UNIVERSIDADE Ð
COIMBRA

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THE IMPACT OF CORPORATE SOCIAL RESPONSIBILITY ON HIGHER EDUCATION INSTITUTION:
THE STUDENTS' PERCEPTIONS

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Faculty of Economics of Coimbra University

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To my mother, Lair Lessa *(in memorian)*

Acknowledgements

The impact of corporate social responsibility on higher education institutions

Abstract

The objective of this study is to analyze how higher education students perceive Corporate Social Responsibility, a topic that has been discussed in the area of management, becoming increasingly important for the creation of value in an organization. In this sense, this thesis presents four studies developed with the objective of examining the factors that impact students' perception of social responsibility and whose results demonstrate that higher education institutions need to invest in CSR to attract and retain their stakeholders. The first study was carried out through a bibliometric analysis addressing international scientific publications related to Corporate Social Responsibility and Student Perception in Higher Education Institutions, presenting a map of studies published on the Web of Science. It was possible to analyze the maps through the construction and visualization of bibliometric networks based on VOSviewer. The second study offers a valuable contribution to establish a reliable measure of Corporate Social Responsibility (CSR) in higher education, where 2 studies were proposed, the first to test a reliable measure of CSR in HEI and the second to test its predictability and impact on congruence, image and trust, using data collected from students from public and private universities in Brazil, whose results showed that satisfaction with CSR is relevant to attract customers' attention to CSR efforts and, together with congruence, is relevant to predict image and trust in HEIs. Subsequently, the third study contributed to understanding how students perceive social responsibility in HEIs, based on skepticism and congruence, and how it impacts higher education institutions (HEIs), namely, the credibility, reputation and employability of their students. In this sense, the results show that skepticism and congruence significantly influence students' perceptions of social responsibility and CSR has a significant influence on students' employability, reinforced by its impact on reputation and credibility, based on data collected from the students from public and private universities in two countries, Brazil and Portugal. Subsequently, the fourth study deals with how CSR affects students' well-being through organizational pride and employability. In addition, the investigation examines the quadratic relationship between CSR and well-being, and the mediating roles of organizational pride and employability are also examined. The results corroborate the proposed model and indicate that the students' perception of CSR is positively related to their well-being, organizational pride and employability. Data were collected through questionnaires applied to portuguese students and this study expands the literature by addressing the side of students' emotional reactions to the activities of their higher education institutions in CSR.

Keywords: Corporate social responsibility, higher education institution, bibliometric analysis, skepticism, congruence, student's satisfaction, corporate credibility and reputation, organizational pride, employability, well-being.

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Resumo

O objetivo deste estudo é analisar como os alunos do ensino superior percebem a Responsabilidade Social Corporativa, tema que vem sendo discutido na área de gestão, tornando-se cada vez mais importante para a criação de valor em uma organização. Nesse sentido, esta tese apresenta quatro estudos desenvolvidos com o objetivo de examinar os fatores que impactam a percepção dos alunos sobre responsabilidade social e cujos resultados demonstram que as instituições de ensino superior precisam investir em RSE para atrair e reter seus stakeholders. O primeiro estudo foi realizado através de uma análise bibliométrica abordando as publicações científicas internacionais relacionadas à Responsabilidade Social Corporativa e Percepção do Aluno em Instituições de Ensino Superior, apresentando um mapa de estudos publicados na Web of Science. Foi possível analisar os mapas através da construção e visualização de redes bibliométricas baseadas no VOSviewer. O segundo estudo oferece uma contribuição valiosa para estabelecer uma medida confiável de Responsabilidade Social Corporativa (RSC) no ensino superior, onde 2 estudos foram propostos, o primeiro para testar uma medida confiável de RSE em IES e o segundo para testar sua previsibilidade e impacto. sobre congruência, imagem e confiança, usando dados coletados de alunos de universidades públicas e privadas do Brasil, cujos resultados mostraram que a satisfação com a RSE é relevante para atrair a atenção dos clientes para os esforços de RSE e, juntamente com a congruência, é relevante para prever a imagem e a confiança nas IES. Posteriormente, o terceiro estudo contribuiu para compreender como os alunos percebem a responsabilidade social nas IES, com base no cepticismo e congruência, e como esta impacta as instituições de ensino superior (IES), nomeadamente, a credibilidade, reputação e empregabilidade dos seus alunos. Neste sentido, os resultados mostram que o cepticismo e a congruência influenciam significativamente as percepções dos alunos sobre a responsabilidade social e a RSE tem uma influência significativa na empregabilidade dos alunos, reforçada pelo seu impacto na reputação e credibilidade, com base em dados recolhidos junto dos alunos do público e privado universidades em dois países, Brasil e Portugal. Posteriormente, o quarto estudo trata de como a RSE afeta o bem-estar dos alunos por meio do orgulho organizacional e da empregabilidade. Além disso, a investigação examina a relação quadrática entre a RSE e o bem-estar, e os papéis mediadores do orgulho organizacional e da empregabilidade também são examinados. Os resultados corroboram o modelo proposto e indicam que a percepção dos alunos sobre RSE está positivamente relacionada ao seu bem-estar, orgulho organizacional e empregabilidade. Os dados foram coletados por meio de questionários aplicados a estudantes portugueses e este estudo alarga a literatura ao abordar o lado das reações emocionais dos estudantes às atividades das suas instituições de ensino superior em RSE.

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List of Abreviations

CONG   Congruence
CBRAND   Corporate Brand Credibility
CREP   Corporate Reputation
CSR   Corporate Social Responsibility
EMPLOY   Employability
HEI   Higher Education Institution
SKEP   Skepticism

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List of Acronyms

AVE   Average variance extracted

CFA   Confirmatory factor analysis

CFI   Comparative fit index

CMIN/DF Chi-square adjust the degree of freedom

CR   Composite reliability

H   Hypothesis

IFI   Incremental fit index,

P   P-value

RMSEA   Root mean square error of approximation

SD   Standard deviation

SEM   Structural equation model

SRW   Standardized Regression Weights

TLI   Tucker–Lewis index

WoS   Web of Science

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CHAPTER I - BACKGROUND

1.1 Introduction: Research Context

The purpose of this doctoral thesis is to analyse the perceptions of Corporate Social Responsibility in Higher Education Institutions. Higher Education Institutions, when promoting professional qualification with a focus on ethics, sustainable behavior, and visionary leadership, in the context of social responsibility, have a direct impact on student education (Galvão et al., 2019; Koçoğlu, 2018).

Corporate social responsibility is the relationship that the company has with its stakeholders in an ethical manner, respecting diversity and promoting the reduction of society's problems (Dahan and Senol, 2012). On the other hand, importantly CSR is directly associated with the enhancement of the company's brand, as it contributes to economic development and improves the quality of life of society in general (Youssef et al., 2018). The increase in competition in the education sector has been particularly observed in Higher Education in recent years, and the need to professionalize management makes it possible to assist in the competence of management processes, positively impacting its performance in society, thus, being socially responsible might be a successful corporate strategy (Su et al., 2014; Lin et al.,2011; Lohn, 2011). This study aims to contribute to help HEIs to design strategies for the implementation of CSR practices and measure the return of CSR initiatives through the perception of students. The ultimate goal is to make an important contribution so that corporate resources can be invested in social responsibility actions, to improve the institutional image and, consequently, the student expectations (Burcea and Marinescu, 2011; Madzík et al., 2018)

The essential purpose of the University is the production of knowledge, but its dissemination requires a reflection involving all its partners and actors (Reimão, 2001; Leich et al., 2018). HEI are competent to perform functions of social responsibility, as it is part of their values and specific mission to society. In recent years, there has been some consensus on the fundamental role of universities in terms of the impact of incorporating social responsibility into their teaching and research, as well as their corporate mission, vision, and strategy (Sanchéz et. al., 2013). Thus, the possibility of educating with social responsibility, as well as instituting their practices, through their students, is in the field of competence of HEIs. According to Shahmoradi et al. (2018) it is important to manage the educational needs of higher education so that the different challenges are identified. As in companies' application of social responsibility to the

context of higher education as important implications like the identification of the expectations of different groups of stakeholders, the creation of mechanisms for dialogue with these defined parties and the promotion of accountability in universities (Sanchéz et. al. 2013). Therefore, it is necessary to identify who are the real beneficiaries of the HEI's social responsibility actions, and who are responsible in this process, identifying their mission and how they interfere in society. Burcea and Marinescu (2011, p.207) see that "once higher education became a highly competitive 'mature industry' and a diversified sector, it was necessary for universities to reinvent themselves in response to new challenges and opportunities". The responsibility of the university is exacerbated large, since the training of professionals and citizens takes place, who will act in associations in the performance of a role that goes far beyond training, informing, and transforming". Thus, higher education is an important partner to reveal beneficial relationships between the university and society, confirmed by the thought of Edintaine (2012, p. 51): "studies are generally considered as a main mission of the University and other higher education institutions: teaching students for future challenges is an activity that leads to the formation of active creators of social progress".

The literature recognizes that companies are engaging in CSR, that represents an opportunity to distribute positive information to a diversity of stakeholders (Groza et al, 2011). "Many universities in the globe have also incorporated this corporate concept into their processes, systems, curricula, development programs, and even mission and visions." Asrar-ul-Haq et al. (2017, p.2353). In this context, the extent to which CSR can affect people's perception, and their attitudes and behavior may depend on the congruence between the social activities and practices of companies and the core of their businesses (Haski-Leventhal et al., 2017). The practices adopted by universities to increase social responsibility lead to a greater involvement of students, who become protagonists of new changes. Consequently, HEIs must know how to put CSR into practice in their activities, making their stakeholders incorporate CSR and sustainability into their strategic approach (Maignan et al., 2005).

The impact of sustainable practices on corporate performance leads to stakeholder satisfaction. Numerous authors have tried to define a relationship between sustainability and higher education, and it seems that there is still no consensus in this debate, and at the same time, new models of management education are suggested, and the literature has numerous gaps, especially on the antecedents of innovation in HEIs as market orientation and CSR orientation (Vaikunthavasan et al., 2019). According to Galvão et al. (2019), recent studies emphasize that the use of strategic social responsibility through continuous renewal will maximize social impact in universities, and these universities must be motivated to use social responsibility initiatives to achieve sustainability goals, involving society, government, and corporations (Asrar-ul-Haq et al., 2017). However, HEIs must have an alignment between their image and CSR communication (Paliwoda-Matiolanska et al., 2020), to ensure an adequate response. Universities must change their strategies and build a responsible approach in their management activities, in addition to of their teaching and research programs, add Sánchez-Hernández and Mainardes (2016). Recent history has

demonstrated the importance of HEI in its commitment to social policies, therefore increasing student involvement and confidence in the institution (Japutra et al, 2021). Therefore, institutions must commit themselves effectively for the benefit of all stakeholders and the overall society as well, adapting to new times.

Although social responsibility in HEIs is identified as an important instrument in management initiatives, it is important not to forget the other aspect, namely the student, whose satisfaction with the institution is essential to deepen all knowledge about the implementation of practices of social responsibility. The literature needs to be deepened to improve the understanding of students' perceptions and the credibility of CSR practices in HEIs, which can contribute to the expected positive results, since, in this context, "little attention has been paid in the literature to examine how credibility is influenced by CSR" (Zayyad et al., 2020, p. 3). Thus, CSR efforts are relevant to attracting students' attention and the consequent satisfaction with CSR maintains credibility and trust, generating overall well-being.

1.2 Research problem and questions

Despite the numerous approaches to social responsibility in HEIs, it is important to emphasize that many universities around the world have incorporated CSR into their development programs and are part of their strategies (Asrar-ul-Haq et al., 2017) and in this sense, empirical research is needed to better understand the effects and links between social responsibility and different organizational outcomes, such as satisfaction, reputation, employability, credibility, and well-being. Studying how managers can influence the perceptions of social responsibility of HEIs due to the congruence of personal values and values of the Institution (Li & Woodall, 2019), represents an opportunity for conducting responsible business. The literature points out that social responsibility influences, in a way, the functioning of universities, that's why Chan and Hasan, (2018) show that HEIs need to be inserted in social responsibility programs to gain more and more trust from their main stakeholders, which are the students.

Today, universities must change their strategies and build an increasingly responsible posture to improve their management activities. At the same time, as businesses become more complex, they depend on platforms to create best-practice social responsibility solutions to improve the prospects of their stakeholders. Thus, social responsibility is increasingly important for the creation of value for an organization and its differentiation in the market. Social Responsibility is seen as a way of conducting the business of organizations, so that it becomes a partner and co-responsible for social development (Mello and Mello, 2018) and reaffirms its commitment and obligations to its main stakeholders and society (Swaen et al., 2020). In this sense, it is necessary to understand how managers can use their resources to establish social responsibility actions that effectively commit to survival and adaptability to new times. Successful organizations today must use "their resources as a means to benefit society" (Rodriguez, 2013, p. 2362).

However, there is little investigation on how HEIs incorporate CSR practices in their current activities and on the students' perceptions of CSR in these institutions (Alonso - Almeida et al., 2015; Larrán et al., 2016). Most of the research tend to ignore one of the main stakeholders, the students, that are, perhaps, the main interested group (Haski-Leventhal et al., 2017). Therefore, integrative research is needed, to fill these gaps, through an intensive and extensive analysis of a vast set of international scientific publications in this area, with the aim of identifying new research opportunities (Grewal, 2016). Furthermore, there is a lack of empirical research on how stakeholders perceive CSR practices, providing opportunities to investigate CSR congruence (Fatma & Khan, 2020) and the emerging skepticism that may arise (Maia Neto, 2015). According to Larran et al. (2016) and González-Rodríguez (2013), there are few studies in relation to CSR practices in HEIs, and how students perceive these practices, and Olalla and Merino (2019) reinforce that this is a serious gap in the research. On the other hand, when we talk about student well-being during their academic experience research is limited, in particular as a result of the CSR initiatives, and the CSR engagement (Schmidt and Hansson, 2018).

Therefore, appropriate studies are needed to fill these gaps, and in this sense, we draw on signalling theory to investigate students' perceptions of CSR practices (Saxton et al., 2019), identifying their consequent attitudes and behaviours. It is important to note that there is no consensus between CSR models and measures (López-Miguens, 2018) and when companies implement social responsibility practices, they expect a positive return on reputation, as they greatly affect customer perceptions. In this sense, the signalling theory plays an important role in influencing the information passed on to its stakeholders and the way it is perceived (Harmadji et al., 2018). Thus, to fill these gaps, it is important to analyse the influence of congruence and skepticism on the perceptions of CSR of HEI students and to what extent these initiatives influence employability, corporate credibility, and corporate reputation. Finally, when CSR actions are implemented in HEIs and internalized in their students, their actions reflect directly on society through their former students (Dahan and Senol, 2012), however, university students face daily challenges and appropriate studies are needed to identify if CSR initiatives influence their well-being according to their life at university and to their expectations (Schmidt and Hansson, 2018). Thus, to fill the gaps, it is important to analyse whether CSR initiatives influence the well-being of HEI students through organizational pride and employability, as these practices will add long-term value to the institution (Asemah, 2013, p .199).

Consequently, the development of CSR practices makes the performance of companies improve and enhance their ability to manage their stakeholders (Madueno et al., 2016). In higher education it is no different. There is a need to adapt responsible education, but studies that assess the advantages and limitations of different strategies in this area are still lacking in the literature (Gatti et al 2019). Therefore, with this research, we intend to understand how social responsibility can contribute to the creation of a positive image and consequent perception of student satisfaction, through significant relationships that play a relevant mediating role in the process.

Thus, this thesis aims to explain some gaps in the organizational literature. The main objective is to understand the impacts of CSR practices in higher education, through the students' perceptions. First, the study analyses international scientific publications related to Corporate Social Responsibility and Student Perception in Higher Education Institutions, presenting a map of the studies published on the Web of Science. The study, through a bibliometric analysis, highlighted the most important items related to social responsibility, in addition to the most cited contents in the relevant literature. The second study is of great importance for understanding and interpreting the data used by experts in the field of CSR. The objective is to explore the impact of social responsibility on the perceptions of students in Higher Education Institutions (HEIs) where two studies were carried out to establish a reliable measure for Corporate Social Responsibility (CSR) in higher education and then to test its predictability and impact on congruence, image, and trust. The third one the purpose of the study is to understand how students perceive social responsibility in HEIs, based on skepticism and congruence, and how it impacts higher education institutions (HEIs), namely, their credibility, reputation, and the employability of their students. Finally, the last one it is about how CSR affects student well-being through organizational pride and employability. Furthermore, the investigation examines a quadratic relationship between CSR and well-being, and the mediating roles of organizational pride and employability are also examined.

Therefore, considering the need to explore the importance of the impact of social responsibility on the perception of students in higher education institutions, we found few empirical studies focusing on the analysis of these practices and we identified the possibility that universities could improve their commitment to the social responsibility, through bibliometric analysis. Also considering the possibility of exploring the effects of CSR on HEIs, testing, and comparing traditional CSR measures and adding a new measure, the satisfaction dimension with CSR, we highlight the importance of the predictive capacity of the new CSR measure on image and trust, through the congruence effects. To better understand how CSR initiatives influence student perceptions, we analyse the role of congruence and skepticism about CSR in HEIs and seek to identify the impact that CSR can have on students' employability, considering the effects of reputation and credibility. In addition, we explore students' perceptions of social responsibility for their well-being through organizational pride and employability. Consequently, these statements lead us to the following research questions:

1) What are the main research trends in CSR and HEI?

2) Does CSR affect image and trust through the effects of congruence?

3) Is there a reliable measure compared to traditional CSR perception measures in HEIs?

4) Do congruence and skepticism influence on HEI students' perceptions of CSR?

5) Does CSR have an impact on the employability of students, and on the HEI's reputation considering the effects of credibility?

6) Does CSR initiatives in HEI may influence students' well-being?

7) Does CSR affect student well-being through organizational pride and employability?

This investigation uses a structured questionnaire to collect information and Structural Equation Modelling (SEM) was used to test the proposed investigation models. This study is based on two samples: one with 430 Brazilian students, and the second with 321 Portuguese students from different public and private HEIs. Questionnaires were distributed in the hall of the universities to students who could complete and return them immediately. The present investigation integrates four complementary partial studies to respond to the proposed objectives and hypotheses. The result can show the importance for managers to take a closer look at their institutional actions so that they become increasingly involved in socially responsible practices.

1.3 Structure of the thesis

This thesis analyses issues related to social responsibility in HEIs that are increasingly debated in academia and scholars suggest that CSR should be one of the central functions of universities. Given the need for management to improve CSR in HEIs, this research aims to contribute to the development of a reliable measure of CSR perceptions in HEIs and analyse the impacts of social responsibility on the perceptions of students. This dissertation is entitled "The impact of Corporate Social Responsibility on Higher Education Institutions" in line with the initial project presented to the EEA of the Faculty of Economics of the University of Coimbra. However, in fact, this thesis deals with the impact of CSR on HEI, considering the students' perception of these CSR practices.

Thus, this investigation encompasses an investigation in public and private universities in Brazil and Portugal, and the study begins with a literature review to give an overview of the research concepts. Then, it presents a methodological chapter to explain the adopted methodologies. A bibliometric analysis was performed, and four research models were built, which resulted in four articles, compiled in the following chapters:

1) The Impact of Social Responsibility on Students' Perceptions in Higher Education Institutions: A Theoretical Synthesis of Recent Research and Bibliometric Analysis

2) Corporate Social Responsibility Perceptions in Higher Education Institutions: A study of its predictability and impact on congruence, image, and trust.

3) Building trust in Higher Education Institutions: overcoming skepticism and congruence to increase credibility, reputation, and student employability through CSR.

4) How Corporate Social Responsibility affects students' well-being through organizational pride and employability

The first article maps international scientific publications on the subject and allows the identification of new research opportunities through the combination of qualitative and quantitative methods, based on a bibliometric approach, conducted, and based on VOSviewer, with specific focus on the elaboration of maps to visualize an underlying intellectual structure in studies published from 2000 to 2020 in the Web

of Science - Social Sciences Citation Index (SSCI) database. The main objective of this study is to analyse international scientific publications related to corporate social responsibility and students' perception of HEIs, and to select the latest trends according to information found in the Web Science database. Several rankings are made, including an analysis of the most influential journals, the most cited scientific articles in the area, the evolution of publications on CSR in higher education, the evolution of publications on the perception of students in HEIs, as well as opportunities for investigation and article suggestions from the most productive and influential authors. The main contribution of this study was the identification of the most influential journals, the most cited and the most recent articles to identify the main research trends in this area, making it clear that the growing higher education institutions need to invest in CSR to attract and retain their interested parts.

The second paper analyses the influence of students' CSR perceptions in HEIs and its influence on institutional image and trust through the effects of CSR congruence. At the same time, traditional measures of CSR perception in HEIs are tested and compared, seeking to identify a reliable measure. The results show that satisfaction with CSR is relevant to attracting customers' attention to the company's CSR efforts. Along with congruence, they are relevant to predict the image and trust in educational institutions. The study tests and provides a reliable measure of CSR perceptions in HEIs and the impacts that CSR and congruence can have on trust and image building.

The third paper aims to analyse the influence of congruence and skepticism on HEI students' perceptions of CSR and, on the other hand, identify whether CSR initiatives can influence employability, corporate credibility, and corporate reputation. An antecedent model was presented, and the results show that skepticism and congruence significantly influence students' perceptions of social responsibility. The findings provide a better understanding and help guide the HEI's marketing management actions, especially regarding building preference, loyalty, and retention of students.

The fourth paper analyses how CSR affects students´ well-being through organizational pride and employability. In addition, the investigation examines the curvilinear relationship between CSR and well-being, and the mediating roles of organizational pride and employability are also examined. Thus, the study expands the literature by addressing the side of students' emotional reactions to CSR in their higher education institutions, in addition to providing new insights into CSR management to create value and differentiate themselves in the market. It is also recommended that managers assess organizational pride, verifying its importance for the HEI. The results suggest that the students' perception of CSR is positively related to their well-being, organizational pride, and employability. The results also show that the path between the student's perceived CSR and well-being is configured not only directly, but also through organizational pride and employability.

Finally, this thesis ends with a chapter with general conclusions, to give an overview of the research and its contributions.

It is important to highlight that the literature needs a broader appeal, for a greater application of the concepts discussed, through the construction of bridges between the academic and business environments. Carrying out empirical studies that reinforce the value of social responsibility in HEIs, and the role of leadership in the process of defining CSR practices is a topic that deserves further research and presents several research opportunities to conduct future investigation.

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CHARPTER II- LITERATURE CONTEXT

2.1 Introduction

In today's world, with globalization, it is of great importance to study social responsibility and its impact on HEI, leading to value creation, positively impacting its stakeholders and in this sense, "many universities in the globe have also incorporated this corporate concept into their processes, systems, curricula, development programs, and even mission and visions" (Asrar-ul-Haq et al., 2017, p.2353). Competition is intense and unavoidable in a constantly growing market, and to survive and thrive in this challenging competition, institutions implement important strategies, and thus corporate reputation, through CSR, which plays an especially significant role for stakeholders (Maden et al, 2012). It is therefore necessary that managers have the necessary skills to introduce changes for the growing transformation of society, and CSR brings us the idea that HEIs and society are interconnected.

For decades, CSR has been seen as an ethical and social obligation of businesses (Mishra and Suar, 2010). At the same time, the ethical and social engagement aspects of business development seemed to remain obscure and outside the mindset of business managers, and the university education and the role of HEIs have not been sufficiently explored, even if many HEIs have been trying to develop a sustainable thinking. However, there is a, important lack of information regarding the way HEIs are incorporating CSR in their strategies and the impacts and benefits they are achieving (Olalla and Merino, 2019). According to Nicolae and Sabina (2010), being socially responsible includes legal, ethical, economic, and philanthropic issues, to maximize positive effects and minimize negative ones. At the same time, perceptions of Social Responsibility in the consumer's mind are affected by external factors, such as economic, social, and environmental initiatives taken by companies and institutions (Alvarado-Herrera et al., 2017), as well as their congruence with their mission. It is not just a matter of communicating social responsibility: it is also a matter of effectively commit and engage with a socially responsible attitude and behave accordingly.

Recent research, according to Bolton and Mattila (2015), shows that marketers seek, through CSR programs, to build relationships with customers. Thus, social action gains strength as a concrete activity of the commitment to social responsibility towards society, and it becomes a strategy. Therefore, they must look more closely at the impacts of their actions inside and outside their own institutional environment, and is noteworthy that the organizational image is perceived by stakeholders as a reflection of CSR actions, in response to social concerns (Pérez and Del Bosque, 2013).

CSR consists of actions to satisfy countless stakeholders to achieve a competitive advantage in addition to generating confidence in organizational goals and loyalty (Gorondutse and Hilman, 2016). In this sense, both companies and universities are encouraged to behave in a socially responsible manner and HEIs are

under great pressure to adopt socially responsible practices, complement Rahman et al. (2019). Important to observe that CSR is not only aimed at maximizing profit, but also representing social causes or being linked to employee commitment (Rasoolimanesh et al., 2021). Professionals could improve their corporate performance for clients if they knew what factors and variables affect the customers' CSR perceptions. When companies implement social responsibility actions, they expect a positive impact on their reputation and signal to society that the company is socially responsible (Zerbini, 2017). In this sense, management literature holds that managers may influence social responsibility at HEIs due to the congruence between personal values and the values of the institution, complement Li and Woodall (2019). In this study, we start with a literature context, even if a bibliometric analysis has been performed and presented, to settle the boundaries in which this thesis is going to be developed, and showing the basic definitions of CSR, and the HEI context. The key purpose of this investigation is to explore the impact of CSR on HEI, opening a path for further empirical research to test the impact of different initiatives and different practices and identify their relevance for the perception of social responsibility in HEIs.

2.2 CSR and HEI

This investigation explores the impact of social responsibility in HEIs and the consequent perception of students regarding these practices, opening the way for the global discussion on social responsibility, which leads to the generation of value for companies, positively impacting both social performance and the satisfaction of their stakeholders. Literature recognizes that companies are increasingly engaged in CSR, with the aim of disseminating positive information to their stakeholders.

CSR is based on the idea that its practices contribute to a better society. In this sense, there is a variety of definitions of the construct. According to Gonzalez-Perez (2013), the concept of CSR is widely accepted in academia, but is far from being consensual, and different approaches and different points of view gave rise to different definitions. Friedman (1970) considers that the political mechanism of the doctrine of social responsibility could be extended to all human activities. Carrol (1991), in his study propose a "pyramid", whose base supports all the obligations that companies have with society, comprising all economic aspects. From a classical point of view, organizations are seen as economic entities, while in contemporary times CSR brings us the idea that business and society are intertwined (Mishra and Suar, 2010). In this sense, Chan and Hansan (2018, p.144) conceive that CSR is a form of company investment "characterised by a dual orientation towards the improvement of social welfare and stakeholder relationships". According to stakeholder theory, CSR helps ensure that their priorities are present in the organization, impacting strategy and people (Lima and Greenwoodb, 2017), based on ethical values and behaviours, welcoming the different points of view of the different stakeholders.

Nowadays, the importance of social responsibility practices in all types of organizations is indisputable (Bucur, 2021). According to Aagaard (2016) CSR and sustainability are interrelated, one complements the other, although they have different definitions. Sustainability is translated into a corporate level

composed of three sustainable dimensions, namely, people, planet, and profit ((Elkington, 1997), being the basis of CSR. Linnenluecke and Griffiths (2013) demonstrate the evolution of corporate sustainability over fifty years, emerging from stakeholder theory, and Zizka (2017) complement that, in recent decades, CSR and sustainability have been used by large corporations associated with ethical behavior. Thus, social responsibility must be inherent to the very nature of organizational activity, including the management of social impact and sustainable local development, complements the author Lohn (2011, p.124).

According to Nair and Bhattacharyya (2019), the resource-based view of CSR allows the company to achieve a sustainable competitive advantage from different acquisitions and rational management choices, in order to achieve superior performance. Gallego-Álvarez et al. (2011) state that resource-based theory is useful in the analysis of CSR, as it emphasizes the importance of intangible resources as valuable sources for the success of companies, constituting a competitive advantage, since these resources allow not to be easily copied. On the other hand, according to Hart and Dowell (2011), the company is related to the natural environment and sustainable development, contributing to a sustainable competitive advantage. Theory demonstrates that because resources are dynamic, companies have the power to adjust their capabilities to rapidly changing markets.

According to Varyash, et al. (2020) research involves important discussions on the triple bottom line theory and social responsibility, and in this sense, based on the triple approach, the theory is directly linked to pollution and other damages prevention, suggesting different resources needed for innovation (Pan et al., 2021). We can also reinforce, according to Księżaka and Fischbachb (2017), the importance of CSR, according to the triple bottom line, which is linked to sustainability, because it focuses on profit, people, and planet resources, which are closely related.

Thus, social responsibility evolved from a social to a strategic approach, making companies more competitive (Latif et al., 2020). Finally, Sierra-García et.al (2015) show that stakeholders are increasingly aware of the CRS reports issued in recent years and increasingly demanding a more active action from companies and governments. Companies that are concerned with the diversity of social issues, ensuring society's well-being, tend to stand out from the rest and occupy a different place, wherever they are. Thus, the image of its reputation is considered positive by their stakeholders, whether they are consumers, suppliers, local community, employees, and everyone involved, directly or indirectly (Abreu, 2010).

Many studies show that when we implement CSR, value can be created. Social responsibility emerges as a competitive advantage, as it is a strategic initiative that promotes better relationships between stakeholders (Madison et al., 2012). As CSR actions are not required by law, companies seek to maximize the effects of these actions to differentiate themselves in the market (Witkowska, 2016). In this way, CSR has become a global phenomenon, seeking to increase benefits to society through the use of innovative resources (González-Rodríguez et al., 2013) and, regardless of the type of organization, it applies to the public and private sectors (Popa, 2015). Furthermore, as society changes continuously, the need for the

company to accompany this change through sustainable business initiatives becomes the differential (Aagaard, 2016). It is the signal companies are sending to their stakeholders.

Lii and Lee (2012) argue that CSR initiatives must be implemented with care, as they are difficult to manage and generate consumer skepticism. In this sense, Kang and Hustvedt (2014) add that the impact of CSR perception on consumer behavior is a response to attitudes towards the organization, shaped precisely by this CSR engagement. In this sense, CSR can be seen as an approach, by which companies seek to benefit society while achieving their organizational goals (Collings, 2003).

On the other hand, recently, the higher education sector has faced great competition, requiring professional management (Marić, 2013). Universities have always contributed to social growth, being called "responsive higher education institution" (Chatterton and Goddard, 2000). Considering that there is little academic research on the topic of social responsibility in universities, further research is needed to understand how students perceive social responsibility (Vázquez et al., 2015). Universities strive to communicate their CSR initiatives to their stakeholders effectively (Chan and Hasan, 2018).

2.2.1 HEIs specificities

The university serves to educate the entire society (Ng and Forbes, 2009), aiming at the creation of new knowledge, with the objective of further improving society (Plungpongpan et al., 2016). According to O'Banion and Wilson (2011), the greatest mission of the university is the learning process. The service provided by HEIs must transcend students' expectations (Ng and Forbes, 2009), in this sense, it is important to consider market needs and prepare students to meet their requirements (Hall and Witek, 2016). Musselin (2010) states that higher education is becoming an industry and that this market must be accessible to society at large. The global commodification of higher education is based on the idea that education is treated as a commodity (Gibbs, 2001). According to Becker and Round (2009) there is no concrete assessment of whether higher education is a market or not, and whether students are customers. This is being debated. According to Dahan and Senol (2012), HEIs, in the last century, before the Second World War, were focused on knowledge activities determined by themselves, being a legitimate domain of public higher education. However, these activities were changed to contribute to economic development. In this sense, there was no other alternative but to reform universities and make them more adaptable to new economic realities. In this way Rafael et. al (2017) state that the traditional profile of the university, focused on academic and scientific results, underwent a major transformation, from the moment government funding was reduced and there was a need for self-financed management. Thus, universities realized that they could go beyond teaching and research and started to use the approach to economic results. It is important to note that public higher education and private higher education tend to be different. Traditionally, we have a public university, a semi-elite category, which offers programs aimed at the job market and an incentive for research. Private HEIs, generally included in the category of non-profit organizations, end up seeking profit, in order to survive on their own (Plungpongpan et al.,

2016). Cañibano and Sánchez (2009) complement that in recent decades, HEI has been going through numerous transformations, with a more dynamic relationship with society, and the production of knowledge aimed at solving problems. Hence the need to respond to new demands and change management to meet external pressures. Nowadays universities are being affected by a new context, under globalization, and accelerated innovation, which brings them to the competitiveness challenge. In addition, they are being seen as organizations, becoming to some extent a business activity, to respond to changes in the world and adapt (Vasilescua et al, 2010). Thus, HEIs end up assuming their responsibilities towards society, therefore influencing the perception of students, in this process (Sobczak et al., 2006). Consequently, market mechanisms are playing an increasingly important role in HEIs, with visible consequences (Teixeira, 2016). On the other hand, for Pereira (2003, p. 113), "the university has a social responsibility to train professionals with deep academic, creative, ethical, flexible knowledge, with a general culture, an entrepreneurial spirit and, above all, committed to social development". In general, as universities, as instruments for transforming society, they must opt for lasting actions, with the objective of training citizen professionals, with an effective engagement, adapting to the required transformations, maintaining the commitment, with the society that keeps them, confirmed by the thought of Edintaine (2012). Thus, it is important to highlight that the service provided by HEIs can only be evaluated after consumption, that is, the learning process is only perceived when the student achieves employability (Dollinger et al., 2018). There are, therefore, difficulties in balancing the demands of students with what is offered by the IES, in addition to their expectations for the labour market (Hall and Witek, 2016). Thus, actions in HEIs must be promoted according to experiences and expectations (Furey, Springer and Parson, 2014) as well as to purpose and the superior interest of students, community, and employers.

According to Serajzahedi (2021), higher education is marked by several factors that can be examined when communicating its competitive advantage to their partners, and managers need to identify the level of satisfaction of their students to determine their marketing strategies (Băcilă et al., 2014). In this sense, "adequate teamwork can offer advantageous solutions to global challenges", seeking to (re) adapt to new situations. There is a concern with the commodification of higher education, as this approach goes against the values of education (Hemsley-Brown and Goonawardana, 2007), because competitive pressures are increasingly evident, and the commercialization of the university is due to economic and social changes. (Gibbs, 2007). The maxim that the customer is always right is applied in the organizational environment (Orîndaru, 2015) but have to be discussed in the HEI context. Universities must provide students with what they need in the long term (Lomas, 2007) in addition to offering quality of service, so that they have a good experience throughout the course (Dholakia and Acciardo, 2014). It is worth emphasizing that the services offered by HEIs are complex and when the market absorbs new graduates, the quality of education is perceived (Ng and Forbes, 2009). In this sense, it is important to consider market needs and prepare students to meet their requirements (Hall and Witek, 2016). Therefore, in addition to knowledge transfer (Hsu et al., 2016), HEIs promote the employability of their graduates (Simpson and Aprim, 2018),

and a sense of well-being may rise, as they start having control over their careers and their lives (Cuyper et al., 2008).

HEIs have undergone mutations over time and need, every day, to adapt to the new reality imposed by society, adapting to the processes of economic and social development, and collaborating for the transformation of society. In this sense, throughout their existence, universities have managed to (on) live with changes in the environment, resorting to their adaptability (Polidori, 2003). Tauginienė and Žvinienė (2013, p. 84), prescribe that "the university mission is considered as its social function, and the University is a pivot of strategic social transformation". The World Declaration on Higher Education (CMES, UNESCO, 1998) recognizes, in its preamble, the great transformation of Higher Education over the centuries, and its capacity to adapt to the new society, through a radical change and renewal. In its first article, it highlights the mission of higher education, reinforcing the importance of its contribution to sustainable development. According to Othman and Othman (2014), universities provide a platform for community services, as they build bridges for sharing and disseminating knowledge, in addition to influencing society through ideas and values. The authors state that "universities should include social responsibility in their triple financial results – economic, environmental and social" to fulfil its noble mission (Othman and Othman, 2014, p.1). Gasset (2003, p.57) affirms in his last article on 'the university's mission': "[the university is], moreover, something else. You don't just need permanent contact with science, otherwise you will become ankylosed. It also needs contact with public existence, with historical reality, with the present [...]. The University must also be open to the present; even more: it must be in the middle of it, submerged in it".

According to Arikan and Çetinas (2013), educational research related to social issues, namely CSR, and how they are perceived has become of great importance. Social responsibility is a very opportune topic, and it is important to invest not only in responsible management strategies, but in education programs (Teixeira et. al, 2018). Thus, institutions must effectively commit to adaptability to new times, and therefore, they must look more closely at the impacts of their actions inside and outside their institutional environment.

2.2.2 Using Signaling theory to explain the effects of CSR in HEIs

The signalling theory is seen to minimize information asymmetries, according to Spence (2002). According to (Su et al., 2016), companies transmit information about their capabilities and practices of social responsibility, taking advantage of the assumptions of the signaling theory. Regarding CSR activities in HEI, it is possible that information asymmetry occurs, and in this sense, Connelly et al. (2011), affirms that the signaling theory focuses on intentional communications and positive information in an attempt to convey positive organizational attributes (Moratis, 2018) In addition, these signals provide clear information about their social intentions, delivering a more positive image of the HEI. The author affirms that companies that adhere to CSR practices send signals so that stakeholders perceive the quality

of these practices. Thus, the signaling theory is an important one for predicting results from the transmission of information (Steigenberger, 2021) and "for describing behavior when two parties (individuals or organizations) have access to different information" (Connelly et al., 2011, p.39).

We draw on signaling theory to explain the HEIs CSR efforts, how they are perceived and what are their impacts. Therefore, we investigate how the perceptions of HEIs students play a significant role in their attitudes and behavior (Popa, 2015) and signaling theory may help in the explanation and understanding of these relationships (Saxton et al., 2019). Signaling theory gives important clues to follow the intensity and direction (Zahller et al., 2015), when CSR has a positive effect, affecting the corporate image, positively (Esmaeilpour and Barjoei, 2016). Thus, according to the signaling theory, perceptions are the main drivers of customer attitudes and behaviors (Zahller et al., 2015). Therefore, creating customer loyalty is related to the positive perception of corporate image (Gürlek et al., 2017).

The signaling theory is of great importance in the literature for providing guidelines that have a significant effect, because through CSR practices, when reliable information is transmitted, a positive reputation in the market is consequently created (Zerbini, 2017; McAndrew, 2019). The adoption of social responsibility practices makes companies transmit information about their capabilities to society (Su et al., 2016). In this way, the company gains the trust of its stakeholders (Harmadji ,2018). Thus, as a result, companies communicate their CSR actions, in order to signal their engagement with society and consequently improve their institutional image (Parguel et al., 2011), receiving back from society. According to our study, the social responsibility practices adopted meet the expectations of involved and satisfied customers.

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CHAPTER III - METHODOLOGY

3.1 Introduction

In this chapter, we describe all the guidelines to achieve the objectives proposed in this investigation. Given the conceptual complexity, we explain the phenomenon to be studied, step by step.

According to the research objectives, the research methodology to test the proposed research hypotheses was chosen and defined. A structured questionnaire was used to collect data from a sample of higher education students in two countries, Brazil, and Portugal.

The initial model of investigation considers 430 students from public and private universities in Brazil, the second model considers a comparative study between the sample from Brazil and another sample of 321 Portuguese students; and the third model considers the 321 students from Portuguese universities. The structural modelling equation was used to test the proposed hypotheses. Three partial models and a bibliometric analysis were based on four different articles, which were submitted for publication in scientific journals.

Thus, the chapter is organized as follows:

1- Introduction, bibliometric analysis, conceptual model and objectives, metrics, and methodology.

2- Research strategy: the articles developed.

3.2 Bibliometric analysis

A systematic literature review was carried out, with a bibliometric approach based on the VOSviewer, with the aim of mapping academic publications on CSR and IES, published from 2000 to 2022 in the Web of Science - Social Sciences Citation Index (SSCI) database, seeking relevance criteria and the main contributions of these publications. The analysis identified the most influential journals, the most cited and the most recent articles. The main objective of this study is to identify and analyse international scientific publications related to CSR and HEI, providing a map of the link found in studies published in these areas, making it possible to identify new research opportunities through a combination of methods qualitative and quantitative.

3.3 The global conceptual model and recearch objectives

The model proposed in the figure below presents the influences and effects between social responsibility and the related outcomes, expressing a set of hypotheses that will be tested in a quantitative approach.

The model was developed, tested, and validated through three different empirical sub models, giving rise to four articles that represent the main body of the entire research work
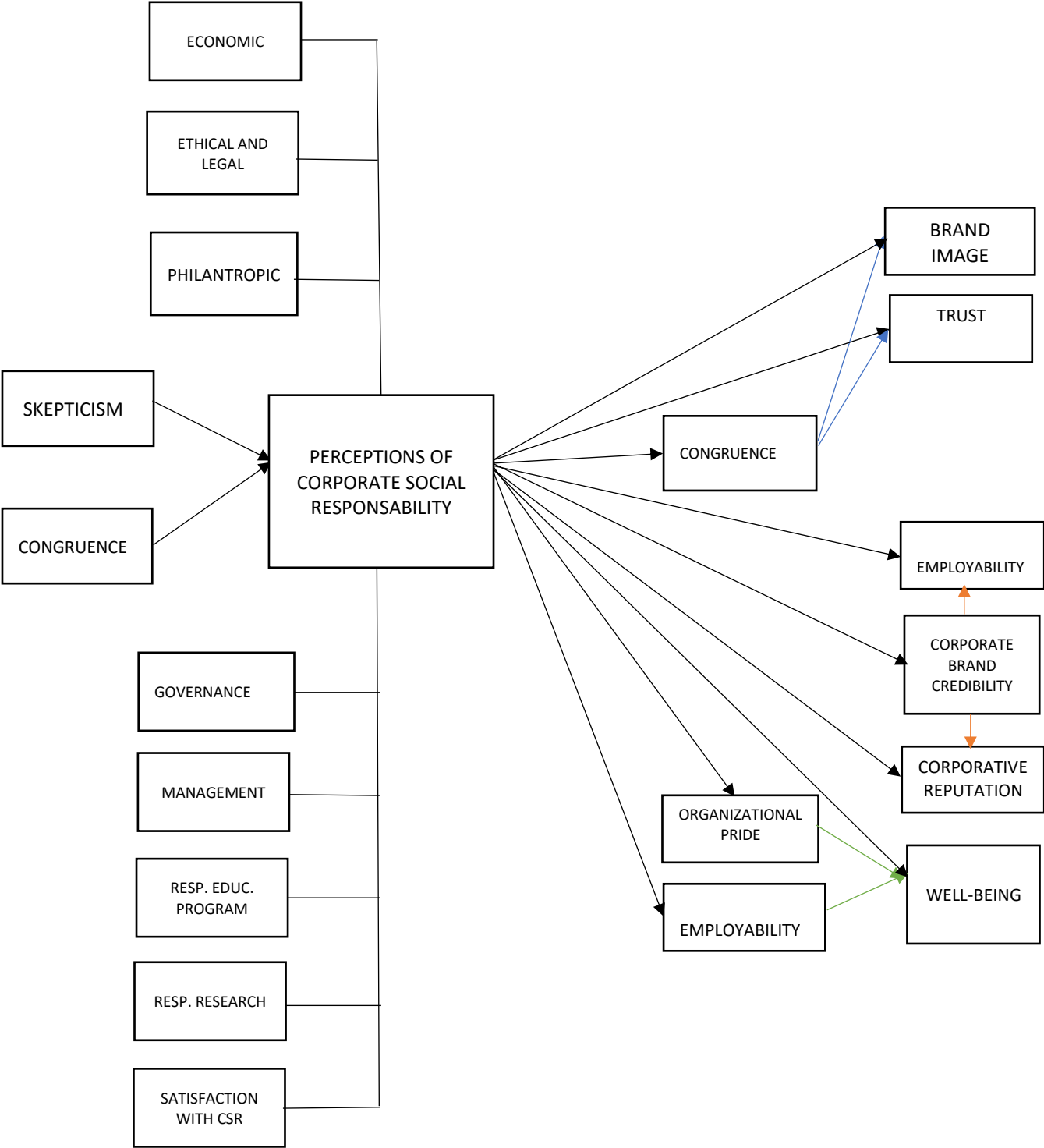

Figure 1: Global conceptual model

The aim of this investigation is to explore the impact of social responsibility on the perception of students from Higher Education Institutions (HEIs), through the analysis of the research model, split in three partial models. The figure above represents the fundamental concepts of the investigation and expresses the construction of research hypotheses. In this sense, the proposed objectives are:

1) What are the main research trends in CSR and HEI?

2) Does CSR affect image and trust through congruence effects?

3) Is there a reliable measure compared to traditional CSR perception measures in HEIs?

4) Do congruence and skepticism influence HEI students' perceptions of CSR?

5) Does CSR have an impact on the employability of students, and on the HEI's reputation considering the effects of credibility?

6) Does CSR initiatives in HEI may influence students' well-being?

7) Does CSR affect student well-being through organizational pride and employability?

The response to the relationships that were proposed in this model were partially equated in the three partial models and in the four empirical articles produced.

3.3.1 The research and data collection instrument

To test the proposed model and the research hypotheses, printed questionnaires were applied directly to students, between the period 2018 to 2020, in public and private universities in Brazil and Portugal. Questionnaires are the most popular research instruments in the social sciences (Dörnyei and Taguchi, 2010). The questionnaire includes a brief presentation to clarify the purpose of the investigation, as well as the author's contact for the requested clarifications. To collect data for the study, both in Brazil and Portugal, we contacted managers of public and private universities, who authorized the application of printed questionnaires among students, who responded at the appropriate time during their classes or in the halls of their Institutions. In total, 1000 printed questionnaires were distributed, and 430 respondents returned in Brazil, and 321 in Portugal.

It is important to note that in Brazil, the evaluation of higher education aims to fulfil the social role of education as far as it institutes parameters that intend to assess the actions of social responsibility quantitatively and qualitatively in higher education, and their contribution to the development of society. In this sense, the assessment of social responsibility in Brazil is described in the instrument published by INEP (Sinaes), and defines the indicators, which, when applied, should denote the presence of institutional policies, which demonstrate the way in which the institution's commitment to programs is carried out. Social inclusion, affirmative actions, and digital inclusion, as well as in teaching, research, and extension activities, served as a model for the study in question.

3.3.2 Sample description

The student respondents in the Brazilian sample are mostly women, aged between 17 and 24, single, students from private universities, with incomplete graduation, with 3 to 4 family members, surviving on a salary of less than US$599. On the other hand, students from Portugal are mostly women, aged between 17 and 24, single, public university students, graduates, with 3-4 family members and survive on less than US$599. The sample characterization is presented on Table 1:

Table 1 - Demographic profile of the respondents

Category	Brazil	Portugal
Male	163	139
Female	267	182
Age		
17-24	177	225
25 – 30	107	37
31 – 36	51	25
37 – 42	38	17
Over 42	57	17
Marital status		
Single	323	272
Married	82	41
Divorced	22	5
Widower	3	3
Higher education Institution		
Public	148	296
Private	281	25
Schooling		
Graduation (incomplete)	373	101
Bachelor's degree	38	134
Post-Graduation (*lato sensu*)	16	17
Master's degree	3	55
Doctoral degree	1	14
Household members		
1 -2	130	98
3-4	224	187
Over 4	66	36
Income		
Less than US$599	216	149
600-1499 dollars	127	141
Over 1500 dollars	87	31

3.3.3 Measures

After an extensive literature review, the measures were elaborated, and the scales were adapted from another research already carried out. To facilitate the respondents' understanding, the adaptation included the translation of the word from English to Portuguese. A seven-point Likert scale was used, and participants were instructed to answer each item based on the frequency of actions they observed, ranging from "Strongly Disagree" (1) to "Strongly Agree" (7).

3.3.3.1 Satisfaction with CSR

Satisfaction with CSR is measured based on 4 questions, adapted from YU-Shan et al. (2014), namely:

In relation with your university (…)

1. You are glad about the decision to select this product because of its environmental image.

2. You believe you are right in purchasing this product because of the environmental function.

3. Overall, you are happy to purchase this product, because it is environmentally friendly.

4. Overall, you are satisfied with this product, because of its environmental performance.

3.3.3.2 Perception of the CSR

Perception of the Social Responsibility is measured based on 11 questions adapted from Salmones, Crespo and del Bosque, 2005), namely:

Keeping in mind your university (…)

Economic Dimension

1. I believe that (my University) tries to achieve maximum long-term success.

2. I believe that (my University) tries to obtain maximum profit from its activity.

3. I believe that (my University) always tries to improve its economic performance.

Legal/ethical dimension1.

4. I believe (my University) respects ethical principles in its relationship has priority overachieving superior economic performance.

5. I believe (my University) behaves ethically/honestly with its customers.

6. I believe (my University) is concerned about fulfilling its obligations vis-à-vis its shareholders, suppliers, distributors, and other agents with whom it deals.

7. I believe (my University) always respects the norms defined in the law when carrying out its activities.

Philanthropic dimension

8. I believe (my University) is concerned about improving the general well-being of society.

9. I believe (my University) allocates part of its budget to donations and social projects for the disadvantaged.

10. I believe (my University) actively sponsors or finances social events (sports, music)

11. I believe (my University) is concerned with respecting and protecting the natural environment.

3.3.3.3 *Perception of the CSR*

Perception of the Social Responsibility is measured based on 28 questions adapted from M. Isabel Sánchez-Hernández and Mainardes (2016) namely:

At my university (…)

Governance

1. There is training of top management teams and members regarding the role they play and their legal and moral responsibilities.

2. Management positions are renewed.

3. There are quality certifications related to their current processes of planning and control.

4. There are levels of information disclosure and financial transparency.

5. There are governance codes and policies related to conflicts of interest.

Management

At my university (…)

6. There is management Students' satisfaction concerns

7. There is a concern for the local community.

8. There are environmental concerns.

9. There is concern about energy consumption and energy sources.

10. There is concern about the employability of students.

11. There are employees who are encouraged to volunteer.

Responsible Education Program (REP)

At my university/The university (…)

12. There are responsible education programs (PER) at undergraduate, master's or courses exclusively dedicated to ethics and related issues.

13. There are compulsory subjects related to ethics, social responsibility and sustainability included in general programs.

14. There are non-compulsory courses related to ethics and related issues at the University.

15. Brings in experts and leaders as guest speakers on topics related to ethics, responsibility and sustainability.

16. Encourages professors to introduce more applicable case studies in classes.

17. Integrates social and environmental themes into the core curriculum.

18. Provides students with internships related to corporate responsibility/sustainability.

19. Increases the number of electives (non-compulsory subjects) that focus on social and environmental themes.

Responsible Research

At my university (…)

20. There is education focused on research and extension.

21. There is engagement with a large research community.

22. There are resources to support research.

23. Research information is provided to students.

24.There research scholarships.

25. There are international collaborative research programs.

26. There are discussion-based sessions to explore research opportunities.

27. There is support for the continuity of existing research.

28.There is knowledge transfer to society.

3.3.3.4 Skepticism

Skepticism on CSR is measured based on 3 questions adapted from Connors et al. (2017), namely:

Considering your university (…)

1. I do not trust universities to deliver on their social responsibility promises.

2. Universities are usually dishonest about their real involvement in social responsibility initiatives.

3. In general, I am not convinced that institutions will fulfil their social responsibility objectives.

3.3.3.5 Congruence

CSR's congruence is measured based on 4 questions adapted from Pérez and Del Bosque (2015) namely:

Considering your university, (…)

1. Carrying out CSR initiatives is compatible with the core activity of this institution.

2. It makes sense for this institution to carry out Social Responsibility initiatives.

3. Carrying out CSR initiatives is complementary to the main activities of this institution.

4. There is a logical fit between the main activity of this institution and the RS initiatives it carries out.

3.3.3.6 Student's satisfaction

Student's satisfaction is measured based on 3 questions adapted from Halstead et al. (1994), namely:

Considering your university, (…)

1. My choice to study at this university was a wise one.

2. If I had to choose again, I would choose this university.

3. I would recommend this university to students interested in career opportunities.

3.3.3.7 Brand image

Brand image is measured based on 5 questions adapted from Ala' Eddin et al. (2016), namely:

Thinking about your university, (...)

1. This university has vision, including developing CSR ideas in business, governance, codes of ethics, standards, and reputation.

2. This university has societal interactions such as multi-stakeholder affiliations, corporate philanthropy, and community action.

3. This university respects work, including labour practices and human rights issues.

4. This university works with responsibility, including corporate transparency, reporting and communication.

5. This university is part of the market, including social responsibility practices directly related to the main activities carried out, such as research and development, prices, fair competition, marketing or investment.

3.3.3.8 Corporate Reputation

Reputation is measured based on 4 questions adapted from Pérez and Del Bosque (2015), namely:

Keeping in mind your university, (...)

1. This University has a great experience in corporate social responsibility.

2. This University is competent in the implementation of its responsibilities towards its stakeholders.

3. My university is commitment to its stakeholders is credible.

4. My university is honest about its commitment to stakeholders.

3.3.3.9 Trust

Trust is measured based on 5 questions adapted from Lin et al., (2011), namely:

Considering your university, (...)

1. I trust that my university is competent in what it is doing.

2. I generally feel that my university is trustworthy.

3. I generally feel that my university has very high integrity.

4. I generally feel that my university is very responsive to its students.

5. I generally feel that my university will respond with understanding in case of problems.

3.3.3.10 Subjective well-being

Subjective well-being is measured based on 5 questions adapted from Diener et al. (1985), namely:

Considering your life, (...)

1. Most of the time my life is close to my ideal.

2. The conditions in my life are very good.

3. I am satisfied with my life.

4. So far, I've started the important things I want in life.

5. If I could relive my life, I'd live it all the same.

3.3.3.11 Employability

Employability is measured based on 5 questions adapted from Rothwel et al., (2009); Pitan and Muller, (2019); Greer, and Waight (2017), namely:

Considering your employability (...)

1. Employers are eager to employ graduates from my university.

2. The status of this university is a significant asset to me in job-seeking.

3. Employers specifically target this University to recruit individuals from my subject area.

4. I feel confident that I will be able to find appropriate work after leaving the university.

5. I feel confident about applying for jobs at organizations of interest.

3.3.3.12 Organizational pride

Organizational pride is measured based on 4 questions adapted from Helm (2013) and Cable and Turban (2003), namely:

Considering your university, (...)

1. I would be proud to tell others that I study in this HEI.

2. I would be proud to identify myself personally with this HEI.

3. I would be proud to be part of this HEI.

4. I would feel proud to be a student of this HEI.

3.3.3.13 Corporate Brand Credibility

Corporate brand credibility is measured based on 3 questions adapted from Adapted from Da-Chang Pai, Chi-Shiun Lai, Chih-Jen Chiu and Chin-Fang Yang (2015), namely:

1. I would like to try new university introduced under a major supplier brand name.

2. I talk favorably about a major supplier brand's university/ service to friends and family.

3. If the producer of a major supplier brand's university/service did something I didn't like, I would be willing to give it another chance.

3.4 Statistical Approach

The information contained in the database of this thesis was entered into the SPSS statistical software package, version 22, and purified through exploratory factor analysis, which is the technique of reducing

the number of variables, combining two or more variables in a single or more factors, in addition to determining how and to what extent the items observed are associated with their underlying factors (Hongyu, 2018). In general, we can say that the adapted version of the questionnaire has good homogeneity, larger than the cut off points suggested in the literature for the total correlation of the items and cronbach's alpha was used to test the internal consistency of the scales, and thus, we demonstrate adequate levels of internal consistency and reliability (Matta et al., 2016).

Table 2 shows the AVE (average variance extracted) and the standard deviation in relation to the answers collected in the scope of the investigation, allowing a characterization of the sample in relation to the variables of the global conceptual scheme.

Table 2: Descriptive analysis

Variables	Brazil			Portugal		
	N	Average	Standard Deviation	N	Average	Standard Deviation
Perceptions of CSR	430	5,056	1,244	321	5,459	0,870
Brand image	430	4,638	1,575	321	4,980	1,106
Skepticism	430	3,960	1,830	321	3,573	1,573
Congruence	430	4,760	1,410	321	5,020	1,035
Corporate Reputation	430	4,525	1,550	321	4,835	1,099
Corporate Brand Credibility	430	5,000	1,670	321	4,950	1,275
Satisfaction with CSR	430	5,040	1,510	321	5,480	1,373
Employability	430	4,638	1,575	321	5,299	1,231
Trust	430	4,860	1,597	-	-	-
Organizational pride	430	5,236	1,737	321	5,021	1,035
Subjective well-being	430	5,420	1,936	321	5,188	1,071

Structural models may be very easy to estimate and evaluate, according to Bentler and Chou (1987), but this method can fail through outliers are data that differ dramatically from all others, that is, a value outside normality and that can cause anomalies in the results, obtained through algorithms and analysis systems. Understanding outliers is fundamental in a data analysis in at least two aspects: outliers can negatively bias the entire result of an analysis; the behavior of outliers may be exactly what is being sought. It is also important to observe the assumption of normality of sample data, which is a required condition for making many valid inferences about population parameters. The normality test directly influences the quality and reliability of scientific research, and when not checked, it can lead to incorrect results and conclusions. It is important to detect extreme values to help better understand the data, as the presence of multivariate outliers is often responsible for the "non-normality" of the data. So, we want to use the data in multivariate analyses, we need to test the multivariate normality with all the variables together. On the other hand, in several multivariate quantitative data analysis there is the premise that the data distribution follows a multivariate normality, which is the case. According to Hinkin (1998) it is better to have samples with 200 or more observations to obtain more accurate estimates for the parameters that minimize the error.

Skewness and kurtosis were performed to test normality (Tabachnick and Fidell 2014). Most of the indicators present values below 1, and 12 items presented values below 3. Critical ratios were between -1,96 and 1,96. Therefore, we checked for multivariate outliers using Mahalanobis distance, compared to a chi-square distribution with the same degrees of freedom and no outliers were found (p<0.001).

3.4.1 Structural equation modelling

Structural equation modelling is a technique widely used in the social sciences and represents a framework for developing and evaluating complex hypotheses (Grace, 2008). Hair et al. (2014), states that SEM is a covariance structure analysis technique to explain the covariation between the variables observed. SEM expresses the relationship between observed direct and unobserved hypothetical variables (Crewley, 1997). SEM, given its nature, has been widely used in the social sciences and is seen as an approach that combines confirmatory factor analysis and simultaneous linear regression. (Ecob and Cuttance, 1987). The first step is to determine the fit of the model with a confirmatory factor analysis (CFA), and then estimate the relationships between variables and test the proposed hypotheses (Harrington, 2009). There are advantages to using SEM and among them is that the model builds as latent variables, which are estimated in the model from observed and non-observed variables, called latent variables.

Important to note that the SEM is used in academic research, being the most suitable for the social sciences, as it allows testing of proposed hypotheses (Bowen and Guo, 2011), and in addition, according to (Ecob and Cuttance, (1987) it allows the combination of regression linear and confirmatory factor analysis. So, the SEM is a covariance-based structure analysis technique, which explains the covariation between the variables observed. Thus, the present investigation used this methodology to develop and evaluate the measures considered. Hypothesis have been defined and tested about how any measure is related to other measures based on the literature review (Byrne, 2010). The conceptual model development approach was used as a starting point, and the confirmatory approach was used later, allowing for the assessment and adjustment of the data, considering all established relationships.

3.5 The investigation strategy

The conceptual models developed and analysed in this thesis, based on the literature review, are part of the exploratory approach whose objectives and research model were divided into a bibliometric analysis and five research models, corresponding to the 4 articles submitted to scientific journals. The research strategy aims to:

1) Identify the main research trends in CSR and HEI.

2) Analyse the influence of the students' CSR perceptions in HEIs and their influence on institutional image and trust through the effects of CSR congruence.

3) Test and compare traditional measurements of CSR perceptions in HEIs and identify a reliable measurement.

4) Investigate the influence of congruence and skepticism on HEI students' perceptions of CSR.

5) Investigate whether CSR have an impact on the employability of students, and on the HEI's reputation considering the effects of credibility.

6) Investigate whether CSR initiatives in HEI may influence students' well-being.

7) Investigate whether CSR affect student well-being through organizational pride and employability.

3.5.1 Paper 1

3.5.1.1 Title and Purpose

"The Impact of Social Responsibility on Students' Perceptions in Higher Education Institutions: A Theoretical Synthesis of Recent Research and Bibliometric Analysis". This article has the following main objectives:

1) Analyse international scientific publications related to Corporate Social Responsibility and Students' Perceptions in Higher Education Institutions, giving a map of studies published in Web of Science.

2) Identify the most important research opportunities and gaps in the literature and provide a guide to the work of researchers investigating the field of social responsibility.

3.5.1.2 Design, methodology and approach

This article is characterized as a bibliometric analysis and a systematic literature review and investigates the most cited articles and the most recent articles in the Web of Science (WOS), identifying new potential areas of investigation. Given this context, the present study tries to answer the following question:

- What are the main research trends in CSR and HEI and future opportunities to investigate in in this field?

The search was carried out through a systematic literature review according to a bibliometric analysis carried out based on international scientific publications published from 2000 to 2022 in the Web of Science - Social Sciences Citation Index (SSCI) database, in a first phase and in the second phase, the VOSviewer software was used, identifying areas with a high density of the most relevant study areas regarding CSR and HEI.

The research protocol was built from the classification taxonomy, consisting of the following steps: (i) The research began with the usage of the term "CSR and, or sustainability" in the topic "search"; (ii) the search in the database together with the inclusion criteria: records removed for other reasons - the selection of additional filtering keywords "Corporate Social Responsibility and Higher Education Institution; (iii)

Exclusion based on relevance to the study based on the reading of keywords, titles, abstracts, and entire document, if necessary; (iv) Exclusion based on: document type, citation databases, data rage, language, and categories. Features less than 1 (one) citation. Exclusion based on year of publication (before 2000). With the initial search, 1119 results were identified. After reading the titles and abstracts, 890 publications were removed from the article bank because their respective research objectives were not related to CSR in HEIs. Afterwards, from 229 records screened, 32 were excluded based on the reading of keywords, titles, abstracts, or entire document. After, 197 documents were removed, 63 due to lack of access, leaving a total of 134 publications to be analysed according to the criteria established in this research. In Web of Science, we narrowed the research by including additional filters, as described in figure 1. The number of citations was also considered, as only the ones that were cited at least one time were included. Our final sample is based on the final number of 81 filtered articles.

3.5.1.3 Findings

The results of this study show the importance of a systematic literature review in the area of social responsibility and how it is perceived by students from higher education institutions, in addition to suggesting opportunities for future research and empirical studies. Concern about stakeholder perceptions of the business is growing, and higher education institutions are no different. By integrating the social responsibility approach in these institutions, it is clear that the perceptions of their students become a fundamental part of this process.

Furthermore, it was possible to verify that the results of this study make it clear that the implementation of social responsibility in higher education institutions leads to a greater involvement of students, who become leaders of new changes. The practices adopted by universities to increase social responsibility make these institutions sustainable. This investigation has 3 main contributions: 1) Presenting a literature review in the area of social responsibility in higher education institutions 2) Provide a guide to the work of researchers investigating the social responsibility field 3) Identify the most important research opportunities and gaps in the literature. In addition, the study identifies the fields that represent the greatest interest for future research, and the analysis suggests future studies selecting a large number of universities and compares how university leaders deal with CSR sustainability practices to satisfy their stakeholders.

3.5.2 Paper 2

3.5.2.1 Title and Purpose

The "Corporate Social Responsibility Perceptions in Higher Education Institutions: A study of its predictability and impact on congruence, image, and trust" was submitted to International Journal of Educational Development. This paper has the following main goals:

1) Analyse the influence of the students' CSR perceptions in HEIs and their influence on institutional image and trust through the effects of CSR congruence.

2) Test and compare traditional measurements of CSR perceptions in HEIs and identify a reliable measurement.

3.5.2.2 Design, methodology and approach

We developed two studies regarding the proposed objectives. In study 1, we tested a very general CSR metric (Salmones et al., 2005), based on a review of previous literature, compared to one more adapted to HEIs, adding a new dimension to both, satisfaction with practices of CSR, identifying the best measure. In study 2, we tested predictive ability based on the best measure, using its impact on image and confidence, through congruence effects (Mainardes, 2016), from a cross-sectional sample of HEI students. The measurement used in this investigation is based on previously tested scales and uses structural equation modelling to test the proposed hypotheses. The following research models shows the main hypotheses considered in the present investigation (Figures 2, 3 and 4):

Study 1:

FIGURE 2: Proposed Conceptual Model 1 + SATISFACTION
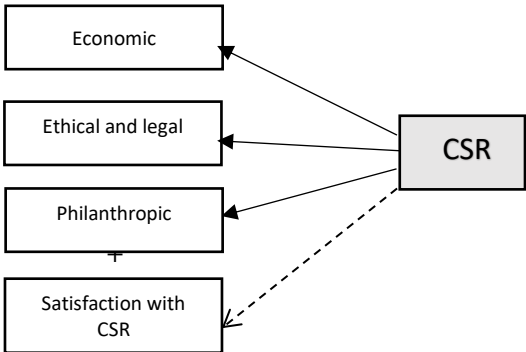
FIGURE 3: Proposed Conceptual Model 2 + SATISFACTION
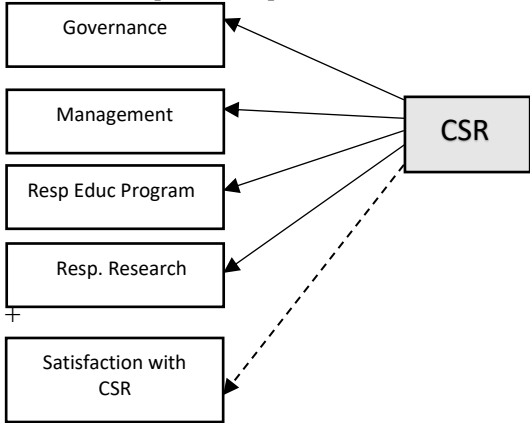
Study 2

FIGURE 4: Proposed Conceptual Model 5
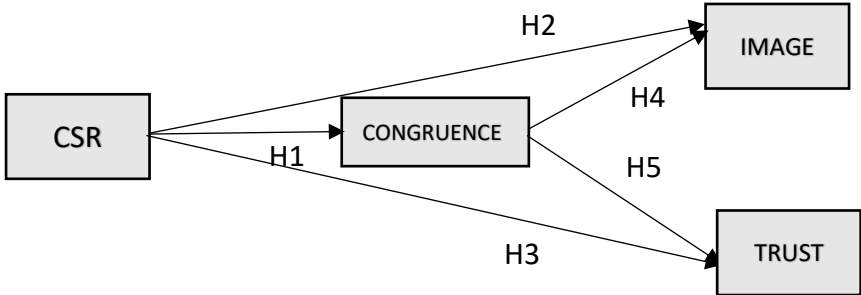
The data analysis was developed using AMOS 21 and the measurements were evaluated confirmatory factor analysis, and the final model reached an acceptable fit (Byrne, 1994). The final measurement model reached a very good fit (IFI=0.971; TLI=0.967; CFI=0.971; RMSEA=0.052; χ2/df=2.166). Composite reliability (CR)= and the average variance extracted (AVE) were measured. According to the results, we can conclude that the values of composite reliability (CR), average variances extracted (AVE) and discriminant validity were also acceptable. The correlations between the different constructs are less than 1. This allows us to state that the discriminant validity is supported by this fact, in addition to the fact that the square correlations between variables are always smaller than the variance extracted for the corresponding constructs, according to Shiu et al. (2011).

3.5.2.3 Findings

Results show that CSR has a direct and positive impact on congruence of the institutions and indicate that the perceived level of congruence between the HEIs and the CSR initiatives is positive and will result in higher evaluations, compared to an incongruous association. CSR has a direct and positive impact on the Image of the institutions, especially when there is congruence between these practices and the scope of the organization (Kamiya et al., 2018). CSR has a direct and positive impact on the trust in the institutions. Therefore, our results show that consumers' perceptions of social responsibility actions generate relationships based on trust. Congruence regarding perceptions of CSR has a direct and positive impact on the image of the institutions A company's social responsibility initiatives are supposed to be consistent with consumer expectations, positively affecting their attitudes (Kim and Choi, 2018). Congruence does not have a positive impact on trust in the Institutions. The importance of these practices seems to be decisive in themselves and customers might base their trust in CSR itself, even if congruence is not assured. This may be the reason why H5 is not supported. Congruence might be decisive when talking about image, but it is not that important when it comes to trust. Finally, congruence mediates the relationship between corporate social responsibility and image but not with trust. The role of congruence on the link between CSR and customer related outcomes like image and trust.

3.5.3 Paper 3

### 3.5.3.1 Title and Purpose

The "Building trust in Higher Education Institutions: overcoming skepticism and congruence to increase credibility, reputation, and student employability through CSR." This paper has the following main goals:

1) Investigate the influence of congruence and skepticism on HEI students' perceptions of CSR.
2) Investigate whether CSR initiatives may influence employability, corporate credibility, and corporate reputation.

3.5.3.2 Design, methodology and approach

The current conceptual model aims to explore the influence of congruence and skepticism on students' perceptions of CSR in HEIs. The second objective was to identify whether CSR initiatives can influence employability, corporate credibility, and corporate reputation. Furthermore, this research aims to understand whether corporate credibility influences employability and corporate reputation. The following research model shows the main hypotheses considered in the present investigation (Figure 5).

Figure 5 - Conceptual model for paper 3
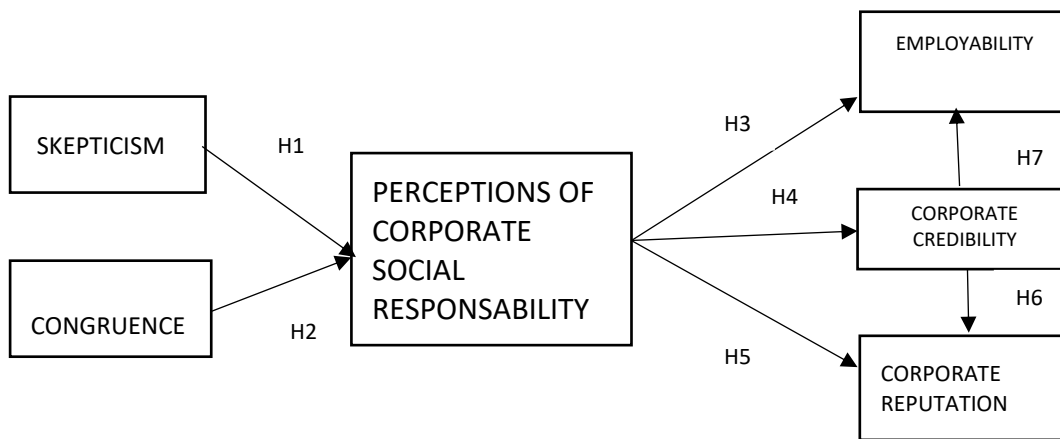
Data analysis shows that all of the dimension's present alfas above 0.9. AMOS 21 was used to perform confirmatory factor analysis. Both samples performed well, and the fit of both models are good: Brazil (IFI=0.976; TLI=0.964; CFI=0.976; RMSEA=0.043; $\chi2$/df=1,791) and Portugal (IFI=0.974; TLI=0.970; CFI=0.974; RMSEA=0.047; $\chi2$/df=1,706). A multi-group analysis was performed to test the moderate influence on the perception of social responsibility perceptions of students, considering the two groups with distinct nationalities: 430 Brazilian respondents and 351 Portuguese respondents. According to the results, we can conclude that the values of composite reliability (CR), average variances extracted (AVE) and discriminant validity were also acceptable. All scales presented CR values above 0.7 and AVE above 0.5. Discriminant validity is supported by the fact that the correlations between the different constructs are significantly lower than 0.8 and the squared correlations calculated for each pair of constructs is always smaller than the variance extracted for the corresponding constructs.

3.5.3.3 Findings

Results show that the influence of skepticism (H1) for the Brazilian and Portuguese samples is supported and that the Brazilians appear to be more sceptical and more reactive towards organizations' CSR actions. On the contrary, congruence exerts a significant impact on the social responsibility perceptions of students, therefore supporting H2. The impacts of CSR perceptions on employability (H3), corporate credibility (H4), and corporate reputation (H5) are significant, therefore supporting the proposed

hypotheses. HEIs that use ethical corporate practices sustain positive relationships with their students, thereby creating credibility for the corporate brand. Our results go in the same direction: CSR has a direct and positive impact on employability, on corporate reputation and on corporate brand credibility of HEIs. Finally, corporate credibility, as expected, influences corporate reputation (H6) and corporate credibility influences employability as well (H7), therefore supporting H6 and H7. The reputation of an HEI will increase the trust of stakeholders (Teixeira, 2018) and will make their students more attractive by delivering more solid, humanistic training that is committed to the community and the overall society (Pitan & Muller, 2019). Credibility also has a direct and positive impact on students´ employability.

3.5.4 Paper 4

3.5.4.1 Title and Purpose

The How Corporate Social Responsibility affects students' well-being through organizational pride and employability. This paper has the following main goal:
Investigate whether CSR initiatives in HEI may influence students' well-being.

1) Investigate whether CSR initiatives influence HEI students' well-being through organizational pride and employability.

3.5.4.2 Design, methodology and approach

The current conceptual model aims to explore the influence of CSR on students' well-being in HEIs and identify whether CSR initiatives in HEI may influence students' well-being through students' pride and employability. The following research model shows the main hypotheses considered in the present investigation (Figure 6).

Figure 6 - Conceptual Model for paper 4
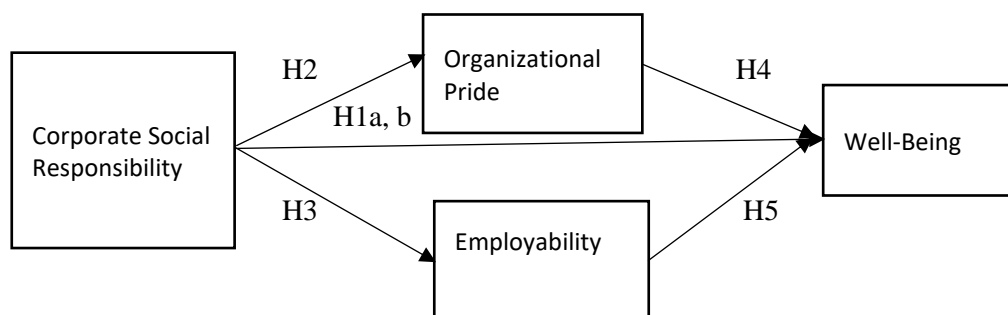
Considering the information extracted from AMOS 21 the results show that this model presented an acceptable fit. The final measurement model reached an acceptable fit (Byrne, 1994): IFI=0.981; TLI=0.978; CFI=0.981; RMSEA=0.048; $\chi2/df=1,724$). Composite reliability (CR) and the average variance extracted (AVE) were measured. According to the results, we can conclude that the values of

composite reliability (CR), average variances extracted (AVE) and discriminant validity were also acceptable. The correlations between the different constructs are less than 1. This allows to state that the discriminant validity is supported by this fact. e. All the methods used showed that there were no problems with common method variance.

3.5.4.3 Findings

Results show that CSR has a direct and positive impact on well-being of the students (H1). Our results indicate that the perceived level of well-being between the HEIs students and the CSR initiatives is positive and will result in higher evaluations, compared with employees in organizations. The second hypothesis tested in the study shows that CSR has a direct and positive impact on the HEI's organizational pride. The results of this investigation support the idea that CSR activities in HEI have a positive impact on the institution's pride especially when organizational pride motivates employees (Seyedpour, 2021). CSR has a direct and positive impact on the students' employability on the institutions (H3). Therefore, our results show that students' perceptions of social responsibility actions generate relationships based on employability. Organizational Pride regarding perceptions of CSR has a direct and positive impact on the students' well-being, therefore, supporting H4. The sense of pride and well-being are related to the support of the group members (Thomas et al., 2017). Employability has a positive impact on students' well-being, therefore, supporting H5. These results need further investigation for a better comprehension of the employability effects on students' well-being.

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CHAPTER IV – THE IMPACT OF SOCIAL RESPONSIBILITY ON STUDENTS' PERCEPTIONS IN HIGHER EDUCATION INSTITUTIONS: A THEORICAL SYNTHESIS OF RECENT RECEARCH AND BIBLIOMETRIC ANALYSIS

Abstract

The objective of this study is to analyse international scientific publications related to corporate social responsibility and higher education institutions, providing a map of the connection found in the studies published on those areas. CSR is a topic that has been discussed in the management area, becoming increasingly important for the creation of value in an organization. Aiming to understand how universities act to build a responsible approach in their management activities, and in their education, research programs and sustainability, this study focuses on the impact of social responsibility in higher education institutions, and the perception of their students. We do this by employing a three-step research approach: 1) We use bibliometric techniques to analyze 1.119 articles and present a comprehensive contextual picture of students' perception in university social responsibility research. 2) we did an extensive literature review demonstrating an evolution of concepts, variables and studies. 3) A subsequent content analysis of the 10 most recent and relevant academic articles was carried to investigate and identify potential investigation opportunities for future research. It was possible to analyse the maps by constructing and visualizing bibliometric networks based on VOSviewer. The results make it clear that growing higher education institutions need to invest in CSR to attract and retain their stakeholders. The impact of social responsibility maximizes the relationship between them, having a positive impact on students' perceptions, as well as a better reputation and competitive advantage. Today there is a very strong relationship between innovation and market orientation in higher education institutions, and it is necessary to identify not only the perceptions of the students, but also of other stakeholder groups.

Keywords: corporate social responsibility, students' perception, higher education institutions, bibliometric analysis.

4.1 Introduction

The importance of studying the impact of social responsibility in HEI is due to the worldwide discussion on social responsibility, which leads to the generation of value for companies, positively impacting both

the social performance and the satisfaction of its stakeholders, and it is becoming more pronounced in all types of organization. Some authors, such as Galvão et al. (2019) and Koçoğlu (2018), affirm that HEI have a direct impact on students' education by promoting professional qualification focused on ethics, sustainable behaviour, and visionary leadership, in the context of social responsibility.

Intense competition is inevitable in a market environment where institutions are very similar. To survive and thrive in this challenging competition, institutions implement important and different strategies, adds Koçoğlu (2018). It is therefore necessary for managers with the necessary skills to introduce a positive change, responding directly to the growing transformation of society in this 21st century, with the capacity to manage complex environmental and social issues faced by the economy, whether in the public sector, or in the private sector.

UNESCO's World Declaration on Higher Education recognizes in its preamble the great transformation of higher education over the centuries and its capacity to adapt to the new society through radical change and renewal, and emphasizes the mission of higher education, reinforcing the importance of its contribution for sustainable development. Brito et al. (2018, p. 2) affirm that "according to UNESCO, education for sustainable development fosters learning to make decisions that secure the economic, environmental, and social future. It is perceived that the responsibility of the university is exacerbated, since in it there is the formation of the professional, and the citizen, who will act in the organizations, in the performance of a role that goes far beyond 'to train, inform and transform'".

Although some studies have already been carried out, the increase in competition in the education sector has been observed in a special way in higher education in recent years, and the need to professionalize the management of these organizations is accompanied by mechanisms and instruments that make it possible to assist in the competence of managerial processes, positively impacting their performance on society. Thus, Atakan and Tutku Eker (2007, p.55) state that "facing greater competition, universities are driven to project a positive image for internal and external stakeholders. Therefore, some of these institutions have begun to develop and implement corporate identity programs as part of their corporate strategies". However, there is little knowledge about students' perceptions of CSR and scarce investigation on how higher education institutions are promoting these perceptions Alonso-Almeida et al., 2015). According to Larrán et al. (2016, p.969) "few studies to date have been undertaken to determine the extent to which universities are incorporating practices on sustainability". At the same time, ethics and social engagement aspects of business development remain unclear and out of the mind-set of business managers, and of their university education and the role of HEIs is not sufficiently explored (Stonkutė et al., 2018). Additionally, most of the investigation on HEIs' CSR ignores the voice of one of the most important stakeholders, students (Haski-Leventhal et al., 2017), their experiences (Høgdal et al., 2019) and the role of demographics (Galvão et al., 2019). Finally, literature is scarce and diverse (Høgdal et al., 2019) and integrative research is needed. To fill these gaps, the research question of this study points to the evidence in international scientific production and to the trends they evidence. According to

Kumar et al.(2022,pg. 5) "the first stage of the bibliometric literature review is to identify research questions (RQs) for a detailed review of available topics". The main research question addressed in this study is: Is it important to know the space occupied by approaches in research on the implementation of Social Responsibility in HEIs? To answer the research question, the following were performed guiding steps, based on the study proposal: to analyse international scientific publications related to corporate social responsibility and higher education institutions, providing a map of the connection found in the studies published on those areas. Thus, the present document makes it possible to identify new research opportunities through a combination of qualitative and quantitative methods, based on a bibliometric approach. The option for this approach was based on the opportunity of producing an intensive and extensive analysis of a vast array of international scientific publications in this area, to make a point of the research carried out and to identify new opportunities of investigation.

A bibliometric analysis was conducted based on the studies published from in the Web of Science – Social Sciences Citation Index (SSCI) database. Despite presenting insights in this current, a complete examination covering its effects on the stakeholders is still absent (Pizzetti et al., 2021). Therefore, this study tries to provide a responsive overview of trends and current position of the academic studies, focusing on CSR, HEI, and sustainability and its effects on stakeholders, identifying research gaps and providing potential future research directions. To that purpose, the authors carried out a bibliometric analysis supported by VOSviewer, followed by a literature review of the articles obtained from Web of Science (WoS). The results are especially relevant and have shown how the current literature conceives the studies of corporate social responsibility in higher education institutions, including journals and authors with more citations, presenting insights for future research.

The main contributions of this study are focused on a thorough delineation of CSR in HEI based on the analysis of the existing gap between studies related to these themes, as well as the identification of new investigation opportunities in this field, as sustainability.

The results of this investigation are especially relevant considering the importance of CSR considerations. The structure of this article includes the introduction, the theoretical background section, the methodological procedures adopted and the presentation of the main results. The last section presents the final considerations and suggests a discussion about several concepts related to CSR and HEI, followed by the list of references used in this paper.

4.2 Theoretical background

4.2.1 Corporate Social Responsibility and High Education

CSR has become a major topic of discussion among HEIs around the world (Idowu, 2008; Madzík et al., 2018) and includes a wide variety of activities (Idowu, 2008). CSR might be understood as a concept where organizations have social and environmental concerns while interacting with their stakeholders

(Vasilescu et al., 2010). It includes all the activities that an organization pursues, trying to positively affect society (Su et al, 2016). However, the organizations' CSR goes far beyond meeting society's expectations, as it contributes to the well-being of all its stakeholders (Idowu, 2008), by focusing on their concerns about social issues (Rela et al., 2020). CSR also provides an ideal formula for individuals to seek and find meaningfulness through organizations they work for, or attend classes (Aguinis and Glavas, 2019). Therefore, organizations, together with their stakeholders, can reconcile social ambitions and contribute to build a better world (Vasilescu et al., 2010). HEIs are no different, as their mission has expanded beyond the framework of teaching and research, it incorporates services to the community and other stakeholders (Stanislavská et al, 2014).

The changes related to this evolution point to a perspective of business management, focusing on the generation of value shared between the companies and the different stakeholders. "Collaborating with these stakeholders provides many benefits, including potentially helping marketers develop foresight regarding the markets of the future and providing the impetus for innovation", complement Smith et al. (2010, p.5). In addition, the dissemination of social responsibility actions is fundamental, so that all involved can become aware of these practices and perceive a positive image of the organization. Amaladoss (2013, p.65) points out that, "A company may be active in CSR programs, either as a charity act or as a strategic driver, but unless the company makes an effort and chooses the right means to communicate them to its stakeholders, CSR efforts will not have an impact on the business".

The literature recognizes that for firms engaging in CSR, this represents an opportunity to distribute positive information to a diversity of stakeholders (Groza et al., 2011) and considers that all stakeholders, however, are usually unified in their hope that a firm must answer to and ''right'' their social transgression. According to Lin et al. (2011), whenever CSR activities are carried out, managers must identify both client affective identification and negative publicity. Thus, the image of the reputation of these companies that care about the diversity of social issues is considered positive, between the stakeholders, consumers, suppliers, local community, clients, employees and all those involved, directly or indirectly.

In the educational sector, Social Responsibility is not as new a subject as it is in the corporate world. The university, because it is also an organization, has its economic, political and social importance, and is still special because of its character as a citizen. The Institutions of Higher Education are expected to perform functions of social responsibility, since it is part of their values and specific mission before the society. In recent years, there has been some consensus on the fundamental role of universities in terms of the impact of incorporating social responsibility into their teaching and research, as well as their corporate mission, vision and strategy (Sánchez et al., 2013). Thus, the possibility of educating, with social responsibility, as well as instituting its practices, through its students, is in the area of competence of HEIs. Pendersen (2006, p.178) adds "over the last decade, a growing number of academics and practitioners have embraced the corporate social responsibility (CSR) discourse" and Barrena-Martinéz et al. (2015) complete,

emphasizing that when CSR actions are implemented, the process of seducing, preserving, and motivating employees becomes more effective, generating a competitive advantage for entrepreneurs and managers in this area.

As in companies, the application of social responsibility to the higher education context implies, among other things, the identification of the expectations of different groups of stakeholders, the establishment of mechanisms for dialogue with these actors, and the promotion of responsibility in universities (Sanchez et al., 2013). To do so, it is necessary to identify who the real beneficiaries of the actions of social responsibility of HEIs are, and who are involved in this process, identifying their mission, and how they intervene in society. The main reason for an organization be socially responsible is the opportunity to provide it with knowledge or a perception of its situation, and of its performance in society. Fernández and Quintero (2012) emphasize that the knowledge acquired in HEI returns to society thanks to the provision of a flexible learning curriculum in universities. Amaladoss (2013), reinforces the idea that a company must choose the right means to communicate its CSR programs to its stakeholders to drive its business, whether as a strategic enabler or as a beneficent organization. From this perspective, it is necessary to carry out a planned and organized action, through alliances and partnerships, capable of provoking profound socioeconomic and environmental changes (Lohn, 2011). The author continues to suggest the measurement of Social Responsibility, for HEIs, through indicators, which "… can measure the impact of HEI on local development, which can result in implementing socially responsible management, disseminating information on good social management - extension projects and principles of commitment to sustainable development, social, economic and environmental, with a view to future generations." (Lohn , 2011, p.124).

Thus, social responsibility must be inherent to the very nature of the organizational activity, including social impact management, and sustainable local development, the author concludes. Sanchéz et al. (2013) complements that universities, when implementing social responsibility in their strategic planning, serve as a model of ethical behaviour for society. In addition, when good corporate governance practices are implemented, supporting sustainability practices, social objectives are achieved with profit maximization (Hussain et al., 2018). Governance also encourages setting goals in relation to social responsibility (Rao and Tilt, 2016).

It is worth mentioning that social responsibility can take different forms, depending on the choice of strategic focus and the social commitments assumed, such as strengthening the institutional brand, the relationship with its stakeholders, of insertion in the community, or even of environmental preservation, encouraging ecological awareness and promoting environmental education programs. As for universities, establishing identity and maintaining their reputation in the competitive market can be a very important factor for CSR (Othman and Othman, 2014), and we have to pay attention to the central function of consumers in marketing, and professionals need to pay particular care to consumers' sights on CSR, complete Öberseder et al. (2013). Thus, socially responsible HEIs can build a positive image vis-à-vis

their target audience, when they express their interest for the environment where they are inserted, with a commitment to transform and induce change and progress in society.

The relationship between all those involved in the management of a HEI, however, is complex and interests are not always convergent. Thus, the interest in the results of the management of an HEI under the aspect of its social responsibility is shared by several actors, since these results impact different audiences and dimensions of society. This requires constant investment in improving management. According to Tiana and Villarreal (2016), social commitment involves a proposition to change the higher education curriculum, which looks at the relationship between university and society. "Thus, one of the main challenges for the university is to rethink the curriculum, which in this process requires the participation of managers, teachers, students and the entire university community," complete Brito et al. (2018, p.14).

In the HEI, it is necessary to create a positive image and a differentiated value, before its stakeholders, according to Dabijaa and Babutb (2014, p.907), "Because a lot of time and effort is needed to produce competitive advantages and to properly differentiate their products and services, it is imperative that companies operating in this field instil a strong, positive image in the consumer's mind so that there is a lasting relationship with consumer". A large part of the literature argues that managers of companies need to take into account the interests of stakeholders and not just the interests of owners (Phillips et. al., 2015). Finally, Sánchez-Hernández & Mainardes (2016) expresses that the universities must change their strategies and build a responsible approach in their management activities and also in their education and research programs to impact their student satisfaction and consequently optimize their positive impact on society. Therefore, some of these institutions have begun to develop and implement corporate identity programs as part of their corporate strategies. Therefor they might be "considered a source of competitive advantage, and students have to be at the centre of corporate social responsibility as the main stakeholder, as well as supporting the process as social intrapreneurs in the field of responsible university strategies" (Sánchez-Hernández & Mainardes, 2016, p. 163). According to the authors, supported by the scarce academic literature in the field, the selected indicators are determined to construct relationships to University Social Responsibility and to develop a structural model capable of explaining their causality relation with students' satisfaction. From this perspective, Perić and Delić (2016, p.78) affirm the importance of a socially responsible university, transforming citizens of the community in which they are inserted: "Socially responsible universities help students develop a sense of responsibility to the community, and the awareness that with their proactiveness and innovation they can truly change the community in which they live. That's why integrating knowledge, applying skills in addressing real problems, and creating a responsible citizen is becoming imperative in the work of many universities." Thus, students who are involved more extensively in the social activity were more satisfied with the work done and the results obtained, regarding the acquisition of social, specific, and generic competences, concludes Cabedo (2018).

4.3 Methodology

4.3.1 Research methodology

The research is characterized as a bibliometric analysis and a systematic review of literature; the focus is to investigate the most cited articles and the most recent articles in the Web of Science (WOS), which contain abundant academic production, as well as their authors and citations, and compared with other methods of analysis, this method is easier and provides a deeper analysis of the relationships between publications, citations, and authors. The principal objective is to identify relevant articles on the present research. Thus, the present work has, as its objective, to carry out a bibliometric analysis of the scientific field (Costa et. al, 2019) of CSR considering the students' perceptions in HEI. Bakker et. al (2011) states that the bibliometric methods expand to obtain an overview of the intellectual structure of the fields of CSR that are directed at finding meaningful structures and standards as authors, journals, citation patterns, and epistemological orientations. Pritchard (1969) defines the bibliometric method as a quantitative analysis of discourse, which is the "quantitative (mathematical and statistical) properties and behaviour of registered information".5t The activities of producing quantitative indicators and bibliometric indicators are useful and important for understanding the dissemination of science and its improvement. According to Lin Xie et al. (2020) bibliometric analysis using Web of Science and VOSviewer software provides us with a better understanding of global trends. "The basemap should provide the option of using any set downloaded from the Web of Science (WoS) and visualize the sets esthetically in terms of a global map of Science" complement Leydesdorff and Rafols (2012, p.318). At the same time, we didn´t found significant differences on the publications found in other databases like scopus or google scholar.

According to Vallaster, et al. (2019), bibliometric techniques present a comprehensive overview of the state of development of an investigation field. The systematic review was conducted based on the PRISMA research protocol (Moher et al., 2010) guided by the questions defined according to the researchers' prior knowledge on the topic. Thus, initially a search string was built from the inclusion of terms related to the research topic.

The final version of the search built based on the Web of Science journals database is presented in Table 3, and the terms used to search the database were "CSR" and, or "sustainability" and" CSR and HEI" manually reviewed all keywords, titles, and abstracts of the articles, and entire document, when necessary.

**Table 3 - Search for portfolio articles**

Database	Search	Results
Web of Science	"CSR" and, or "Sustainability"	1119
	"CSR and HEI"	81

Source. Search results (2022).

The inclusion criteria that were considered in this study: articles published in journals, articles published in English to capture the latest in the international literature on the subject, and articles published in the period between 2000 and 2022 in the areas of knowledge already specified. The research protocol was built from the classification taxonomy, consisting of the following steps: (i) The research began with the usage of the term "CSR and, or sustainability" in the topic "search"; (ii) the search in the database together with the inclusion criteria: records removed for other reasons - the selection of additional filtering keywords "Corporate Social Responsibility and Higher Education Institution; (iii) Exclusion based on relevance to the study based on the reading of keywords, titles, abstracts, and entire document, if necessary; (iv) Exclusion based on: document type, citation databases, data rage, language, and categories. Features less than 1 (one) citation. Exclusion based on year of publication (before 2000).

With the initial search, 1119 results were identified. After reading the titles and abstracts, 890 publications were removed from the article bank because their respective research objectives were not related to CSR in HEIs. Afterwards, from 229 records screened, 32 were excluded based on the reading of keywords, titles, abstracts, or entire document. After, 197 documents were removed, 63 due to lack of access, leaving a total of 134 publications to be analysed according to the criteria established in this research. In Web of Science, we narrowed the research by including additional filters, as described in figure 7. The number of citations was also considered, as only the ones that were cited at least one time were included. Our final sample is based on the final number of 81 filtered articles.

Figure 7: PRISMA 2020 flow diagram for new systematic review on Corporate Social Responsibility in Higher Education Institutions
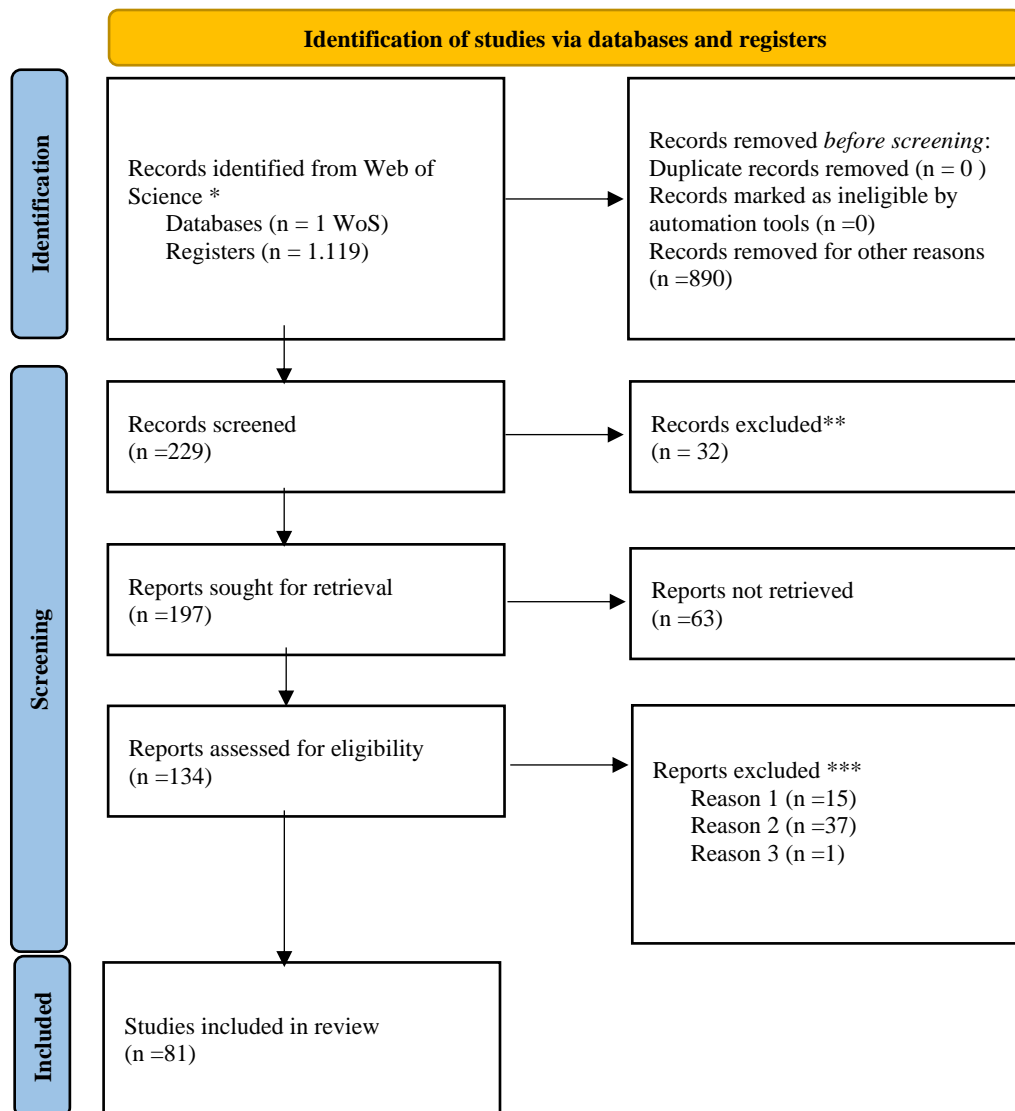
* The research began with the usage of the term "CSR and, or sustainability *" in a Topic search. Records removed for other reasons: the selection of additional filtering keywords: "Corporate Social Responsibility and Higher Education Institution"

** Exclusion based on relevance to the study based on the reading of keywords, titles, abstracts, and entire document, if necessary.

*** Exclusion based on:

Reason 1 – document type, citation databases, data rage, language, and categories.

Reason 2 – Features less than 1 (one) citation.

Reason 3 – Exclusion based on year of publication (before 2000).

Adapted from: Page, 2020

4.3.2 Data collection

This search analysed international scientific publications giving a map of studies published in Web of Science. From the several databases available for issue, the authors used WoS, because it is considered the most reliable database in the world, effective and most trusted (Saleem et al., 2021). The bibliometric analysis found 1.119 articles related to CSR and, or sustainability written by 2.592 authors, linked to 1278 organizations, from 93 countries and regions, including the period from 2000 to 2022. Regarding CSR and HEI, the bibliometric analysis found 229 articles, including the period between 2000 and 2022, written by 590 authors, linked to 351 organizations, from 70 countries. Those research were analysed considering the publications category of the web of science, with a time frame from 2000 to 2022, with no limitations on document type. It was possible to analyse the maps by constructing and visualizing bibliometric networks based on VOSviewer 1.6.18_exe. In accordance with Liuyong et. al (2019), "document information, including […], keywords, abstract, […], document type, and address(es) of author(s), were stored for further analysis. Chain et. al (2019, p.63) affirms that "this method organizes the existing literature, and demonstrates the trajectory of publications, the traditional and emerging research fields and their development over time".

4.4 Results

4.4.1 Analysis and Evolution

This research considered the publications of annual citations for the period between 2000 and 2022. Graphic 1 shows the evolution of publications on CSR with 1.119 articles, and Graphic 2 shows a limited number of 81 articles on CSR and HEI. Research results have been saved.

Graphic 1:
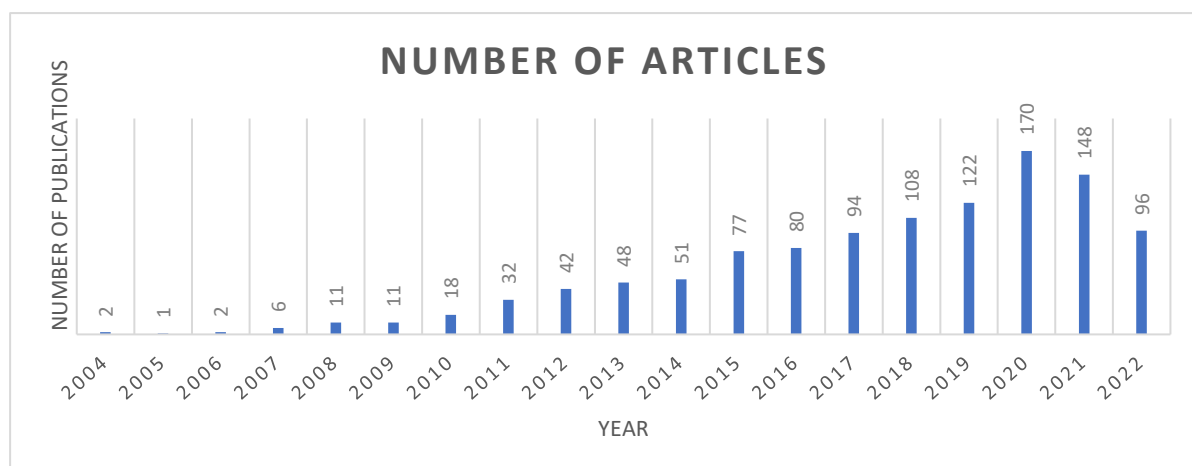
Evolution of Publications on CSR

Graphic 2:
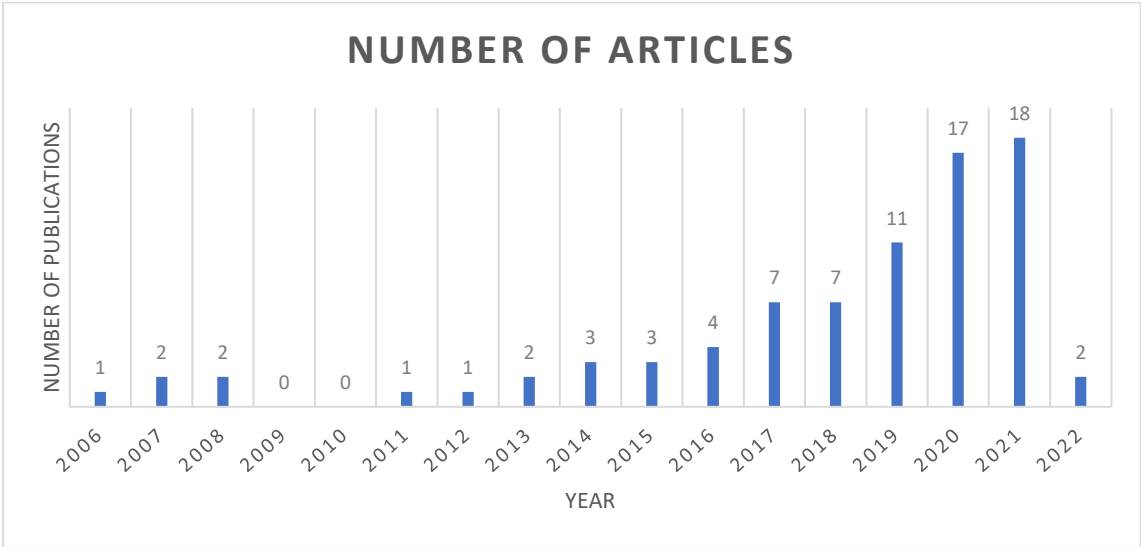
NUMBER OF ARTICLES

Evolution of Publications on CSR and HEI.

The table below represents the percentage of the number of articles and the number of citations on the field of this study.

Tabel 4: Number of articles and citations for the period between 2000 and 2022

Keywords	Number of Articles	Number of Citations
"CSR" and, or "Sustainability"	1.119	22,885
"CSR and HEI"	81	1.742

4.4.2 CSR in HEI: Evolution of Publications

Looking for relevance criteria, as indicated in Table 5 below, we examined the most cited scientific articles on CSR and HEI Bibliometric Analysis, collected from the Web of Science. These bibliometric indicators provide an immediate result and impact effects by the scientific community. Additionally, the increase of publications on CRS and HEI is inevitable nowadays and is an expected trend, to ensure its validity and consistence. According to Frank et al. (2005) literature reviews may serve several functions, such as to access different journals, and the bibliometric methods are being extended to obtain an overview of the intellectual structure of the fields of CSR.

Tabel 5: Top 10 most cited scientific articles on CSR in HEI Bibliometric Analysis

Author	Journal	Title	Citation
Jongbloed, B; Enders, J and Salerno, C. (2008)	Higher Education	Higher education and its communities: Interconnections, interdependencies and a research agenda	384
Christensen, LJ; Peirce, E; (...); Carrier, J(2007)	Journal of Business Ethics	Ethics, CSR, and sustainability education in the financial times top 50 global business schools: Baseline data and future research directions	275
Hesselbarth, C and Schaltegger, S (2014)	Journal of Cleaner Production	Educating change agents for sustainability - learnings from the first sustainability management master of business administration	154
Jorge, ML; Madueno, JH; (...); Pena, FJA (2015)	Journal of Cleaner Production	An approach to the implementation of sustainability practices in Spanish universities	92
Ntim, CG; Soobaroyen, T and Broad, MJ (2017) |	Accounting Auditing & Accontability Journal	Governance structures, voluntary disclosures and public accountability The case of UK higher education institutions	84
Cockx, L and Francken, N. (2016)	Energy Policy	Natural resources: A curse on education spending?	71
Foroudi, P; Dinnie, K; (...); Foroudi, MM (2017)	European Journal of Marketing	IMC antecedents and the consequences of planned brand identity in higher education	53
Miotto, G; Del-Castillo-Feito, C and Blanco-Gonzalez, A (2020)	Journal of Business Research	Reputation and legitimacy: Key factors for Higher Education Institutions sustained competitive advantage	37
Hassan, A; Adhikariparajuli, M; (...); Elamer, A(2019)	Sustainability Accounting Management and Policy Journal	Integrated reporting in UK higher education institutions	33
Galvao, A; Mendes, L; (...); Mascarenhas, C(2019)	Journal of Cleaner Production	Factors influencing students' corporate social responsibility orientation in higher education	31

Through the review carried out, we can perceive that the ten most cited articles about CSR students' perceptions in HEI, demonstrate first, that recent emerging environmental issues influence marketing assets, although social responsibility actions continue to be more influential (Alonso-Almeida et al., 2015). Linnenluecke and Griffiths (2013) showed that the evolution of corporate sustainability over fifty years, is emerging, among others, from the stakeholder theory. Fetscherin and Gugler (2018) argue that social questions are a subcategory of CSR, and Fetscherin and Usunier (2012) suggest that the bibliometric analysis identified corporate image as one of the trendy issues besides, the main approaches are related to the brand. Today, due to the growing interest in social responsibility, it is necessary to align research with management practices, affirm Calabretta et al. (2011).

Porter & Kramer (2006) state that there are four prevailing justifications for CSR: moral obligation, sustainability, license to operate, and reputation. "Institutions today have realised the significance of being ethical in their operations in order to attract various stakeholders, especially customers" (Jie and Huam, 2019, p. 316), According to McWilliams & Siegel (2001, p.118) "the ethical behaviour of firms will

enable them to achieve a competitive advantage, because they will develop lasting, productive relationships with these stakeholders". Waddock and Graves (1997) declare that strategic resource allocation decisions have always been complex, but "the implementation of CSR initiatives into their strategic goals has the potential to change not only the organizations' corporate culture, but also to impart true social change" argue Aguilera et al. (2007, p.6). Campbell (2007, p. 962) defends that "economic conditions—specifically, the relative health of corporations and the economy and the level of competition to which corporations are exposed—affect the probability that corporations will act in socially responsible ways". Finally, Bhattacharya and Sem, (2004) present some implications for CSR strategy that contribute to reflect about the topic: when there is a commitment of corporate resources for CSR, the attention changes to the strategic formulation, implementation, and measurement of the market returns on CSR initiatives.

Corporate social responsibility has significant implications for higher education (Galvão et al., 2019). The stakeholders' demands for social responsibility initiatives makes managers gain confidence on their responsible actions (Islam et al, 2021), even if professionals in HEIs continue to act with caution (Gilal et al, 2019). It's important to note that stakeholders are heterogeneous and have different importance according to the nature of the HEI, public or private (Langrafeet al. (2020). University students are an important stakeholder, conclude Gallardo-Vazquez et al., (2020) and. according to Berei (2020), it is important to compare the implications from students' demands, from state and private institutions.

HEIs include in their formal structure, representatives of society, as well as students, managers, and different types of employees (Ferrero-Ferrero et al,. 2018). Important to note that in higher education institutions, sustainability issues attract the attention of both the general public and investors, as well as public policy makers (Larrán, 2015). Thus, it is possible to observe that few articles deal with CSR in HEI, and some of them deal with the impact of CSR and sustainability in higher education.

It is possible to observe that many articles deal with Corporate Social Responsibility, and some of them deal with the impact of institutional image on students' satisfaction and measurement of service quality in higher education to create student loyalty. Brown and Mazzarol (2009, p.91) affirm that "the higher education sector can be considered a marketplace and university education a marketable service," thus "the University sector represents an interesting milieu for a research study grounded in the discipline of services marketing". Therefore, Zizka (2017) complements that HEI may increase students' knowledge of sustainability actions and initiatives. Moreover, HEIs use strategies to improve their performance with students, improving their responsiveness (Tomlinson, 2017). Furthermore, it can be seen that the function of service quality in higher education (HE) has been expanding, and during the last two decades it has had especial care with CSR issues, argues Brochado (2009). In this context, Tsinidou et al. (2010, p.227) considers that "education services are often intangible and difficult to measure, since the outcome is reflected in the transformation of individuals in their knowledge, their characteristics, and their

behaviour". Therefore, according to Aleixo et al (2018) and Manika et al. (2019) HEIs must lead to play a significant role in promoting social responsibility, far beyond simply using it.

At the same time, HEIs have to gain an accurate and deep intuitive understanding of students' loyalty and its drivers, to establish the precise CSR approach, suggest Helgesen and Nesset (2007). Therefore, Hu and Kuh (2002, p.571) conclude that "student engagement is a function of the interaction of student and institutional characteristics". According to Aristovnik et al. (2020) there are numerous factors that influence student satisfaction with the university, and "educational institutions have to conduct studies to analyse the student's perception of the HEI CSR", complement Raja and Kallarakal (2021, p. 467). Therefore, it is necessary to deepen the studies related to HEIs, in order to have an understanding of the questions regarding the perception of the students' academic experiences, where SCR may play a significant role.

The Graphic 3 below illustrates the evolution of the number of annual citations on CSR and HEI, where we can observe a growing evolution with a significant increase in the number of studies.

Graphic 3: Number of annual citations on CSR and HEI
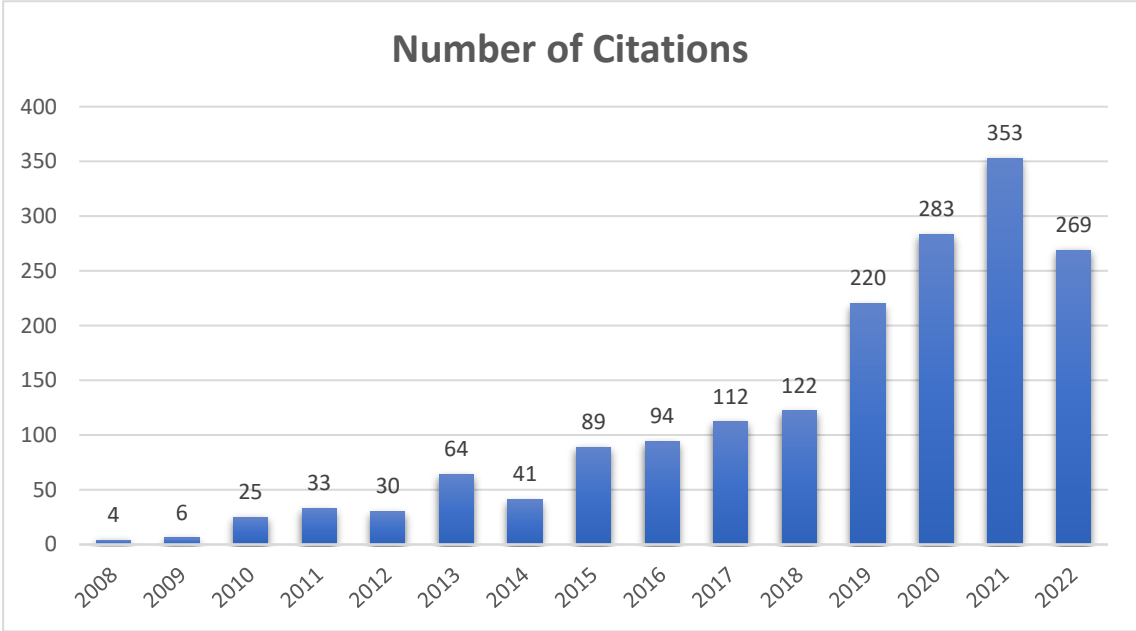
4.4.3 Publications by authors

Out of the 229 authors, 10 of them were cited more than 200 times. Most prolific authors in CSR in higher education institution literature are highlighted in table 4, which considers the contribution as an author or co-author. Blanco-gonzalez A achieved 52 citations with 2 published articles, while Florez-parra JM, with the same number of published articles, achieved 16. It is important to notice that Abad-segura E, with

only one article, regarding research evolution on the socio-economic and environmental dimensions on university social responsibility, obtained a total of 35 citations (See table 6):

Table 6 : Most prolific authors

Author	Documents	Citations	References
Blanco-gonzalez A	2	52	236
Florez-parra JM	2	16	232
Gallardo-vazquez D	2	15	259
Lopez-perez MV	2	16	232
Pizzi S	2	13	118
Sanchez RG	2	16	132
Yeung SMC	2	18	57
Zizka L	2	20	78
Abad-segura E	1	35	117
Acosta FJ	1	-	117
…			

4.4.4 Publications by country

Amongst the top 10 countries (see table 7), Spain is clearly the most productive country with 20 articles and 361 citations. England and Italy follow with 13 and 7 articles respectively. Most of the studies are conducted in the fields of green sustainability, environmental sciences education, and educational research management. Thus, it seems that investigations on CSR in HEI are scarce.

Table 7: Top 10 of countries with the largest number of articles featuring CSR in HEI

Country	Documents	Citations	Percentage
Spain	20	361	24.691%
England	13	252	16.049%
Italy	7	47	8.642%
USA	7	701	8.642%
Brazil	5	55	6.173%
Portugal	5	54	6.173%
Germany	4	168	4.938%
India	4	23	4.938%
Pakistan	4	44	4.938%
Peoples R China	4	41	4.938%

Based on this analysis, we performed a search using the filter "corporate social responsibility" as keywords. The data was transferred into the VOSviewer software. Figure 1 represents the map of relations around "CSR and HEI" keywords:

Figure 8: Map of relations around "CSR and HEI" keywords
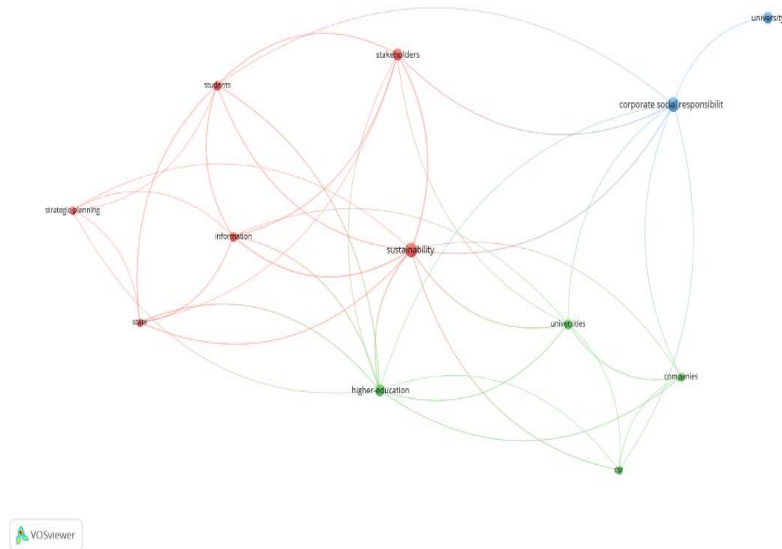
According to figure 8 we can find different keywords, with a minimum number of occurrences. Considering that some authors use different words to express a similar concept, we selected the keywords to identify the similarities. Keyword analysis exposes critical points and trends in research topics that are important to understand advancement in the field. The purpose of this analysis is to recognize the most common search topics and find out what keywords are trending over time through the overlay visualization provided by VOSviewer.

Based on Web of Science records regarding CSR and HEI, selecting the option to create a co-authorship, keyword co-occurrence, citation, bibliographic coupling, or co-citation map based on bibliographic data, we transported the database into VOSviewer software, and analysed based on the "full counting" method, and set the threshold minimum number of occurrences of keywords at 2 incidents, which identified 12 terms with relevance, for each of keywords. It was possible to recognize 3 most relevant terms: corporate social responsibility, sustainability and higher education, resulting in the same number of clusters. Based on these three categories, the connection between keywords can be examined. In fact, only recently has the role of social responsibility in HEIs begun to be investigated in a systematic way, and therefore there are still many research opportunities. Figure 7 displays 3 clusters, whose definition is based on the items that complement them, as shown in table 8.

Cluster 1 (red) is related to stakeholders and strategic planning outcomes. It includes terms like sustainability, impact, perception, attitudes, consumer, consumption, purchase intention, trust, and word of mouth. The second cluster (green) comprehends higher education and sustainability by adopting corporate socially responsible practices. This cluster is composed by keywords related to companies,

CSR, higher education and sustainable universities. The third cluster (blue) is related to CSR in Universities. It comprises terms as Corporate Social Responsibility and University.

The figure 8 demonstrates the trends in keyword changes over time. The red part corresponds to older investigations while the blue part corresponds to more recent investigations. There is a transition from studies related to strategic planning, information and sustainability to the effects of corporate social responsibility, namely in the perceptions of this practice in universities. In the past, authors like Foroundi et al (2017) showed how professionals responsible for promotional activities in universities, were involved in the need to plan the brand, to reach different markets. In a new scenario, Miotto et al. (2020) affirm that intangible assets such as reputation and legitimacy are key factors in gaining a sustained competitive advantage. Avelar et. al. (2022) highlight an interdisciplinary approach to sustainability and corporate social responsibility (CSR), leading to a responsible management education.

Tabel 8: Most relevant clusters on CSR and HEI

Cluster 1	Cluster 2	Cluster 3
6 items	4 items	2 items
INFORMATION STAKEHOLDER STATE STRATEGIC PLANNING STUDENTS	COMPANIES CSR HIGHER EDUCATION SUSTAINABILITY UNIVERSITIES	CORPORATE SOCIAL RESPONSIBILITY UNIVERSITY

4.5. Investigation Opportunities

Some research opportunities are suggested, with this study, based on a content analysis of the gaps and suggestions for future investigations, from the 14 most cited publications since 2019, to assure that they are recent and relevant on the identification of investigation prospects in this field. Table 9 summarizes the results of this analysis:

STUDY OPPORTUNITIES	SUGGESTED ARTICLES
(i) Future work may analyse the outcomes of social responsibility on the sustainability of higher education institutions Gap: There is a lack of knowledge on how to apply sustainable management through intelligent solutions to the satisfaction of the people involved.	Mendoza, Joan Manuel F.; Gallego-Schmid, Alejandro and Azapagic, Adisa. (2019). A methodological framework for the implementation of circular economy thinking in higher education institutions: Towards sustainable campus management. Journal of Cleaner Production, 226, 831-844.
(ii) Future studies may also deal with the assessment of student learning outcomes based on the skills acquired through responsible education. Gap: little empirical work has been done regarding competences in the field of sustainability in management education; and it has mostly focused on a single programme or institution, or on a specific domain of management education"	Olalla, Consuelo Benito and Merino, Amparo. (2019). Competences for sustainability in undergraduate business studies: A content analysis of value-based course syllabi in Spanish Universities. The International Journal of Management Education, 17, 239–253.
(iii) Similar studies may be carried out in other types of higher education institutions, such as polytechnic universities Gap: "no consensus yet exists on the results and that few studies have explored the gender gap among higher education students in European countries." (p.292).	Galvão, Anderson; Mendes, Luis; Marques, Carla and Mascarenhas, Carla. Factors influencing students' corporate social responsibility orientation in higher education. Journal of Cleaner Production 215 (2019) 290-304.
(iv) Studies on perspectives of individual and institutional interaction through the identification of students' perception. Gap: Students may be able to expand their knowledge of the environment and economic dimensions of CSR, in addition to its environmental dimensions and economic dimensions, however, they remain hesitant to identify links between these social aspects of CSR and their actual work.	Junior, Annor da Silva et al. (2019). Sustainability and corporate social responsibility in the opinion of undergraduate students in management programs: Between the concrete and the abstract. Journal of Cleaner Production, 207, 600- 617.
(v) Studies that may address students' social responsibility in the process as transformers of institutional outcomes Gap: There are no previous studies that empirically address the effects of the simulation game technique on sustainability learning.	Gatti, Lucia; Ulrich, Markus; Seele, Peter. (2019). Education for sustainable development through business simulation games: An exploratory study of sustainability gamification and its effects on students' learning outcomes. Journal of Cleaner Production, 207, 667-678.
(vi) Studies that can explore sustainability reports in higher education institutions as well as their image and stakeholder perception in their social responsibility initiatives. Gap: Numerous authors have tried to define competencies, skills and learning outcomes for sustainability, but there is still no agreement about what these key competences for sustainability in higher education really are.	Eizaguirre, Almudena; Feijoo, María García- and Laka,Jon Paul. (2019). Defining Sustainability Core Competencies in Business and Management Studies Based on Multinational Stakeholders' Perceptions. Sustainability, 11, 2303.
(vii) Studies related to the capacity of universities to engage in social responsibility Gap: The development of sustainability is still far from being fully integrated into the core activities of HEIs.	Symacoa, L. P. & Teeb, M. Y. (2019). Social responsibility and engagement in higher education: Case of the ASEAN. International Journal of Educational Development 66 (2019) 184–192
(viii) Understand from the point of view of academics, what non-utilitarian teaching means and reflect on their practices. Gap: Responsible management education presents obstacles in the development of skills to understand the challenges of society.	Ramboarisata, L. & Gendro, C. (2019). Beyond moral righteousness: The challenges of non-utilitarian ethics, CSR, and sustainability education. The International Journal of Management Education 17, 100321.

(ix) Study the importance of differentiating economic factors on social responsibility and sustainability. Gap: The way how sustainability initiatives and social responsibility commitments interrelate in practice is relatively unexplored.	Filho, WL, Doni, F, Vargas, VR, Wall, T, Hindley, A, Rayman-Bacchus, L, Emblen-Perry, K, Boddy, J and Avila, LV (2019). The integration of social responsibility and sustainability in practice: Exploring attitudes and practices in Higher Education Institutions. Journal of Cleaner Production, 220. pp. 152-166.
(x) Identify the factors that define students' perception of university social responsibility. Gap: Academic initiatives rarely seek to meet student expectations and needs in relation to RS programs.	Santos, G., Marques, C. S., Justino, E., Mendes, L. (2020). Understanding social responsibility's influence on service quality and student satisfaction in higher education. Journal of Cleaner Production, 256, 120597.
(xi) Examine the effect of the use of Web 2.0 technology on the absorption capacity and learning of CSR and how this learning is transformed into practice. Gap: Learning theory says that students should play an active role in learning but does not connect that learning to practical action.	García-Morales, V. J.; Martín-Rojas, R. Garde-Sánchez, R. (2020). How to Encourage Social Entrepreneurship Action? Using Web 2.0 Technologies in Higher Education Institutions. Journal of Business Ethics 161:329–350.
(xii) Study how universities integrate sustainability in the dimensions of research, internationalization, University governance; assessment and reporting, and Campus operations. Gap: There is a lack of studies that investigate sustainability development in higher education considering all dimensions.	Bautista-Puig, Núria. &, Sanz-Casado, E. (2021). Sustainability practices in Spanish higher education institutions: An overview of status and implementation. Journal of Cleaner Production 295, 126320.
(xiii) To explore whether and how university social responsibility service-learning projects students' development in relation to their academic, civic, and professional lives, Gap: "Despite the proliferation of research in this area, there is a tendency to focus on the meanings of USR or on identifying benchmarks, while the potential impact of students involvement in USR projects is not yet sufficiently studied" (p.2)	Coelho, M. & Menezes, I. (2021). University Social Responsibility, Service Learning, and Students' Personal, Professional, and Civic Education. Front. Psychol. 12:617300
(xiv) Study interdependent dimensions, namely contextual, organizational, curricular and pedagogical – which can be used as a guide to integrate sustainability in critical areas in HEIs. Gap: Considering that many extension and research projects work with socio-environmental issues, they have received less support in the Brazilian context.	Figueiró, P.S. Neutzling, D. M., Lessa, B. (2022). Education for sustainability in higher education institutions: A multi-perspective proposal with a focus on management education. Journal of Cleaner Production 339, 130539.
(xv) Management-related educators are called upon to empower current and future leaders to generate value for business and society in general Gap: "the most important obstacle that must be overcome is ensure that there is broad understanding and engagement among participating academic institutions across the SDG. This will require a concerted effort to ensure that schools are aware of the SDGs, that they identify opportunities involving with them in curricular and extracurricular activities, and who demonstrate this engagement"	Haertle, J., Parkes, C., & Murray, A., Hayes, R.(2017) PRME: Building a global movement on responsible management education. The International Journal of Management Education 15 (2017) 66e72

Table 9: Study Opportunities and Suggested Articles

From the analysis of these results, we can identify 5 main areas for future investigation:

Sustainable development and dissemination - there is a lack of research on sustainable development in HEIs and dissemination of information. Sustainable development in universities seems to be an area

Waiting to be investigated (Mendoza et al. 2019). At the same time, information disclosure needs more investigation to better understand how HEIs are dealing with and using CSR (Symacoa and Teeb, 2019). Studies that can explore sustainability reports in higher education institutions, as well as their image and perception of stakeholders in their social responsibility initiatives, complement Eizaguirre et al. (2019). Studying the importance of differentiating economic factors in social responsibility and sustainability is of great importance, as the way in which sustainability initiatives and social responsibility commitments relate in practice, are approaches relatively unexplored (Filho et al., 2019). It is also important to study how universities integrate sustainability in the dimensions of research, internationalization, university governance, evaluation and reporting, and Campus operations, as there is a lack of studies that investigate the development of sustainability in higher education considering all dimensions (Bautista-Puig and Sanz-Casado, 2019).

Learning outcomes and skills developed based on HEIs' CSR engagement and practices - Future studies may also address the assessment of student learning outcomes based on skills acquired through responsible education (Olalla et al. 2019). According to Junior et al (2019), students may be able to expand their knowledge about the environment and the economic dimensions of CSR, in addition to its environmental and economic dimensions, however, they remain hesitant to identify links between these social aspects of CSR, and their actual work. Numerous authors have tried to define competencies, skills and learning outcomes for sustainability, but there is still no consensus on what these key competencies for sustainability in higher education really are (Eizaguirre et al., 2019). Responsible management education presents obstacles in the development of skills to understand the challenges of society (Ramboarisata and Gendro, 2019). There is room to explore if and how university social responsibility teaching, service projects, and the development of students regarding their academic, civic and professional lives, is producing the right outcomes in terms of skills developed, conclude Coelho and Menezes (2021).

Comparing different cultures and latitudes – Considering that many extension and research projects deal with socio-environmental issues in different contexts and latitudes, future studies may address interdependent dimensions, namely, other cultures, contextual issues, organizational features, curricular and pedagogical latitudes – which can be used as a guide to integrate sustainability in critical areas in HEIs (Figueiró et al., 2022). Similar studies can be carried out in other types of higher education institutions, such as polytechnic universities (Galvão, 2019).

Students' expectations and perceptions - Studies on individual and institutional interaction perspectives, through the identification of students' perceptions (Junior et al., 2019) are of great opportunity. Another important point is to identify the factors that define students' perception of university social responsibility,

as academic initiatives rarely seek to meet students' expectations and needs, in relation to CSR programs (Santos et al. ,2020).

The role of people (gender, students, teachers...) - According to Galvão et al. (2019, p.292), "there is still no consensus on the results and that few studies have explored the gender difference between higher education students in European countries", becoming an important study opportunity. As well as examining the effect of the use of Web 2.0 technology on the absorption and learning capacity of CSR, and how this learning is transformed into practice, as learning theory says that students should play an active role in learning, connecting this learning to practical action (García Morales et al., 2020). Another opportunity is highlighted by Gatti et al. (2019) who report that there are no previous studies that empirically address the effects of other pedagogical tools on sustainability learning, and studies that can address the social responsibility of students in the process, as transformers of institutional results. Finally, understanding from the point of view of academics, what non-utilitarian teaching means and reflecting on its practices is of great importance for future research, complement Ramboarisata and Gendro (2019). Garcia Morales et al. (2020) suggest that when examining the effect of using Web 2.0 technology on CSR absorptive and learning capacity.

Responsible management education - An interesting study opportunity concerns the principles that govern teaching in responsible management, and among them, the first principle is suggested by Haertle, et al. (2017), which says that the responsibility of educators linked to management are called to form current and futures leaders to generate value for business and society at large. The most important hurdle that must be overcome is "ensuring that there is broad understanding and engagement among academic institutions participating in all the sustainable development goals. This will require a concerted effort to ensure that schools are aware of the SDGs, that they identify opportunities to engage with them in curricular and extracurricular activities, and that they demonstrate this involvement" Haertle, et al (2017, p.70).

According to Mendoza et al. (2019, p.831) "little is known yet on how to apply circular economy thinking to sustainable campus management" and there is a lack of knowledge on how to apply sustainable management through intelligent solutions to the satisfaction of the people involved, continue the authors. Therefore, the field of CSR in HEIs or even in the overall education sector present a wide array of investigation opportunities, and this investigation identifies and displays an important set of them. University students, are about to make important choices that affect their careers and their lives (Galvão et.al, 2019), and the way HEIs deal with this subject may influence and contribute to the design of a better world.

4.6 Discussion, contributions, and limitations:

4.6.1 Discussion

This study addresses the use of CSR practices by Higher Education Institutions and the Students' perceptions about these practices. This study is of fundamental importance for the understanding and interpretation of the data used by specialists in these areas. However, as much as has been written about CSR, this study provides information on the state of the art, recognizing trends, gaps, and future research opportunities, thus, contributing to the existing body of knowledge in the field of social responsibility and how it is perceived by the academic community.

Concerns about stakeholders' perceptions with companies' CSR is growing, and HEI are no different. When integrating the social responsibility approach into these institutions, it is clear that their students' perceptions become a fundamental part of this process. Thus, this study highlighted important items related to social responsibility and analysed the most cited contents of the relevant literature.

Our research was motivated by two reflections: initially, that corporate social responsibility has remained a much-discussed topic in the academic literature during decades. Afterwards, we could observe that there are different views that can be discerned through academic literature evolution, and only in the last decade the studies involving Students' Perceptions in HEI CSR engagement registered a significant growing. We could observe a positive association between the investigation in CSR and investigation in HEIs, but very few publications about this connection. In this study, the increase in the number of published articles was identified, indicating how relevant and innovative this topic is becoming for academia, and for managers. The investigation provides an overview of the most important international scientific publications and their authors, and the main contributions of these publications over the period from 2000 to 2022. The analysis identified the most influential journals, the most cited and the most recent articles, in the Web of Science database contents. The constructing and visualizing of bibliometric networks based on VOSviewer make it possible to analyse the results of studies like this one, and are also important for decision-making and the establishment of alternative solutions for possible problems. Although many studies address the evolution of social responsibility over time, and even student perceptions in higher education institutions, few bibliometric studies address these issues combined. Moreover, there are few bibliometric studies that quantify the information contained in this study, and through a content analysis we identified gaps and investigation opportunities in this emerging field.

The results of this study make it clear that the implementation of social responsibility in higher education institutions leads to a greater involvement of students, who become leaders of new changes.

4.6.2 Contributions

With this methodology, we can identify and analyze past and present literature, identifying new areas of study, and explore possible future studies. This work helps to verify the importance of social responsibility in institutions and to identify that students are part of the teaching-learning process, internally, and their expectations must be met, from an external approach. This investigation presents 3 major contributions: 1) Presenting a literature review in the area of social responsibility in higher education institutions 2)

Provide a guide to the work of researchers investigating the social responsibility field 3) Identify the most important research opportunities and gaps in the literature.

This analysis indicates that there is a gap in the literature and promotes the discussion about the importance of the Impact of Social Responsibility on Students' Perceptions in Higher Education Institutions. There were two important reasons for this gap: first, we found few empirical studies focused on analyzing Corporate Social Responsibility practices in Higher Education Institutions and second, the possibility of universities to improve their commitment to social responsibility, by using their students' perceptions. Although a great number of studies have described several concepts related to CSR, only a few of these articles address CSR in HEI, and bibliometric studies. Finally, our analysis suggests future studies selecting a large number of universities and compares how university leaders deal with CSR incorporating sustainability practices to satisfy their stakeholders.

It is clear that growing institutions must invest in CSR areas to attract and retain their customers/stakeholders, the impact of social responsibility maximizing the relationship between them. Integrating CSR in Higher Education Institutions, CSR will have a positive impact on students' perceptions with better reputation and competitive advantage as consequence.

4.6.3 Limitations

Despite some limitations in the study, we believe we have achieved the desired goals. This article admitted some limitations: The first one of the study refers to data collection having been performed on a single base (WoS) and may have a less representative impact on data analysis. Secondly, it is necessary to ensure that, for better results, the measurement of the bibliometric data of the study is constantly updated, so that the time lapse between the date of collection and the date of publication of the research is not very long. Thus, it is suggested to integrate more databases in the research collection, and further improve the methodologies used to evaluate the time lapse between the date of research and the date of its publication.

4.7 References

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CHAPTER V – CORPORATE SOCIAL RESPONSIBILITY PRECEPTIONS IN HIGHER EDUCATION INSTITUTIONS: A STUDY OF ITS PREDICABILITY AND IMPACT ON CONGRUENCE, IMAGE, AND TRUST.

Abstract

The purpose of this study is to explore the impact of social responsibility on students' perceptions in Higher Education Institutions (HEIs). We develop two studies to establish a reliable measurement for Corporate Social Responsibility (CSR) in higher education and then, test its predictability and impact on congruence, image, and trust. The research is based on cross section data from a sample of 430 students of different public and private institutions of HEIs in Brazil. We propose 2 studies, the first to test a reliable measurement for CSR in HEIs, and a second one to test its predictability on image and trust. The investigation uses structural equation modeling to test the proposed hypothesis. Results show that satisfaction with CSR is relevant to attract the customers' attention to the company's CSR efforts. Together with congruence, they are relevant to predict image and trust in HEIs. This study tests and provides a reliable measure of CSR perceptions in HEIs and analyzes the impacts CSR and congruence may have on trust and image building.

Keywords: Corporate social responsibility; congruence; higher education institutions; students' satisfaction.

5.1. Introduction

The current study presents an analysis of the impact of corporate social responsibility (CSR) in higher education institutions (HEIs), on students' perceptions and attitudes. CSR is a subject that has been debated in management, becoming increasingly important for the creation of value for an organization and its differentiation in the market. Social Responsibility is seen as a way of conducting the business of organizations, in such a way that it becomes a partner and jointly responsible for social development (Mello and Mello, 2018). Recently, the concept of social responsibility in higher education has stimulated the interest of different researchers and has been the subject of investigation from different perspectives. It is necessary to have more discussions on efficient administration policies of HEIs because their activities are affected by market demand, and by the interests of their stakeholders (Galvão et al., 2019),

and their activities have a deep impact on the overall society. Universities play a fundamental role in society; they lead the education and training of the new and older generations, and social responsibility issues must be central to their priorities and programs. According to Garcia Nieto and Rodriguez (2018, p.388), "An organization can be considered to be socially responsible providing the needs, concerns and interests of the social groups with whom decision-making processes, strategic planning and policy, management, procedures, behavior and communication are all taken into account." Stakeholders' theory (Freeman, 1984) created the framework that underlies the idea that CSR practices are based on "relationship-building activities" with the different organizational stakeholders (Peloza and Shang, 2011). Authors like Latif and Sajjad (2018) show that CSR is a strategic investment, being a source of competitive advantage for institutions. HEIs have the opportunity of embracing socially engaged practices and processes, while adopting social responsibility training, leading society to sustainable development (Asrar-ul-Haq et al., 2017). According to Alonso-Almeida et. al (2015, p.145), "Universities, which aim to educate and prepare future decision makers, play a key role in creating new mental paradigms related to sustainability." Hence, HEIs should assume the responsibility of leading the training and awareness of the CSR issues they are adopting, so the effectiveness of social responsibility programs makes it possible to start building a better world (Alvarado-Herrera et al, 2017).

Although there is a need to adapt the teaching of responsible education in higher education, there is still a lack in the literature of studies that assess the advantages and limitations of different learning methods in this area (Gatti et al. 2019). The question needs to be answered: How do we identify students' current behavior regarding ethics and CSR (Murphy et al. 2019) and what directions should training adopt? Stakeholders' theory posits that meeting the stakeholders' interests and needs are crucial to the organizational success and the social performance of the firm (Khojastehpour & Shams, 2020). At the same time, there is a strong view that different dimensions of CSR must be considered, and a stakeholders' approach might better capture how firms can be successful in their relationships with their stakeholders and how to respond to their expectations (Suganthi, 2019).

Until now it appears that we cannot find a unified definition of CSR, as well as a unified logic regarding its measurement (Madzíg et al., 2018) in HEIs. According to Lárran et al. (2016, p.968), "few studies to date have been undertaken to determine the extent to which universities are incorporating practices on sustainability" and how they are perceived by their students. Many HEIs have been trying to develop sustainable thinking, but there is a deficiency of information about this, creating a research gap (Olalla and Merino, 2019). Furthermore, there is a lack of empirical research examining how consumers perceive CSR actions as authentic (Fatma and Khan, 2020), while greenwashing practices are increasing, providing a new opportunity to investigate CSR congruence.

At the same time, new models of management education are suggested, and the literature presents numerous gaps, namely regarding the antecedents of innovation in HEIs, like their market orientation, and CSR orientation (Vaikunthavasan et al.,2019). Appropriate studies are needed for a broader approach

to the implementation of courses related to ethics, social responsibility, and sustainability issues (Jorge et al., 2019). Finally, numerous authors have attempted to define a relationship between sustainability and higher education, and it seems that "there are different proposals regarding how content and competencies linked to sustainability can be incorporated into higher education curricula" (Eizaguirre et al., 2019, p.4), but there is still no agreement in this debate.

To fill these gaps, we draw from the signaling theory approaches to CSR, showing that public perceptions, more precisely students' perceptions of CSR, play a determinant role in identifying and shaping their attitudes and behaviours (Saxton et al., 2019). The objective of this study is to analyze the influence of the students' CSR perceptions in HEIs and their influence on institutional image and trust through the effects of CSR congruence. At the same time, traditional measurements of CSR perceptions in HEIs are tested and compared, trying to identify a reliable measurement.

Based on a sample of 430 Brazilian students from HEIs, including private and public universities, this study innovates by shedding new light on the CSR measurement, testing its predictability based on a model that tests the impact on desirable organizational outcomes like image and trust, mediated by CSR congruence with the HEI strategy. Therefore, this investigation proposes two studies: Study 1 tests and compares the results of the use of two different already existing metrics and tries to improve them, adding a new dimension, satisfaction with CSR, identifying the best measurement; study 2 uses the measurement with the best performance to test its predictability, based on the influence on image and trust, mediated by congruence.

5.2. Conceptual background and research hypotheses

There are various definitions of the CSR concept, and there is no consensus among the several authors working in the field. CSR has been an important research topic for the last 70 years, since the 1950s. "The publication by Howard R. Bowen (1953) of his landmark book *Social Responsibilities of the Businessman* is argued to mark the beginnings of the modern period of literature on this subject," says Carrol (1999, p.269). Bowen (1953) stated in his studies that companies had the power to influence people's lives, and consequently, managers should assume the consequences of their decisions regarding the overall society. According to Carrol (1991) there is an acceptance that corporate social responsibility will depend on appropriate business behavior. In his studies on CSR, Carrol (1991) stated that it should not be restricted only to the economic and legal obligations of the organization, but it should also apply to ethical and philanthropic responsibility, proposing a "pyramid" where the base is composed of all economic aspects, which support the other obligations that companies have towards society. A CSR definition should, therefore, always include corporate, economic, legal, ethical, and philanthropic initiatives that might meet the stakeholders´ expectations (Carroll, 1999).

CSR has grown in companies to meet society's needs and expectations, as they contemplate the social consequences of their actions (Martínez et al., 2016). According to Martínez et al. (2016, p. 9), "In the

early sixties Davis (1960) contributed to the concept of social responsibility, suggesting that, depending on the number of agents affected by organizational actions, they must look after their interests in order to win their endorsement and support." Davis (1960) evidenced that although social responsibility is a foggy idea, if it is seen from the managerial context, it can bring some economic gains over time for the socially responsible company. In 1973 he defined CSR as the attention that the company pays to society that goes beyond the economic, technical, and legal benefits (Davis, 1973). Meanwhile, the CSR concept evolved from a social-based approach to a strategic approach to help companies become more competitive and closer to their markets and customers (Latif and Sajjad, 2018; Latif et al., 2020).

CSR can be defined as the engagement of companies in activities and practices regarding their commitment and obligations towards their key stakeholders and society (Brown and Dacin, 1997; Swaen et al., 2020). CSR encompasses a set of voluntary and discretionary corporate activities that might contribute to community welfare and a better world (Kotler & Lee, 2005; Latif et al., 2020).

The European Commission (2011) has defined CSR as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis". Authors such as Zahller et al. (2015) hold that social responsibility goes beyond the organization, because it should be concerned not only with its internal interests, but with its stakeholders, developing citizenship actions; "Therefore, understanding the relationship between CSR orientation and its predictors has significant implications for various stakeholders," according to Galvão et al (2019, p. 291).

At the same time, perceptions of Social Responsibility in the consumer's mind are affected by external factors, such as economic, social, and environmental initiatives taken by companies (Alvarado-Herrera et al., 2017). Perceptions, according to the signaling theory, are the main drivers of customer and other stakeholder attitudes and behaviours towards the company (Bhattacharya and Sen, 2003; Zahller et al., 2015). CSR perceptions are, therefore, based on symbolic benefits that might impact reputation, image, loyalty, and other customer outcomes (Zerbini, 2017; Saxton et al., 2019).

According to Dima et al. (2013), HEIs are increasingly engaged in CSR thanks to numerous recent market changes, putting pressure on institutions to adapt their strategies to meet all stakeholder expectations, to remain competitive. "As a result of CSR initiatives, the association between companies and social causes to which it relates can be created, influencing brand perceptions," points out García-Jiménez (2017, p. 28).

According to Galvão et al. (2019), recent studies emphasize that the use of strategic social responsibility through continuous renewal will maximize social impact in universities, and these universities should be motivated to use social responsibility initiatives to achieve sustainability goals, involving society, government, and corporations (Asrar-ul-Haq et al., 2017). "Nowadays, Universities should not only do some add-on philanthropic things, but should change their strategies and really build a responsible approach into their management activities and also into their education and research programs," add

Sánchez-Hernández & Mainardes (2016, p.151). HEIs must deal with CSR in different perspectives: they must lead the teaching and the dissemination of CSR; they must put it in practice in their daily activities; they must incorporate all their stakeholders in their strategic approach to CSR and sustainability (Maignan et al., 2005).

Over the past 30 years, numerous empirical studies have been conducted on social responsibility activities and corporate performance and the results are highly contradictory, with no consensus among the different approaches (González-Rodríguez, 2016). At the same time, there is little academic research on the topic of social responsibility in universities, as there is no appropriate structure to assess how management might implement the principles of CSR (Sánchez-Hernández and Mainardes, 2016). New research is needed to understand how customers perceive social responsibility, and it begins with the identification of stakeholders, in addition to the assessment of student satisfaction, through surveys (Vázquez et al., 2015). CSR has an expressive impact on customer satisfaction (Lee, 2019) and according to Park et al. (2017), when the company is committed to social responsibility, consumers become more satisfied and tend to remain loyal. "CSR is one of the important factors to increase customer satisfaction," conclude Jermsittiparserta et al. (2019, p. 741), and finally it's important to observe customer retention, improving image and reputation (Saxton et al., 2019; Latif et al., 2020).

According to the stakeholder theory, organizations' activities impact groups and individuals and CSR may help ensure that all stakeholders are present in the organization's concerns and priorities (Lima and Greenwoodb, 2017). But how does a company affect its stakeholders? How are people touched by CSR practices? While research considers the orientation of CSR practices (customers, employees, environment, …), the way people feel and are touched by these practices continues to be ignored. According to Jones et al (2017), the stakeholders' response to CSR practices depend on how these practices are perceived to be directed to everyone, fulfilling their expectations. This fulfilment, the satisfaction experienced with these practices, until now, has been left out of the investigation and of the CSR measurements and the signaling theory gives important clues to pursue in this direction, (Zahller et al., 2015) of how CSR can affect cognitive, emotional, and behavioral consumer response.

5.2.1. The need for congruence.

In the CSR literature the extent that CSR may affect people's perceptions and therefore their attitudes and behaviors towards a brand or organization may depend upon the fit or congruence between the companies' social activities and practices and the core of their business (Haski-Leventhal et al., 2017). "CSR congruence refers to customer perceptions of the similarity between the mission and goals of a company and the needs of its CSR initiatives and/or partners," (Pérez and Del bosque, 2015b, p. 489). Kan et al (2014) in their study showed that congruence in social responsibility is related to ethical satisfaction. Thus, there must be high levels of congruence in terms of social responsibility initiatives and the mission of the organization (Haski-Leventhal et al., 2017a). Therefore, "Empirical evidence has shown that the

perceived level of company-cause congruence has an effect upon stakeholders' evaluations of CSR initiatives," (Geue and Plewa, 2010, p.231).

The emergence of both new stakeholders and new legislation is creating new expectations in business, seeking to balance the economic, social, and environmental impacts of decision making (Bhattacharya and Sen,2003). In response, recent studies show that congruence between companies and their social responsibility actions can have many sides and can be disclosed or evidenced through different means, including their reports (Jong and Meer, 2017). However, when the public has limited information about the corporate environment, or there is poor communication about environmental performance, we may have misleading communication or information and greenwashing may arise (De Jong et al., 2018). As a result, many companies use social responsibility communication to improve their image (Parguel et al., 2011), even when their social performance is low. In turn, "Consumers, overwhelmed by these well-founded CSR claims often have trouble identifying truly responsible firms. This confusion encourages 'greenwashing' and may make CSR initiatives less effective," point out Parguel et al., (2011, p.1). That is why congruence between companies' CSR actions, their purpose and their core business became so important (De Jong et al., 2018). Greenwashing is broadly recognized as an obstacle that firms must overcome (Huang et al., 2014). Nevertheless, if a firm wishes to retain customers, increase their purchase behaviour and consequently gain a positive attitude towards the brand, they need to reduce their greenwash practices (Chen and Vanclay, 2020).

Therefore, misleading information and dissonant CSR practices may arouse customer skepticism and doubts regarding the intentions and the purpose of the company and diminish the perceptions of congruence (De Jong et al., 2018). On the other hand, when customers perceive the CSR initiatives as appropriate and according to the company's core business and purpose, a sense of congruence takes place, with the corresponding positive customer attitudes (Haski-Leventhal et al., 2017).

Consequently, the following hypothesis is proposed:

**H1:** CSR has a direct and positive impact on congruence.

5.2.2. CSR and image

According to Esmaeilpour and Barjoei (2016), "the corporate image is the result of a process." Image is thus associated with a positive corporate reputation, providing differentiation and competitive advantage (Chung et al., 2015). A corporation's image is composed of the stakeholders' perceptions of the organization, add Barich and Kotler (1991). When CSR presents a positive image, it has a positive effect, both on the corporate image and on the brand image (Esmaeilpour and Barjoei, 2016) and signaling theory explains this (Saxton et al., 2019; Zhang et al., 2020). Therefore, "Corporate image plays an important role in creating customer loyalty," (Gürlek et al., 2017, p.420), and other customer-related outcomes (Palacios-Florencio et al., 2018) "namely satisfaction, repurchase intentions and the client's willingness to recommend the company to other consumers" (Perez and Del Bosque, 2015a, p.127).

According to Streimikiene et al. (2020), recent studies in the CSR area inform that when the company invests in different areas linked to social responsibility, the return is provided in a positive way, with different real benefits, as it influences image, profitability, and other customer-related outcomes. In turn, some authors like Wang (2020, pg.747), reinforce that, "CSR activity, a crucial item of external information about companies, increases the visibility of a firm in the market and helps to shape the firm's corporate image and improve consumer attitudes." According to that author, CSR can affect customer behavior, having a positive effect on both corporate image and customer satisfaction. However, the alignment of the message between image and the organization's communication is a key element to take advantage of CSR (Paliwoda-Matiolanska et al., 2020).

CSR has a significantly positive effect on corporate image and shows that "philanthropic responsibility creates a sense of corporate sincerity in giving back to society, thereby creating a win-win situation between corporations and society" (Huang et al., 2014, p. 79). In this sense Kim et al (2020, p.2) emphasize that "by being more socially responsible, a firm will benefit from a more positive image". When dealing with social responsibility, we find that the organizations' initiatives have a significant impact on both image and loyalty, strengthening competitiveness (Lu et al, 2019). Therefore, the positive effects of social responsibility are returned by the customers through corporate image (Alrubaiee et al., 2017).

Consequently, the following hypothesis is proposed:

H2: CSR has a direct and positive impact on the image of the Institutions.

5.2.3. CSR and trust

Morgan & Hunt (1994, p.23) conceptualize trust "as existing when one party has confidence in an exchange partner's reliability and integrity". Trust involves social norms and values, which make people behave properly in society and when trust is established, relationships become successful, and the expectations of everyone involved are exceeded (Stuebs and Sun, 2015; Park et al, 2017). According to Thao and Anh (2020), companies realized the importance of CSR actions with the objective of building image, trust, and reputation in order to obtain advantages over other competitors. Osakwe and Yusuf (2020) reinforce the idea that there are concerns between trust and reputation, and a clear engagement of the company regarding CSR will affect both customer trust and reputation (Islama et al., 2021). Therefore, CSR perceptions and trust are relevant predictors of long-term relationships and a strong affiliation between customers and their suppliers (Thao and Ann, 2020).

Palacios-Florencio et al. (2018, p.9) add that "Trust is a significant mediator in the relationship between CSR and image and loyalty," thus, trust has an important impact on loyalty.

The strategic management of CSR activities with the objective of developing trust may result in favourable outcomes (Mobin et al., 2015). Kim et al. (2015, p.5) complement this point, showing that "the relationship between consumer perception of CSR and corporate reputation will be mediated by corporate

brand trust". Brand trust is a relevant variable linking CSR and other desired customer-based outcomes (Palacios-Florencio et al., 2018; Thao and Anh, 2020; Islama et al., 2021). Consequently, the following hypothesis is proposed:

H3: CSR has a direct and positive impact on the trust in the Institutions.

5.2.4 Congruence and Image

There is a wide array of literature, both theoretical and empirical, on the fields of corporate reputation and company image (Lu et al, 2019). Corporate reputation is formed by the image and the corporate identity, and they are deeply connected and even overlapping: "The corporate image represents the public perception of the company and is linked to the psychological impression composed by the name of the company," Lu et al. (2019, p.443) go on to say. Corporate image is based on the customers' impressions of a brand or company (Kim et al., 2020). According to Almeida and Coelho (2019), a company with a positive corporate image has a positive reputation among its competitors. According to Fatma and Khan (2020, p.14), "There is also an opportunity for further research to identify the complex process through which consumers form an image of companies' motives for engaging in CSR activities." This might help the effectiveness of the organization's CSR efforts. Understanding how customers perceive the organization's mission and business and their expectations towards its actions is the best way to increase congruence and improve image (Aslam et al., 2018, Aldehayya,2021).

The image of an organization, according to Alrubaiee et al. (2017), is strategically managed to be fixed in the consumer's mind and is globally established by different stakeholders. Therefore, CSR is one of the most significant elements to influence the corporate image of an organization, and the congruence between socially engaged actions and plays a critical role (Fatma and Khan, 2020). When a company has a high level of congruence in relation to CSR, this congruence has an important role in the consumer's perception, as it demonstrates the authenticity of the company's efforts, generating a positive image (Haski-Leventhal et al., 2017; Fatma and Khan, 2020). A positive perception of CSR can increase customer trust, image, and loyalty (Chung et al, 2015; Gürlek et al., 2017; Palacios-Florencio et al, 2018). Conversely, consumers who make a negative assessment of social responsibility actions will not respond positively to the organization's image, suggests Kim et al. (2020). These perceptions can be boosted or damaged based on the perception of congruence between them (Aslam et al, 2018; Fatma and Khan, 2020). In this way it is expected that:

H4: Congruence in relation to perceptions of CSR act on the image of the Institutions.

5.2.5 Congruence and Trust

The relationship between congruence and trust is amorphous in the literature on trust. The congruence between an organization and its CSR involvement is perceived by different stakeholders in different ways

(Jong and Meer, 2017). According to Lee and Kim (2020), empirical studies show that customer satisfaction towards a company occurs when this congruence is high, positively affecting loyalty, "thus making the behavior more predictable, which finally leads to a higher level of trust" (Olk, 2020, p.6). In HEIs "students' trust, commitment and social benefits are a key to enhance their involvement. University policies to maintain credibility is important to enhance students' trust and commitment." (Japutra et al, 2021, p.12). Literature presents several arguments showing that congruence can be understood as a customer's perception of the similarity between mission and business objectives, involving social responsibility initiatives, and this congruence will motivate CSR activities and encourage consumers to remain loyal (Pérez and Del Bosque, 2015a; Park et. al, 2017). Thus, effective stakeholder relationships are based on trust, "built and maintained by continually meeting and exceeding responsibilities" (Stuebs and Sun, 2015, p.40). Trust appears as a mediator between social responsibility and the positive image, increasing loyalty (Palacios-Florencio et al., 2018; Kim et al, 2015). Consequently, the following hypothesis is proposed:

H5: Congruence has a direct and positive impact on trust.

5.3 Method

We developed two studies regarding our proposed objectives. The first objective was to create a reliable measurement of CSR in HEIs, and then, test its ability to predict its impact on congruence, image, and trust. We compared the two most common models in the literature to measure CSR, especially in HEI: the first model is rather generalist, from Salmones et al. (2005), which uses three dimensions—economic, ethical-legal, and philanthropic—and the model of Sánchez-Hernández & Mainardes (2016), which is applied to HEI, and uses four dimensions: governance, management, responsible educational program and responsible research. Furthermore, we decided to add satisfaction with CSR practices to social responsibility, because a social responsibility metric must consider the extent to which people are touched by and satisfied with CSR practices, according to the stakeholder theory (Maignan et al., 2005). Customers are more satisfied with companies that appear to adopt responsible practices (Rivera et. al, 2016). Satisfaction with CSR practices should be part of a reliable measure of CSR (Asrar-ul-Haq et al., 2017) to capture the intensity and the way people feel touched by these practices. The effectiveness of CSR practices might depend on how these practices are perceived to fulfill one's expectations (Jones et al., 2017). This fulfilment, the satisfaction experienced with these practices, has been, until now, left out of the investigation and of the CSR measurements.

Study 1

Based on the previous literature review, we tested a rather general CSR metric (Salmones et al., 2005), comparing to one that is better adapted to HEIs, adding a new dimension to both, satisfaction with CSR practices, identifying the best measurement:

FIGURE 9: Proposed Conceptual Model 1 + SATISFACTION
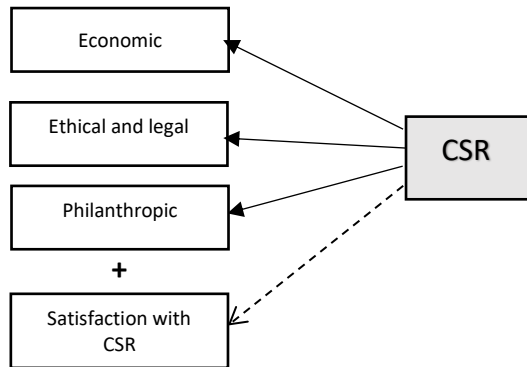
FIGURE 10: Proposed Conceptual Model 2 + SATISFACTION
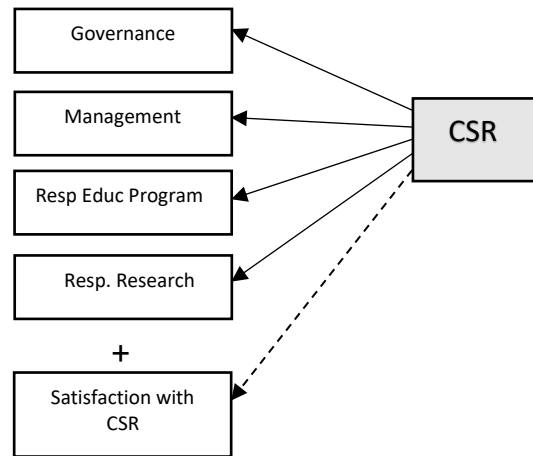
Study 2

In study 2, we tested the predictive capacity based on the best measurement, using its impact on image and trust, through the effects of congruence (Mainardes, 2016), based on a cross sectional sample of HEI students.

5.4 Sample and data collection

5.4.1 Data Collection

This study is based on a quantitative analysis. The population defined for this investigation was based on HEI students and the final sample includes 430 Brazilian students from HEIs, including private and public universities. The data was collected from february 2019 to june 2019 and was analysed using Structural Equation Modelling (SEM), to investigate the relationship between the proposed latent variables. The main characteristics of the final samples can be found in table 10.

Table 10: Characteristics of the sample

Characteristics	Sample
Female	62.09%
Age > 22 years old<32years old	53.40%
Single	75.11%
Lived in a house with 3 or fewer people	64.79%
Private High Education Institution	65.34%
Bachelor's degree or higher	86.74%
Income: less than US$599 dollars	50.23%

5.4.2 Measurements

The measurement used in this investigation is based on previously tested scales. To measure CSR perceptions in higher education we used the economic, ethical-legal, and philanthropic dimensions from Salmones et al. (2005), to compare with the governance, management, responsible educational program and responsible research dimensions from Sánchez-Hernández and Mainardes (2016).

Additionally, we used congruence (Pérez and del Bosque, 2015b), image (Ahmad et. al, 2016), trust (Lin et al., 2011) and satisfaction to test the proposed hypotheses and the predictive capability of the construct perceptions of CSR on HEIs. A 7-point Likert scale was used.

5.4.3 Study 1

Through the development of the proposed two studies, we intend to establish the most reliable and integrated measurement for the corporate social responsibility in HEIs, based on the comparison of the two most common models in the literature. We performed a CFA to test a second-order measurement comparing the two proposed models, transformed into 4, adding the dimension – satisfaction with CSR practices. All the dimensions present alfas above 0.9. Based on the results in table 11, we adopted the model with the better fit, which is model 1 plus satisfaction with CSR (CMIN/DF=1.642 IFI=0.991; TLI=0.988; CFI=0.991; RMSEA=0.046). The traditional and overall CSR measurement based on Carrol's model, using the economic, ethical-legal, and philanthropic dimensions, seems to better capture the HEI students' perception of CSR. When we add satisfaction with CSR, both models seem to increase their performance.

Tabel 11: Comparing measurement models.

ANALYSE	MODEL 1	MODEL 1 + SATISF.	MODEL 2	MODEL 2 + SATISF.
CMIN/DF	1.945	1.642	2.656	2.550
IFI	0.980	0.991	0.946	0.949
TLI	0.979	0.988	0.940	0.942
CFI	0.980	0.991	0.945	0.948
RMSEA	0.049	0.046	0.067	0.065
AVE	0.750	0.790	0.67	0.67

Geue and Plewa (2010) suggest that CSR is an initiative used by organizations as a strategic tool to retain consumers and stakeholder groups. According to Rivera et al. (2016), satisfaction with CSR initiatives leads to a successful policy for the development and implementation of social responsibility. The model emphasizes the importance of satisfaction in CSR by demonstrating a reliable measure for CSR in higher education, especially when including stakeholder satisfaction with the social practices adopted. The results seem to capture the students' perception of the university social responsibility (Vázquez et al., 2015) and, in fact, when we add this new dimension, satisfaction with CSR practices, the model fit increases in both cases. Additionally, the "classic" measurement for CSR, based on the 3 dimensions, economic, ethical, and legal, and philanthropic presents a better fit and seems to be a more reliable way of measuring CSR, in this case, in HEIs.

Table 12 presents the item loadings of the four dimensions, and we can see that the 4 satisfaction items present the highest loadings, therefore reinforcing the coherence and the reliability of the measurement.

Table 12 Standardized Regression Weights

Construct	Metrics	SRW	CR
Economic Dimension	1. I believe that (my University) tries to obtain maximum long-term success.	0.919	0.921
Adapted from Salmones, Crespo & del Bosque, 2005)	2. I believe that (my University) tries to obtain maximum profit from its activity.	0.939	
	3. I believe that (my University) always tries to improve its economic performance.	0.918	
Legal/ethical dimension	1. I believe (my University), regards ethical principles in its relationships as having priority over the achieving of greater economic performance.	0.899	0.920
Adapted from Salmones, Crespo & del Bosque, 2005)	2. I believe (my University) behaves ethically/honestly with its customers.	0.941	
	3. I believe (my University) is concerned with fulfilling its obligations vis-a`-vis its shareholders, suppliers, distributors and other agents with whom it deals.	0.921	
	4. I believe (my University) always respects the norms defined in the law when carrying out its activities.	0.935	
Philanthropic dimension	1. I believe (my University) is concerned with improving the general well-being of society.	0.907	0.879
Adapted from Salmones, Crespo & del Bosque, 2005)	2. I believe (my University) directs part of its budget to donations and social works favoring the disadvantaged.	0.908	
	3. I believe (my University) actively sponsors or finances social events (sports, music)	0.889	
	4.I believe (my University) is concerned with respecting and protecting the natural environment.	0.911	
Satisfaction with CSR dimension	1. Overall, you are satisfied with your university because of its environmental performance.	0.947	0.899
Adapted from (Yanni Yu and Yongrok Choi, 2014)	2. Overall, you are happy with your university because it is environmentally friendly.	0.944	
	3. You think that it was the right decision to choose this University because of this environmental behavior.	0.938	
	4. You are pleased with your decision to select this University because of its environmental image.	0.926	

5.4.4 Study 2

Study 2 tests the predictability of the CSR perceptions in higher education, considering congruence and their impacts on image and trust. The measurement adopted is based on the previous study, which is model 1 plus satisfaction, the one that seems to perform better, considering economic, ethic and legal, and philanthropic dimensions, plus satisfaction with CSR. Trust was measured using the scale from Lin et al. (2011), congruence is based on the scale from Pérez and Del Bosque (2015b) and image uses the scale developed by Ahmad et al. (2016).

FIGURE 11: Propos12ed Conceptual Model/Image/Trust
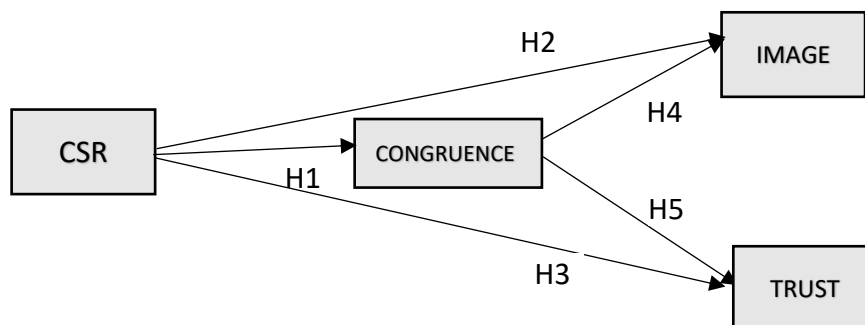
5.4.4.1 Validity

The data analysis was developed using AMOS 21 and the measurements were evaluated through confirmatory factor analysis, and the final model reached an acceptable fit (Byrne, 1994). The final measurement model reached a very good fit (IFI=0.971; TLI=0.967; CFI=0.971; RMSEA=0.052; χ^2/df=2.166). Composite reliability (CR) and the average variance extracted (AVE) were measured.

Composite reliability (CR) and the average variance extracted (AVE) were measured. According to the results, we can conclude that the values of composite reliability (CR), average variances extracted (AVE) and discriminant validity were also acceptable. The correlations between the different constructs are less than 1. This allows us to state that the discriminant validity is supported by this fact, in addition to the fact that the square correlations between variables are always smaller than the variance extracted for the corresponding constructs, according to Shiu et al. (2011). In this way, the theoretical measurement model presents the best fit to the data collected (Table 13).

Table 13 Standard Deviation, Correlations, Cronbach Alpha, Average Variances Extracted and Composite Reliabilities

	SD	X1	X2	X3	X4	AVE	CR
CSR	1.22	0.966				0.79	0.97
CONG	0.91	0.53	0.944			0.81	0.94
TRUST	1.14	0.66	0.61	0.919		0.69	0.91
IMAGE	1.01	0.64	0.56	0.36	0.950	0.78	0.95

Notes: (1) Diagonal entries are Cronbach's alpha coefficients; SD is Standard deviation; AVE is Average Variance Extracted. CR is Composite Reliability.

5.5 Findings and discussion

The structural model presents a good fit (IFI=0.976; TLI=0.973; CFI=0.976; RMSEA=0.049; χ^2/df=2.025). Table 15 presents the results of this investigation.

Table 14 Results

	MODEL 1 + SATISFACTION	
	(n=430)	
	Srw	**p**
H1: CSR→ CONGRUENCE	0.704	***
H2: CSR → IMAGE	0.680	***
H3: CSR → TRUST	0.674	***
H4: CONGRUENCE → IMAGE	0.324	***
H5: CONGRUENCE → TRUST	-0.084	0.236

Notes: (1) two-tailed test: ***$p < 0.001$; **$p < 0.01$; *$p < 0.05$; n.s- not significant ($p > 0.05$)
srw- standardized regression weights (estimates)

Results in table 14 show that CSR has a direct and positive impact on congruence of the Institutions (H1: r=0.704, p=***). According to Geue & Plewa (2010), congruence exists when a given association is perceived as relevant, significantly influencing consumers' assessments of CSR. Additionally, García-Jiménez et al. (2017, p. 29) show that, "When there is a high degree of congruence between the expectations, knowledge, associations, actions and responsibilities with respect to the activity of the company and the scope of CSR, the message will be integrated more easily into the cognitive structure of the consumer, strengthening the connection between business and CSR." Depending on how CSR messages are crafted, communicated, and perceived, students may find a type of information easier to access and trust than others, and respond differently to CSR messages (Lima et al., 2018). Our results indicate that the perceived level of congruence between the HEIs and the CSR initiatives is positive and will result in higher evaluations, compared to an incongruous association. Therefore, they support this idea that the students' perceptions of CSR might influence the perceived congruence between the organization's scope and mission and the CSR practices adopted.

CSR has a direct and positive impact on the Image of the institutions (H2: r=0.680, p=***). "Corporate image is the result of a process" (Esmaeilpour and Barjoei, 2016, p.57), and the image improves because continued social responsibility practices that give a positive impression to stakeholders will leave them satisfied and confident. CSR can be seen as a key factor in shaping and strengthening the corporate image, Alrubaiee et al. (2017, p.105) add, especially when involving stakeholders in their practices and actions, which suggests that CSR has a positive impact on the company's economic performance, and image might mediate this impact, as well as on the relationships with stakeholders. The results of this investigation support the idea that CSR activities in HEI have a positive impact on the institution's image especially when there is congruence between these practices and the scope of the organization (Kamiya et al., 2018).

CSR has a direct and positive impact on the trust in the institutions (H3: r=0,674, p=***). Trust is central to consumers' intentions and literature shows the CSR direct effects on trust (Palacios-Florencio et al., 2018). According to Stuebs and Sun (2015, p. 38), "Successful relationships are based on trust, and trust is created and maintained by meeting and exceeding responsibilities to stakeholders." Thus, we anticipated that greater satisfaction and trust in the company and its services is the result of the consumers' perception of the company and its commitment to social responsibility actions (Park et. al, 2017). Therefore, our results show that consumers' perceptions of social responsibility actions generate relationships based on trust, and as a snowball effect, the values that the company shares generate a positive potential between CSR actions and client trust (Swaen, 2020).

Congruence regarding perceptions of CSR has a direct and positive impact on the Image of the Institutions (H4: r=0.324, p=***), therefore, supporting H4. A link must be established between an organization's identity and its clear social responsibility behavior to take advantage of the importance of the congruence effects model (Haski -Levanthal et al., 2017). According to Rivera et. al (2016, p.106), "satisfaction requires an effort of prior recognition, after which, once consumers are aware of CSR activity, they code positively." A company's social responsibility initiatives are supposed to be consistent with consumer expectations, positively affecting their attitudes (Kim and Choi, 2018). The results of this investigation clearly support the proposed effects of congruence.

Congruence does not have a positive impact on trust in the Institutions (H5: r=-0.084 and p=0.236), therefore, not supporting H5. Accordingly, Palacios-Florencio et al. (2018) show that companies increase customer confidence and commitment when they implement socially responsible practices. The importance of these practices seems to be decisive in themselves and customers might base their trust in CSR itself, even if congruence is not assured. This may be the reason why H5 is not supported. Congruence might be decisive when talking about image, but it is not that important when it comes to trust. These results need further investigation for a better comprehension of the congruence effects on image and trust.

Table 15 shows that congruence mediates the relationship between corporate social responsibility and image (r=0.177; p=***) but not with trust (r=-0.061; p≥0.05). The role of congruence on the link between CSR and customer-related outcomes like image and trust (Kim et al., 2020) has already been established. Our results go in the same direction, except in regard to trust. We are talking about HEIs, which seem to be reliable and trustworthy organizations (Kharouf et al., 2015). Students tend to trust their schools, so they assume their actions are genuine, reliable, and do not need to be regarded with skepticism. Therefore, the role of congruence might be marginal when talking about trust, and when we talk about the relationship CSR-congruence-trust.

Table 15 Direct and indirect effects

	CSR					
	Total		**Direct**		**Indirect**	
CONGRUENCE	0.726	***	0.726	***	0.0 0.0	
TRUST	0.913	***	0.974	***	-.061	p≥0.05
IMAGE	0.893	***	0.715	***	0.177	***

5.6 Contributions

This investigation seeks to go deeper into the effects social responsibility might have in HEIs. Therefore, 3 major contributions are presented:

1 Exploring the effects of CSR on HEIs using a new measurement based on previous literature, testing, and comparing the traditional CSR perceptions measurements and adding the dimension of satisfaction with CSR, assessing their performance.

2 Highlighting the importance of satisfaction with Corporate Social Responsibility practices, expressing the way stakeholders are touched by them, incorporating it in a reliable measure for CSR in higher education.

3 Assessing the predictive capacity of the new CSR measurement on image and trust, through the effects of congruence.

5.6.1 Managerial implications

Confirming the importance of satisfaction as an important factor in social responsibility has important implications for management. This is because the corporate image is extremely important for the organization to create value and differentiate itself in the market.

CSR is a topic that has been debated in the management area, becoming increasingly important, and, nowadays, successful organizations must use "their resources as a means of benefiting society" (Rodriguéz, 2013, p. 2362). As a result, they must look more closely at the impacts of their actions inside

and outside their own institutional environment and look for greater involvement with socially engaged practices. However, the results of this investigation suggest some new directions for the design of CSR practices and activities. According to the signaling theory, these practices are to be seen as signs that may have a powerful impact on customer attitudes and behaviours (Saxton et al., 2019), namely on trust, image and reputation. Consequently, according to our results, the CSR practices, and activities to be adopted must be crafted in order to fulfil customer expectations and to make them feel involved and, principally, satisfied with its nature and impacts: satisfaction with CSR practices must be part of the design of these practices. Therefore, the congruence with the organization's mission is part of this process of ensuring that these practices send the right message and produce the expected results.

HEI's may find here a set of clues to help them shape their CSR programs and assess them "[...]measuring the impact of HEIs on local development, which can result in the implantation of socially responsible management, disseminating information about the good social management - extension projects and principles of commitment to sustainable development, that is, balanced actions in the social, economic, and environmental sphere, with a view to future generations" (Lohn, 2011, p.124). CSR practices close to customers and coherent with the organization's core business and activities are a means of triggering this ongoing process of building trust and crafting a solid and friendly image of the organization.

5.7. Limitations and future investigations

This investigation in the field of social responsibility is based on cross sectional data, which has a limited ability to establish clear causalities, so the process of building trust and image might benefit from a longitudinal approach. Additionally, test measurement and impacts deserve a more in-depth study, through comparison with institutions in other countries, to understand the students' behavior regarding the perception of social responsibility actions according to different cultures. Cultural comparisons would help establish a clear reliability of the measurement, ensuring stability across countries. The role of leadership in the process of setting a reputation and image based on CSR is a topic deserving future research and presents various opportunities for investigation.

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CHAPTER VI – BUILDING TRUST IN HIGHER EDUCATION INSTITUTIONS: OVERCOMING SKEPTICISM AND CONGRUENCE TO INCREASE CREDIBILITY, REPUTATION, AND STUDENT EMPLYABILITY THROUGH CORPORATE SOCIAL RESPONSIBILITY

Abstract

The purpose of this study is to understand how students perceive social responsibility in HEIs, based on skepticism and congruence, and how it impacts higher education institutions (HEIs), namely, their credibility, reputation, and the employability of their students. The study is based on cross sectional data, collected through a structured questionnaire, using two samples of HEIs students: one had 430 Brazilian students and the other 321 Portuguese students enrolled in different public and private HEIs. Structural Equation Modelling (SEM) is used to test the proposed hypotheses. Results show that skepticism and congruence influence significantly social responsibility perceptions of students. CSR, therefore, has a significant influence on student employability, reinforced by its impact on reputation and credibility. The findings help to guide the marketing management actions of HEIs, especially regarding building student preference, loyalty and retention. This research contributes to advancing academic studies introducing the combined effects of skepticism and congruence towards CSR initiatives, and how they contribute to building reputation and credibility to ensure student employability.

Keywords: CSR, HEIs, skepticism, congruence, employability, corporate credibility, and reputation

6.1 Introduction

The current study aims to discuss social responsibility in the context of HEIs, focusing on the identification of how students perceive these practices. The importance of the CSR concept is indisputable, since social responsibility has a significant impact on communities, resulting from the implementation of CSR strategies and actions (Bucur, 2021). Youssef et al. (2018) reinforces the importance of CSR, which is directly associated with the enhanced value of a company's brand, because in the globalized world, companies must behave ethically, seeking to contribute to economic development, improving the quality of life of the local community and society in general. CSR takes a long-term approach to business, when it comes to achieving the proposed objectives to strengthen the relationships with the environment in which companies operate (Lima and Greenwoodb, 2017). This topic has been addressed in the field of business management, becoming increasingly important for the creation

of an organization's value and its differentiation in the market. According to Asrar-ul-Haq et al. (2017, p.2352) "CSR has emerged as a global trend and has been acknowledged in every sector and type of organization." According to Madueno et al. (2016) the development of CSR practices contributes to increase the performance of companies against the market and to improve organizations' ability to manage their stakeholders. Regarding HEIs, Chan and Hasan (2018) suggest that Universities function as platforms for creating solutions for best practices in social responsibility and improving the lifestyle of their stakeholders. Socially responsible universities strengthen their relationship with local communities, as their main mission goes beyond teaching and research, reaching human and social development (Rahman et al., 2019). Therefore, Asrar-ul-Haq et al. (2017) affirm that many universities around the world have incorporated CSR into their development programs and are part of their strategies.

Problems related to social differences, and how these differences are perceived by individuals have become an important asset of educational research worldwide (Arikan and Çetintas ,2013). "For HEI, CSR is a very timely topic, they must invest in their strategies and build a responsible approach into, not only their management activities, but also in their education programs" (Teixeira, et al., 2018, p.235). In this sense, social action gains strength as a concrete activity of the commitment to social responsibility towards society and it becomes a strategy. The Institutions do not only talk about social responsibility, but they also effectively commit themselves to survival and adaptability to new times. Successful organizations today must use "their resources as a means of benefiting society", says Rodriguéz (2013, p. 2362). Therefore, they must look more closely at the impacts of their actions inside and outside their own institutional environment. According to Dahan and Senol (2012, p.95) "CSR becomes one of HEIs' highly preferred strategies for a good reputation and a competitive advantage". The important role of universities in the social context makes their reputation grow and consequently promotes the employability of their graduates (Simpson and Aprim, 2018). Therefore, Park et al. (2017, p.11) reinforce that "CSR is a multidimensional concept that influences various consumer perceptions, such as satisfaction, trust, and loyalty" and CSR activities are fundamental to organizational identity, affecting how stakeholders behave towards the organization, influencing satisfaction and loyalty, complement Perez and Del Bosque (2013). According to López-Miguens et al. (2018), the notion of social responsibility is everywhere in the world. In this sense, both companies and universities are encouraged to behave in a socially responsible manner and HEIs are under great pressure to adopt socially responsible practices, complement Rahman et al. (2019). However, there is no consensus on the definition of social responsibility (Teixeira et al., 2018) and there is a multiplicity of concepts and different dimensions, while "there is no consensus on how to measure them, and the scales developed to date have not been properly validated" (López-Miguens, 2018, p.77): appropriate studies are needed to identify the perceptions about social responsibility, based on the different dimensions. According to Hur et al. (2020), professionals could improve their corporate performance for clients if they knew what variables and concepts affect the client's CSR perceptions. When companies implement social responsibility actions, they expect a positive impact on their reputation

and signal to society that the company is socially responsible (Zerbini, 2017). In this sense, management literature holds the signaling theory up high (Connelly et al. 2011). Su et al. (2016, p. 480) affirm that "drawing on signalling theory, we argue that adopting CSR practices is one way for firms to convey information about their capabilities". Harmadji (2018) affirms that based on the signalling theory, the good company gains trust from stakeholders. Signalling theory is based on the role of information asymmetries between parties that have access to different information sources (Harmadji et al., 2018). Therefore, the signaller develops actions to provide additional information to the other party like CSR actions, donations, evolvement with causes, but the congruence and the capacity of overcoming skepticism is crucial (Kim et al., 2020). Thus, social responsibility programs are affected by consumer skepticism, which in turn affects the company and stakeholders (Dalal, 2020), and congruence (García-Jiménez et al., 2017), all of which need further investigation. Additionally, managers may influence social responsibility at HEIs due to the congruence between personal values and the values of the Institution, complete Li and Woodall (2019).

In order to fill these gaps, the objectives of this paper are to analyse the influence of congruence and skepticism on HEI students' perceptions of CSR, and on the other hand, identify whether CSR initiatives may influence employability, corporate credibility and corporate reputation. We submit a model of the antecedents and outcomes of CSR perceptions to reach the defined objective. Antecedents include congruence (Pérez and Del Bosque, 2015) and skepticism (Skarmeas and Leonidou, 2013), while the outcomes consider employability (Rothwel et al., 2009; Pitan and Muller, 2019 and Greer and Waight, 2017), corporate reputation (Pérez and del Bosque, 2015) and Corporate Credibility (Lai et al., 2015).

In this study, we start with a literature review, showing definitions of CSR skepticism and congruence, which could affect the perception of CSR of HEI students, and influence employability, corporate credibility, and corporate reputation. We will present a set of hypotheses and the description of the prerogatives for studying the perceptions of CSR by students from HEI, using a sample of 751 individuals: 430 Brazilian students and 321 Portuguese students from public and private universities, based on data collected through a structured questionnaire, contributing to increase knowledge about CSR and provide subsidies for the management of HEI.

6.2 Research Background and Hypothesis

CSR is a very important matter for HEIs, and their strategies must be adapted to both the management activities, and to their education programs (Teixeira et al, 2018). Thus, continue the authors, CSR is a growing concern, because when preparing socially responsible individuals, it improves ethical awareness by helping to develop good citizens. According to Madzík and Chocholáková (2018, p.4) "One of the most important stakeholders is the 'customer' of the university". Consequently, HEIs started offering courses to make students aware of their place in the world (Zizka, 2017). By lobbying for CSR practices, stakeholder groups lead to positive examples of market performance (Helmig et al, 2016). Universities

seek to meet the demands of society to educate leaders for responsible businesses (Rahman et al, 2019). Su et al. (2016) consider that management students explain the benefits for companies that adopt social responsibility practices based on the signaling theory. According to Chen and Vanclay (2020), social responsibility in HEIs is timidly manifested in university management, and in this way Teixeira et al. (2019) affirms that social responsibility is a timely topic that allows HEIs to assume ethical responsibility towards society. Nowadays "universities like other institutions are seeking to survive and grow in the market. They are working to develop and implement general strategies to ensure that they achieve their goals" (Mazen and Shobaki, 2018, p.137). In the context of their social functions, universities are directing students towards their professions, by offering relevant research and training in the sustainability field, They are an important pillar in the community and in the overall society (Vasilescu et al., 2010).

According to Greerand and Waight (2017, p.192) "college graduates want to know that their investment in their own human capital will improve their ability to get a job". Therefore, it is important to note that the universities with the highest reputation are well recognized by the market, and students have higher employment prospects (Pitan and Muller, 2019). So corporate reputation represents the opinion of the public, which depends on meeting the expectations of the stakeholders (Kan et al., 2013). Consequently, reputation is the result of the social performance effect that the company exhibits (Brammer and Pavelin, 2006), and turns into satisfied students with better career expectations (Bennett et al., 2017). Zayyad et al. (2020) reinforce that CSR initiatives build positive credibility and Hur et al. (2014, p. 75) conclude that "corporate credibility mediates the relationship between CSR and corporate reputation".

The signaling theory fills an important status in a range of management literature (Harmadji, 2018). Authors aligning with this theory consider that initiatives on CSR are responsible for creating efficiency in the market, in addition to reputation (Zerbini, 2017). Harmadji et al. (2018) explain that, according to the signaling theory, a company gains trust from its stakeholders by providing tips that have a significant effect. It is important to note that as signals convey reliable information, they become increasingly useful to their recipients (McAndrew, 2019). The author underscores further that signs are expected to communicate honest and reliable information, and the signaling theory should help explain the signs and their effects. "Drawing on signaling theory, we argue that adopting CSR practices is one way for firms to convey information about their capabilities and reliability" (Su et al.2016; p. 480), and if the message has high credibility, the consumer will have a higher perception of the functionality of the information (Martín-Consuegra et al., 2018) and minimize greenwashing and skepticism, ensuring effective congruence of institution and its values, and the actions performed. According to Akturan and Tezcan (2019, p. 208), "the companies should be aware of the greenwashing activities and take necessary action to ensure that misleading actions do not add to skepticism", knowing that their actions, their credibility and congruence are a way of avoiding falling into this trap and of helping to improve their image and reputation (Freire et al, 2018).

6.2.1 Skepticism and Corporate Social Responsibility: The concept and its importance

Skarmeas and Leonidou (2013, p.1832) affirm that "the word 'skepticism' comes from the Greek word "skeptomai," which means to think, to consider, to examine". Skepticism is extensively studied in several disciplines (Lee, 2020), and recent literature indicates that consumer perception of CSR practices associated with skepticism is constantly growing (Ramasamy et al., 2020). Social responsibility programs are affected by consumer skepticism, which in turn affects the company and stakeholders (Dalal, 2020). On the other hand, there must be congruence regarding consumer response to social responsibility initiatives, affirms García-Jiménez et al. (2017). Additionally, managers may influence social responsibility perceptions at HEIs due to the congruence of personal values and the values of the Institution, complete Li and Woodall (2019).

According to Madueno et al. (2016), the development of CSR practices contributes to increase the performance of companies in relation to the market and to improve the organizations' ability to manage their stakeholders. It is important to note that stakeholders put pressure on companies to engage in social responsibility, leading to positive effects in the market. However, few studies have looked into this pressure (Helming et al, 2016). According to Harmadji et al., (2018) signaling theory provides information to stakeholders, reducing information asymmetry and helping to address "issues related to the interactions with stakeholders that have to choose the firm to bond with, or have to further confirm their choice" (Zerbini, 2017, p.3).

According to Rim (2018, p. 2) "a growing amount of CSR literature points out that skepticism is one of the barriers to CSR practices". The term skepticism has several meanings. Skepticism is viewed as a hesitation in others: "this doubt is quite often present when the motives of the other part are not clear" (Isa et al., 2017, p. 350). "The research indicates that perceptions of a company's CSR motives influence the development of skepticism among consumers" (Ramasamy et al., 2020, p.2), and Lee (2020, p.422) reinforces that "doubts about sincerity of CSR efforts increase skepticism". This information asymmetry, when the public has limited information about the corporate environment, or there is poor communication about environmental performance, communication may be misleading or greenwashing may arise (De Jong et al., 2018). As a result, many companies use social responsibility communication to signal their social engagement and to improve their image (Parguel et al., 2011). Nevertheless, if a firm wishes to retain customers, increase their purchase behavior and consequently gain a positive attitude towards the brand, it must reduce its greenwash practices (Chen and Vanclay, 2020) and make clear its purposes, knowing that its signals may mitigate skepticism and improve CSR perceptions (Ramasamy et al., 2020). Consequently, the following hypothesis is proposed:

H1: Skepticism has a direct and positive impact on student perception of the CSR of HEIs.

6.2.2 Congruence and Corporate Social Responsibility

García-Jiménez et al. (2017) in their study showed that congruence is the way consumers identify the relationship between CSR actions and how companies define their responses. Congruence must be consistent with organizational objectives (Yamoah,2014). In this sense, it is worth emphasizing that CSR is increasingly implemented by companies, which leads to enhanced profit and stakeholder commitment (Li et al., 2019). That way, the congruence of managers and corporate values is known to impact CSR, compl=tement the authors. Thus, "congruence between an organization and its CSR activities may have many faces and will manifest itself to stakeholders" (Jong and Mer, 2017). Furthermore, there is a lack of empirical research examining how consumers perceive CSR actions as authentic (Fatma and Khan, 2020), while greenwashing practices are increasingly giving a new opportunity to research CSR congruence. According to Haski-Leventhal (2017), recent studies have shown that the way managers conduct the CSR initiatives affects how they are perceived inside the organization and by the market. That's why congruence of companies' CSR actions, their purpose and their core business became so important (De Jong et al., 2018). Alcañiz et al. (2010, p.169) reinforce that "companies need attractive alternatives to give their brand symbolic value, building a strong, meaningful identity for the consumer, to differentiate it from its competitors and ensure that it does not lose its signaling capacity". Thus, using signaling theory, the company will provide signal hints for stakeholders, concludes Harmadji (2018). When customers perceive the CSR initiatives as appropriate and aligned with the company's core business and purpose, there is a sense of congruence, leading to corresponding positive CSR perceptions and customer attitudes (Haski-Leventhal et al., 2017). Consequently, the following hypothesis is proposed:

H2: Congruence has a direct and positive impact on student perceptions of CSR of the HEIs.

6.2.3 Perceptions of Corporate Social Responsibility and Employability

According to Farenga and Quilan (2016, p. 768), there is no consensus on the definition and conceptualization of employability, which has been presented in several different ways. Employability is the ability to market yourself based on your skills and is the competence to find a job (Yorke, 2016). During their undergraduate course, students develop intellectually and apply the knowledge acquired in a range of contexts (Clarke, 2018). According to López-Miguens et al. (2021, p.144), employability, in addition to being an individual responsibility of each student, also depends, in part, on the university, and "the universities are the main agent in the development of the employability of students", the authors allude further. Universities are under constant pressure to demonstrate that their students will have good employability when they graduate (Andrewartha and Harvey, 2017; Bennett, 2017). Leveraging knowledge and skills is a concern of graduates who know they will improve their ability to get a good job (Greer and Waight, 2017). Therefore, "the most unemployed graduates were from disadvantaged

universities, while a large proportion of those who were employed were from advantaged and highly ranked universities" Pitan and Muller (2019, p.1270). In this way, HEIs are always seeking to position themselves in their competitive environment, preparing their students to be successful in the labor market (Farenga and Quinlan, 2016). "The employability agenda is about getting graduates to adapt to the new flexible workplace", Colon concludes (2008.p.153).

According to Bennett (2017, p. 52), "Universities have responded with numerous initiatives to enhance student employability". Fenwick and Bierema (2008) reinforce that it is important to emphasize that several social responsibility practices in HEIs are promoted for this purpose. HEIs are competent to perform social responsibility functions, as it is part of their values and specific responsibility towards society. Asrar-ul-Haq et al. (2017, p. 2353) affirms that "as a follower of CSR practices, universities have three main stakeholders: employees, students (customers) and society. Without focusing on any of the above-mentioned stakeholders, universities cannot sustain". The adoption of a socially engaged strategy is naturally part of the signs they are sending to the market, namely to their students.

The debate around a more supportive society occupies a relevant space in various sectors of the business world and has been the subject of discussion in the academic environment. Rhaman et al. (2019) point out that the literature demonstrates that social responsibility influences, in a certain way, the operations of universities. In this sense, "HEIs in the world need to immerse themselves in CSR programs in order to win the goodwill from the stakeholders.", conclude Chan and Hasan (2018, p.145). Nowadays, universities are socially responsible towards their main stakeholders, which are their students, who expect to increase employability by attending a respected and reputed university (López-Miguens et al., 2018). Consequently, the following hypothesis is proposed:

H3: CSR perceptions have a direct and positive impact on the employability of HEIs' students.

6.2.4 Corporate Social Responsibility and Corporate Credibility

This study intends to give managers in the area of CSR the opportunity to visualize the strategic opportunities arising from the use of social responsibility in organizations, ensuring credibility with consumers and long-term organizational benefits (Alcañiz et al., 2010). The credibility of the brand reflects customer confidence in what the company has promised to do. And when the company communicates its CSR actions properly, the result is always positive in terms of customer perception (Zayyad et al., 2020). Thus "to build credibility an organisation needs to concentrate more on customer-oriented CSR initiatives" (Hsiang et al., 2017, p.4). In this way, we introduce credibility that is based on consumer trust, linking the perception of CSR to corporate reputation and brand value (Hur et al. 2014). According to Balmer (2012, p. 28), "the credibility criterion obliges managers to ensure that the corporate brand covenant is authentic (reflects the firm's identity), believable (reflects the firm's culture), durable (sustainable), profitable (of value to stakeholders), and responsible (meeting the firm's CSR and ethical

responsibilities)." Thus, an organization's credibility can be measured by the veracity of the information they provide (Hsiang et al., 2017).

Nowadays, the importance of social responsibility practices in all types of organizations is indisputable (Bucur, 2021). "Over the past few decades, the importance of ethics, CSR, and sustainability (ECSRS) have been brought to the forefront as major corporations have received media attention with regard to their unethical behavior" (Zizka,2017, p.245). In the last decade, in particular, interest in CSR has grown for investors, companies, and the public (Nguyena and Kecskés,2020). Social responsibility, according to Young (2008), is based on respect for ethical standards and principles, to meet the interests of a third party. For an organization to be recognized, the use of social responsibility is an especially useful tool, Bucur underscores (2021).

Jin et al. (2017) shows that when companies are not involved in CSR activities, the perception of credibility and the attitude towards the organization and the brand are compromised, but "when a brand has high level of perceived expertise, trustworthiness, and attractiveness, consumers tend to evaluate it positively" (Chin et al, 2020, p.901). According to Zayyad et al. (2020, p. 3), "Limited attention was given in the literature to examining how credibility is influenced by CSR" and following the proposals of Jin et al. (2017) social responsibility positively influences the company or brand in relation to consumer behavior. The CSR initiatives are clear signs that send a message of credibility to the market (Elving, 2012). Consequently, the following hypothesis is proposed:

H4: CSR perceptions have a direct and positive impact on the Corporate Credibility of HEIs.

6.2.5 Corporate Social Responsibility and Corporate Reputation

The interest in CSR has been growing in the last decades, extending beyond the academic circles to society in general, through investors and companies (Nguyena et al., 2020; Youssef et al., 2018 and Asrar-ul-Haq, 2017). CSR is of great importance for the image of the organization and even if it is not mandatory, it has a positive impact on society: it can contribute towards implementing future strategies (Bucur, 2021). Corporate reputation is defined as ''the overall impression reflecting the perception of a collective stakeholder group.'' (Lai et al. (2010, p.458). Thus, corporate reputation means stakeholder perception, including both expectations and assessments of the organization (Su et al. 2016). CSR in HEIs has been studied because, according to Gomez et al. (2017), HEIs are key to promoting sustainable development, as they are responsible for the impacts on society, in general, and on the environment, in particular. Therefore, HEIs play a significant role in the formation of human capital, to solve social issues (Chan and Hasan, 2018; Madzík and Chocholáková, 2018). HEIs have an economic, political, and social role to play. They are special because they form citizens, concludes the authors. Thus, the possibility of educating with

social responsibility, and implementing their practices through their students, is part of the duties of HEIs, thus sending out a strong signal of trustworthiness and reputation (Vlastelica, et al., 2018).

"The literature has paid particular attention to the relationships between both CSR and reputation" (Brammer and Pavelin, 2006, p.435) and companies have an enhanced reputation when they adopt CSR or socially engaged behavior (Khan et. al, 2013). Therefore, Vlastelica et al. (2018, p.10) reinforce that "CSR initiatives are advocated in order to affect stakeholders' perception of corporate reputation." Consequently, the following hypothesis is proposed:

H5: CSR perceptions have a direct and positive impact on the corporate reputation of HEIs.

6.2.6 Corporate Credibility and Reputation

A review of the extensive corporate credibility literature reveals that "credibility has a positive influence on brand image and purchase intention" (Martín-Consuegra et al., 2018, p.247). The credibility of the brand corresponds to the information contained in the product or service, which consumers perceive through their ability to deliver what was promised, thus signaling credibility, when it is based on the sum of past behavior that one may call reputation (Erdem and Swait, 2004). This approach considers that corporate reputation is largely influenced by the corporate image that stakeholders form every day, which depends largely on the credibility of the institution, according to Gostsi and Wilson (2001).

Credibility influences the reputation of the company, which needs to adopt reputation management to assess the quality and credibility of the company and its actions, based on consumer assessments (Reyes-Menendez et al., 2019). Credibility can be assessed as measures of trust in relation to the perception of CSR and consequently influences corporate reputation and brand value (Hur et al., 2014). According to Goldsmith (2000, p.304) "Corporate credibility forms part of the overall reputation of a company", and consequently the positive reputation contributes to the institution's success, the authors add. When a company makes repeated promises and delivers them, it leads to credibility and, subsequently, to an excellent reputation (Herbig et al., 1994). According to Wong et al. (2017), reputation is usually measured in terms of the reliability of the product or service and when there is customer satisfaction, consequently credibility increases, affecting reputation. Haas and Unkel (2017) conclude that where there is a high level of credibility, the higher reputation of the HEI is.

Consequently, the following hypothesis is proposed:

H6: Corporate credibility has a direct and positive impact on the corporate reputation of the HEIs.

6.2.7 Corporate Credibility and Employability

Employability is a person's ability to get and maintain a job formally in an organization (Greer and Waight, 2017; López-Miguens et al, 2021). There are many discussions about employability in the literature and, nowadays, universities are mainly concentrated on developing the employability of their

students (Farenga and Quinlan, 2016; López-Miguens et al., 2021). Bennett et al. (2017) emphasizes that an institution that offers opportunities for the development of employability gains visibility and tends to be well recognized. Effah (2020, p.41) posits that "some consequences of the university image identified include reliability, positive evaluation of universities by students, employability of graduates" and in addition, it "emanates the students' feeling of belonging to universities with positive images". Thus, the image of a higher education institution influences students' preference for such institution. In this way "the corporate credibility imperative requires the brand covenant to be enacted via the firm's activities and values" (Balmer, 2012, p.12). The quality perceived by graduates is determined by the education program's reputation and credibility, influencing employability (Shrestha, 2013). According to Effah (2020), the positive image of universities generates reliability among students and the community, improving the employability of graduates. CSR actions are valuable and help to develop a positive corporate image and credibility and play a significant role in employability (Rhee et al., 2021). Consequently, the institution's credibility and reputation affect the perception of employability (Pitan and Muller, 2019). Consequently, the following hypothesis is proposed:

H7: Corporate credibility has a direct and positive impact on the employability of HEIs´ students.

6.3 Method

We have developed a study that set out to do as illustrated by the model in figure 9. The first objective was to analyze the influence of congruence (Pérez and Del Bosque, 2015) and skepticism (Skarmeas and Leonidou, 2013) on students' perceptions of CSR in HEIs. The second objective was to identify whether CSR initiatives may influence employability (Rothwel et al., 2009; Pitan and Muller, 2019 and Greer and Waight, 2017), corporate credibility (Da-Chang Pai, Chi-Shiun Lai, Chih-Jen Chiu and Chin-Fang Yang, 2015), and corporate reputation (Hur et al, 2014). Furthermore, this research intends to understand if corporate credibility influences employability and corporate reputation. CSR initiatives allow institutions to align with the signaling theory for creating efficiency in the market, in addition to reputation (Zerbini, 2017). Customers are more satisfied with and trust companies that appear to adopt responsible practices (Rivera et. al, 2016). Thus, the effectiveness of CSR practices might depend on how these practices are perceived, whether they are congruent and avoid skepticism, to fulfil one's expectations (Jones et al., 2017), influence corporate credibility and reputation and are, therefore, expected to increase employability (López-Miguens, et al., 2018).

Figure 12 - Conceptual Model CSR/Employability/Corporate credibility/Corporate Reputation

129
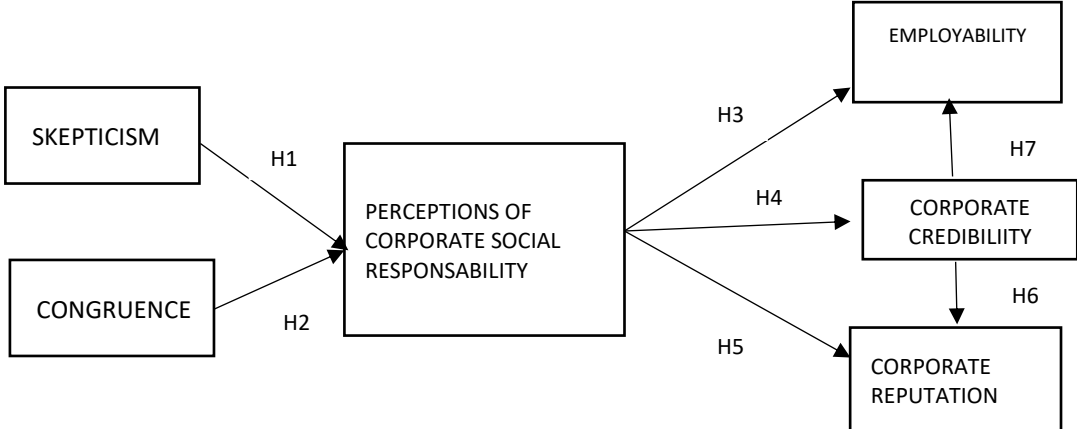
6.4 Sample and data collection

6.4.1. Sampling

This study is based on two samples: one with 430 Brazilian students, and the second with 321 Portuguese students from different public and private HEIs. The study uses a structured questionnaire to collect information and Structural Equation Modelling (SEM) was used to test the proposed hypotheses. Data were collected through a questionnaire applied to students from public and private universities in Brazil and Portugal. Questionnaires were distributed in the hall of the universities to students who could complete and return them immediately. The respondents were mostly single women, between 17 and 24 years old, the majority studying at a public university, in the case of Portugal, and at private universities, in the case of Brazil. Portuguese respondents had university degrees, whereas the respondents in Brazil were undergraduates, and they came from three or four-member families, with incomes below US$400 (Table 16).

Table 16 - Demographic profile of the respondents

Category	Brazil	Portugal
Male	163	139
Female	267	182
Age		
17-24	177	225
25 – 30	107	37
31 – 36	51	25
37 – 42	38	17
Over 42	57	17
Marital status		
Single	323	272
Married	82	41
Divorced	22	5
Widower	3	3
Higher education Institution		
Public	148	296
Private	281	25
Schooling		
Graduation (incomplete)	373	101
Bachelor's degree	38	134
Post-Graduation (*lato sensu*)	16	17
Master's degree	3	55
Doctoral degree	1	14
Household members		
1 -2	130	98
3-4	224	187
Over 4	66	36
Income		
Less than US$599	216	149
600-1499 dollars	127	141
Over 1500 dollars	87	31

6.4.2. Measures

This investigation considered measures that were based on previously tested scales: Economic Dimension, Legal/ethical dimension, Philanthropic dimension adapted from Salmones, Crespo and del Bosque (2005), adapted from Salmones, Crespo and del Bosque (2005), Satisfaction with CSR adapted from YU-Shan, Chen Chang-liang, lin Ching-Hsun Chang (2014), Skepticism from Skarmeas, Dionysis and Leonidou, Constantinos (2013), Congruence and Corporate Reputation adapted from Andrea Pérez and Ignacio Rodríguez del Bosque (2015), Employability from Rothwel, A.; Jewell; Steven; H., M. (2009), Oluyomi S. Pitan and Colette Muller (2019) and Greer, T. W. and Waight, C. L. (2017); Corporate Credibility adapted from Da-Chang Pai, Chi-Shiun Lai, Chih-Jen Chiu and Chin-Fang Yang (2015). Finally, it is important to highlight that all the items used in the model were measured using the seven-point Likert-type scale with the anchors ranging from strongly disagree (1) to strongly agree (7).

Data analysis shows that all the dimensions present alfas above 0.9. AMOS 21 was used to perform confirmatory factor analysis, and both samples performed well. The fit of both models are good (Shek and Yu, 2014), according to table 17:

Table 17 Comparing measurement models.

ANALYSIS	MODEL BRAZIL	MODEL
CMIN/DF	1,791	1, 706
IFI	0,976	0,974
TLI	0,974	0,970
CFI	0,976	0,974
RMSEA	0,043	0,047
AVE	0,531	0,281

Additionally, we present the metrics used and respective loadings in table 18:

Table 18 Results of confirmatory factor analysis

Construct	Metrics	SWR BRAZIL	CR	SRW PORTUGAL	CR
Economic Dimension	1. I believe that (my University) tries to achieve maximum long-term success.	0,919	32,550		28,940
Adapted from Salmones, Crespo & del Bosque, 2005)	2. I believe that (my University) tries to obtain maximum profit from its activity.	0,939	34,725	0,904	32,734
	3. I believe that (my University) always tries to improve its economic performance.	0,918	-	0,937	-
Legal/ethical dimension	1. I believe (my University) respects ethical principles in its relationship has priority overachieving superior economic performance.	0,899	32,683	0,943	28,135
Adapted from Salmones, Crespo & del Bosque, 2005)	2. I believe (my University) behaves ethically/honestly with its customers.	0,941	38,373	0,910	29,879
	3. I believe (my University) is concerned about fulfilling its obligations vis-à-vis its shareholders, suppliers, distributors, and other agents with whom it deals.	0,922	35,565	0,927	29,937
	4. I believe (my University) always respects the norms defined in the law when carrying out its activities.	0,936	-	0,928	-
				0,924	

Philanthropic dimension Adapted from (Salmones, Crespo & del Bosque, 2005)	1. I believe (my University) is concerned about improving the general well-being of society.	0,907	30,582	0,910	27,876
	2. I believe (my University) allocates part of its budget to donations and social projects for the disadvantaged.	0,908	30,664	0,922	28,947
	3. I believe (my University) actively sponsors or finances social events (sports, music)	0,889	29,035	0,831	21,999
	4. I believe (my University) is concerned with respecting and protecting the natural environment.	0,911	-	0,924	-
Satisfaction with CSR Adapted from (YU-Shan, Chen Chang-liang, lin Ching-Hsun Chang, 2014)	1. You are glad about the decision to select this product because of its environmental image.	0,936	-	0,895	-
	2. You believe you are right in purchasing this product because of the environmental function.	0,948	39,831	0,878	24,046
	3. Overall, you are happy to purchase this product, because it is environmentally-friendly.	0.926	36,337	0,991	34,054
	4. Overall, you are satisfied with this product, because of its environmental performance.	0,931	37,159	0,974	32,185
Skepticism Adapted from (Skarmeas, Dionysis and Leonidou, Constantinos, 2013).	1. I do not trust companies to deliver on their social responsibility promises	0,859	27,347	0,917	29,017
	2. Companies are usually dishonest about their real involvement in social responsibility initiatives.	0,952	34,369	0,969	34,005
	3. In general, I am not convinced that companies will fulfill their social responsibility objectives.	0,926	-	0,925	-
Congruence Adapted from (Pérez, Andrea and Del Bosque, Ignacio Rodríguez, 2015).	1. Carrying out CSR initiatives is compatible with this institution's core business.	0,888	28,215	0,882	28,081
	2. It makes sense for this institution to carry out CSR initiatives.	0,864	26,486	0,933	34,641
	3. Carrying out CSR initiatives is complementary to this institution's core business.	0,943	32,873	0,962	39,906
	4. There is a logical fit between the core business of this institution and the CSR initiatives that it carries out.	0,902	-	0,952	-
Employability Adapted from (Rothwel, A.; Jewell; Steven; H., M., 2009); (Oluyomi S. Pitan & Colette Muller, 2019) and (Greer, T. W. & Waight, C. L., 2017).	1. Employers are eager to employ graduates from my university.	0,852	-	0,766	
	2. The status of this University is a significant asset to me in job-seeking.	0,809	20,604	0,811	21,962
	3. Employers specifically target this University in order to recruit individuals from my subject area.	0,811	20,657	0,892	17,605
	4. I feel confident that I will be able to find appropriate work after leaving the university.	0,809	20,460	0,929	18,528
	5. I feel confident about applying for jobs at organizations of interest.	0,836	21,684	0,915	18,195
Corporate Reputation Adapted from (Pérez, Andrea and del Bosque. Ignacio Rodríguez, 2015)	1. Has a great expertise in CSR.	0,771	-	0,811	-
	2. Is competent in the implementation of its responsibilities towards its stakeholders.	0,876	24,081	0,884	26,145
	3. Its commitment to its stakeholders is credible.	0,940	22,055	0,954	22,057
	4. Is honest about its commitment to its stakeholders.	0,937	21,974	0,957	22,150
Corporate Brand Credibility Adapted from (Da-Chang Pai, Chi-Shiun Lai, Chih-Jen Chiu and Chin-Fang Yang, 2015).	1. I would like to try new products introduced under a major supplier brand name.	0,828	-	0,916	-
	2. I talk favorably about a major supplier brand's product/ service to friends and family.	0,922	24,126	0,959	31,165
	3. If the producer of a major supplier brand's product/service did something I didn't like, I would be willing to give it another chance.	0,913	23,835	0,905	26,822

Abbreviation: CR, critical ratio; SRW, standardized regression weights

6.4.3 Validity

Data analysis shows that all the dimension's present alfas above 0.9. AMOS 21 was used to perform confirmatory factor analysis. Both samples performed well, and the fit of both models are good (Hair et al., 2010), according to table 19:

Table 19: Comparing measurement models.

ANALYSIS	MODEL BRAZIL	MODEL
CMIN/DF	1,791	1, 706
IFI	0,976	0,974
TLI	0,974	0,970
CFI	0,976	0,974
RMSEA	0,043	0,047
AVE	0,531	0,281

Composite reliability (CR) and the average variance extracted (AVE) were computed. According to the results, we can also conclude that the values of composite reliability (CR), average variances extracted (AVE) and discriminant validity were also acceptable (Table 19). All scales presented CR values above 0.7 and AVE above 0.5, which are according to the recommendations (Hair et al., 2010). Discriminant validity is supported by the fact that the correlations between the different constructs are significantly lower than 0.8 and the squared correlations calculated for each pair of constructs is always smaller than the variance extracted for the corresponding constructs. Tables 20 and 21 present the results of the CFA for Brazil and Portugal:

Table 20 Square Correlations, Cronbach´s Alpha composite reliabilities, and average variances extracted - BRAZIL.

Constructs	SD	CSR	SKEP	CONG	EMPLOY	CREP	CBRAND	AVE	CR
CSR	0,027	**0,976**						0,620	0,947
SKEP	0,015	-,005	**0,937**					0,895	0,962
CONG	0,015	0,337	-,001	**0,944**				0,855	0,959
EMPLOY	0,019	0,527	-,004	0,583	**0,919**			0,757	0,939
CREP	0,015	0,418	0,000	0,379	0,675	**0,935**		0,838	0,954
CBRAND	0,030	0,407	-,009	0,272	0,481	0,408	**0,915**	0,858	0,947

Note: SD- Standard Deviation; Diagonal in bold - Cronbach's Alpha; CR - Composite Reliability; AVE – Average Variance Extracted.

Table 21 Square Correlations, Cronbach´s Alpha composite reliabilities, and average variances extracted- PORTUGAL.

Constructs	SD	CSR	SKEP	CONG	EMPLOY	CREP	CBRAND	AVE	CR
CSR	0,030	**0,967**						0,765	0,972
SKEP	0,007	-,093	**0,955**					0,919	0,971
CONG	0,015	0,139	-,024	**0,964**				0,902	0,973
EMPLOY	0,022	0,349	-,023	0,227	**0,940**			0,806	0,954
CREP	0,018	0,319	0,023	0,174	0,538	**0,952**		0,873	0,965
CBRAND	0,012	0,285	-,029	0,154	0,328	0,297	**0,948**	0,895	0,971

Note: SD- Standard Deviation; Diagonal in bold - Cronbach's Alpha; CR - Composite Reliability; AVE – Average Variance Extracted.

6.5. Findings and Discussion

Both structural models present a good fit: Brazil (IFI=0.966; TLI=0.962; CFI=0.966; RMSEA=0.051; χ2/df=2,133) and Portugal (IFI=0.971; TLI=0.966; CFI=0.971; RMSEA=0.050; χ2/df=1,793). A multi-group analysis was performed to test the moderate influence on the perception of social responsibility perceptions of students, considering the two groups with distinct nationalities: 430 Brazilian respondents and 351 Portuguese respondents. Table 22 presents the results of this investigation.

Table 22 Results

	Brazil (n=430)		Portugal (n=321)	
	srw	p	srw	p
H1 : SKEPTICISM→ CSR	-0,33	***	-0,135	***
H2 : CONGRUENCE → CSR	0,523	***	0,286	***
H3 : CSR→ EMPLOYABILITY	0,342	***	0,216	***
H4 : CSR → CREDIBILITY	0,768	***	0,650	***
H5 : CSR→ REPUTATION	0,703	***	,725	***
H6: CREDIBILITY→REPUTATION	0,160	***	0,497	***
H7: CREDIBILITY → EMPLOYABILITY	0,541	***	0,134	***

Notes: (1) two-tailed test: ***p < 0.001; **p < 0.01; *p < 0.05; n.s- not significant (p > 0.05)

Skarmeas and Saridakis (2014,p.1797) suggest that "many people express doubts about the extent to which companies live up to their professed standards, and growing skepticism emerges about corporate social involvement". In this sense, consumers are more aware of the congruence through the relationship of CSR initiatives and response to the company's core business (García-Jiménez et al., 2017). Therefore, results in table 6 show that the influence of skepticism (H1) for the Brazilian and Portuguese samples is

supported (b1=-0,33; p=***; b2= -0.135; p= ***), and that the Brazilians appear to be more skeptical and more reactive towards organizations' CSR actions. Consequently, the more skeptical people are the less they believe in CSR initiatives. According to Skarmeas and Leonidou (2014), despite the importance of consumer skepticism in relation to social responsibility, there is a shortage of studies regarding the determinants and consequences of this relationship, and even in relation to its intensity. Our results now help to clarify the nature of this relationship. Thus, skepticism tends to grow over time, especially when CSR initiatives are growing (Elving, 2010), while the rise in skepticism and mistrust toward companies and their activities is natural (Rim, 2018).

On the contrary, congruence exerts a significant impact on the social responsibility perceptions of students, therefore supporting H2 (Brazil: b1=0,523; p=***; Portugal: b2=0.286; p=***). According to Geue and Plewa (2010), congruence of CSR initiatives has an effect on stakeholders' assessments, and recent studies show that the congruence of social responsibility actions and organizations may have several sides to it and may be evidenced in different ways (Jong and Meer, 2017).That is why congruence of companies' CSR actions, their purpose and their core business became so important (De Jong, Harkink and Barth, 2018; Tateishi, 2018). The congruence of CSR initiatives brings positive feelings and emotions, leading to a positive evaluation of these initiatives (Haski-Leventhal et al., 2017), and a positive attitude towards the organization. Harmadji et al. (2018) argue that, based on the signaling theory, the stakeholders receive signals, which produce a positive effect and enhance trust, consequently fostering a good reputation. In this way, students tend to trust their schools, so they assume their actions are genuine, reliable, and do not need to be regarded with skepticism. We must emphasize that universities are responsible for improving the employability of their students (López-Miguens, 2018). In this way Effah (2020) shows that when the university has a positive image and reputation, employability is identified and students emanate positive feelings, including trust in the institution. This impact is bigger in Brazil where skepticism seems to be higher, and where people tend to trust less the company's good intentions (Rim, 2018).

The impacts of CSR perceptions on employability (H3: b1=0,342; p=***; b2=0.216; p=***), corporate reputation (H4: b1=0,768; p=***; b2=-0,650; p=***), corporate brand credibility (H5: b1=0,903; p=***; b2=0.825; p=***) are significant, therefore supporting the proposed hypotheses. The contributions of signaling theory show that "CSR practices may be a signal that reveals additional information to relevant stakeholders" (Su et al, 2016, p.481). In addition, the authors show that when companies are involved in CSR, they are making an effort to develop and maintain a sustainable relationship with their stakeholders, which in turn may influence the desired organizational outcomes. In this way, HEIs engaging in CSR activities perform better in terms of the sustainable employability of their students than do firms who are not engaging in CSR (Simpson and Aprim, 2018). Khan et al. (2013) showed further how corporate reputation is perceived by different stakeholders thanks to the development of the CSR process. According to Goméz et al. (2017), HEIs that use ethical corporate practices sustain positive relationships with their

students, thereby creating credibility for the corporate brand. Our results go in the same direction: CSR has a direct and positive impact on employability, on corporate reputation and on corporate brand credibility of HEIs. These impacts are always stronger in the Brazilian sample. If Brazilians appear to be more sceptical and give more importance to congruence, they should be more aware of the CSR involvement of their HEIs, be more trustworthy in their practices and, more important, they believe that this engagement and the impact it may have on credibility and reputation, will improve their employability.

Finally, corporate reputation, as expected, influences employability (H6: b1=0,160; p=***; b2=0,497; p=***) and corporate brand credibility influences employability as well (H7: b1=0,541; p=***; b2=-0,134; p=***), therefore supporting H6 and H7. Results on table 6 show that corporate reputation has a direct and positive impact on employability. Baumgartner et al. (2020) mention that corporate reputation positively impacts the behavior of stakeholders, affecting the perception of organizational performance and employability. At the same time, corporate brand and corporate reputation point to a correlation where the employability process is directly linked to the promise of HEIs to stakeholders (Potgieter and Doubell, 2020). The reputation of an HEI will increase the trust of stakeholders (Teixeira, 2018) and will make their students more attractive by delivering more solid, humanistic training that is committed to the community and the overall society (Pitan and Muller, 2019). Credibility also has a direct and positive impact on students´ employability. According to Cooley and Parks-Yancy (2019, p. 253), "job seekers obtain information about employment opportunities from sources with whom they have a trusting relationship". Trullas et al. (2018) affirm that Universities use actions to improve their image and, consequently, grow in number of enrolled students, improving their perceived employability, adding institutional support to employment, to help students in the process of entering the labour market. Thus, according to our results, institutions must provide the best education, but also enjoy a good reputation, namely through its CSR engagement (Stadler et al., 2017) to increase students´ employment opportunities, which have "a direct and positive impact on the student's choice regarding the choice of Higher Education Institutions" (Dhaliwal, 2019, p.2585).

6.6 Contributions and limitations

6.6.1 Theoretical contributions

The results of this investigation show that both skepticism and congruence significantly affect student's perceptions of CSR. CSR, in turn, will produce several desired outcomes like credibility, reputation and the employability of students. It is a virtuous circle that will encourage the students to search for highly CSR-committed HEIs. This investigation contributes to advancing academic studies regarding the topic of CSR especially in HEIs, providing 3 major contributions:

1. Analysing the influence of congruence and skepticism on Students' Perceptions of CSR in HEIs. Since CSR initiatives are growing impressively, skepticism and a sense of congruence tend to increase. Considering the role of what we may call mistrust, we give clues for better understanding the development of CSR perceptions, and when and how they may not work.

2. Identifying the impact CSR may have on student employability, considering the effects of reputation and credibility. Employability, in turn, will increase the HEIs attractiveness.

3. Comparing data from Brazil and Portugal, showing the stability of these impacts across countries and cultures, however, identifying different impacts and potential different motivations.

6.6.2 Practical contributions

Besides the academic contributions, our investigation shows that the findings help to guide marketing management actions in HEIs, especially in terms of building student loyalty and retention. The importance of reinforcing credibility and reputation of the HEIs makes all the difference and CSR is potentially the best way to succeed in these objectives. CSR is an increasingly important topic debated in the management area and "it is important to evaluate the ways in which marketing managers can apply CSR-related activities to generate value for their various stakeholders" (Sanclemente-Téllez, 2017, p.4). As a result, the study shows that it is important that managers take a closer look at the impacts of their institutional actions so that they become increasingly involved in socially responsible practices. This investigation helps understand what influences these practices and suggests some new directions for the design of CSR initiatives and activities. According to the signaling theory, these practices are to be seen as signs that may have a powerful impact on customer attitudes and behaviours (Saxton et al., 2019), namely on trust, image, and reputation. However, congruence and skepticism are part of this process of ensuring that messages are sent and perceived correctly, in view of achieving the expected results.

6.6.3. Limitations and future research directions

This investigation is based on cross sectional data, which has a limited ability to establish clear causalities among the variables. Additionally, the proposed model deserves further study in other countries besides Brazil and Portugal to understand the behavior, influences, and perceptions of students in relation to social responsibility actions. Different cultures, religions, levels of development and maturity may introduce nuances in these results. Although Brazilian and Portuguese respondents have similar characteristics, for historical reasons, cultural aspects are relevant to establish measurement reliability and ensure stability between countries.

It is also important to look into the role of the manager regarding the process of adopting a CSR engaged approach and transmitting signals to stakeholders. Signaling theory provides interesting clues so that

future research may test the impact of different initiatives and different practices and identify their relevance for the perception of social responsibility in HEIs.

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CHAPTER VII – HOW CORPORATE SOCIAL RESPONSIBILITY AFFECT STUDENTS WELL BEING THROUGH ORGANIZATIONAL PRIDE AND EMPLOYABILITY

Abstract

Corporate social responsibility (CSR) covers a large diversity of activities. Higher Education Institutions (HEI) incorporate CSR, playing a significant role in society. Thus, HEI seeks to promote education for a sustainable future. Most existing CSR studies have focused on companies and in their business operations. Consequently, this study concerns how HEI' CSR activities affect their students' well-being through organizational pride and employability. Moreover, the investigation examines a curvilinear relationship between CSR and well-being. To test the research model we used data collected trough a survey questionaire from 321 students from Portuguese universities. To do so, we used structural equation modelling (SEM) techniques. The results indicate that student´s perception of CSR relates positively to their well-being, organizational pride, and employability. The results also show that the path between student's perceived CSR and their well-being is set up not only directly, but also through organizational pride, and employability. Additionally, the results reveal a curvilinerar relationship between CSR dimensions and students well-being. This study extends the literature by addressing students' emotional reactions to their HEI' CSR activities: it focuses on the effects of current emotional HEI-related effects (organizational pride and employability) but also long-term HEI-related effects (well-being). Aditionally, this investigation advances current research by theorizing a curvilinear relationship between CSR and Well-being.

Keywords: Corporate social responsibility, Higher education institution, Organizational pride, employability, Well-being, Signalling theory, Social Identity Theory.

7.1 Introduction

CSR practices have gained a growing interest in HEIs (Chan and Hasan, 2018). These activities are non-profit events that corporations implement for the good of the community, far beyond the economic interests, but, that presents benefits in the long run (Asrar-ul-Haq, Kuchinke and Iqbal, 2017). CSR is a way that organizations use to contribute to the well-being of society (Dahan and Senol, 2012). Thus, social responsibility is seen as a commitment made by an organization to improve the lives of everyone involved, of all stakeholders (Chen and Vanclay, 2020). CSR have emerged in a worldwide scale, being accepted

in every sector and sort of organization (Asrar-ul-Haq et al., 2017). Thus, these initiatives are not restricted to corporations, as they are also being adopted by HEIs (Asrar-ul-Haq et al., 2017). In fact, CSR should be one of the core functions of the universities due to their mission and role in the overall society (Rahman et.al, 2019. Thus, CSR contributes to determine and design strategic management actions in organizations (Sánchez-Hernández and Mainardes, 2016).

Although HEI have some characteristics in common with other companies, there are certain areas that require a distinct management approach (Madzík and Chocholáková, 2018). Nevertheless, CSR is of great importance for HEI, which must invest in strategies to build a responsible company (Teixeira et al. 2018). Thus, it is necessary to prioritize social issues as part of the HEIs strategic options, establishing a contract with society, aimed at social transformation (Lopez and Martin, 2018). Moreover, Gutiérrez (2018, p. 395) suggest that it is necessary to prioritise and expand the social aspects of universities, that considers them "not only as respected academic institutions but also as a relevant and a dynamic agent for social change". In fact, HEI play a vital role in social development (Rahman et.al, 2019) which makes them quite complex (Chapleo, 2010). It's value can only be evaluated when the entire educational process is complete and their students get into the work market (Mourad, Ennew and Kortam, 2011). Furthermore, their students are both consumers and product of the education provided by the HEI (Dholakia and Acciardo, 2014). This makes education a unique service: students are co-creators and effectively contribute to their learning outcomes and experiences (Dholakia and Acciardo, 2014). This also means that HEIs have to deliver their students what they need in a long run instead of what they want in a short run (Lomas, 2007). Thus, HEIs have the ability to, besides educating individuals, educate the society (Ng and Forbes, 2009). Basically, the ultimate goal of HEIs is to develop and improve society (Plungpongpan, Tiangsoongnern and Speece, 2016).

CSR has been the subject of discussion both in business and in academia (Matten and Moon, 2004). Previous studies have tried to understand CSR relationship with behaviour/attitudes on corporations (Asrar-ul-Haq et al., 2017), though, very few studies were conducted in HEIs. Most existing CSR studies have focused on companies and in specific on stakeholders, such as employees and consumers (Frerichs and Teichert, 2021). Thus, not many studies have considered the institutionalisation of CSR (Rahman et.al, 2019) and, in fact, the relationship between CSR initiatives and students need to be empirically explored (Mishra, 2013). Furthermore, previous studies have attempted the conceptualize well-being from different perspectives (Skrzypiec et al.,2018, p.540) and poor well-being in HEI students became a major concern (Stallman et al.,2018). However, only a few studies explore how individuals' experiences affect well-being (Jiang, 2019). Hence, appropriate studies are needed to identify whether CSR initiatives influence students' well-being in HEI, because, when it comes to academics and the academy, research investigating their well-being is quite limited (Schmidt and Hansson, 2018). Besides, individuals with greater wellbeing are known to generate greater social good (Lambert et al., 2020). Therefore, many studies have been carried out in private universities, but few studies have been carried out in the public

sector (Rafael et al., 2013). Thus, it is very important to promote a broad debate in public universities for the adoption of CSR, forming responsible citizens for society (Rahman et.al, 2019). Additionally, How perceptions of ethical responsibility may affect various individual-level outcomes is an identified gap in the literature (Promislo, Giacalone, and Welch, 2012).

Our study focuses on CSR in the HEIs context. It seems that lacks research on how socially responsible actions may develop students' well-being. So, the available empirical evidence is limited, to provide generalizations or a clear view of the extent of responsible HEIs practices. Therefore, to respond to these challenges, this study investigates the influence of HEI CSR activities on their student's well-being, namely, exploring the nature of these effects that might be potentially curvilinear. Moreover, organizational pride and employability are assessed as mediator variables. This investigation provides an understanding of how HEIs' CSR activities impact on their student's organizational pride and employability, and how these variables will influence their well-being. First, the study contributes to the analyses of students' well-being, as a potential outcome of HEI' CSR practices. Second, it suggests that there is a curvilinear relationship between CSR and Well-being. Third, it explores student's organizational pride and employability as mediating variables between HEI' CSR and well-being. Finally, drawing on Signaling Theory (ST) and Social Identity Theory (SIT) this study suggests that these two theories help explaining the relationship between CSR and well-being. Additionally, this investigation argues that understanding the processes regarding how student's well-being is influenced by their HEI CSR activities, will help enlighten theory and practice, contributing to CSR literature and providing inputs for HEIs.

This study, blending elements of ST and SIT is based on a cross-section sample of 321 students from private and public Portuguese HEI. This article is organized as follows: it beggins with the literature review and hypotheses development; later, it describes the methodology and measurements; followed by the results and their discussion. Finally, it provides conclusions and implications for future research.

7.2 Theoretical background and literature review

CSR became a major debate in HEIs around the world (Idowu, 2008; Madzík et al., 2018). CSR might be understood as a concept where organizations have social and environmental concerns while interacting with their stakeholders (Vasilescua et al. 2010). It includes all the activities that an organization pursue in trying to positively affect society (Su and Swanson, 2019). The use of the CSR concept is quite widespread (Leal Filho, 2019), and includes a wide variety of activities (Idowu, 2008). Important to note that organizations play an active role regarding social solidarity, contributing to the well-being of society (Duarte et. al, 2010). However, organization's CSR goes far beyond meeting society's expectations, as it contributes to the well-being of all its stakeholders (Idowu, 2008), by focusing on their concerns regarding social issues (Rela et al., 2020). CSR provides an ideal conduit for individuals to seek and find meaningfulness through organizations (Aguinis and Glavas, 2019). Therefore, organizations, together with their stakeholders, can reconcile social ambitions and contribute to build a better world (Vasilescu,

Barna, Epure, and Baicu, 2010). HEI's are no different, as their mission has been expanded beyond the framework of teaching and research, it incorporates services to the community and other stakeholders (Stanislavská, Kvasnička, Kuralová, and Margarisová, 2014).

HEIs have three major stakeholders; employees, students (customers) and society (Asrar-ul-Haq et al., 2017). HEIs' CSR actions should be, consequently, internalized within their students. In doing so, CSR actions reflect directly on society directly and through their former students (Dahan and Senol, 2012). Thus, it is crucial that HEI produce graduates that economy needs, with the skills that employers value (Konig et al., 2016). For that matter, employability has been a concern of everyone involved in education (Nwajiuba et al.,2020; Colon, 2008). CSR strategies, when properly implemented, should be considered a means to achieve market differentiation (Dahan and Senol, 2012), delivering graduates who are positive social change agents (Zizka, 2017, p.265). At the same time, CSR has an important role in building community well-being, and CSR perception may create organizational pride, and a balanced academic experience, combining learning, good expectations and a sensation of fulfillment and pride (Thomas et al., 2019). Research has shown responsible HEI practices contribute to shareholders' well-being, of the public in general, the students in particular, therefore creating a long-term value proposition for the institution itself (Asemah, 2013). CSR is, therefore, a useful tool to positively impact society and improve the image and reputation of the institution (Kvasničková and Stanislavská, 2014), providing at the same time a strategic approach in response to society's concerns (Dias et al., 2017). HEIs have faced intense institutional pressures to adopt socially responsible practices (Rahman, et al., 2019, p.916). Even though being socially responsible might be very 'trendy' (Idowu, 2008), there are problems related to HEIs implementing the principles of CSR in their management (Sánchez-Hernández and Mainardes, 2015), as they are forced to adjustments in a changing world in constant transformation (Dahan and Senol, 2012). Moreover, it was previously recognized that HEI were not corporations, as their aim were not based on profit (Asrar-ul-Haq et al., 2017). So, the application of business sector models to HEI has been sometimes, rejected (Mourad et al., 2011). However, there is a cultural shift, as HEI are acting like businesses and students are seen progressively as customers (Asrar-ul-Haq et al., 2017). In fact, some HEIs, are adopting different strategies to attract students (i.e., customers) due to financial pressures (Asrar-ul-Haq et al., 2017). On the other hand, a competitive market requires that HEI adapt and develop management competences, has HEI mission goes far beyond teaching and research. Currently, it incorporates partnerships and service to the community and other stakeholders (Stanislavská et al., 2014). Additionally, some HEI' CSR activities are similar to the ones that are performed by businesses, and in a similar business context (Aledo-Ruiz, Martínez-Caro, and Santos-Jaén, 2021). Besides disseminating knowledge, HEIs have the moral function to positively impact society, and to that end, they are places/spaces for CSR engagement (Heath and Waymer, 2021).

This study, blends elements of ST and SIT. Signaling has been seen as a mean to reduce information asymmetry and to signal underlying unobservable aspects (Spence, 2002). It is possible that there is

information asymmetry between HEI and its students, regarding their CSR activities. In these circumstances HEI might reduce the asymmetry by signaling their CSR activities. Meaning, companies convey their information about capabilities and reliability of social responsibility practices, taking advantage of signalling theory assumptions (Su et al., 2016). HEIs (the sender) who have access to information that students do not have, choose the settings on how to communicate information (sends the signal) regarding their CSR engagement, and students (receiver) chooses the way to interpret the signals (Connelly, Certo, Ireland, and Reutzel, 2011; Schaefer, Terlutter, & Diehl, 2020). As signaling theory concentrates on the intentional and conscious communications of positive information in an attempt to transmit positive organizational attributes (Connelly et al., 2011), we expect that HEI communications regarding their CSR engagement, provide signals sent to their students to convey positive organizational attributes (Moratis, 2018). Moreover, these signals reduce information asymmetry and provide clear information regarding their social intentions, delivering a more positive picture of the HEI. We anticipate that these signals are likely to positively affect student's perceptions, and consequently, their skills and emotions. Moreover, we suggest that the mechanisms through which CSR influences students' well-being, organizational pride and employability, can be explained trough SIT. This theory proposes that individuals classify themselves into social categories, such as students of a specific HEI, and that belongingness and identification with that social category (group) affects their self-concept (Ashforth and Mael, 1989). This identification is formed by their own evaluations, but as outsiders view the organization as well (Yilmaz, Ali, and Flouris, 2015). Thus, when organizations are perceived as prestigious, with a positive image and socially responsible, individuals identify with it, feeling proud of belonging in it (Gond, El Akremi, Swaen, and Babu, 2017). Social identity is also viewed as an emotional attachment to the group and awareness of the social standing of the identified group, when compared to other groups (Chiu, Cheng, Huang, and Chen, 2013). Additionally, CSR foster organizational pride and identification and contribute to individuals' sense of self-worth (Gond et al., 2017). This is quite important to explain the possible different effects of CSR perceptions on student's skills and emotions (organizational pride; employability, and well-being). Considering the arguments above, we have summarized the relationship between the chosen theories and the corresponding constructs mentioned. Table 23 underlines some studies focusing on CSR and the related variables, and the related theoretical frameworks.

Table 23 - Construct-linked theories and relevant literature

Theory	Linked construct	References
Signalling (ST)	Organizational Pride; Corporate Reputation; Employability	(Schaefer et al., 2020) (Pérez, 2015) (van Harten et al., 2020)
Social Identification (SIT)	Well-being; Organizational Pride; job satisfaction; Career satisfaction; Work-life Satisfaction	(L. Su & Swanson, 2019) (Raza, Farrukh, Iqbal, Farhan, & Wu, 2021) (Oo, Jung, & Park, 2018) (Schaefer et al., 2020) (De Roeck, El Akremi, & Swaen, 2016) (Al-Ghazali, Sohail, & Jumaan, 2021) (Kalayanee & Virakul, 2014)

7.2.1 The influence of CSR on students' well-being

Well-being is a complex phenomenon that has been studied from different perspectives (Skrzypiec et al., 2018), in several disciplines, and has been defined in different ways (Schimidt and Hansson, 2018, p. 2). It has been object of study in the fields of psychology, organizational development, health, education, economics, and policy expansion (Lambert et al., 2020). This concept has been split into two approaches. The first refers to subjective well-being, which is based on hedonic perspectives: positive affect (happiness), lack of negative affect, and life satisfaction, for instance (Chiu et al., 2013). Thus, well-being results from a comparison between pleasant and unpleasant experiences. Well-being arises when the number of pleasant experiences is higher than the unpleasant ones, which means that the feeling of well-being is temporary. (Marshal et al., 2014). The second approach stands for psychological well-being, highlighting eudemonic perspectives such as purpose in life or personal growth (Chiu et al., 2013).This approach implies that well-being is accomplished living a life with purpose and meaning, engaging in value-congruent activities in a daily basis, in service to their longer-term values and goals (Marshal et al., 2014). Considering that this study has as predictors of well-being, organizational pride and employability, the eudemonic approach seems more appropriate.

This study considers well-being as the extent to which one is satisfied with one's life and experiences more positive rather than negative affect (Diener et al., 1985). It is the regular feelings of being well, satisfaction or contentment" (Stallman, 2018). Subjective well-being, which is a proxy for well-being, is related to affection and satisfaction (Joshanloo et al., 2018). It is an individual's cognitive and affective evaluation of the extent to which they feel low levels of negative mood, pleasant emotions and high levels of life satisfaction (Chiu et al., 2013). Furthermore, it can be defined, as the individual's ability to be well and be able to deal with life's problems (Stallman et al., 2018). Well-being is also related to the emotional experience or satisfaction with educational or work experiences, which bring satisfaction with life (Işık et al., 2018).

Recent literature indicates that society-oriented CSR practices provide individuals well-being (Binsawad, 2020). Meaning that CSR strategies are directly linked to individuals' well-being (Macassa et al., 2021).

Additionally, feeling satisfied with educational experiences promotes overall satisfaction with life (Işık et al., 2018) and academic well-being is important to ascertaining the quality of higher education (Schmidt and Hansson, 2018). Consequently, the following hypothesis is proposed:

H1a: CSR perceptions have a direct and positive impact on students' well-being.

7.2.2 The curvilinear relationship between CSR and well-being.

Drawing from ST and SIT approaches, a curvilinear relationship between CSR and well-being might arise. Previous research has theorized that stakeholders benefits, as a consequence of CSR, depend on the level of CSR (Barnett, Jermier, and Lafferty, 2006). Consumers expect a certain honest, responsible and ethical behaviour from companies (Lin-Hi and Blumberg, 2018; Park, Cho, and Kim, 2021) and so do students, from their HEI. Thus, low levels of CSR might not be seen as credible (Barnett, 2007). We suggest that small efforts can be seen as misleading, creating mistrust, not enough to trigger student well-being. In contrast, if firms do notably pursue CSR activities, they significantly affect stakeholders and create strong relationships, enhancing their reputational capital (Barnett and Solomon, 2012). CSR is often perceived as a positive signal for public image and corporate reputation (Su, Peng, Tan, and Cheung, 2016). Hence, only with evident and vigorous signs of CSR, information asymmetry begins to fade, and students start to see these actions as credible and congruent with the mission of HEIs, being sufficient to trigger emotions and well-being. As such, we argue that a certain level of CSR efforts, by the HEI, is required to be sufficiently relevant to trigger student's well-being. That is, student well-being increases from the point at which the positive signalling effect becomes reinforced due to the increased moral and reputational capital acquired by the HEI, because of explicit CSR actions. Briefly, only HEIs with high levels of CSR might have credit for enhancing their student's well-being. Consequently:

H1b: HEIs' CSR dimensions have a U-shaped relationship with student's well-being.

7.2.3 The influence of CSR on students' organizational pride

Organizational pride is a strong positive feeling, such as the sense of pleasure, joy, meaningfulness, self-esteem and self-respect arising from organizational membership (Helm, 2013; Pereira et al., 2021). Organizational pride occurs when individuals receive information (i.e., signals) that can positively evaluate their organization (Thomas et al, 2019; Im and Chung, 2018). Meaning, CSR delivers positive information about organizations, enabling the development of organizational pride (Thomas et al., 2018). This is quite important because in HEIs, students are more than customers, they are co-creators and , effectively contribute to their learning outcomes and experiences (Dholakia and Acciardo, 2014). Being a part of a community, according to SIT, they tend to develop feelings of identification and belonging, and therefore, a sense of pride (Ashforth and Mael, 1989).

Literature indicates that factors that point to organizational pride include CSR, and work life balance (Seyedpour et al., 2020). To develop and maintain a satisfactory sense of self-worth, individuals seek to join and remain with high-status and prestigious organizations, because membership, in that group, is rewarding and creates a sense of pride (Gond et al., 2017). So, when individuals feel that they belong to an organization and identify with it, they feel pride (Kraemer et al, 2020). Thus, when organizations are engaged in social responsibility practices, positive signs are perceived by their employees, consequently increasing organizational pride (Al-Ghazali and Sohail, 2021; Edwards and Kudret, 2017). When social responsibility is perceived by stakeholders, the organization's pride is present by everyone involved in the process (Edwards and Kudret, 2017). HEI are well recognized for giving back to the community (Wendler, 2012), thus belonging to an organization that allows people to find a purpose for their lives, strengthens self-esteem and organizational pride (Choi *et al.,*2020). Thus, CSR is an important factor for sustainable management of an organization (Choi et.al, 2020), and influences organizational pride (Widyanti et al., 2020). Based on SIT, we propose that the sense of being connected to purpose, being a member of a group is rewarding and creates a sense of pride (Gond et al., 2017). Consequently, the following hypothesis is proposed:

H2: CSR perceptions have a direct and positive impact on students' organizational pride.

7.2.4 The influence of CSR on students' employability

Employability is a concept adopted by researchers, whose definition varies a lot (Krajnakova et al., 2020). In HEI, employability represents a set of skills that make students successful in their chosen professions (Sin et al., 2019). Moreover, to obtain employability it is necessary to have a set of attributes and skills to get a good job (Small, et al, 2018).

Improvement of employability skills has overshadowed the educational research the latest years (Asonitou, 2015). Thus, HEI need to have strategies to improve these skills (Majid, et al., 2020). For that matter, students consider employability as the main reason for choosing an HEI (Tavares, 2017). Thus, HEI prepare their students for the job market, seeking to position themselves in its competitive environment (Farenga and Quinlan, 2016). Thus, during their university education, graduates are expected to develop employability skills (Borah et al., 2021).

In the academic world a lot is discussed about an increasingly solidary society (Rahman et al., 2019). Importantly stand out that CSR activities improve employability in a sustainable way (Rhee et.al, 2021). According to Lu et al. (2019) CSR is associated to career development and employability, and is important for the development of a sustainable career. HEI seek to improve their student's employability (Bennett, 2017), so, they are intensively engaged in CSR programs to serve their stakeholders (Chan and Hasan, 2018). Briefly, when HEI are socially responsible and well-regarded, its students expect to increase their employability (López-Miguens et al., 2018). Consequently, the following hypothesis is proposed:

H3: CSR perceptions have a direct and positive impact on the employability of HEIs' students.

7.2.5 The influence of organizational pride on students' well-being

Organizational pride is one of the major reasons that promotes the success of an organization (Raza et al., 2020). Kim et al. (2019) point out that improving employees' mental health provides positive work experiences, thus when employees strike a balance between work and life, the response is pride in the organization they belong to (Mas-Machuca et al., 2016).

Individuals seek to integrate the values of their lives with professional ones (Al-Qutop, et al, 2011), and promoting feelings of pride and satisfaction with the group reinforces the commitment between those involved (Thomas et al., 2017). As we jump into job life, success on balancing work and social roles becomes a strong contributor to how good we feel (Gröpel and Kuhl, 2009, p.365).

There is a growing worldwide recognition of the need to attend to students' well-being (Skrzypiec et al., 2018, p. 539). Furthermore, social support contributes to student's well-being (Alorani and Alradaydeh, 2018). Social support is perceived when emotional concern is included, information guidance, in addition to motivation (Wannebo et al., 2018). Thus, through affective constructs, positive results can be achieved, such as organizational pride (Kim et al., 2019). Organizational pride is a positive emotion that makes people feel proud not only of the organization, but of their own success (Kraemer et al., 2020). Additionally, social identity seems to have positive repercussions for an individual's well-being (Chiu et al., 2013). Consequently, the following hypothesis is proposed:

H4: Students' organizational pride is positively related to their well-being.

7.2.6 The influence of employability on students' well-being

Employability has been interpreted and understood in a variety of ways (Farenga and Killan, 2016). It is recognised as a person's ability to get and maintain a job formally in an organization (Greer and Waight, 2017). It includes the retention of rewarding work as well as proactive adaptability (Asonitou, 2015). Nevertheless, student's employability is part of a strategy used by HEI for career development (Andrewartha and Harvey, 2017).

HEI' aim is to improve employability prospects for their students (Small et al., 2021). It is important to note that employability partially depends on the individual will of the student (López-Miguens, 2020), because career success depends on acquiring skills that can be used in different organizations (Tavares, 2017). Thus, employability can promote a sense of well-being (Vanhercke et al., 2016; Silla, 2009; Cuyper et al., 2008). Consequently, the following hypothesis is proposed:

H5: Students' employability is positively related to their well-being.

7.2.7 The mediating role of organizational pride and employability

Previous research suggest that CSR practices provides individuals well-being (Binsawad, 2020). In turn, socially responsible practices increase organizational pride (Al-Ghazali and Sohail, 2021; Edwards and Kudret, 2017). CSR has an important role in building community well-being, and CSR perception create organizational proud, so is relevant to serve the interests of stakeholders (Thomas et al., 2019). According to Sin et al. (2019) social responsibility has a significant effect on employability, and Thomas et al. (2019) affirm that CSR practices cause emotional reactions and a sense of pride in belonging to the organization. CSR is reflected on organizational pride (Helm, 2013; Cable and Turban, 2003), which is "a gold standard of currency in the institutional account" (Wendler, 2012, p.3); and employability (Rothwel et al., 2009; Pitan and Muller, 2019 and Greer and Waight, 2017). Aditionally students' employability is developed by HEI (López-Miguens *et al.,* 2021) and when the organization is concerned with employability, a feeling of well-being is born, due to having control over the career (Cuyper et al., 2008). Furthermore, these variables (i.e., organizational pride and employability) can promote a sense of well-being (Vanhercke et al., 2016; Silla, 2009; Cuyper et al., 2008), thus, based on these arguments, the following mediation hypotheses are proposed:

H6: Organizational pride (a) and employability (b) mediate the relationship between CSR and student's well-being

The conceptual research model, in Figure 13, illustrates the proposed relationships between the research constructs.

Figure 13: Conceptual model CSR/WB
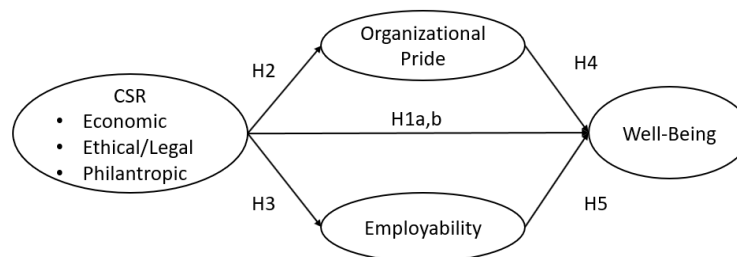
7. 3 Methodology

7. 3.1. Sample and data collection

The present study is based on 321 students from Portuguese public and private HEIs. Questionnaires were distributed in the hall of the universities to students who could complete and return them immediately. The demographic characteristics of the respondents are summarized in table 24. Most of the responses were obtained from single (85%) females (57%), under 24 years old (70%) bachelor students (42%) from public HEI's (92%).

Table 24: Respondents' demographic profile

	Category	Frequency	%
Gender	Male	139	0,43
	Female	182	0,57
Age	17 – 24	225	0,70
	25 – 30	37	0,12
	31 – 36	25	0,08
	37 – 42	17	0,05
	Over 42	17	0,05
Marital status	Single	272	0,85
	Married	41	0,13
	Divorced	5	0,02
	Widowed	3	0,01
Higher education Institution	Public	296	0,92
	Private	25	0,08
Schooling	Graduation (incomplete)	101	0,31
	Bachelor's degree	134	0,42
	Post-Graduation (*lato sensu*)	17	0,05
	Master's degree	55	0,17
	Doctoral degree	14	0,04
Household members	1 – 2	98	0,31
	3 – 4	187	0,58
	Over 4	36	0,11
Income	Less than US$599	149	46,4
	600 - 999 dollars	112	34,8
	1000 – 1499 dollars	29	9,03
	1500 – 2499 dollars	21	6,54
	Over 2500 dollars	10	3,11

7.4 Measures

This investigation considered measures that were based on previously tested scales, translated, and adapted to the present study: CSR measured in the economic dimension, legal/ethical dimension, philanthropic dimension was adapted from Salmones, Crespo and del Bosque (2005); organizational pride was adapted from Helm (2013) and Cable and Turban (2003); employability

from Rothwel, A.; Jewell; Steven; H., M. (2009), Oluyomi S. Pitan and Colette Muller (2019) and Greer, T. W. and Waight, C. L. (2017) and well-being from Denier et.al (1985). It is important to note that all the items used in the model were measured using the seven-point Likert-type scale with the anchors ranging from strongly disagree (1) to strongly agree (7). Metrics are summarized in table 25, identifying the origin of the metric and the standardized regression weights.

Table 25: Measurement scales

CONSTRUCT	METRICS	SWR	CR
Economic Dimension	1. I believe that (my University) tries to achieve maximum long-term success.	0,903	28,842
Adapted from Salmones, Crespo & del Bosque, 2005)	2. I believe that (my University) tries to obtain maximum profit from its activity.	0.937	32,728
	3. I believe that (my University) always tries to improve its economic performance.	0,944	-
Legal/ethical dimension	1. I believe (my University) respects ethical principles in its relationship has priority overachieving superior economic performance.	0,908	27,905
Adapted from Salmones, Crespo & del Bosque, 2005)	2. I believe (my University) behaves ethically/honestly with its customers.	0,93	30,076
	3. I believe (my University) is concerned about fulfilling its obligations vis-à-vis its shareholders, suppliers, distributors, and other agents with whom it deals.	0,927	29,81
	4. I believe (my University) always respects the norms defined in the law when carrying out its activities.	0,923	-
Philanthropic dimension	1. I believe (my University) is concerned about improving the general well-being of society.	0,911	21,295
Adapted from (Salmones, Crespo & del Bosque, 2005)	2. I believe (my University) allocates part of its budget to donations and social projects for the disadvantaged.	0,924	21,824
	3. I believe (my University) actively sponsors or finances social events (sports, music)	0,829	-
	4. I believe (my University) is concerned with respecting and protecting the natural environment.	0,923	21,791
Organizational Pride	1. I would be proud to tell others that I work for this organization	0,883	-
Adapted from Helm (2013) and Cable & Turban (2003)	2. I would be proud to identify myself personally with this organization	0,933	26,628
	3. I would be proud to be part of this organization	0,962	28,907
	4. I would feel proud to be an employee of this organization	0,952	28,138
Employability	1. Employers are eager to employ graduates from my university.	0,759	-
Adapted from (Rothwel, A.; Jewell; Steven; H., M., 2009); (Oluyomi S. Pitan & Colette Muller, 2019) and (Greer, T. W. & Waight, C. L., 2017).	2. The status of this University is a significant asset to me in job-seeking.	0,804	21,756
	3. Employers specifically target this University in order to recruit individuals from my subject area.	0,897	17,471
	4. I feel confident that I will be able to find appropriate work after leaving the university.	0,93	18,225
	5. I feel confident about applying for jobs at organizations of interest.	0,914	17,873
Well-being	1. In most ways my life is close to my ideal.	0,903	-
Adapted from Diener et al., 1985.	2. The conditions of my life are excellent.	0,926	27,874
	3. I am satisfied with my life.	0,949	30,086
	4. So far, I have gotten the important things I want in life.	0,927	27,987
	5. If I could live my life over, I would change almost nothing.	0,913	26,827

Abbreviation: SRW, standardized regression weights; CR, critical ratio; SMC, Squared Multiple Correlations.

To minimize common method variance (CMV), the researcher assured the students that there were no right or wrong answers, the data would be confidential and anonymous and only used for research. Additionally, a Harman's single-factor test was conducted, and the variance explained was 42.7% so CMV was not present in the study (Podsakoff et al., 2003).

We performed linear and curvilinear regression to test which model fits better our data. Additionally, CFA was conducted using AMOS 21, and the results show that the measurement model presented a good fit (incremental fit index (IFI)=0.981; Tucker-Lewis index (TLI) =0.978; comparative fit index (CFI) =0.981; root mean square error of approximation (RMSEA)=0.048; chi square/degree of freedom ($\chi2$/df) =1,724), which allows to conclude that the sample performed well.

7.5 Validity

This investigation was measured evaluated through confirmatory factor analysis and the data analysis was developed using AMOS 21. The final model reached an acceptable fit (Byrne, 1994): IFI=0.981; TLI=0.978; CFI=0.981; RMSEA=0.048; $\chi2$/df=1,724). Composite reliability (CR) and the average variance extracted (AVE) were measured and the results allowed us to conclude that the values of composite reliability (CR), average variances extracted (AVE) and discriminant validity were also acceptable. The correlations between the different constructs are less than 1. This allows to state that the discriminant validity is supported. In addition to the fact that the square correlations between variables are always smaller than the variance extracted for the corresponding constructs, according to Shiu et al. (2011). Accordingly, the theoretical measurement model presents the best fit to the data collected (table 26).

Table 26: Bivariate Correlations, Cronbach´s Alpha, composite reliabilities, and average variances extracted

	SD	CR	OP	EMP	WB	AVE	√AVE	CR
CSR	0,045	**0,969**				0,697	0,834	0,962
ORGANIZATIONAL PRIDE	0,023	0,371	**0,964**			0,821	0,906	0,948
EMPLOYABILITY	0,046	0,583	0,477	**0,940**		0,660	0,812	0,906
WELL-BEING	0,029	0,38	0,343	0,41	**0,967**	0,817	0,903	0,957

Notes: (1) Diagonal entries are Cronbach's alpha coefficients; SD is Standard deviation; AVE is Average Variance Extracted. CR is Composite Reliability.

7.6 Results and Discussion

The structural model presents a good fit (IFI=0.977; TLI=0.974; CFI=0.977; RMSEA=0.051; $\chi2$/df= 1,848).

Tables 27, 28 and 29 presents the results of this investigation.

Table 27: Results of the Direct effects

Hypotheses	Hypotheses paths	SRW	P	Results
H1a	CSR→ Well-Being	0,192	***	Supported
H2	CSR → Organizational Pride	0,386	***	Supported
H3	CSR → Employability	0,591	***	Supported
H4	Organizational Pride → Well-Being	0,171	***	Supported
H5	Employability → Well-Being	0,220	***	Supported

Notes: (1) two-tailed test: ***p < 0.001; **p < 0.01; *p < 0.05;
SRW- standardized regression weights (estimates)

Table 28: Results of the Indirect Effects

Hypotheses	Hypotheses paths	Standardized indirect effect	95% confidence interval	P	Results
H6a	CSR→Organizational Pride→Well-Being	0,079	[0,024; 0,161]	***	Supported
H6b	CSR→Employability →Well-Being	0,156	[0,058; 0,269]	***	Supported
Total indirect Effect		0,235	[0,127;0,009]	***	Supported

Note: GW: Greenwashing, PEP: Perceived environmental performance, GPR: Green Perceived Risk, CR: corporate reputation and BH: Brand Hate
*** = p < 0.01; ** = p < 0.05; * = p < 0.1

Table 29: Results of Curvilinear effects (H1b)

CSR dimensions	Well-Being/Economic	Well-Being/Ethic	Well-Being/Philanthropic
Constant	6,386	4,302	8,042
Economic	-0,988 ***	-	-
Economic²	1,446 ***	-	-
Ethical /legal	-	-0,514***	-
Ethical /legal²	-	0,940***	-
Philanthropic	-	-	-1,274***
Philanthropic²	-	-	1,745***
R²	0,196	0,174	0,207
R² quadratic	0,239	0,191	0,265
Inflection point	3,507	2,888	3,707
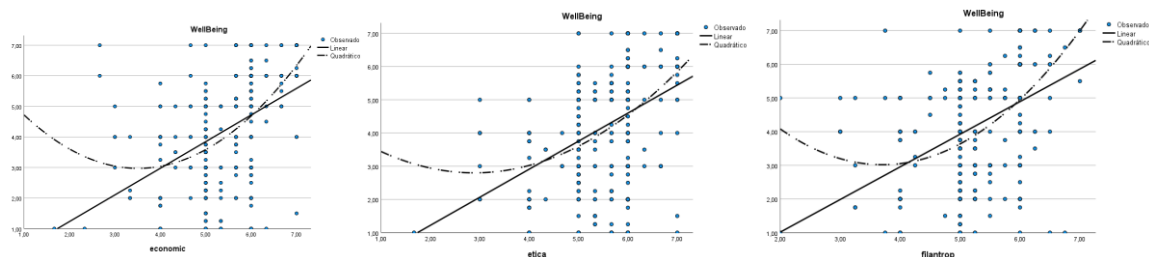
Results on table 27 show that CSR has a direct and positive impact on student's well-being, therefore supporting H1 (r=0,192, p=***). According to Duarte and Neves (2010), a socially responsible organization is one that contributes to the well-being of society. Additionally, Oluyemi, et al. (2016) show that individuals general well-being in an organization with CSR-related issues cannot be underestimated, this is because internal CSR strategies are directly linked to people well-being, complement Macassa et

al. (2021). The same is true when thinking about impacts on community: "therefore, CSR provides an important role in the process of social development, sustainable development, and community well-being" (Rela, et al., 2020, p.312). Drawing from signalling theory, HEIs should take advantage of the information asymmetry between them and the community and the students, sending them clear signs of positive organizational attributes, and orienting their perceptions, so they may develop a positive attitude towards their institution (Connelly et al., 2011; Moratis, 2018). In fact, the experience and support provided to students, especially when based on CSR initiatives may provide an additional sensation of fulfilment and wellbeing (Işık et al., 2018). Therefore, our results go in the same direction, showing that HEIs more socially engaged tend to provide a holistic experience that goes far beyond the academic life, extending to the student´s professional life, contributing to increase life satisfaction: students' perceptions of HEIs CSR might influence their perceived well-being.

We have also found statistically significant evidence of a curvilinear relationship between CSR and wellbeing, therefore supporting H1b. As we suggested, the results indicate that only with evident and vigorous signs of CSR, information asymmetry begins to fade, and students start to see these actions as credible and congruent with the mission of HEI, being sufficient to trigger emotions and well-being. Information integration theory proposes that attitudes and behaviours will become more intense when people get exposed to more communication (Eagly and Chaiken, 1993; and Barnett, 2007) suggests that low levels of CSR may show lack of credibility and may trigger people's skepticism. Our results show that for low levels of CSR perceptions both economical, ethical/legal, and philanthropic, the impacts on wellbeing might decrease and start growing when the signs are vigorous, creating a sense of congruence, a sign of true engagement of the institution with socially engaged practices (Moratis, 2018).

CSR perceptions have a positive relationship with students´ pride on their institutions, thus supporting H2 (r=0,386; p=***). Organizations that incorporate CSR into their operations produce pride in their employees and other stakeholders (Raza et al., 2020). HEIs, due to their impact and influence on students, that goes far beyond a simple customer relationship (Chapleo, 2010), tend to produce similar effects on them: students may be proud of their institutions and that improves the quality of their experience (Choi et al.,2020): students are, at the same time consumers of education and the result or the product of the education (Dholakia and Acciardo, 2014). Therefore, HEis that are socially engaged, that give back to society and contribute to the community development, tend to produce in their closer stakeholders a sense of pride and fulfilment (Wendler, 2012). Perceived CSR may have a positive relationship with pride, that may reinforce the bonds between students and their universities (Thomas et al., 2017). Universities, for their particular role and for the impact they may have after the academic experience, namely, on the labour market and employability of their graduates, may take advantage of a greater social engagement to lead to a closer embeddedness of their students (Al-Ghazali and Sohail, 2021). Our results go in the same direction, showing this significant influence of CSR practices on the students´ pride on their institutions.

CSR has a direct and positive impact on the students' employability (r=0,591, p=***), therefore supporting H3. Employability is related to the capacity of finding a rewarding job and maintain it, as well as to adapt to different job opportunities in different positions in different organizations. It involves a set of different and diversified skills, a proactive behavior that may contribute to career success (Greer and Waight, 2017). The relationship between universities and students does not stop when their studies end. Universities have the responsibility to provide students with the relevant skills to help them to compete and be competitive in the labor market (Madzík and Chocholáková, 2018). In fact, the value HEIs are offering, and the completion of the educational process can only be assessed once the graduate enters the labour market and consolidates his career (Dollinger et al., 2018). According to Tavares (2017, p.112) "enrollment in higher education was perceived as a means through which students could develop their employability, obtaining the necessary qualifications to obtain a competitive advantage in the struggle for employment". In this sense, universities promote the employability of their students, through different paths (Farenga and Quinlan, 2016). The HEIs´ reputation, the quality of their teaching, the knowledge and values their graduates reveal, among others, are relevant paths and the social engagement of HEIs reinforce them (Rhee, 2021; López-Miguens, et.al, 2020). Therefore, our results support the idea that students' perceptions of social responsibility actions generate relationships based on employability, the reason why employability has become a central objective of universities (Small, et al., 2021). Our results clearly support the proposed hypothesis and show how HEIs may take advantage of their SCR practices and of their social engagement.

Organizational Pride (r=0,171, p=***) and employability (r=-0,220 and p=***), have a direct and positive impact on the students' well-being, therefore, supporting H4 and H5. Wellbeing or subjective wellbeing, the best proxy to wellbeing, is related an overall evaluation of one's life based on her or his own perspective. The hedonic and the eudemonic approaches to wellbeing bring two different perspectives of life (Ryan et al., 2008): hedonic, based on happiness, pleasure, and positive situations; eudemonic, related to living well, to feelings of fulfilment and achievements. Of course, when predictors are pride and employability, the eudemonic approach seems more relevant to investigate their impacts on students (Virga et al., 2017). According to Lu and Roto (2016, p. 1), "pride is one of the most meaningful experiences in daily life" and the increase of organizational pride positively influences well-being (Alias and Baron, 2019). At the same time, students more confident on their skills and on their employability and career prospects tend to be more self-motivated and to cultivate and maintain a better network of relationships (Dacre and Qualter, 2013), therefore, more prone to achieve their goals. Consequently, employability will help students face the future uncertainty with more confidence, providing them with the sensation of mastering their lives, increasing their well-being (Konig et al., 2016). Our results go in the same direction and show that this eudemonic side of wellbeing can be boosted by a rich academic experience that increases students' optimism and confidence in the future, having a sense of pride in the institution that prepared them to labor market and to take advantage of life opportunities.

We already tested the curvilinear effects of CSR perceptions on wellbeing showing that only when CSR signs start being vigorous and evident, information asymmetry begins to disappear. Skepticism is overcome and students start to be confident on these actions as credible and congruent with the mission of HEI, therefore starting to trigger emotions and like pride and a sense of optimism, increasing well-being. Drawing from ST and SIT, emotions like pride (Al-Ghazali and Sohail, 2021) or the employability expectation (Sin et al., 2019), may help to understand how CSR actions may help HEIs being present for a long time in the student's life, even until they get employed and develop their career aspirations. Moreover, both pride and employability are good predictors of students' wellbeing (Cuyper et al.,2008; Helm, 2013), therefore closing this linkage between CSR perceptions and wellbeing, a relationship that may be complex as our curvilinear effects demonstrate. Our results, thus, support this idea of a mediated relationship based on the linkages CSR→Organizational Pride→Well-Being (r=0,079; [0,024; 0,161]; p=***) and CSR→Employability →Well-Being (r=0,156; [0,058; 0,269]; p=***). The total indirect effect (r=0.235; [0,127;0,009]; p=***) helps understanding the curvilinear effects achieved: when a sense of pride and employability takes place, the effects on wellbeing tend to amplify.

7.7 Theoretical Contributions

This study seeks to deepen the effects that CSR has on the well-being of HEIs' students. Therefore, three main contributions are presented: First, it explores the CSR in HEIs, public and private, based on the students' perceptions; second, explores the impact on wellbeing, drawing on ST and SIT to explain these effects and the curvilinear form they may adopt; third, choosing the mediation of pride and employability to explain these relationships, providing an additional explanation for the curvilinear impact. Overall, the consideration of a linear relationship between CSR and its consequents may be too restrictive. For low levels of CSR perceptions, the effects may be descendent and tend to grow fast once the inflection point is achieved: low levels of CSR may rise doubts regarding congruence and engagement of the HEIs with CSR. Thus, small efforts of CSR are not enough to trigger positive emotional states, and only with relevant and strong CSR actions students' well-being arise. The U shape relationship seems to adapt better, and it rises the opportunity and the need to investigate if and when the relationship may be cubic, given that for higher levels of CSR, skepticism may arise, like if it was too much CSR.

7.8 Managerial implications

From a managerial perspective, this study delivers insights into the adoption of HEI CSR activities in order to enhance their student's well-being. Universities relationships with their students are long and extend until they find a job and start a career. Therefore, their pride in the institution and the employability expectation are relevant. Drawing from our results, HEIs may understand how an engagement with CSR may improve the students' perceptions and trigger positive and relevant emotions that may lead to a better

image and reputation, therefore, improving the way employers receive their students. What is relevant from this investigation is that the efforts developed on the CSR field must be strong enough to assure a perception of congruence, of true engagement, that may help overcome potential skepticism. Low efforts may be useless or even couterproductive. The adoption of CSR by HEIs may improve and last the relationships they maintain with their students, improving the academic experience and contributing to the students' wellbeing.

7.9 Limitations and future investigations

This investigation is subject to several limitations, which offers some opportunities for future research. First, the study presents cross-sectional data, which means that it has a limited capacity to establish clear causalities. Thus, longitudinal studies might be useful to better understand the cause-effects relations of HEIs CSR practices and student's well-being. Second, this study was performed in a single country: Portugal. Thus, the findings can be different in other countries, or in different social contexts. Consequently, for future research could include other countries or consider only private universities. Comparisons between different cultures and types of higher education institutions would help to establish greater reliability in measurement. Third, we consider that the role of the manager in the process of generating organizational pride and employability deserves special attention and presents several opportunities for investigation. Fourth, and considering this studies' results, other emotional or behavioral outcomes might be affected by HEI CSR activities, and it could be as interesting area for research. For instance, organizational identification, absenteeism, or motivation. Finally, it would be noteworthy to investigate if, and when, the relationship between HEIs CSR and well-being might be cubic, given that for higher levels of CSR, skepticism may arise, like if it was too much CSR.

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CHAPTER VIII– GENERAL CONCLUSIONS, CONTRIBUTIONS, MANAGEMENT IMPLICATIONS AND FUTURE RESEARCH

8.1 General conclusions

The investigation was carried out with students from Brazil and Portugal, with the objective, initially, to test a reliable measure of CSR in HEI, its predictability in image and reliability. In addition, the study aims to identify whether CSR initiatives can influence employability, corporate credibility, and corporate reputation and, finally, analyse whether CSR initiatives influence the well-being of HEI students through organizational pride and of employability. A structured review of the literature on CSR and HEI was carried out and the authors argue that satisfaction with the CSR is relevant to attracting customers' attention and, together with congruence, is relevant to predict image and trust in HEI. Additionally, our investigation shows that the findings help to guide marketing management actions in HEIs, especially regarding student loyalty and retention, in addition to confirming the relevance of well-being as an important factor in social responsibility. Finally, the proposed models help to understand the behavior, influences, and perceptions of students in relation to social responsibility actions. It is, therefore, important that this thesis provides a theoretical basis for future empirical investigations to explore these social responsibility actions, providing managers with arguments that help guide marketing management actions in HEIs, especially regarding satisfaction and retention from the students. This study will contribute to the development and consolidation of the theory of CSR and HEI.

This study addresses the use of CSR practices by higher education institutions and the impact of these practices on students' perceptions. Thus, the study highlights important aspects related to CSR, initially, corporate social responsibility remained widely discussed in academic literature for decades. Later, we could observe that there are different views that can be perceived throughout the evolution of academic literature, and only in the last decade studies involving the perception of students in relation to higher education institutions have increased. Thus, HEIs should look more closely at the impacts of their actions within and outside their own institutional environment and seek greater involvement with socially engaged practices, to confirm the importance of satisfaction as an important factor in social responsibility, having important implications for management. This is because the corporate image is extremely important for the organization to create value and differentiate itself in the market.

The objective of this investigation was to contribute to a better understanding of CSR actions in HEIs, their conceptualization, measurement and impacts on students' perception. Thus, the following objectives were defined: 1) to map international scientific publications, observing trends related to Corporate Social Responsibility and higher education institutions. 2) Analyse the influence of students' CSR perceptions in HEIs and its influence on institutional image and trust through the effects of CSR congruence. 3) Test and

compare traditional measures of CSR perceptions in HEIs and identify a reliable measure. 4) Do congruence and skepticism influence HEI students' perceptions of CSR? 5) Investigate the influence of congruence and skepticism on the perceptions of CSR of HEI students. 6) Investigate whether CSR initiatives in HEIs can influence the well-being of students. 7) Investigate whether CSR initiatives can influence employability, corporate credibility, and corporate reputation. The investigation was based on a quantitative methodological design. The study was based on cross sectional data, collected through the structured questionnaire, using two samples of HEIs students: 430 Brazilian students and 321 Portuguese students enrolled in different public and private HEIs. Structural Equation Modelling (SEM) is used to test the proposed hypotheses.

The option for the bibliometric approach was based on the opportunity to produce an intensive and extensive analysis of a wide range of international scientific publications in this area, to highlight the research carried out and identify new research opportunities. The increase in CSR publications is unavoidable these days and is an expected trend to ensure its validity and consistency. Thus, HEI seeks to increase the teaching of corporate social responsibility and sustainability management in response to the global trend as an agent of change for the sustainability of institutions.

The empirical results show that by integrating the social responsibility approach in these institutions, it is clear that the perceptions of their students become a fundamental part of this process. Furthermore, the results highlight the importance of satisfaction with Corporate Social Responsibility practices, expressing how stakeholders are touched by them, implementing it reliably for CSR in higher education. The assessment of the predictive capacity of the new CSR measure on image and confidence, through the congruence effects, also showed how these variables mediated these relationships.

The results also show that both skepticism and congruence significantly affect students' perceptions of CSR and CSR, in turn, will produce several desired outcomes such as student credibility, reputation, and employability. The results also indicate that the students' perception of CSR is positively related to their well-being, organizational pride, and employability. The results also show that the path between the student's perceived CSR and well-being is established not only directly, but also through organizational pride and employability. When interested parties perceive the efforts that higher education institutions are making to meet their expectations, they feel proud of the institution and the consequent well-being for belonging to an institution that implements actions of social responsibility. Finally, when interested parties perceive the efforts that higher education institutions are making to meet their expectations, they feel proud of the institution and the consequent well-being for belonging to an institution that implements actions of social responsibility.

8.2 Contributions and management recommendations

8.2.1 Theorical implications

This investigation contributes to identify the importance of CSR in higher education institutions, in addition to verifying the importance of meeting the expectations of its students, through an extensive literature review in social responsibility, identifying gaps and research opportunities in the literature. Furthermore, this investigation seeks to deepen the effects that social responsibility can have on HEIs. In this sense, it sought explore the effects of CSR in HEIs using a new measure based on the previous literature, testing and comparing traditional measures of perceived CSR and adding the dimension of satisfaction with CSR, evaluating its performance; highlight the importance of satisfaction with Corporate Social Responsibility practices, expressing how stakeholders are touched by them, incorporating it into a reliable measure of CSR in higher education, and evaluated the predictive capacity of the new CSR measure on image and confidence, through the congruence effects. This makes it clear that institutions must increasingly invest in CSR actions to attract and retain their students, as the impact of social responsibility maximizes the relationship between them.

Beside these contributions, the results show that both skepticism and congruence significantly affect students' perceptions of CSR. In this way, CSR will produce several desired results, such as credibility, reputation, and employability of students. By integrating CSR into Higher Education Institutions, CSR will have a positive impact on the perceptions of students with a better reputation and competitive advantage as a result. As CSR initiatives are growing impressively, the study analysed the influence of congruence and skepticism on students' perceptions of CSR in HEIs, in addition to the impact that CSR can have on students' employability, considering the effects of reputation and credibility. In addition, the study compared data from Brazil and Portugal, showing the stability of these impacts across countries and cultures, however, finding different impacts and potential different motivations.

Finally, this investigation sought to deepen the effects that social responsibility has on the well-being of HEI students. In this sense, the results indicated that the students' perception of CSR is positively related to their well-being, organizational pride and employability, in addition to demonstrating that the path between the student's perceived CSR and well-being is established not only directly, but also through organizational pride and employability. The study expands the literature by addressing the side of students' emotional reactions to the activities of their higher education institutions on CSR.

8.2.2 Management contributions

First, the study reveals important opportunities for future investigations, as well as valuable approaches in the field of management. Thus, future studies may point to the assessment of students' learning outcomes based on skills acquired through responsible education. Studies that can address the social responsibility of students in the process as transforming institutional results are also of great contribution. Furthermore, exploring sustainability reports in higher education institutions, as well as their image and perception of stakeholders in their social responsibility initiatives, is a differential.

Growing institutions must invest in CSR areas to attract and retain their students. CSR is important in HEIs, due to their special context and mission to contribute to sustainable development and the improvement of society as a whole, for example, community, employers and students. CSR initiatives can be designed to serve interested parties, that is, students, and must be congruent with the HEI's mission, to avoid skepticism and lack of congruence. Therefore, congruence with the organization's mission is part of this process of ensuring that these practices send the right message and produce the expected results.

The impact of social responsibility maximizing the relationship between them. Integrating CSR in Higher Education Institutions, CSR will have a positive impact on students' perceptions with better reputation and competitive advantage as consequence. In addition, universities with a prominent level of social responsibility practices leverage internal competence (Rahman et al., 2019).

The journey of the student at the university is long and only ends when the student has a career and, in this sense, the confirmation of the relevance of well-being is a key factor in social responsibility with implications for management to create value and consequently impact on the word of mouth.

The involvement of CSR has an impact on students' attitudes, on the way they see the HEI, namely image, reputation, and trust, consequently, according to our results, the adopted CSR practices and activities were designed to meet the students' expectations and make them feel involved and, above all, satisfied with their nature and impacts.

The social responsibility of HEIs has important implications for management. As a result, they must look more closely at the impacts of their actions within and outside their own institutional environment and seek greater involvement in socially engaged practices. Consequently, according to our results, the CSR practices, and activities to be adopted must be worked on in order to meet the clients' expectations and make them feel involved. In this sense, HEIs can measure the impact of their social responsibility programs in order to disseminate valuable information for socially responsible management, seeking sustainable development.

This study contributes to research and practice by showing the actions of marketing management in HEIs, especially about student loyalty and retention. The importance of enhancing the credibility and reputation of HEIs makes all the difference and CSR is potentially the best way to achieve these goals. Thus, the study shows that it is important for managers to look more closely at the impacts of their institutional actions so that they become increasingly involved in socially responsible practices. This helps to understand what influences these practices and suggests some new directions for designing CSR investigations and activities.

Finally, the study results confirm the relevance of well-being as an important factor in social responsibility with implications for management, in order to create value and differentiate in the Marketplace.

8.3 Limitations and future investigations

CSR is an increasingly debated topic in the field of management and it is important to pay attention to the limitations of our investigation, demonstrating that the findings help to guide marketing management actions in HEIs, especially with regard to loyalty and retention of students, as they deserve further study, to understand the behavior of students regarding the perception of social responsibility actions according to different cultures as the study was carried out only in Brazil and Portugal, and in other countries would be interesting. It is also important that managers take a closer look at the impacts of their institutional actions so that they become increasingly involved in socially responsible practices.

Additionally, to understand the behavior, influences, and perceptions of students in relation to social responsibility actions, it is also important to look at the role of the manager regarding the process of adopting an engaged approach to CSR and transmitting signals to other stakeholders, because this investigation only captures student's perspective, not other stakeholders, like community, professors.

Furthermore, this research in the field of social responsibility is based on cross-sectional data, with limited capacity to establish clear causalities, about the process of building trust and image that can benefit from a longitudinal approach. The role of leadership in the process of defining a reputation for an image based on CSR is a topic that deserves further research and presents several opportunities for investigation.

Finally, the role of the manager in the process of generating organizational pride and employability deserves special attention for future research and presents several research opportunities, and in addition, other research opportunities are worth mentioning, for example in the study of the effects of students and the community pressure, in addition to studying the different practices adopted in relation to the triple bottom line.

APPENDIX - SURVEY

INQUÉRITO SOBRE A RESPONSABILIDADE SOCIAL NAS INSTITUIÇÕES DE ENSINO SUPERIOR:

Este questionário pretende recolher informação sobre a importância da Responsabilidade Social nas Instituições de Ensino Superior, e o impacto que pode ter nos alunos. Esta pesquisa insere-se no Programa de Doutoramento em Gestão de Empresas, realizado na Faculdade de Economia, Universidade Coimbra. Para alguma questão: claudiamlessa@outlook.com

	Indique o seu grau de concordância em relação às afirmações que são apresentadas de 1 a 7, de acordo com a escala que é apresentada logo a seguir a cada uma das afirmções:	Discordo totalmente		Não concordo nem discordo			Concordo totalmente	
I	**Tendo em vista a satisfação com a Responsabilidade Social da sua Universidade,**							
1	Eu estou satisfeito com a decisão de escolher esta universidade por causa de sua imagem de responsabilidade social.	1	2	3	4	5	6	7
2	Eu acho que é uma decisão acertada escolher esta universidade devido à sua função voltada à responsabilidade social.	1	2	3	4	5	6	7
3	No geral, eu estou feliz em escolher esta universidade porque é amiga da responsabilidade social.	1	2	3	4	5	6	7
4	No geral, eu estou satisfeito com esta universidade devido ao seu desempenho socialmente responsável.	1	2	3	4	5	6	7
II	**Tendo em mente a sua percepção da Responsabilidade Social da sua Universidade,**							
	Dimensão Econômica:							
5	Eu acredito que a minha universidade tenta obter o máximo rendimento de sua atividade.	1	2	3	4	5	6	7
6	Eu acredito que minha universidade tenta obter o máximo sucesso a longo prazo.	1	2	3	4	5	6	7
7	Eu acredito que a minha universidade sempre tenta melhorar seu desempenho econômico.	1	2	3	4	5	6	7
	Dimensão Ético-legal:							
8	Eu acredito que a minha universidade respeita sempre as normas definidas na lei ao realizar suas atividades.	1	2	3	4	5	6	7
9	Eu acredito que a minha universidade está preocupada em cumprir as suas obrigações face aos seus acionistas, fornecedores, distribuidores, e outros agentes com os quais negocia.	1	2	3	4	5	6	7
10	Eu acredito que a minha universidade se comporta eticamente/honestamente com seus clientes	1	2	3	4	5	6	7
11	Eu acredito que a minha universidade respeita os princípios éticos em seu relacionamento, em prioridade sobre a obtenção de desempenho econômico superior.	1	2	3	4	5	6	7
	Dimensão Filantrópica:							
12	Eu acredito que a minha universidade está preocupada em respeitar e proteger o ambiente natural.	1	2	3	4	5	6	7
13	Eu acredito que a minha universidade patrocina ativamente ou financia eventos sociais.	1	2	3	4	5	6	7
14	Eu acredito que minha universidade dirige parte de seu orçamento para doações e obras sociais	1	2	3	4	5	6	7
15	Eu acredito que minha universidade está preocupada em melhorar o bem-estar geral da sociedade.	1	2	3	4	5	6	7
III	**Tendo em mente a sua percepção da Responsabilidade Social da sua Universidade,**							
	Gestão Responsável/Governança:							
16	Na minha universidade existe treinamento de equipes de gestão de topo, e de membros em relação ao papel que desempenham, e às suas responsabilidades legais e morais.	1	2	3	4	5	6	7
17	Na minha universidade os cargos de gestão são renovados.	1	2	3	4	5	6	7
18	Na minha universidade existem procedimentos de qualidade relacionadas aos atuais processos de planejamento e controle.	1	2	3	4	5	6	7
19	Na minha universidade existem níveis de divulgação de informação e transparência financeira.	1	2	3	4	5	6	7
20	Na minha universidade existem códigos e políticas de governança relacionados a conflitos de interesses	1	2	3	4	5	6	7
	Gestão Responsável/Gestão:							
21	Na minha universidade existe gestão de satisfação dos estudantes.	1	2	3	4	5	6	7
22	Na minha universidade existe uma preocupação com a comunidade local.	1	2	3	4	5	6	7
23	Na minha universidade existem preocupações ambientais.	1	2	3	4	5	6	7
24	Na minha universidade existe preocupação com consumo de energia e fontes de energia.	1	2	3	4	5	6	7
25	Na minha universidade existe preocupação com a empregabilidade dos estudantes.	1	2	3	4	5	6	7
26	Na minha universidade existem empregados incentivados ao voluntariado.	1	2	3	4	5	6	7
	Programa de Educação Responsável:							
27	Na minha universidade existem programas de educação responsável (PER) na graduação, mestrados ou cursos exclusivamente dedicados à ética e questões relacionadas.	1	2	3	4	5	6	7
28	Na minha universidade existem assuntos obrigatórios relacionados à ética, responsabilidade social e sustentabilidade incluídos em programas gerais.	1	2	3	4	5	6	7
29	Na minha universidade existem cursos não obrigatórios relacionados com a ética, e temas relacionados.	1	2	3	4	5	6	7
30	A Universidade traz especialistas e líderes como oradores convidados sobre temas relacionados com a ética, responsabilidade e sustentabilidade.	1	2	3	4	5	6	7
31	A Universidade incentiva os professores a introduzirem mais estudos de caso aplicáveis em sala de aula.	1	2	3	4	5	6	7

		1	2	3	4	5	6	7
32	A Universidade integra temas sociais e ambientais no currículo principal.	1	2	3	4	5	6	7
33	A Universidade fornece aos alunos estágios relacionados à responsabilidade corporativa/sustentabilidade.	1	2	3	4	5	6	7
34	A universidade aumenta o número de eletivas (assuntos não obrigatórios) que foco em temas sociais e ambientais.	1	2	3	4	5	6	7

Pesquisa Responsável:

		1	2	3	4	5	6	7
35	Existe educação voltada para a pesquisa e extensão.	1	2	3	4	5	6	7
36	Existe engajamento com uma grande comunidade de pesquisa.	1	2	3	4	5	6	7
37	Na minha universidade existem recursos de apoio à pesquisa.	1	2	3	4	5	6	7
38	Na minha universidade existe fornecimento de informações de pesquisa aos alunos.	1	2	3	4	5	6	7
39	Na minha universidade existem bolsas de estudo.	1	2	3	4	5	6	7
40	Na minha universidade existem programas de pesquisa colaborativa internacionais.	1	2	3	4	5	6	7
41	Na minha universidade existem sessões baseadas em discussões para explorar oportunidades de pesquisa.	1	2	3	4	5	6	7
42	Na minha universidade existe apoio à continuidade de pesquisas existentes.	1	2	3	4	5	6	7
43	Na minha universidade existe transferência de conhecimento para a sociedade.	1	2	3	4	5	6	7

IV Considerando a sua crença em relação à Responsabilidade Social da sua Universidade, Skepticism

		1	2	3	4	5	6	7
44	Não confio em universidades, para cumprirem suas promessas de responsabilidade social.	1	2	3	4	5	6	7
45	As universidades são geralmente pouco honestas sobre o seu envolvimento real em iniciativas de RS.	1	2	3	4	5	6	7
46	Em geral, não estou convencido de que as instituições vão cumprir os seus objetivos de responsabilidade social.	1	2	3	4	5	6	7

V Tendo em vista a conformidade da RS da sua Universidade, em relação ao fim a que se propõe, congruence

		1	2	3	4	5	6	7
47	A realização de iniciativas de RSE é compatível com a atividade central desta instituição.	1	2	3	4	5	6	7
48	Faz sentido que esta instituição realize iniciativas de Responsabilidade Social.	1	2	3	4	5	6	7
49	A realização de iniciativas de RSE é complementar às principais atividades desta instituição.	1	2	3	4	5	6	7
50	Existe um ajuste lógico entre a principal atividade desta instituição e as iniciativas de RS que realiza.	1	2	3	4	5	6	7

VI Considerando a sua satisfação em relação à sua Universidade,

		1	2	3	4	5	6	7
51	Minha escolha para estudar nesta universidade foi sensata.	1	2	3	4	5	6	7
52	Se eu tivesse que escolher novamente, eu escolheria esta universidade.	1	2	3	4	5	6	7
53	Eu recomendaria esta universidade para estudantes interessados em oportunidades de carreira.	1	2	3	4	5	6	7

VII Pensando na imagem desta universidade socialmente responsável,

		1	2	3	4	5	6	7
54	Esta universidade tem visão, incluindo o desenvolvimento de ideias de RSE no negócio, governança, códigos de ética, padrões e reputação.	1	2	3	4	5	6	7
55	Esta universidade tem interações societais, como afiliações com vários stakeholders, filantropia corporativa e ação comunitária	1	2	3	4	5	6	7
56	Esta universidade respeita o trabalho, incluindo práticas trabalhistas e questões de direitos humanos.	1	2	3	4	5	6	7
57	Esta universidade trabalha com responsabilidade, incluindo transparência corporativa, relatórios e comunicação.	1	2	3	4	5	6	7
58	Esta universidade está inserida no mercado, incluindo as práticas de Responsabilidade Social diretamente relacionadas com as principais atividades desenvolvidas, tais como investigação e desenvolvimento, preços, concorrência leal, marketing ou investimento.	1	2	3	4	5	6	7

VIII Tendo em mente a Reputação da Responsabilidade Social da sua Universidade,

		1	2	3	4	5	6	7
59	Esta Universidade tem grande experiência em responsabilidade social corporativa.	1	2	3	4	5	6	7
60	Esta Universidade é competente na execução das suas responsabilidades para com seus stakeholders.	1	2	3	4	5	6	7
61	O compromisso da minha universidade com os stakeholders é credível.	1	2	3	4	5	6	7
62	Minha universidade é honesta sobre o seu compromisso com os stakeholders.	1	2	3	4	5	6	7

IX Considerando a Confiança em relação à Responsabilidade Social da sua Universidade

		1	2	3	4	5	6	7
63	Eu confio que a minha universidade é competente no que está fazendo.	1	2	3	4	5	6	7
64	Eu sinto geralmente que a minha universidade é confiável.	1	2	3	4	5	6	7
65	Eu sinto geralmente que minha universidade tem integridade muito alta.	1	2	3	4	5	6	7
66	Eu sinto geralmente que minha universidade é muito sensível aos seus alunos.	1	2	3	4	5	6	7
67	Eu sinto geralmente que minha universidade irá responder com compreensão, em caso de problemas.	1	2	3	4	5	6	7

X Considerando as emoções sentidas em relação à Responsabilidade Social da sua Universidade,

		1	2	3	4	5	6	7
68	Eu gosto de universidades socialmente responsáveis	1	2	3	4	5	6	7
69	Eu sinto-me tranquilo em estudar em universidades socialmente responsáveis	1	2	3	4	5	6	7
70	A universidade preocupa-se em satisfazer os meus desejos como aluno.	1	2	3	4	5	6	7
71	A universidade trata-me bem.	1	2	3	4	5	6	7
72	Estudando em uma universidade socialmente responsável, eu sinto-me bem.	1	2	3	4	5	6	7

XI Tendo em mente a sua lealdade quanto à Responsabilidade Social da sua Universidade,

		1	2	3	4	5	6	7
73	Esta é a única universidade que pretendo estudar.	1	2	3	4	5	6	7
74	Quando vou estudar na minha universidade, nem dou atenção às universidades concorrentes.	1	2	3	4	5	6	7
75	Se a minha universidade estivesse com as matrículas encerradas para o ano letivo, eu adiaria meus estudos ao invés de estudar em outra instituição de ensino superior.	1	2	3	4	5	6	7
76	Prefiro não ter que frequentar outra universidade.	1	2	3	4	5	6	7

XII Considerando a defesa da marca da sua universidade quanto à sua Responsabilidade Social, brand credibility

		1	2	3	4	5	6	7
77	Eu gostaria de estudar em novos cursos introduzidos nesta universidade.	1	2	3	4	5	6	7
78	Eu falo positivamente sobre os serviços da minha Universidade aos amigos e à família.	1	2	3	4	5	6	7
79	Se a Universidade fez algo que eu não gostei, eu estaria disposto dar-lhe uma nova chance.	1	2	3	4	5	6	7

XIII Tendo em vista o seu sucesso individual

		1	2	3	4	5	6	7
80	A minha carreira tem sido bem-sucedida.	1	2	3	4	5	6	7

81	Comparado com meus colegas, a minha carreira tem sido bem-sucedida.	1	2		3	4	5		6	7
82	As outras pessoas consideram que a minha carreira é bem-sucedida.	1	2		3	4	5		6	7
83	Dada à minha idade, eu me considero novo em relação à minha atual posição na minha carreira.	1	2		3	4	5		6	7

XIV Considerando as expectativas de carreira proporcionadas sua universidade,

84	Minhas capacidades e habilidades fazem com que minhas decisões de carreira me levem ao sucesso.	1	2		3	4	5		6	7
85	As decisões que tomo sobre a minha carreira estão sob meu comando.	1	2		3	4	5		6	7
86	Tenho domínio sobre as decisões de carreira que tomo.	1	2		3	4	5		6	7
87	Tenho algum controle sobre as ações que influenciam minhas decisões de carreira.	1	2		3	4	5		6	7

XV Em relação ao seu otimismo em relação à sua carreira,

88	Eu sempre sou otimista em relação ao meu futuro.	1	2		3	4	5		6	7
89	Em tempos incertos, costumo esperar o melhor.	1	2		3	4	5		6	7
90	No geral, espero que mais coisas boas aconteçam comigo do que ruins.	1	2		3	4	5		6	7

XVI Considerando o seu bem-estar pessoal em relação à sua universidade,

91	Na maioria das vezes minha vida está perto de meu ideal.	1	2		3	4	5		6	7
92	As condições da minha vida são muito boas.	1	2		3	4	5		6	7
93	Estou satisfeito com a minha vida.	1	2		3	4	5		6	7
94	Até agora eu comecei as coisas importantes que eu quero na vida.	1	2		3	4	5		6	7
95	Se eu pudesse reviver minha vida, eu viveria tudo do mesmo jeito.	1	2		3	4	5		6	7

XVII Considerando a intenção de recomendar a sua universidade,

96	Eu falo positivamente desta universidade para as pessoas que eu conheço	1	2		3	4	5		6	7
97	Eu posso incentivar amigos e familiares a estudar na minha universidade	1	2		3	4	5		6	7
98	Eu posso partilhar informações sobre a minha universidade em situações sociais	1	2		3	4	5		6	7

XVIII Quanto aos valores éticos da sua universidade,

99	A prioridade de uma universidade deve ser os princípios éticos, em vez da performance financeira.	1	2		3	4	5		6	7
100	A ética e a responsabilidade social são fundamentais para a sobrevivência de uma universidade.	1	2		3	4	5		6	7
101	Muitas vezes, bons princípios éticos são sinónimo de boas instituições de ensino superior.	1	2		3	4	5		6	7

XIX Considerando o sentimento de altruísmo em relação à sua universidade,

102	A minha universidade atua de forma abnegada.	1	2		3	4	5		6	7
103	A minha universidade é generosa.	1	2		3	4	5		6	7
104	A minha universidade atua com base nos benefícios coletivos das partes interessadas, em vez de atuar com base no seu interesse próprio.	1	2		3	4	5		6	7
105	A minha universidade é desprendida.	1	2		3	4	5		6	7

XX Considerando o sentimento de egoísmo em relação à sua universidade,

106	Quando faço uma avaliação, presto atenção nas consequências para todos.	1	2		3	4	5		6	7
107	Considero uma ação correta aquela que conduz o bem para o maior número de pessoas.	1	2		3	4	5		6	7
108	As pessoas deveriam estar preocupadas em maximizar o bem-estar social, em vez de apenas os interesses pessoais.	1	2		3	4	5		6	7
109	As atividades pessoais deveriam ser mais altruístas	1	2		3	4	5		6	7

XXI Considerando o idealismo em relação à sua universidade,

110	Ao fazer julgamentos morais, eu sigo princípios universais e plenos.	1	2		3	4	5		6	7
111	Princípios universais e regras éticas devem ser aplicadas a todas as circunstâncias.	1	2		3	4	5		6	7
112	Apoio que a ética seja baseada em princípios objetivamente legítimos.	1	2		3	4	5		6	7
113	Eu não tolero que outras pessoas sofram risco, independente de quão pequena seja a ameaça.	1	2		3	4	5		6	7

XXII Considerando a empregabilidade da sua universidade,

111	Os empregadores estão ansiosos para empregar graduados da minha universidade.	1	2		3	4	5		6	7
112	O status desta universidade é um ativo significativo para mim na procura de emprego.	1	2		3	4	5		6	7
113	Os empregadores visam especificamente esta Universidade para recrutar indivíduos da minha área de	1	2		3	4	5		6	7
114	Estou confiante de que serei capaz de encontrar um trabalho adequado depois de deixar a universidade.	1	2		3	4	5		6	7
115	Sinto-me confiante para me candidatar a empregos em organizações de interesse	1	2		3	4	5		6	7

XXIII Considerando a credibilidade da sua universidade,

116	Eu gostaria de experimentar uma nova universidade apresentada sob o nome de uma grande marca.	1	2		3	4	5		6	7
117	Falo favoravelmente sobre a universidade fornecedora de uma grande marca para amigos e familiares.	1	2		3	4	5		6	7
118	Se o serviço de uma grande IES fizesse algo que eu não gostei, eu estaria disposto a dar outra chance.	1	2		3	4	5		6	7

XXIV Considerando o orgulho com a sua universidade,

119	Eu ficaria orgulhoso de dizer a outros sobre nesta IES	1	2		3	4	5		6	7
120	Eu ficaria orgulhoso de me identificar pessoalmente com esta IES	1	2		3	4	5		6	7
121	Eu ficaria orgulhoso de fazer parte desta IES.	1	2		3	4	5		6	7
122	Eu me sentiria orgulhoso de ser um estudante desta IES	1	2		3	4	5		6	7

XXV Por último, solicitamos-lhe alguma informação para efetuarmos uma caracterização do perfil dos entrevistados:

123 **País de residência:** 1☐Brasil 2☐ Portugal

124 **Sexo**: 1☐ Feminino 2☐ Masculino

125 **Idade**: _____ anos

126 **Estado civil**: 1☐ Solteiro(a) 2☐ Casado(a)/união de fato 3☐ Divorciado(a) 4☐ Viúvo(a)

127 **Número de pessoas do agregado familiar**:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ou mais

128 **Instituição de Ensino Superior:**
1☐Pública 2☐Privada

129 **Nível de escolaridade:**
1☐ Bacharelado/Licenciatura (INCOMPLETO)
2☐Bacharelado/Licenciatura (COMPLETO)
3☐ Pós-graduação lato sensu
4☐ Mestrado
5☐ Doutorado

130 **Rendimento mensal líquido do agregado familiar**:
1☐ até 599 dollars
2☐ de 600-999 dollars
3☐ de 1000-1499 dollars
4☐ de 1500- 2499 dollars
5☐ acima de 2500 dollars

Agradeço vossa colaboração!!