributed to randomly selected university teacher at 26 public universities, 2 state universities, and 33 private universities in the Czech Republic during the months of October and November 2019. The response rate was 22%. The final sample consisted of 134 respondents (N = 134).

### Method of analysis

For the analysis, the IBM SPSS Statistics software was used. First, descriptive statistics were employed to investigate the demographic characteristics of the respondents. Second, Cronbach's alpha was used to investigate factors of internal consistency reliability. Third, factor analysis was applied to factor/dimension reductions. Fourth, regression analysis was used to identify relations between variables and to test hypotheses.

## Results

### Demographic characteristics of respondents

The sample consisted of 134 respondents in total, with males representing 32% (N=43) and females representing 68% (N=91). Based on the age, the respondents were segmented into the following 5 subgroups: 1. less than 35 years old - 8% (N=10), 2. between 35 and 45 years old - 25% (N=34), 3. between 45 and 55 years old - 30% (N=40), 4. between 55 and 65 years old - 17% (N=23) and 5. 65 and above - 20% (N=27). Out of the total (N=134), 45 respondents (34%) were single, 73 respondents were married (54%) and 16 respondents were divorced (12%). 65 respondents (49%) were financially dependent on their income from university teaching at a questioned institution (university), while the majority of respondents - 69 (51%) were not dependent on their current earnings from university teaching job (at a questioned institution).

### Reliability test

The factor analysis investigated the reliability of 5 factors (4 independent variables, 1 dependent variable), which is to say the economic dimension of CSR (independent variable), legal dimension of CSR (independent variable), ethical dimension of CSR (independent variable), philanthropic dimension of CSR (independent variable), and job satisfaction (dependent variable). Cronbach's alpha was used to investigate the internal consistency among the items of each variable. In social scientific research, Cronbach's alpha coefficient of 0.600 and higher is accepted as satisfactory (Kim et al, 2015), therefore Cronbach's alpha for the philanthropic dimension ( $\alpha = 0.674$ , 2 items) justifies the interpretation of the scores for the two aggregated items together and is satisfactory. All other remaining Cronbach's alpha coefficients are well above the minimum requirement, and are thus also satisfactory.

### Hypotheses test

H1 "Perceived CSR economic dimension by university teachers has a positive direct influence on their JS" has been confirmed ( $p < 0.01$ ).

H2 "The perceived CSR legal dimension by university teachers has a positive direct influence on their JS" has been rejected ( $p < 0.31$ ).

H3 "The perceived CSR ethical dimension by university teachers has a positive direct influence on their JS" has been confirmed ( $p < 0.01$ ).

H4 "The perceived CSR philanthropic dimension by university teachers has a positive direct influence on their JS" has been confirmed ( $p < 0.01$ ).

## Conclusion

This paper discussed the purpose of individual CSR dimensions as motivation factors in stipulating university teachers' job satisfaction. The results indicate that the employees' perceptions of ethical, economic, and philanthropic dimensions of CSR are positively related to their JS, and thus suggest that adding these CSR dimensions practices into human resources programmes is likely to overly improve employees' desirable behaviour or attitudes, such as WP, OC, and voluntary R. It is also vital to highlight that, from the CSR theory perspective, the causal relationship between CSR and job satisfaction is mutually influential, and hence positively affects all relations between organization and its stakeholders, which is in line with the holistic concept of organizations.

## References

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