



Impact of university social responsibility on staff work engagement: A study in Ghana

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Doctor of Philosophy in Management Sciences

(Business Management)

in the

Faculty of Management Sciences

Central University of Technology, Free State

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May 2024



DECLARATION OF INDEPENDENT WORK

I, EMMANUEL BARIMA AGYEMANG PREMPEH, student number #####, hereby declare that this research submitted to the Central University of Technology, Bloemfontein, Free State, for the degree Doctor of Philosophy in Management Sciences (Business Management), is my independent work and complies with the Code of Academic Integrity, as well as with other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

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ABSTRACT

Corporate Social Responsibility (CSR) application to the higher education context referred to as University Social Responsibility (USR) has been increasingly adopted globally, gaining traction because of the growing realization that universities play a vital role in society's development, improvement, and welfare. However, the lack of research on the relationship between social responsibility and work engagement is also evident in higher education. Furthermore, there is little to no understanding regarding the mediating and moderating mechanisms through which social responsibility impacts work engagement in the context of higher education in Ghana due to a lack of research on the subject. The study's main objective is to determine the influence of a university's internal and external social responsibility (USR) on employee work engagement and the roles that affective commitment and identification perception play in the relationship. The model was tested by employing an explanatory research design where self-administered and structured questionnaires were used for primary data collection utilising the drop-and-pick method. Structural equation modelling was configured to test the resultant formulated hypotheses through a reflective-formative approach. A two-stage embedded approach was thus utilized and data analysis was at the individual level, with 412 cases. The results of the study indicated a weak improvement in the state of affective commitment among workers. Also, through the execution of internal USR and external USR activities, staff developed favourable identification perceptions in a positive but weak manner. Surprisingly, the study illustrates that internal USR activities do not improve work engagement among university workers. However, external USR activities improve work engagement among workers in a positive but weak manner. Affective commitment among the workers causes significant positive development in work engagement among their workforces. The findings of this study provide insights into the ways in which CSR initiatives can enhance employee engagement, which can ultimately lead to improved organisational performance and productivity.

Keywords: Corporate Social Responsibility, University Social Responsibility, Employee Work Engagement, Employee Commitment, Employee Identification

ACKNOWLEDGEMENTS

I thank the Almighty God for giving me the wisdom and strength throughout this scholarly journey.

I have received education and motivation from individuals who have contributed in diverse ways to this thesis. I am grateful and indebted to my supervisor Professor Dennis Yao Dzansi (PhD) from whom I benefited wisdom and guidance. I am also immensely grateful to Mr. Kusi Lawrence and Mr. Samuel Mensah who assisted with the statistical analysis of data.

I thank the Central University of Technology, Free State, for offering me this opportunity to pursue my doctoral studies and the research funding to complete my study.

Lastly, my mother and my fiancée (Barbara Appau) have been strong pillars for the past four years, together with my two children, Paapa and Obaapa. Your tolerance is greatly appreciated.

May God bless you all.



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ACRONYMS

CSR	Corporate Social Responsibility
USR	University Social Responsibility
SIT	Social Identity Theory



CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This initial chapter provides an overview of what is contained in the research report. The chapter is divided into the following sections: background, statement of the problem, research objectives, hypotheses, significance, limitations, and structure of the study in that order.

1.2 BACKGROUND TO THE STUDY

The concept of corporate social responsibility (CSR) gained prominence during the 1960s, a period marked by the rapid expansion of organisations on a global scale and their growing impact on society. As noted by Lantos (2001), the 1960s witnessed a surge in the size and influence of organisations, which prompted a corresponding increase in public scrutiny of their activities. Against this backdrop, the notion that organisations should be accountable for their social and environmental impacts gained traction, leading to the emergence of CSR as a key business philosophy.

Social responsibility is frequently embraced by organisations on a voluntary basis, with the primary objective of improving the social and environmental conditions of the regions in which they conduct their operations. This notion has been supported by various scholars, including Hameed et al. (2019) and Sahut et al. (2019). According to Kuokkanen and Sun (2020), it is imperative for organisations to utilise their resources towards the betterment of society by actively engaging as a member of the community. This entails considering society as a whole and prioritising the enhancement of societal welfare, regardless of the organisation's immediate financial position. In other words, organisations should not solely focus on their financial gains, but rather, they should also prioritise their social responsibility towards the community they operate in. By doing so, organisations can contribute to the development and well-being of society, which can ultimately

lead to a more sustainable and prosperous future for all. Thus, social responsibility highlights the importance of organisations being accountable for their social and environmental impacts, especially given their increasing impact on society. It also emphasises the need for organisations to prioritise societal welfare in addition to their financial gains, which is a concept that resonates with this study.

Another related view to the above is that an organisation must return to its stakeholders a portion of any gains it may have made in sustainable way (Gautier & Pache, 2015). From this perspective, social responsibility initiatives frequently target its stakeholders namely customers and community members (Kowalczyk & Kucharska, 2020; Morsing & Schultz, 2006). According to the stakeholder theory, an organisation is seen as a network of interconnected interests where people act altruistically and engage in self and community creation in tandem. The stakeholder theory therefore aligns with the concept of social responsibility. Both highlight the importance of an organisation's responsibility towards its stakeholders and the broader community.

In the context of this study, the stakeholder theory provides a framework for understanding the importance of engaging with employees as stakeholders in addition to customers and community members. By considering the interests and needs of all stakeholders, including employees, organisations can promote a culture of social responsibility that goes beyond traditional CSR initiatives. Moreover, the mediating roles of identification perception and affective commitment highlighted in the research topic can help to strengthen the relationship between social responsibility and staff engagement, ultimately leading to a more sustainable and prosperous future for all stakeholders involved.

Universities in Ghana play a critical role in the country's socio-economic development, particularly in the areas of health, sustainable development, and technology. As such, they are not only important stakeholders but also potential contributors to the promotion of social responsibility and staff engagement in Ghana. The research topic's focus on the mediating roles of identification perception and affective commitment in enhancing social responsibility and staff

engagement highlights the need for universities in Ghana to be more proactive in promoting social responsibility and employee engagement. By adopting a more socially responsible approach, these universities can enhance their reputation, improve employee morale, and ultimately contribute to the country's sustainable development. Additionally, the stakeholder theory's emphasis on interconnected interests aligns with the universities' role as key stakeholders in Ghana's development.

Socially responsible activities align with the social exchange theory which maintains that such a relationship may end when significant effort or resources are re-directed at other alternative, but the returns are not worth it without receiving anything in return. In this regard, customers and community members view social responsibility as the obligations that organisations must fulfil for them to exist, formulate policies, and implement decisions. In fulfilling its social responsibility obligation, an organisation must conform to society's expectations and values (Gautier & Pache, 2015). The concept of social exchange theory discussed in the paragraph above has implications for the study of social responsibility and staff engagement. Specifically, the theory suggests that there is an exchange relationship between an organisation and its stakeholders, including employees. This exchange relationship is based on mutual expectations and obligations, with each party expecting certain benefits and outcomes from the other.

In the context of this study, the social exchange theory can help to explain the relationship between social responsibility initiatives and staff engagement. Employees are stakeholders in the organisation, and as such, they have certain expectations regarding the organisation's social responsibility obligations. When an organisation fulfils these obligations, it can create a sense of reciprocity and positive exchange between the organisation and its employees. Moreover, the theory's emphasis on fulfilling social responsibility obligations in conformity with society's expectations and values is particularly relevant to the universities being studied. These universities are located in Ghana and are expected to conform to the societal expectations and values of the Ghanaian community. By engaging in socially responsible activities that align with these expectations and values, the

universities can build a positive relationship with their employees and stakeholders, which can ultimately lead to improved staff engagement and a more sustainable future for all.

Social responsibilities activities include donating to community programmes and events, supporting ecologically friendly projects, and fostering a diverse and safe workplace (KPMG, 2008). According to Forbes (2010), there are two ways social responsibility operates. That is, an organisation gives back to society in exchange, and in doing so, the community members learn about the entity that most benefits them and, in gratitude for that generosity, use their goods and services. Organisations are responsible for meeting these standards because communities have relief expectations from them. The fulfilment of society's moral expectations is therefore one of the essential constructs embedded in CSR.

The issues of socioeconomic development in society can be addressed through social responsibilities. Business entities in the oil and gas sector are examples of how companies frequently employ social responsibility to reduce their adverse effects on the environment and society. Pérez and del Bosque (2012) stress that organisations use social responsibility as a form of compensation to shape public perceptions and to maintain or create a good image for their organisation. According to proponents of social responsibility, organisations should be held accountable for the effects of their operations on society and the environment (Robins, 2005). Stoyanov (2017) further acknowledges that businesses engage in social responsibility initiatives to exhibit their goodness and charity because doing so inevitably yields massive benefits for the corporations.

Gill (2007) identifies traditional social responsibility practice and strategic social responsibility as the two primary forms of CSR in literature. The accepted social obligations that a corporation fulfils are included in the traditional social responsibility practice. They typically take the shape of an employee benefit, with community service and philanthropy being considered separate from and unrelated to the main functions of a corporation. Strategic social responsibility is a form of CSR that goes beyond the traditional social responsibility practices of corporations.

According to Gill (2007), strategic social responsibility involves integrating social and environmental considerations into the core business strategy of a corporation. This approach requires a corporation to align its social and environmental objectives with its financial goals and to view social and environmental challenges as opportunities for innovation and growth. In other words, strategic social responsibility requires corporations to be proactive in identifying and addressing social and environmental challenges that may impact their business operations (Camilleri, 2022). This approach goes beyond mere compliance with regulations and laws and emphasises the creation of shared value for both the corporation and society.

Another aspect of the ubiquitous phenomenon of CSR is University Social Responsibility (USR). Strategic social responsibility involves integrating social and environmental considerations into the core business strategy of a corporation and requires corporations to be proactive in identifying and addressing social and environmental challenges that may impact their business operations. Similarly, USR focuses on universities' capacity to behave in socially responsible ways, with an emphasis on the long-term advancement of society. Both traditional and strategic CSR, as well as USR, involve a sense of responsibility towards society's growth and welfare, with a focus on integrating social and environmental considerations into the core operations of an organisation or a university. University Social Responsibility is founded on the quest for knowledge and truth, the growth of civic awareness, and the long-term advancement of society (Huang et al., 2022). The widely used definition of USR centres on the organisation's capacity to disseminate and utilise procedures in four areas: social issue awareness, information sources, required education, and help from the neighbourhood (Gomez, 2014). This sets the universities apart based on their capacity to behave in socially responsible ways (Hopson et al., 2016). The application of social responsibility to the higher education sector has taken a new dimension as it gets increasingly adopted globally. USR has gained attention because of the growing realisation that universities owe an essential responsibility to society's growth, improvement, and welfare (Ramos-Monge et al., 2017). The USR efforts of HEIs in industrialised nations is clear evidence of this. For instance,

the majority of colleges in the US have developed USR programmes and offices that offer courses in the curriculum and facilitate pertinent activities. These actions include managing water resources, using energy, moving people and goods, buying food, and recycling (Gomez, 2014). During the World Conference on Higher Education Partners in Paris in June 2003, UNESCO (2003) declared that the welfare of nations is intricately connected to the quality of higher education systems and institutions' ability including universities to reach out. This view was re-echoed in the 2009 conference also held in Paris, France.

Researchers acknowledged this increasing demand for universities to fulfil their social responsibilities to society. For example, Shek et al. (2017) observe that higher education, and by extension universities, have drifted towards corporatization and shows reasonable concern towards its social responsibility to the community.

At the same time, interest in employee engagement has increased (Albrecht et al., 2015). The problem is that studies have shown that globally, only 16% of employees are involved, and this is among the lowest (Automatic Data Processing Research Institute, 2019). Again, organisations lose billions of dollars yearly because of lost output from disinterested workers (ADP Research Institute, 2019). Due to this anomaly, improving employee engagement has become a pre-occupation of practitioners and researchers (Albrecht, 2015).

Incidentally, research suggests that social responsibility could increase employee engagement (Glavas, 2016). However, there is still a lack of evidence on the individual (disaggregated) effects of internal and external social responsibility activities separately (Esmaeelinezhad et al., 2015). Consequently, Boğan and Sarıışık (2020) insist on more research on social responsibility that involves developing models with multiple mediators. Some researchers have called for more studies on social responsibility and work engagement in work settings (Farid et al., 2019). On the other hand, Aguinis and Glavas (2019) highlight the limited research in CSR and therefore call for examining how social responsibility

influences work outcomes, such as affective commitment, organisational identity, and work engagement.

Considering all the above views, there is a need to understand work engagement in the university context (Mache et al., 2015). In Ghana, this need is imperative for universities because the current restructuring initiatives that pose various challenges. For example, an increase in workload due to restructuring could result in stress levels, and changes in working hours could affect worker attitudes such as engagement (Shukla & Srivastava, 2016). This situation calls for research into the factors that influence work engagement among university staff and how to maximize engagement (Kumar & Pansari, 2016).

Although there is advocacy for the relationship between social responsibility and employee engagement, it is important to note that this context has not been thoroughly examined in Ghana, as noted by Rupp et al. (2018). In recent years, universities have adopted a more corporate identity, which is closely linked to their growing involvement in research and development activities. The interrelated concepts of employee work engagement and social responsibility have gained significant attention as research topics in the academic setting, as noted by Ramos-Monge et al. (2017). According to Glavas (2016) and Gond et al. (2017), universities have the potential to improve employee work engagement through the practise of social responsibility. The impact of social responsibility on work engagement has been established by Glavas (2016). However, the current understanding of this relationship is constrained due to insufficient research on the different mechanisms of mediation and attenuation that contribute to this phenomenon, as noted by Gond et al. (2017). Studies on social responsibility and employee work engagement have focused on other organisational undertakings with limited findings on the educational sector (Cahan et al., 2015). Still, others have called for more studies in all work settings, including the education context (Cahan et al., 2015; Kumar & Pansari, 2016). Thus, there is a need to understand how CSR influences university employees' work engagement so that educational policymakers can effectively take the necessary remedial measures to enhance optimal workplace performance.

1.3 STATEMENT OF THE PROBLEM

Whether for-profit or non-profit, organisations face increasing pressure to embrace social responsibility. This situation is driven by the growing importance of being responsive to stakeholders hence maintaining competitiveness in the market. The logic is that engaging in social responsibility initiatives allows organizations to build a positive business reputation and gain a significant competitive edge (Stoyanov, 2017). Conversely, neglecting social responsibilities can lead to various organisational challenges (Kotler & Lee, 2005).

Another currently pressing organisational issue is employee engagement (or disengagement). Interest in employee engagement has increased (Albrecht et al., 2015) due to the observed global low percentage (16%) of employees being engaged, meaning over 80% of disinterested workers. Due to this anomaly, improving employee engagement has become a preoccupation of practitioners and researchers in all organisational types (Albrecht, 2015).

Considering all the above views, there is a need to understand work engagement in the university context (Mache et al., 2015). This need is imperative for universities in Ghana because of the current restructuring initiatives that could pose employee engagement challenges. For example, an increased workload due to restructuring could result in stress levels, and changes in working hours could affect worker attitudes such as engagement (Shukla & Srivastava, 2016). This situation calls for research into the factors that influence work engagement among university staff and how to maximize engagement (Kumar & Pansari, 2016).

The primary focus of this study is to examine the social responsibility and work engagement and how affective commitment and identification perception mediate in the relationship in the academic context. In other words, the study aims to unravel the complex connection between social responsibility and work engagement to leverage social responsibility for enhancing employee work engagement in the university context. The specific problem this research addressed is developing and testing a mediated conceptual framework for the relationship

between social responsibility and work engagement within the Ghanaian university environment.

The researcher adopts the social exchange theory (SET), the social identification theory (SIT), and affective commitment theory (ACT) to analyse the hypotheses. In the study social responsibility (SR) is the independent variable and employee work engagement (WE) is the dependent variable. Affective commitment (AC) and organizational identification (OI) are the mediating variables. The thesis statement posits that, a university's social responsibility activities can influence its employee's emotional attachment (affective commitment) and identification with the organization, which, in turn, contribute to employee engagement.

Research Gaps

Research suggests that social responsibility could increase employee engagement (Glavas, 2016). Not surprisingly, other researchers have called for studies on social responsibility and work engagement (Farid et al., 2019). Aguinis and Glavas (2019) concur by also calling for examining how social responsibility influences work outcomes, such as affective commitment, organisational identity, and work engagement. These calls come amidst concerns that there is a lack of research on the relationship between social responsibility and work engagement in higher education is a cause for concern (Boğan & Sarıışık, 2020; Aguinis & Glavas, 2019; Gond et al., 2017). Still, there is a lack of research on individual (disaggregated) effects of internal and external social responsibility activities separately (Esmaeelinezhad et al., 2015). Additionally, Boğan and Sarıışık (2020) call for research on social responsibility that involves multiple mediators.

The lack of research on the relationship between social responsibility and work engagement is also evident in higher education (Aguinis & Glavas, 2019; Boğan & Sarıışık, 2020; Gond et al., 2017). Furthermore, there is little to no understanding regarding the mediating and moderating mechanisms through which social responsibility impacts work engagement in the context of higher education in Ghana due to a lack of research on the subject (Aguinis & Glavas, 2019; Boğan & Sarıışık, 2020; Gond et al., 2017). This knowledge gap is necessary to be filled

because it has implications for policy and practice in universities, as it hinders the effective utilization of social responsibility in formulating employee engagement policies and procedures.

Again, as existing studies suggest a potential positive relationship between social responsibility and employee engagement, particularly in the higher education sector, it's essential to explore these dynamics to enhance employee well-being and productivity. Furthermore, understanding the mediating and moderating mechanisms involved in this relationship can provide valuable insights for universities in Ghana and elsewhere, enabling them to develop more effective employee engagement policies and procedures. By uncovering these insights, this research has the potential to bridge a critical knowledge gap, ultimately contributing to the advancement of both academic research and practical applications in the field of social responsibility and work engagement within higher education institutions.

1.4 MAIN AND SUBSIDIARY OBJECTIVES

The section outlined the main and subsidiary objectives of a study conducted in Ghana on the impact of university social responsibility on staff work engagement. Before delving into the objectives, the previous sectional heading considered the problem and research gaps that necessitated the conduct of the study.

1.4.1 Main objective

The study's main objective is to determine the influence of university's internal and external social responsibility (USR) on employee work engagement and the roles that affective commitment and identification perception play in the relationship.

1.4.2 Specific objectives

1. Examine the direct impact of internal USR activities on employee work engagement.
2. Examine the direct impact of external USR activities on employee work engagement.
3. Examine the mediating role of identification perceptions in the relationship between employee CSR and employee work engagement.
4. Examine the mediating role of affective commitment in the relationship between justice perception and employee work engagement.
5. Investigate employees' socio-demographic characteristics' moderating role in the relationship between socially responsible behaviours and work engagement.

1.5 MAIN AND SUBSIDIARY HYPOTHESES

The section presented the primary and supporting hypotheses of a study on the effect of university social responsibility on staff job engagement that was done in Ghana. The preceding sectional heading discussed the main and specific objectives that guided the conduct of the study.

1.5.1 Main hypotheses

There are two main hypotheses for this study. These are:

- (i) Internal and external USR activities significantly influence university employee work engagement.
- (ii) Employee identification and affective commitment mediate the relationship between the internal and external USR activities and employee engagement.

1.5.2 Subsidiary hypotheses

The above two hypotheses translate into the following specific hypotheses that are subsequently tested.

- H1: CSR activities directed at the university's external stakeholders, namely its external community and immediate external environment, will directly and significantly impact employee work engagement.
- H2: CSR activities directed at the university's internal stakeholders, namely employees, students, and its internal environment, will have a direct and significant effect on employee work engagement.
- H3: CSR activities directed at the university's internal stakeholders, namely employees, students, and its internal environment, will have a significant impact on employee identification perception.
- H4: CSR activities directed at the university's external stakeholders, namely its external community and immediate external environment, will significantly impact employee identification perception.
- H5: CSR activities directed at the university's internal stakeholders, namely employees, students, and its internal environment, will significantly impact affective employee commitment.
- H6: CSR activities directed at the university's external stakeholders, namely its external community and immediate external environment, will affect affective employee commitment.
- H7: Employee identification perception will significantly impact employee participation in the workplace.
- H8: Employee affective commitment will significantly impact employee work engagement.

1.6 SIGNIFICANCE AND CONTRIBUTION TO THE STUDY

The research conducted on the impact of Corporate Social Responsibility (CSR) on employee work engagement in higher learning institutions in Ghana makes a valuable contribution to the existing body of knowledge by offering a more comprehensive and nuanced understanding of work engagement among university employees. This is particularly crucial considering the challenges that

arise from organisational restructuring. The findings of this study provide insights into the ways in which CSR initiatives can enhance employee engagement, which can ultimately lead to improved organisational performance and productivity. By shedding light on the complex relationship between CSR and work engagement, this research offers a valuable contribution to the theoretical understanding of this important topic. This study aims to investigate the various mechanisms that impact work engagement among university staff in Ghana. By exploring the matrix and constellations between social responsibility and employee engagement, this research seeks to address a gap in the existing literature. Specifically, the study aims to identify strategies that can be employed to maximise work engagement among university staff, ultimately contributing to the overall success of the institution.

The study's results hold practical significance, particularly for universities in Ghana, as they can utilise the findings to implement remedial measures that effectively enhance employee engagement. This is crucial as employee engagement is a critical factor in organisational success and can lead to increased productivity, job satisfaction, and employee retention. By taking appropriate measures, universities in Ghana can ensure that their employees are more engaged, leading to a more positive work environment and improved organisational outcomes. Furthermore, it is imperative for policymakers to comprehend the significance of fostering positive attitudes among individual employees in higher education institutions, as it can facilitate the attainment of their utmost potential in the workplace. This, in turn, can result in a substantial surge in productivity gains, with estimates suggesting an increase of up to 30% that can be attributed to employees who are deeply committed to their work (Ahmad, Ullah, AlDhaen, Han & Scholtz, 2022). According to recent research, organisations that have a highly engaged workforce tend to outperform their competitors by a significant margin of 20% (Ahmad, Ullah, AlDhaen, Han & Scholtz, 2022). This study aims to provide valuable insights into how universities can effectively enhance the level of work engagement among their employees. By implementing strategies that foster a culture of engagement, universities can potentially improve their overall performance and achieve a competitive advantage in their respective fields.

The present study makes a valuable contribution to the field of policy by providing insights into the efficacy of University Social Responsibility (USR) as a policy instrument for augmenting the level of work engagement among staff members. The findings of this study can be of immense significance for policymakers who are interested in promoting employee engagement in the workplace. This study offers valuable insights that can aid policymakers in formulating effective policies pertaining to Social Responsibilities in Universities. By implementing such policies, universities can be recognised as socially responsible organisations by society. This recognition can enhance the reputation of universities and foster positive relationships with stakeholders. Ultimately, this can lead to a more sustainable and socially conscious higher education system. The study's findings are expected to make significant contributions to the existing body of knowledge in the areas of theory, practise, and policy. Specifically, the study aims to enhance employee work engagement in higher learning institutions in Ghana. The implications of the study's results are expected to be far-reaching and could potentially lead to substantial improvements in the overall work engagement levels of employees in this sector.

1.7 THE NOVELTY/ UNIQUENESS OF THE STUDY

Despite the acknowledged effectiveness of CSR in improving work attitudes, limited research has examined how CSR influences work outcomes such as affective commitment, organisational identity, and work engagement in higher education (Aguinis & Glavas, 2019). This research is novel in contributing to this extension of epistemic horizons. Finally, the work is contextually novel as it teases out the Ghanaian context. Using the structural equation model approach, it elicits information concerning work engagement as a psychological consequence of CSR in the Ghanaian university context. Ultimately, this work adds to the existing knowledge on the subject matter and significantly enriches the socially responsible corporate behaviour and work engagement discourse in general.

1.8 ORGANISATION OF THE STUDY

There are seven main parts that comprise this research. An overview of the study's context, statement of the research problem, goals, research questions, significance and contributions of the study are presented in Chapter one. The second chapter through to the fourth chapter is devoted to a thorough analysis of the relevant theoretical and empirical works and the testing of the hypotheses. The study's methodology is laid out in detail in Chapter five. This entails the study's conception, demographic, sample, sampling method, data-gathering tools, validity and reliability, data collection, and analysis. The findings and accompanying discussion are presented in Chapter six. Chapter seven which is the ultimate and concluding chapter to this study dwells on a concise summary, significant conclusions and proffers with major recommendations.

1.9 CHAPTER SUMMARY

This chapter presented an introductory overview of the study. It discussed the variables of the study in the background of the study in the University context. The problem statement spelt out the research gap and the problem this study seeks to address. It subsequently discussed the research objectives which informed the formulation of the hypothesis. The significance and contribution of the study was also addressed. Additionally, the novelty of the study was addressed, and it was concluded with the organisation of the study.

CHAPTER TWO

EMPLOYEE ENGAGEMENT IN THE UNIVERSITY CONTEXT

2.1 INTRODUCTION

Employee engagement has emerged as a topic of interest for organisations across various industries. It refers to the extent to which employees are committed to their work and the organisation, and actively contribute to its success (Harter, Schmidt, Agrawal, & Plowman, 2020). Employee engagement has been shown to have a significant impact on organisational performance, including increased productivity, improved customer satisfaction, and higher levels of innovation and creativity. As a result, organisations are increasingly recognizing the importance of fostering employee engagement to enhance their overall performance and competitiveness in the marketplace (Harter, Schmidt, Agrawal, & Plowman, 2020).

Research has identified several key drivers of employee engagement, including organisational culture, leadership, and individual factors such as job satisfaction and career development opportunities (Kim, Kim, & Kim, 2021). Organisational culture plays a pivotal role in shaping employee engagement, as it sets the tone for the work environment and influences employees' attitudes and behaviours. Manchaiah, Ameen and Manikandan (2021) argues that leadership also plays a crucial role, as effective leaders who provide support, recognition, and opportunities for growth can significantly impact employee engagement. Additionally, individual factors such as job satisfaction, work-life balance, and opportunities for career development are important determinants of employee engagement.

According to Kim, Kim and Kim (2021), there has been a growing interest in understanding and promoting employee engagement in the university context. Universities, like other organisations, rely heavily on their employees, including faculty, staff, and researchers, to achieve their missions of providing high-quality education and conducting cutting-edge research (Kim, Kim, & Kim, 2021). Employee engagement is particularly relevant in the university context, as it

impacts faculty and staff's motivation, commitment, and performance, which, in turn, can affect the quality of education and research outcomes. In this study, the aim of this review is to provide an overview of employee engagement, focusing on the key drivers of engagement and their relevance in the university context. By examining the trends in employee engagement, the review will highlight the importance of fostering employee engagement in universities.

2.2 NATURE OF EMPLOYEE ENGAGEMENT

Employee engagement is a critical factor in the success of any organisation. Engaged employees are more productive, creative, and committed to the organisation's goals, resulting in better performance and higher profitability (Harvard Business Review, 2018). According to a study by Gallup (2021), only 36% of U.S. workers are engaged in their jobs, indicating that employee engagement is a significant challenge for many organisations. To address this issue, it is crucial to understand the nature of employee engagement, including its definition, components, and benefits. In this section, we will provide an overview of employee engagement and review the relevant literature and research to gain insights into how organisations can improve their employee engagement levels.

2.2.1 Defining employee engagement

Kruse (2015) defines employee engagement as employees' level of emotional investment in the company and its mission. This definition highlights the importance of employees' emotional attachment to the organisation, which has been shown to be a critical factor in driving employee performance and retention (Saks, 2006). What this means is that employee engagement can be measured by assessing the extent to which employees feel emotionally invested in their job and the organisation's mission. According to Whitehurst (2015), employee engagement refers to getting employees invested in their work and convincing them to accept the employer's point of view. This definition by Whitehurst (2015) highlights the need for effective communication and leadership to build employee engagement. Leaders who can effectively communicate the company's vision, values, and goals

can help create a sense of purpose and meaning for employees, which can improve their engagement levels. By implication, communication and leadership styles should be investigated to identify the most effective ways to build employee engagement.

Also, the Business Dictionary (accessed on April 2023) defines employee engagement as the degree to which an employee cares about and is emotionally invested in the company's success. This definition accentuates the status of organisational success and how it is tied to employee engagement levels. Engaged employees are more likely to go above and beyond to contribute to the organisation's success, leading to improved business outcomes. As such, employee engagement should be linked to business metrics to understand the impact of engagement levels on organisational performance. Investopedia (Investopedia, n.d.) defines employee engagement as those engaged workers who take pride in their work and the success of the company and believe that their contributions make a difference. This definition places interest in recognition and feedback in building employee engagement. Employees who feel recognized and valued for their contributions are more likely to be engaged in their work. So, recognition and feedback programmes should be investigated to determine their impact on employee engagement.

Sorenson (2013) states that employee engagement consistently affects key performance outcomes, regardless of the organisation, industry, or country, as concluded by the Gallup organisation's eighth iteration of its research on employee engagement and productivity. Regarding human resources, employee engagement is the emotional attachment employees feel towards their place of work, job role, position within the company, colleagues and culture and the effect this attachment has on their wellbeing and productivity. Kahn (1990) defines employee engagement as "the process by which people fully commit their whole selves to the demands of their jobs." The above explanations illustrate how invested workers are in their jobs, teams, and companies. Such attachments can be measured by the depth of workers' mental and emotional investment in these things. According to International Survey Research (2003), employee engagement

is the practice of a company increasing the commitment and contribution of its human resources to achieve profitable business results. According to the International Survey Research, "employee engagement" refers to dedication to one's employer that includes both rational and emotional investment.

Osborne and Hammoud (2017) claim that employees who have a strong sense of belonging to their company are more invested in its success, stick around for longer and inspire the loyalty of their peers. Engaged workers affect the bottom line, top line, customer satisfaction, employee retention, and other metrics critical to the success of any business (Osborne & Hammoud, 2017). Finally, Shuck and Wollard (2010) define engaged employees as those whose positive mental, emotional, and behavioural states emerge in the workplace and are channeled towards achieving organisational goals. However, the term "employee engagement" is frequently used interchangeably with "happiness," "satisfaction," and "well-being." Yet there are notable distinctions amongst these ideas. Contentment is not the same as dedication. It does not exhibit how committed staff members are to the company's mission or how well they know its inner workings. How happy a worker is providing a quick and fleeting gauge. A raise in pay, for instance, might bring an employee momentary joy, but soon afterwards, the person might feel disconnected again.

Based on the various definitions and explanations provided above, this study therefore operationalizes employee engagement as the level of emotional and mental investment that an employee has towards their work, team, company, and its mission, as well as their commitment to achieving the company's goals. It involves a deep connection and sense of belonging to the organisation, which results in increased productivity, job satisfaction, and employee retention. In the light of this, it is important to note that, employee engagement is not the same as happiness or satisfaction, which are short-term measures of an employee's emotional state, but rather a long-term commitment to the organisation's success.

2.2.2 Types of employee engagement

According to several scientists, employee engagement comprises three factors - expertise, motivation, and track record - that determine how likely someone is to engage in a given occupation (Meiyani & Putra, 2019). Saks (2019) recognises two types of engagement. These are, (i) employee engagement, which is defined as the fulfilment of professional practice; and (ii) organisational engagement, which is the fulfilment of an organisation member's role. Employee engagement is personified by employees' passion and energy to give their all to the company. Employees' eagerness and abilities call for consistent effort to assist their company's growth. It is a psychological pact, not a physical one. As a result, the following are the most critical types of employee engagement.

2.2.2.1 Cognitive engagement

Cognitive engagement refers to how much attention employees pay to their work tasks. Minor interruptions at work rarely distract an actively engaged employee. Cognitive engagement refers to the ability to trust and commit to a company's aims and values such that cognitively engaged workers are invested in the company's long-term goals, understand what they must do to maximize their productivity at work, and are committed to the company's success (Harrin, 2008). In this study, employee engagement depends on familiarity with the company's mission and long-term goals. Their enthusiasm for work and experience makes them think outside the box, thereby making sound decisions.

The concept of cognitive engagement and its impact on employee productivity and commitment has been studied extensively in organisational psychology and management literature. In a recent study by Johnson et al. (2021), the authors found that cognitive engagement was positively related to job performance and job satisfaction among employees in various industries. The authors also found that familiarity with the company's mission and long-term goals was a key factor in promoting cognitive engagement. Similarly, another study by Bakker et al. (2020) found that cognitive engagement was positively related to proactive work

behaviour and innovation among employees. The authors also found that employees who were cognitively engaged were more likely to be committed to the company's goals and values.

In the context of the current discussion, these studies support the idea that cognitive engagement is a critical factor in promoting employee productivity, commitment, and innovation. Familiarity with the company's mission and long-term goals is a key driver of cognitive engagement, as it helps employees to understand what they need to do to maximize their productivity and contribute to the success of the company. Moreover, cognitive engagement can help employees to think outside the box and make sound decisions, thereby promoting innovation and proactive work behaviour. The concept of cognitive engagement is an important area of research in organisational psychology and management. Studies have consistently shown that cognitive engagement is positively related to employee productivity, commitment, and innovation, and that familiarity with the company's mission and long-term goals is a key driver of cognitive engagement (Schunk, & Greene, 2018; Wang, & Eccles, 2013). By promoting cognitive engagement among employees, organisations can create a more productive, committed, and innovative workforce.

2.2.2.2 Emotional engagement

This is the in-the-moment experience that employees have while working. Emotional engagement includes perception of the workers' level of job involvement and fulfilment and belongingness to the company. Employees' emotional commitment translates into faith in the group and its leaders. Emotional engagement centres on the practice of regulating feelings while on the job. Those who care deeply about their work are more likely to enjoy what they do, and this gives them a sense of accomplishment and satisfaction.

Again, emotional engagement has relevant inferences for research on employee well-being, job satisfaction, and organisational effectiveness. It refers to the emotional connection that employees have with their work and their organisation,

which can influence their motivation, commitment, and overall job performance. For researchers studying employee well-being and job satisfaction, emotional engagement provides a way to understand how employees perceive their work and their relationship with their organisation (Kim, & Lee, 2019; Navarro, & Shriberg, 2019). By measuring emotional engagement, researchers can gain insight into the factors that contribute to employee satisfaction, such as job involvement, fulfilment, and a sense of belongingness (Saks, 2020).

Moreover, for researchers interested in understanding organisational effectiveness, emotional engagement can provide valuable information about how employees' emotional commitment translates into faith in the group and its leaders. This can be important for understanding how organisational culture and leadership practices can affect employee engagement and, ultimately, organisational performance. In the context of the study, understanding emotional engagement can help researchers identify factors that contribute to employees' positive experiences at universities, such as feelings of accomplishment and satisfaction. This evidence can be used to inform interventions aimed at improving employee well-being, reducing turnover, and enhancing universities effectiveness. Additionally, by understanding the role of emotion in the workplace, the study can contribute to the development of theories and models of employee behaviour and organisational functioning that better capture the complexity and richness of the work experience.

2.2.2.3 Physical engagement

Workers who are emotionally and physically invested in their work produce superior results. Those with high levels of energy generally tend to be in better health and, thus, are better able to make valuable contributions to their workplace. If a company wants to get the most out of its workers, it must take care of their physical and mental well-being, generating the likelihood of the employee working on their development. A voluntary nomination for a training programme can be one method of identifying physical engagement and employees' willingness to go the extra mile for the organisation. Physical engagement highlights the importance of

employee well-being and engagement in their work. Research has shown that employee engagement is strongly related to productivity and performance, and that organisations that invest in their employees' well-being tend to have better overall business outcomes (Bakker & Leiter, 2010; Harter, Schmidt, & Hayes, 2002).

Physical health is also critical for employee engagement and productivity. Employees who are physically healthy are more likely to be engaged in their work and have higher job satisfaction (Chapman, 2015). Additionally, they are less likely to experience stress and burnout, which can lead to absenteeism and turnover (Liu, Wang, Chang, & Wang, 2015). Similarly, mental well-being is crucial for employee engagement and productivity. High levels of stress and anxiety can lead to decreased job performance, decreased job satisfaction, and increased absenteeism (Lazarus & Folkman, 1984). Therefore, organisations that prioritize mental health and offer support and resources to employees are more likely to have engaged and productive workers.

The voluntary nomination for a training programme can be an effective way for organisations to identify employees who are willing to go the extra mile and invest in their own development. Research has shown that employees who are willing to participate in training and development programmes tend to have higher levels of engagement and job satisfaction (Awang & Harun, 2016). Additionally, training programmes can provide employees with the skills and knowledge they need to be more productive and efficient in their work (Baldwin & Ford, 1988). As such, physical engagement emphasises the importance of employee well-being and engagement in their work and highlight the benefits of investing in physical and mental health, as well as training and development programmes. With universities that prioritize these factors are likely to have more engaged, productive, and satisfied employees, which can ultimately lead to better business outcomes.

Components of Employee Engagement

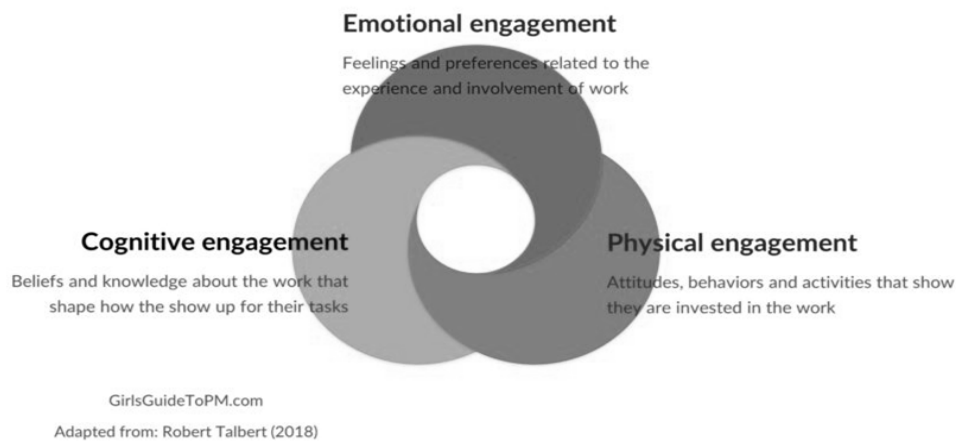


Figure 2.1: Components of employee engagement

Source: Talbert (2018)

2.2.3 Levels of employee engagement

Employee engagement is a crucial factor that affects the productivity and success of an organisation. Over the years, several models and frameworks have been developed to understand the levels of employee engagement.

Gallup Q12 Model: The Gallup Q12 model is one of the most widely used models for measuring employee engagement. This model consists of 12 questions that measure various aspects of employee engagement, such as job satisfaction, recognition, and opportunities for growth. The Gallup Q12 model has been extensively researched and validated and has been found to be a reliable predictor of employee performance and business outcomes (Gallup, 2006).

Aon Hewitt Engagement Model: The Aon Hewitt Engagement Model is another popular model that measures employee engagement. This model is based on three factors: engagement drivers, enablers, and outcomes. Engagement drivers refer to the things that motivate employees, such as meaningful work and recognition. Enablers refer to the resources and support that employees need to be engaged, such as good communication and effective leadership. Outcomes refer to the

results of employee engagement, such as higher productivity and lower turnover (Hewitt, 2011).

Kahn's Model of Employee Engagement: Kahn's model of employee engagement is based on the concept of "personal engagement," which he defines as "the harnessing of organisation members' selves to their work roles." According to Kahn (1990), personal engagement involves three elements: physical, cognitive, and emotional engagement. Physical engagement refers to the employee's level of involvement in their work tasks. Cognitive engagement refers to the employee's level of understanding of their work and its importance. Emotional engagement refers to the employee's level of attachment to their work and their organisation (Kahn, 1990).

There are several models and theories of employee engagement that can help organisations understand and improve their employee engagement levels. The Gallup Q12 model, the Aon Hewitt Engagement Model, and Kahn's model of employee engagement are just a few examples of the many frameworks that can be used to measure and improve employee engagement. For the sake of the study, the three levels of employee engagement used by Gallup (2006) when polling the workforce will be discussed. They include actively disengaged, not engaged, and engaged categories are listed.

A highly engaged employee supports the organisation's mission and values (Gallup, 2006). They, meaning highly engaged employees, possess a clear understanding of their responsibilities in achieving the organisation's objectives. Consequently, they are willing to put in extra effort without being prompted because they are confident in their work's importance and are invested in its success. According to Duval (2016), workers go beyond their abilities for the betterment of the company's standing and image and for the sheer joy of participating. According to Gallup (2006) findings, only 32% of workers are typically engaged. That means that just under one-third of all employees in the United States go to work with a specific goal in mind and are driven to achieve it daily (Duval, 2016).

The disengaged employee, on the other hand, behaves differently. According to Gallup (2006) findings, the largest segment of the workforce is women. This category includes 50.8% of the population. These employees are neither overly optimistic nor overly pessimistic about their jobs: they tend to show up for work but do only the bare minimum needed to get by without much supervision.

According to Awin (2021), workers who are not engaged tend to slack off, take more time off, and readily accept new employment when the chance presents itself. This segment of the workforce jeopardizes any organisation's bottom line because they waste time and effort by not giving their all. If they are unhappy in their current position, they are more likely to look elsewhere for work. While it is possible to re-engage disengaged employees, re-engaging an actively disengaged worker is challenging. In this argument, professional relationships should be severed when they become toxic.

However, because the concept of corporate social responsibility (CSR) has gained traction in the higher education sector, with universities focusing on their social and environmental impact can initiative CSR policies that can have a significant impact on employee engagement, as engaged employees are more likely to support and participate in CSR activities. Research by Brown and Dillard (2016) has shown that CSR activities can positively impact employee engagement in universities. By engaging employees in CSR activities, universities can create a sense of purpose and shared values, leading to higher levels of employee engagement. Additionally, CSR activities can improve job satisfaction and increase loyalty to the organisation (Brown & Dillard, 2016).

Nevertheless, the impact of CSR initiatives on employee engagement is not uniform across all employee categories. In the context of the three levels of employee engagement used by Gallup (2006), engaged employees are more likely to participate in CSR activities, while disengaged employees may not be motivated to do so. In a study by Nica and Potcovaru (2021) on university CSR and employee engagement, they found that engaged employees were more likely to participate in CSR activities and had a more positive perception of their organisation's CSR

efforts. On the other hand, disengaged employees were less likely to participate in CSR activities and had a more negative perception of their organisation's CSR efforts. Therefore, it is important for universities to take a targeted approach to their CSR initiatives, focusing on engaging and motivating disengaged employees to participate in CSR activities. By doing so, universities can improve their social and environmental impact while also increasing employee engagement and job satisfaction.

2.2.4 Differentiating engaged and disengaged employees' behaviours

Employee engagement has been recognized as a critical factor for organisational success, and studies have found that engaged employees are more productive, innovative, and loyal to their employers. On the other hand, disengaged employees tend to be less productive, show less commitment, and have a higher likelihood of leaving their jobs (Macey, & Schneider, 2008). Therefore, it is crucial for organisations such as universities to understand the differences between engaged and disengaged employees' behaviours to create a more engaging work environment (Schaufeli, Bakker, & Salanova, 2006). According to a study by Saks (2006), engaged employees demonstrate positive behaviours such as increased effort, persistence, and willingness to help others. They also exhibit higher levels of job satisfaction, organisational commitment, and a sense of attachment to their job and the organisation. In contrast, Robinson, Perryman and Hayday (2004) contended that disengaged employees tend to display negative behaviours such as reduced effort, absenteeism, and tardiness. They also exhibit lower levels of job satisfaction, organisational commitment, and a sense of detachment from their job and the organisation.

Also, a study by Kammeyer-Mueller and Wanberg (2003) found that engaged employees are more likely to engage in proactive behaviours, such as seeking out opportunities to learn new skills and taking on additional responsibilities. These behaviours, in turn, can lead to higher job performance and job satisfaction. In dissimilarity, disengaged employees are less likely to engage in such proactive behaviours and may show resistance to change or new initiatives. Additionally, a

study by Rich, Lepine, and Crawford (2010) found that engaged employees tend to have higher levels of job resources, such as social support and autonomy, which help them cope with work demands and stress. Whereas disengaged employees tend to have lower levels of job resources and may experience higher levels of stress and burnout.

These findings have important implications for organisations since employers can promote employee engagement by providing job resources, such as social support, training, and opportunities for growth and development. Employers can also encourage proactive behaviours and recognize and reward employee effort and achievements. What this means is that, understanding the differences between engaged and disengaged employees' behaviours is crucial for creating a more engaging work environment and promoting organisational success. Employers can promote engagement by providing job resources and encouraging proactive behaviours, which can lead to higher job performance, satisfaction, and commitment among universities employees.

2.2.4.1 Engaged behaviours

Hewitt (2009) coined the pithy phrase "Say, Stay, and Strive," which sums up the actions of fully invested workers. Engaged behaviours refer to the active involvement of individuals in meaningful activities that contribute to the well-being of themselves and their communities. In the context of universities, engaged behaviours refer to the active involvement of students, faculty, and staff in activities that contribute to the overall development of the institution and the community it serves (Owusu-Ansah, 2019). This can include community service, research, and outreach programmes, among others. In Ghana, there is a growing interest in engaged behaviours among universities (Danso, 2021). This is largely due to the recognition that universities have an important role to play in contributing to the development of the country. By engaging in activities that benefit the community, universities can help to address some of the social, economic, and environmental challenges facing the country (Danso, 2021; Agyeman, 2018).

One way that universities in Ghana are promoting engaged behaviours is through community service programmes. For example, the University of Cape Coast has a community service programme that requires all students to engage in community service activities as part of their academic programme. Through this programme, students can contribute to the development of their communities while gaining valuable experience and skills (University of Cape Coast. (n.d.). Another way that universities in Ghana are promoting engaged behaviours is through research and outreach programmes. For example, the University of Ghana has a few research and outreach programmes that focus on addressing some of the social and environmental challenges facing the country. These programmes involve collaboration between faculty, students, and community members, and are designed to promote sustainable development (University of Ghana. (n.d.).

The implication is that, by promoting engaged behaviours, universities can help to build stronger relationships with their communities, enhance their reputation, and contribute to the overall development of the country. Engaged behaviours also provide opportunities for students to gain valuable experience and skills that can enhance their employability and contribute to their personal development (Opoku, & Boamah, 2020). Engaged behaviours are becoming increasingly an important aspect for universities in Ghana. By promoting community service, research, and outreach programmes, universities can contribute to the development of the country while enhancing their own reputation and building stronger relationships with their communities. As such, it is important for universities in Ghana to continue to prioritize engaged behaviours and to develop strategies that promote and support these behaviours.

2.2.4.2 Disengaged behaviours

According to Saks (2021), disengaged behaviour is the absence of active involvement or participation by people in worthwhile activities that improve their own well-being and the well-being of their communities. In the view of Opoku and Boamah (2020), disengaged behaviours, as used in the context of universities, refer to a lack of active participation by students, teachers, and staff in activities

that support the overall growth of the organisation and the community it serves. Lack of involvement in outreach, research, and community service activities are a few examples of this. Disengaged behaviour in colleges can have serious consequences in Ghana (Agyeman, 2018). Universities may be seen as being disengaged from the needs and concerns of the people they serve when they are not actively involved in community-enhancing activities (Park, Lee, & Sung, 2021; Smith, & Griffin, 2022). This can result in a lack of trust and support from the community, which can ultimately impact the reputation and sustainability of the institution.

A major effect of universities' disengaged behaviours in Ghana is that they are missing out on opportunities to advance the nation. Universities may pass on chances to address some of the social, economic, and environmental issues facing the nation by not actively participating in community service, research, and outreach activities (Danso, 2021). This may also lead to students passing up chances to acquire crucial knowledge and abilities that might improve their employability and advance their personal growth. Lack of invention and originality among colleges in Ghana is another effect of disengaged behaviours (Owusu-Ansah, 2021). Universities may find it difficult to keep up with the quickly changing demands of society if they are not actively involved in initiatives that foster innovation and creativity.

This may however lead to a dearth of pertinent and useful research as well as a dearth of inventive teaching and learning methods. It is crucial for institutions to prioritize community involvement and to create policies that promote active engagement in community-beneficial activities in order to combat disengaged behaviours in Ghanaian colleges (Osei-Kofi, 2018). This may entail promoting community service initiatives, enticing professors to conduct socially and environmentally conscious research, and creating outreach initiatives that encourage cooperation between the university and the local community. With this said, it is important to note that disengaged conduct can have a big impact on Ghanaian universities. This is due to the reason that, universities may help the nation flourish by actively participating in community-oriented initiatives while also

strengthening their own reputations and forging closer linkages with their local populations. As a result, it's critical that universities in Ghana give community engagement top priority and create plans that encourage and support participation in worthwhile endeavours.

2.3 EMPLOYEE ENGAGEMENT MODELS

Researchers such as Kahn (1990), Maslach et al. (2001), Robinson et al. (2004), Saks (2019), and Hewitt (2011) developed various models that elaborate the concept of employee engagement by systematically discussing its many facets. Employee engagement models focus on the engaged employees, the environment, and the facilities that keep them motivated and dedicated to work for mutual benefit while establishing a work-life balance in their daily schedule. A comprehensive study of these models is provided in the following sections.

The models created by Kahn (1990), Maslach et al. (2001); Robinson et al. (2004); Saks (2019) and Hewitt (2011) offer insights into the various elements that affect employee engagement. These models stress the value of developing a welcoming and stimulating work environment, offering chances for professional development to employees, and appreciating and rewarding their efforts. These models can be useful in a number of ways when looking at the impact of university CSR on employee engagement. First off, universities that participate in CSR projects that help their staff members, such giving training and development opportunities, work-life balance initiatives, and acknowledging employee accomplishments, are likely to encourage higher levels of employee engagement. Second, universities that exhibit a commitment to sustainability and social responsibility are more likely to draw and keep employees who share these values, further contributing to a culture of engagement. Inclusively, the models developed by Kahn (1990), Maslach et al. (2001); Robinson et al. (2004); Saks (2019) and Hewitt (2011) provide a useful framework for understanding the various factors that contribute to employee engagement, and how university CSR initiatives can positively impact employee engagement.

2.3.1 Kahn's model

Kahn (1990) employee engagement model is generally accepted as the gold standard. It posits those three distinct mental states that can cause and result from a lack of interest in one's activities. His theory centres on three factors – a sense of meaning, accessibility, and security - influencing an employee's dedication level or disinterest in their job. Kahn (1990) interviewed counsellors at a summer camp and employees at an architectural firm to find out when they were most and least invested in their work. His research showed that employees were more invested in their jobs when they felt emotionally and psychologically connected to their work and when they had the freedom to express their whole selves at work.

Kahn (1990) model of employee engagement is relevant to the study of university's CSR on employee engagement because it highlights the importance of creating a work environment that fosters emotional and psychological connections between employees and their work. University CSR initiatives that aim to provide employees with a sense of meaning in their work, such as community engagement programmes or sustainability initiatives, are likely to contribute to employee engagement. Similarly, initiatives that provide employees with a sense of accessibility, such as training and development programmes, or opportunities for career growth, are likely to increase employee engagement. Lastly, initiatives that provide employees with a sense of security, such as health and safety programmes, or work-life balance policies, are also likely to foster higher levels of employee engagement. By understanding Kahn (1990) model of employee engagement, universities can design and implement CSR initiatives that address the factors that contribute to employee engagement, ultimately leading to a more engaged and committed workforce

2.3.2 Maslach, Schaufeli and Leiter model

An alternative model of engagement stems from Maslach et al. (2001) research on "Job Burnout." The authors identify six aspects of work-life that contribute to burnout and engagement: workload, management, rewards and recognition, social

and community support, perceived fairness, and values. Their model suggests that factors like manageable workloads, an agency in decision-making, fair treatment, social support, a sense of purpose, and high regard for one's work all foster employee engagement. It was found that, similar to burnout, engagement is anticipated to mediate the connection between the six work-life factors and various work outcomes. There is indeed consistent evidence linking burnout to aspects of work like feedback and autonomy.

But the six work-life facets mentioned by Maslach et al. (2001) are pertinent to the investigation of the impact of corporate social responsibility (CSR) on employee engagement at universities. First off, colleges may help by making sure that their staff members are not overworked, as a sustainable workload is crucial for employee engagement. This can entail giving the tools and assistance staff members need to properly carry out their duties. Second, management procedures have a big impact on how engaged employees are. Universities may encourage engagement by creating a happy workplace through sound management strategies that place a strong emphasis on teamwork, communication, and acknowledging employees' contributions. Thirdly, encouraging employee involvement requires rewards and recognition. Universities can recognize and reward staff who perform well in their jobs to the organisation, which can enhance their motivation and engagement.

Fourth, community and social support can boost employee engagement. Universities can give staff members the chance to interact and form bonds with their coworkers and the larger community, fostering a sense of belonging and camaraderie. Fifth, employee engagement depends on perceived fairness. Universities may promote fairness by making sure that their procedures and rules are open and equal, and that their staff members are treated with respect and dignity. To sum up, a strong feeling of purpose and respect for one's job are essential components of employee engagement. Universities may support this by making sure that staff members are aware of the significance of their job and how it fits into the institution's overall goal. In general, Maslach et al. (2001) six work-life dimensions may be used to better understand how university CSR programmes

might increase employee engagement. Universities may establish a work environment that encourages employee engagement and produces favorable outcomes for both the workers and the company by concentrating on these characteristics. Figure 2.2 below depicts the Maslach, Schaufeli and Leiter model.

Maslach, Schaufeli and Leiter Model on Job Burnout

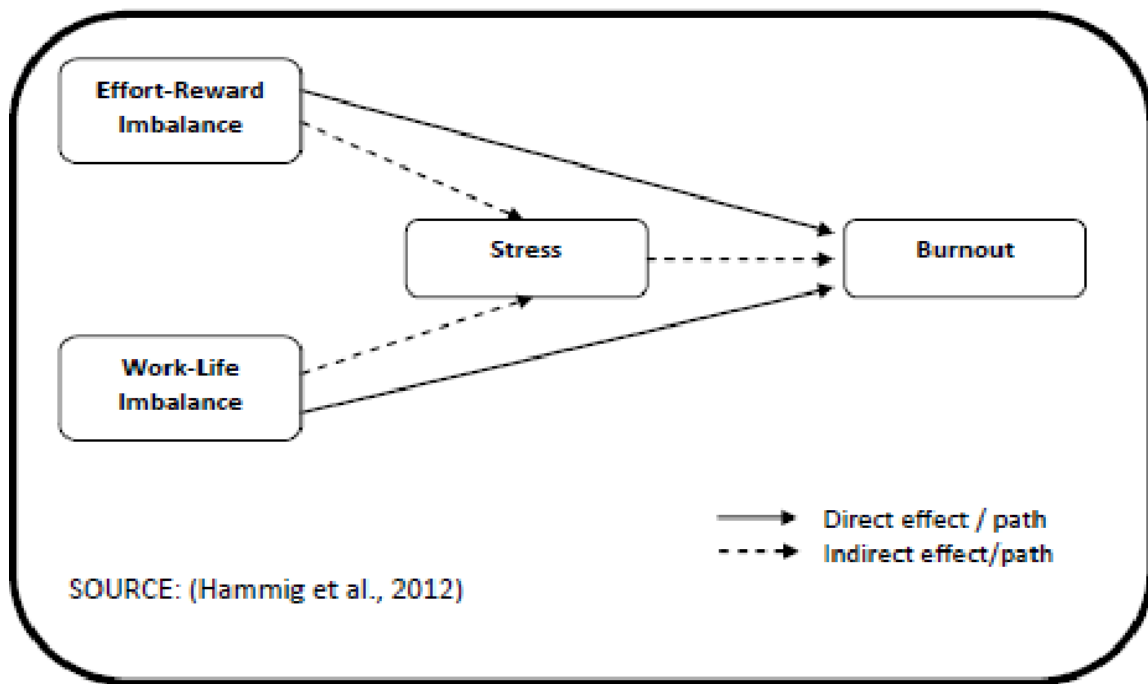


Figure 2.2: Maslach, Schaufeli and Leiter Model

2.3.3 Robinson, Perryman, and Hayday model

Robinson et al. (2004) created a model that defines employee engagement as a two-way process between management and staff. In a paper titled "The Drivers of Employee Engagement," they detailed their model and concluded that engaged workers actively support the organisation's stated goals. Employees who buy into this model have a firm grasp on the bigger picture and actively add value to the company by sharing information and working together to boost productivity. If an organisation emphasises employee development and nurturing, the model predicts that employee commitment follows, invariably (Padhi, & Panda, 2015).

Robinson et al. (2004) model of employee engagement emphasises the importance of a two-way process between management and staff, with engaged employees actively supporting the organisation's goals. This model has important implications for the study of university's corporate social responsibility (CSR) on employee engagement. Universities can foster employee engagement by emphasizing employee development and nurturing. This can involve providing opportunities for training and development, as well as creating a positive work environment that supports employees' growth and development. Again, universities can promote engagement by ensuring that employees understand the organisation's goals and how their work contributes to those goals. This can involve providing clear communication and regular feedback, as well as involving employees in decision-making processes.

Additionally, universities can encourage engagement by promoting collaboration and teamwork among employees. By fostering a sense of community and teamwork, universities can create a work environment that is conducive to engagement and productivity. Furthermore, universities can support engagement by recognizing and rewarding employees' efforts and contributions. This can involve providing incentives and recognition for outstanding performance, as well as creating a culture that values and supports employee engagement. Lastly, the Robinson et al. (2004) model emphasises the importance of a two-way process between management and staff in fostering employee engagement. By emphasizing employee development, promoting collaboration, and recognizing employee contributions, universities can create a positive work environment that supports engagement and productivity, which is critical to the success of the organisation's CSR initiatives.

2.3.4 Saks model

Saks (2019) focused on employees, their psychological make-up and experiences, the ability of the employer to create a conducive environment that promotes employee engagement, and interaction between employees at all levels in his 2006 research entitled "Antecedents and Consequences of Employee Engagement." He

stroved to develop a conceptual model that focuses on these three essential aspects of employee engagement. Factors like job satisfaction, training and development, reward and recognition, and assertive relationships with peers and supervisors have been identified as antecedents that directly exert an impact on employee engagement. The researcher designed an evaluation process and demonstrated the relationship between these three variables. The "consequences" of an evaluation are the outcomes, which can be measured in terms of how happy customers are and how much better the organisation is performing.

Saks (2019) conceptual model of employee engagement emphasises the importance of various antecedents that directly impact employee engagement, including job satisfaction, training and development, reward and recognition, and assertive relationships with peers and supervisors. Primarily, universities can promote employee engagement by prioritizing employee job satisfaction and providing opportunities for training and development. By creating a work environment that supports employee growth and development, universities can enhance employees' sense of engagement and motivation. Furthermore, universities can foster engagement by recognizing and rewarding employee efforts and contributions. This can involve providing incentives for outstanding performance and creating a culture that values and supports employee engagement.

Additionally, universities can encourage assertive relationships between employees and supervisors, promoting collaboration and open communication. This can enhance employee engagement by creating a sense of community and teamwork, which is critical to engagement and productivity. To conclude, the consequences of an evaluation of employee engagement can be measured in terms of outcomes, such as customer satisfaction and organisational performance. Universities can measure the success of their CSR initiatives in terms of how engaged their employees are and how much they contribute to the success of the institution.

In the nut shell, Saks (2019) conceptual model of employee engagement highlights the importance of various antecedents that impact employee engagement and the consequences of engagement for organisational performance. By focusing on factors like job satisfaction, training and development, reward and recognition, and assertive relationships, universities can create a work environment that promotes employee engagement and contributes to the success of their CSR initiatives.

2.3.5 The Aon Hewitt model

Both the employee's level of engagement and its organisational roots are analysed in Aon Hewitt's (2011) model. Employees' "engagement" is the state of being emotionally and intellectually invested in one's work, which inspires the best performance. More than 15 years of studies in organisational psychology attest to the model's validity on a global scale. As predicted by this model, engaged employees' actions positively impact the business, including higher levels of customer satisfaction and sales, as well as other positive out-of-job behaviours. In addition, this model posits that there are typically six engagement drivers and twenty-two organisational antecedents attached to these drivers that lead to an individual's engagement in an organisation. Quality of life, jobs, co-workers, opportunity, pay and benefits all factor into employee engagement. However, the rests emanate from the people factor itself, which is why it is essential to emphasise. As a result, the human element is the most critical factor determining the significance of the rest.

In addition, the model argues that engagement drivers are intertwined and cannot be considered separately. By monitoring the link between engagement drivers and business results, the model helps to develop a more all-encompassing approach to engagement. Hewitt's model for employee engagement considers the impact on the company as a whole, acknowledging that customer satisfaction, profits, and other business metrics are all impacted by employee engagement. The Aon Hewitt model inserts engagement outcomes as a go-between for business goals and engagement drivers. What we have here are benchmarks by which leaders can evaluate employee participation.

The Aon Hewitt model of employee engagement provides a comprehensive framework for understanding the drivers and antecedents of engagement and their impact on business outcomes. In the context of the study of university's SR (USR) on employee engagement, the model suggests that engagement is influenced not only by factors such as quality of life, jobs, co-workers, opportunity, pay, and benefits, but also by the human element of the organisation, including its CSR initiatives. By aligning CSR with engagement drivers, organisations can create a more engaged workforce and achieve better business outcomes. Besides, by monitoring the link between engagement drivers and business results, organisations can develop a more holistic approach to engagement that considers both individual and organisational factors. Therefore, the Aon Hewitt model provides a valuable framework for understanding the role of university CSR in promoting employee engagement.

Figure 2.3 below depicts the constructs considered in the Aon Hewitt Model.

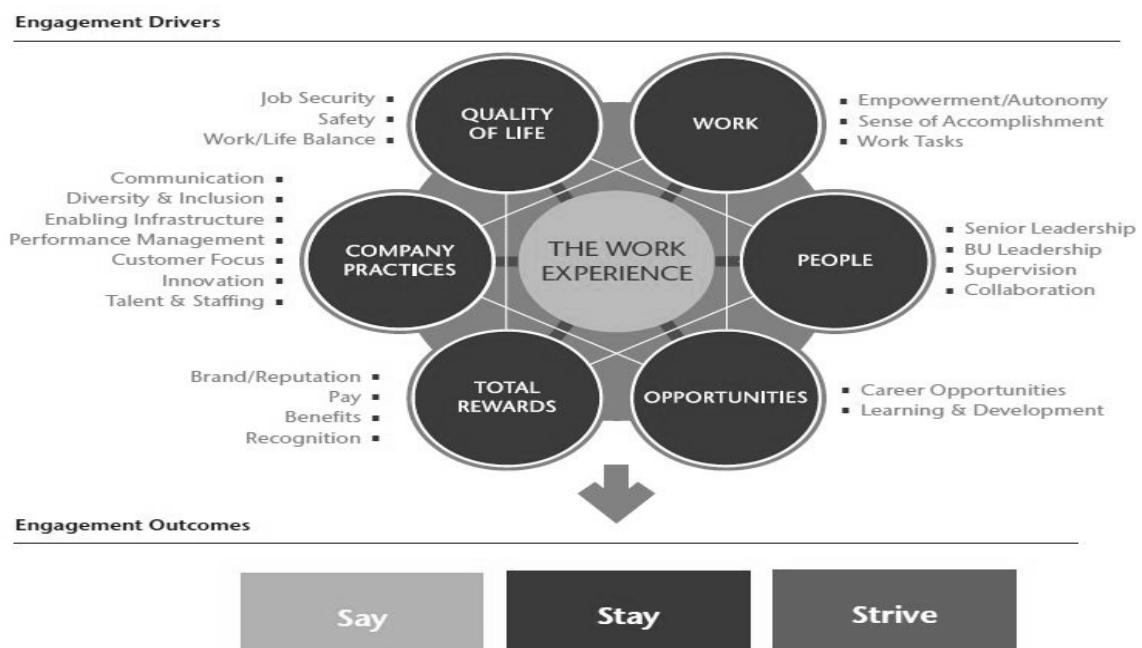


Figure 2.3: Aon Hewitt Model

2.4 DRIVERS OF EMPLOYEE ENGAGEMENT

The discussion here divides engagement drivers into organisational and individual level categories. The organisational level factors relate to all the organisational factors or variables that can affect employee engagement. The individual level factors are all the variables that can be traced to the person/ employee.

2.4.1 Organisational drivers

The level of engagement among employees is significantly affected by the dedication of the company's leadership. Employee engagement rises in tandem with such dedication (Schaufeli & Salanova, 2007). Improved job satisfaction, productivity, absence, health, initiative, and drive are all possible outcomes. Two facets of organisational commitment affect motivation (Brown & Leigh, 1996; Demerouti et al., 2001; Hakanen et al., 2006; Maslach et al., 2001; Saks, 2019). There are two variants of commitment: ongoing and normative. Konrad's (2006) theory that engaged workers actively contributes to developing and implementing workplace processes and change. Proper employee selection, training, power sharing, information sharing, and reward systems for good performance all play a role in maintaining an engaged workforce (Tesluk et al., 1999).

In their article *Drivers of Employee Engagement for Organisational Performance*, Bedarkar and Pandita (2014) discuss factors contributing to a productive workforce. The following are some of the salient points.

2.4.1.1 Work-life-balance and employee engagement

A healthy work-life balance was found to be a critical factor in employees' commitment to their jobs. In its broadest sense, work-life balance refers to the degree to which a person feels involved in or "fits" with the various aspects of life. The worker's productivity greatly benefits from an ability to balance work and family responsibilities. Work-life balance typically involves one or more measures: employer-provided childcare, shift swapping, or time off for personal obligations

(Estes & Michael, 2005). Work-life balance typically consists of flex time in which employees are allowed to set their start and end times within specific parameters; a compressed workweek, in which employees work an entire week's worth of hours in four days and take the fifth day off; the ability to work remotely; the sharing of a full-time position between two employees; paid family leave; on-site childcare; and financial and informational assistance with childcare and eldercare services. On the other hand, Hallberg et al. (2007) found two outcomes: first, they linked heavy workload to emotional exhaustion. However, they discovered that a more significant workload was associated with a higher degree of engagement.

The connection between work-life balance, employee engagement, and a university's social responsibility is crucial. Universities have a responsibility to promote the well-being and productivity of their employees, including maintaining a healthy work-life balance. Research has shown that work-life balance is critical to employees' engagement and commitment to their jobs. When employees feel that they have the time and resources to balance their work and personal responsibilities, they are more likely to be productive and satisfied with their jobs (Shockley, Shen, DeNunzio, Arvan, & Knudsen, 2017; Grawitch, Ballard, & Erb, 2015; Allen, Golden, & Shockley, 2015; Bakker, Demerouti, & Sanz-Vergel, 2014). This, in turn, leads to better outcomes for the university, including increased innovation, improved student outcomes, and higher employee retention rates. A university's social responsibility can extend beyond its academic mission and encompass its responsibility to support its employees. One way to demonstrate this responsibility is by implementing policies and practices that promote work-life balance, such as flexible work arrangements, paid family leave, and on-site childcare. By offering these benefits, the university can attract and retain talented employees who may otherwise look for opportunities elsewhere.

However, it is also essential to balance workload demands to avoid emotional exhaustion, burnout, and turnover. Heavy workloads can negatively impact employee well-being and job satisfaction. Universities can take steps to mitigate these negative effects by providing resources and support to help employees

manage their workload, such as professional development opportunities, mentoring, and coaching. In sum, promoting work-life balance and managing workload demands are essential for employee engagement and well-being, which, in turn, can lead to better outcomes for the university. Universities have a social responsibility to support their employees in achieving a healthy work-life balance, and by doing so, they can attract and retain talented employees, enhance their reputation, and fulfil their broader social responsibility.

2.4.1.2 Leadership and employee engagement

According to Cooper-Thomas et al. (2010), strong leadership is an essential precondition for dedication. Studies on leadership confirm a direct correlation between certain leadership behaviours and engagement indicators like employee motivation, job satisfaction, organisational loyalty, initiative, and citizenship. For employees to feel invested in their work, psychological safety, a condition proposed by Kahn, must be present. This includes trust in leadership, receiving encouragement from above, and a lack of accountability for mistakes (Cooper-Thomas et al., 2010). Several studies, including those by Judge and Piccolo (2004), Lee (2005), Erkutlu (2008), and Griffin et al. (2010), show that engaged followers are more likely to exhibit positive leadership behaviours. Some other studies have tried to establish a causal link between leadership and employee engagement but have had less success (Xu & Thomas, 2011).

Atwater and Brett (2006) conducted research in which they identified three leadership behaviours: investing in one's staff, showing concern for others, and focusing on results. The first two actions are relationship-focused, while the third is task-focused. They contend that leaders can take charge of improving employee engagement in some areas of the workplace. In their study, Alimo-Metcalfe et al. (2008) found that engagement constructs like job and organisational commitment, motivation, and job satisfaction were positively correlated with leadership scales. Management and mentoring behaviours that can be characterised as inspirational, visionary, decisive, and team-oriented, like instilling confidence in subordinates, sharing authority, opening lines of communication, and articulating a shared vision,

have a positive correlation with employee engagement, as identified by Papalexandris and Galanaki (2009). And most importantly, engagement is only linked to specific leader behaviours, particularly those that boost follower performance and allow followers to relate with organisational goals. Bakker et al. (2007) show that when managers prioritize building relationships with their subordinates, employee engagement rises (Xu & Thomas, 2011).

The association between the discussed leadership behaviours and a university's social responsibility on employee engagement lies in the impact that leadership has on creating a positive work environment that promotes employee well-being and job satisfaction. A university that demonstrates social responsibility can create a culture that values its employees, which can lead to increased engagement, productivity, and retention. Again, leadership behaviours like investing in staff, showing concern for others, and focusing on results can align with a university's social responsibility to create a positive work environment. By investing in their staff through training and development opportunities, leaders can show that they value their employees' growth and development. Showing concern for others by prioritizing employee well-being, listening to their feedback, and providing resources to support their physical and mental health can foster a sense of trust and psychological safety. Focusing on results by articulating a shared vision and setting clear goals can provide employees with a sense of purpose and direction.

Moreover, a university's social responsibility can extend beyond its employees to its broader community, including students, local residents, and other stakeholders. Leaders who prioritize community engagement and sustainability initiatives can create a sense of pride and purpose for employees who feel connected to the university's mission and impact. A university's social responsibility can contribute to employee engagement by creating a positive work environment that values employee growth and development, fosters trust and psychological safety, provides a sense of purpose and direction, and promotes a sense of pride and connection to the university's broader mission and impact. Leaders who demonstrate the discussed leadership behaviours can align with a university's

social responsibility to create a culture of engagement and well-being for employees.

2.4.1.3 Communication and employee engagement

Communicating effectively is crucial for maintaining staff interest (Kahn, 1992; Macleod & Clarke, 2009; Pugh & Dietz, 2008; Wiley et al., 2010). According to Macleod and Clarke (2009), leaders should make it easy for subordinates to connect their work and the organisation's larger goals. Furthermore, they point to communication issues as they are not more involved. Organisational practices like internal communication are essential for spreading the company's values and enlisting workers' help in achieving its objectives. Therefore, effective internal communication is essential for sustaining employee interest (Bakker et al., 2011; Bindl & Parker, 2010). Welch's (2011) research provides the basis for a conceptual model describing the role communication plays in influencing employee engagement. Engagement is a three-part construct in this model. Kahn (1990) proposed three elements: the heart, the head, and the body. Bakker and Schaufeli (2008) propose three additional dimensions related to these constructs: dedication, immersion, and vigor. Organisational commitment is incorporated into this model as a potential cause of employee involvement. It establishes a connection between senior management leadership communication and the motivation of workers. It places 'commitment to the organisation' and a 'sense of belonging' as mediating antecedent engagement variables and 'awareness and understanding' of changing organisational environment and goals' as communication-related engagement outcomes. Effective internal corporate communication fosters conceptualized outcomes such as innovation, competitiveness, and organisational effectiveness.

The study on effective internal communication and employee engagement has significant implications for effectively communicating a university's social responsibility (USR) to its employees. By effectively communicating the university's social responsibility, leaders can help employees understand how their work connects to the university's larger goals and mission. This, in turn, can increase employees' dedication, immersion, and vigour, leading to higher levels of

engagement and organisational commitment. Effective communication of USR can also help employees understand how the university's social responsibility impacts the broader community, including students, local residents, and other stakeholders. This understanding can foster a sense of pride and purpose in employees, who feel connected to the university's mission and impact.

Moreover, effective internal communication of USR can lead to innovation, competitiveness, and organisational effectiveness, as employees feel motivated to contribute to the university's social responsibility goals. By prioritizing effective communication of USR, university leaders can create a culture that values social responsibility and employee engagement, which can lead to increased productivity, retention, and overall organisational success. In summary, effective internal communication of USR can help employees understand how their work connects to the university's larger goals, foster a sense of pride and purpose, and lead to higher levels of engagement and organisational commitment. Furthermore, effective communication of USR can lead to innovation, competitiveness, and organisational effectiveness, creating a culture that values social responsibility and employee engagement.

2.4.1.4 Management drivers

Top-Management's openness to divergent opinions, and emphasis on teamwork are all hallmarks of a productive workplace. Team orientation, teamwork, or the importance of working together as a group constitute a key driver in ensuring management participation.

The study results of Joshi and Sodhi (2011) point out that if the executives' expectations were not necessarily performing all these functions, then management engagement is adversely affected. Job Content was one of the best-looked-after practices of management. Compensation or monetary benefits, top management relations, and team orientation all need to be looked after moderately by the management. The organisation needs to have a high scope for advancement and career growth. However, the study of Joshi and Sodhi (2011)

shows comparatively higher satisfaction scores on some finer details. Some of the functions leave much to be desired. On team orientation, for example, managers at senior levels were found wanting in performing teamwork. Employees' willingness to work in multidisciplinary teams also lacked support and was not practiced willingly. Inter-departmental teamwork was confirmed at very poor satisfaction levels. Similarly, while the employees have given top management-employee relations a high ranking, the satisfaction levels of the employees on the top management's equal treatment of all levels of employees is significantly low.

It is important to note that the findings of Joshi and Sodhi's (2011) study highlight the position of team orientation and teamwork in driving employee engagement. When managers at senior levels fail to perform in these areas, it adversely affects engagement levels. Therefore, it is crucial for institutions like universities to encourage team orientation and teamwork and provide employees with opportunities to work collaboratively across different departments. With this said, the current study indicates that employee satisfaction with top management-employee relations is essential for engagement. If employees perceive that top management treats all levels of employees equally, it can positively impact their engagement levels. This finding has implications for USR in universities, where promoting fairness and equity across all levels of staff can contribute to higher engagement levels.

Finally, the study's emphasis on job content and career growth as critical factors for engagement highlights the importance of providing meaningful work and growth opportunities to employees. This finding is relevant for universities that want to promote engagement among their staff by providing opportunities for professional development and career advancement. By investing in their employees' growth and development, universities can create a more engaged workforce that is committed to the institution's mission and goals.

2.4.2 Employee-level factors that affect engagement

The seven policies and practices developed by Joshi and Sodhi (2011) have emerged as critical factors in employee engagement. These four factors derive from work-life balance, job content, financial benefits, and a focus on teamwork and they are all shared by executive-level employees. The second is a system of rewards and incentives based on recognising and rewarding good behaviour and contributions. Union or association management relations (e.g., employees and managers working together, resolving conflicts amicably, respecting one another's perspectives, and valuing unions' or associations' positive contributions) are the third factor that influences employees' and non-executives' level of engagement.

Lastly, Joshi and Sodhi (2011) talk about welfare facilities which include facilities for rest and recreation and working conditions that must be the same or better than competitive organisations. The management adequately looked after the team orientation, job content, and work-life balance, and the responses were moderate on the functions of monetary benefits and welfare facilities. Union management relations, recognition, and rewards were the most neglected functions in these organisations (Joshi & Sodhi, 2011). Employees are motivated and engaged in their work when their line managers demonstrate care for them by providing them with information, treating them fairly, motivating them to offer their best, showing interest in their professional development, and removing obstacles to training and development.

Employees benefit from two-way, open communication because it provides a forum for sharing their thoughts and offering suggestions for improving the company's operations (Robinson et al., 2004). Employees are more invested in their work when there is strong collaboration between different parts of the company, departments and functions, and management and labour organisations. This comes in the form of investing in their employees' growth so that they have faith that their company recognises and appreciates their worth over the long term by providing them with both immediate and future training opportunities.

Again, taking health and safety seriously, attempting to reduce accidents, injuries, violence, and harassment, and responding appropriately when problems arise are all signs of a company that cares about its employees. The company has transparent and easily accessible HR policies and practices, especially in performance reviews, equal employment opportunities, and family friendly work schedules. Employee engagement is boosted when there is internal and external pay and benefits parity and a positive work environment where people are encouraged to respect and help one another, according to Robinson et al. (2004).

The seven policies and practices identified by Joshi and Sodhi (2011) have implications for employee engagement, which can be further enhanced by incorporating USR. The focus on work-life balance, job content, financial benefits, and teamwork as critical factors in engagement suggests that organisations need to consider these areas to boost employee engagement. Companies need to ensure that they offer employees a healthy work-life balance, meaningful job content, and adequate financial benefits. Additionally, fostering teamwork and collaboration can lead to higher employee engagement levels.

The second factor highlighted by Joshi and Sodhi (2011), the use of rewards and incentives to recognise and reward good behaviour and contributions, can also have an impact on employee engagement. USR can help in ensuring that such incentives are aligned with the company's values and goals, leading to a greater sense of purpose and engagement for employees. The third factor, union or association management relations, can also contribute to higher levels of engagement. When employees feel that their opinions and perspectives are valued, and they are treated fairly by their managers and unions, they are more likely to be engaged. Incorporating USR can help ensure that such relations are based on fairness, respect, and inclusivity.

Lastly, welfare facilities that include rest and recreation facilities and better working conditions can also impact employee engagement. Providing employees with a comfortable and healthy work environment and promoting their overall wellbeing can lead to higher engagement levels. Incorporating USR can ensure that these

facilities and working conditions align with the company's values and goals, leading to higher engagement levels for employees. The practices and policies identified by Joshi and Sodhi (2011) can have significant implications for employee engagement, and USR can help ensure that these practices and policies are aligned with the company's values and goals, leading to higher engagement levels for employees.

2.5 THE BUSINESS CASE FOR EMPLOYEE ENGAGEMENT

Research has consistently shown a strong correlation between employee engagement and business performance (Shuck, & Reio Jr, 2014; Saks, 2020). Organisations with engaged employees have higher profitability, growth, and customer satisfaction rates than those with disengaged employees. Engaged employees are also more innovative, collaborative, and adaptable to change, which is essential in today's fast-paced business environment. Furthermore, employee engagement has a positive impact on the well-being of employees. Engaged employees have higher levels of job satisfaction, lower levels of stress, and better physical and mental health outcomes. They are also more likely to have a positive work-life balance, which leads to greater job satisfaction and improved overall quality of life. This section covers the benefits of engaged employees and the negative consequences of disengaged employees. This discussion is undertaken to place into context the role of USR, employee organisational identification and affective commitment in promoting employee engagement.

2.5.1 Benefits of engaged employees

The following section discusses the benefits of employee engagement.

2.5.1.1 Greater productivity

Many companies experiment with bizarre methods to boost productivity, such as providing their employees with wearable activity trackers and a veritable jungle of

office plants. Employee engagement, however, is the obvious answer that they overlook. Studies have shown that if workers are enthusiastic about their jobs, they are more productive than their counterparts (Harter, Schmidt & Haye, 2020). Workers who feel invested in their work are more likely to put in extra time and energy, which boosts efficiency and creativity. In current times, businesses cannot afford to be slow or stagnant, so innovation is crucial for the survival of any organisation. Managers can foster an environment of innovation by taking on the role of coaches (Gupta, & Sharma, 2016). However, one in five workers lacks faith that their supervisor can provide frequent, helpful feedback. By prioritising regular, immediate feedback, managers can encourage staff to devise innovative ways to solve problems and produce superior results (Abraham, 2012).

The implication for USR on employee engagement from this review is that businesses should prioritize employee engagement as a strategy for boosting productivity and fostering innovation. Managers should strive to create an environment where employees feel invested in their work, which can lead to increased efficiency, creativity, and problem-solving skills. Providing regular and helpful feedback to employees is a critical aspect of fostering engagement and innovation, and managers should prioritize this to ensure their workforce is motivated and productive (Harter, Schmidt & Haye, 2020). Ultimately, employee engagement can have a significant impact on a company's bottom line, making it a crucial factor for success in today's competitive business environment.

2.5.1.2 Higher profitability

The most up-to-date studies show that businesses with highly engaged workers are successful overall (Zelles, 2015). It would help if management reinvested in employee engagement technology and activities when the company is profitable. This ensures the continued expansion of profits and heading in the right direction. The inference for USR (presumably referring to an organisation or company) is that investing in employee engagement technology and activities can lead to greater success and profitability (Kumar, & Pansari, 2015). By prioritizing employee engagement, USR can cultivate a more productive and motivated workforce, which

can ultimately lead to higher levels of customer satisfaction and increased revenue. Additionally, by reinvesting profits back into employee engagement initiatives, USR can foster a culture of continuous improvement and growth, which can position the company for long-term success (Baqir, Hussain, Waseem, & Islam, 2020). Overall, prioritizing employee engagement is a sound business strategy that can have a positive impact on both the organisation and its employees.

2.5.1.3 Elevation of worker security

Employees who are invested in their jobs have a heightened awareness of their immediate surroundings. Workplaces with high employee engagement reduce the number of accidents and injuries (Shuck & Reio, 2020). When workers are invested in their jobs, they give their full attention to their responsibilities without worrying about their future with the company's or their boss's approval.

The suggestion for USR is that investing in employee engagement can help reduce accidents and injuries in the workplace. When employees are invested in their work, they are more likely to be fully present and attentive, which can reduce the risk of accidents and mistakes. This, in turn, can lead to a safer and more productive work environment. As well, when employees feel valued and engaged, they may be more likely to speak up about safety concerns and contribute to the development of safety protocols and best practices (Chaudhuri, & Naskar, 2014). By prioritizing employee engagement, USR can create a culture of safety and responsibility, which can benefit both employees and the organisation as a whole. Overall, prioritizing employee engagement can have a positive impact on workplace safety and contribute to the long-term success of the company.

2.5.1.4 Enhancing the health of the workforce

Employees are more likely to take good care of their health when they work for an engaged company that values their needs (Liu, Zhang, & Fang, 2021). Effects of health-promoting leadership, employee health on employee engagement: employability as moderating variable. International journal of workplace health

management.). It is advisable to consider measures such as providing employees with the option to work from home occasionally, stocking the break room with healthy snacks, and hosting annual 5K races. There are many ways in which a company's bottom line can benefit from having healthy employees. The conclusion for USR is that spending money on employee engagement can benefit workers' health and happiness (Albrecht, Bakker, Gruman, Macey & Saks, 2019). Employees may prioritize their health and prioritize good habits if they feel appreciated and supported. This can therefore result in decreased medical expenses, decreased absenteeism, and enhanced output. USR may show its dedication to employee health and wellbeing by allowing workers to work from home periodically, providing wholesome food, and holding wellness events like 5K races, employees may be inspired to adopt healthy behaviours both at work and outside of it as a result, helping to foster a culture of wellbeing. Overall, putting employee wellbeing and engagement first may benefit the firm and its workers leading to improved productivity, reduced costs, and a more positive work environment.

2.5.1.5 Happy employees

When employees are highly engaged, companies do not need to use stress-inducing mechanisms like peer pressure, termination, or other punitive actions to get work done (Othman, Mahmud, Noranee, & Noordin, 2018). Instead, these companies rely on practices like employee awards, one-on-one conversations, and 360-degree evaluations to motivate workers. To put it simply, when managers refrain from yelling threats at their staff, everyone wins. The implication for USR is that investing in employee engagement can lead to a more positive and productive work environment. When employees feel valued and engaged, they are more likely to be motivated to do their best work, without the need for stress-inducing mechanisms like peer pressure, termination, or punitive actions. Instead, companies that prioritize employee engagement can use positive reinforcement, such as employee awards, one-on-one conversations, and 360-degree evaluations, to motivate and inspire their staff. By creating a culture of respect and support, USR can foster a more collaborative and positive work environment,

where employees feel comfortable sharing ideas and feedback (Jindal, Shaikh, & Shashank, 2017). This can lead to improved productivity, greater innovation, and a more satisfied workforce. Also, by investing in employee engagement can have a positive impact on both the organisation and its employees, leading to improved morale, reduced turnover, and a more successful and sustainable business.

2.5.1.6 Greater employee satisfaction

Being happy at work is not the same as being actively involved in what done does. Satisfaction is a baseline indicator of how well a company treats its employees, but engagement is aimed at inspiring all employees to perform at a higher level. Despite this variation, it is still important to strive for worker happiness (Abraham, 2012). Thirteen per cent of working Americans are either somewhat or very unhappy with their jobs. But that would not be the case if they were invested in their work. The implication for USB is that investing in employee engagement can help improve worker happiness and job satisfaction. While being happy at work is important, engagement goes beyond just satisfaction and aims to inspire employees to perform at a higher level (Dalkrani, & Dimitriadis, 2018). By prioritizing employee engagement, USB can create a more positive and productive work environment, where employees feel invested in their work and are motivated to do their best.

This can lead to higher levels of job satisfaction, reduced turnover, and increased productivity. Furthermore, by prioritizing employee engagement, USB can help address the issue of unhappy workers, which can have a negative impact on the company's bottom line. By investing in initiatives that foster engagement, such as regular feedback and recognition, professional development opportunities, and meaningful work, USB can create a culture of engagement and inspire employees to be more invested in their work. Furthermore, by prioritizing employee engagement can have a positive impact on both the organisation and its employees, leading to improved job satisfaction, higher productivity, and a more successful and sustainable business.

2.5.1.7 Better home life

Culbertson et al. (2012) found that workers who were invested in their jobs also reported greater satisfaction in their personal lives. People who discussed positive work experiences with their significant others reported feeling more capable of handling challenges at home, improving as companions, and making more remarkable contributions to family life. It is therefore essential to remember that the benefits of having a dedicated staff extend beyond the workplace and into the employees' personal lives. Workers in such circumstances have no reservations about work and their partners as they are still up for some after work family fun and are generally supportive members of the household.

The implication for USB in this study is that investing in employee engagement can not only improve worker happiness and job satisfaction but can also have a positive impact on employees' personal lives. By creating a culture of engagement and investing in initiatives that foster engagement, USB can inspire employees to be more invested in their work, leading to greater personal satisfaction and fulfilment. When employees feel engaged and fulfilled in their work, they are more likely to feel capable of handling challenges at home, be supportive members of their household, and make more remarkable contributions to family life (Shankar, & Bhatnagar, 2010). This can ultimately lead to a more balanced and fulfilled workforce, with employees who are happier both at work and at home. By prioritizing employee engagement, USB can create a positive cycle of satisfaction and fulfilment that benefits both the organisation and its employees.

2.5.1.8 Lower absenteeism

Employees who are fully engaged in their work and invested in the success of their teams deliver results that consistently exceed expectations. Therefore, assuming they will be present at work is reasonable. Employees who are invested in the success of their organisation show up for work each day, ready to do whatever it takes to achieve the company's goals (Merrill, Aldana, Pope, Anderson, Coberley, Grossmeier, & Whitmer, 2013). Staff absenteeism is lower in highly engaged

workplaces than in the opposite. Employees who take time off occasionally may be more invested in their jobs since they are confident, they can take a day off without affecting the project's progress and feel comfortable in their current position. However, when absenteeism becomes a pattern, the employer should worry about employee engagement (Ludwig, & Frazier, 2012).

The implication for USB on employee engagement is that it should prioritize creating a highly engaged workplace culture to improve employee attendance and overall performance. This can be achieved by implementing effective employee engagement strategies such as providing opportunities for professional growth and development, offering competitive compensation packages, promoting a healthy work-life balance, recognizing, and rewarding employee achievements, and fostering open communication and collaboration among team members. By creating a positive and engaging work environment, USB can increase employee motivation, job satisfaction, and commitment, leading to improved attendance, productivity, and overall business success.

2.5.1.9 Higher retention

Retail customers are more likely to be satisfied with the service they receive if workers are invested in their work. Customers benefit significantly from having such employees. The good news for any company is that seven out of every ten customers will increase their spending by 13% with a business that provides a positive customer service experience. (Wickham, 2020). There is a higher turnover rate because employees are disengaged when they are unable to use their strengths, when they do not feel challenged, and when they do not enjoy their work. When workers are invested in their jobs, they are less likely to look elsewhere for employment opportunities.

The implication for USB on employee engagement is that it should focus on creating a work environment that enables retail employees to use their strengths, feel challenged, and enjoy their work. This can be achieved by providing training and development opportunities, ensuring clear job expectations, fostering a

positive work culture, and recognizing and rewarding employee achievements. By creating an engaging work environment, USR can improve employee retention, reduce turnover costs, and increase customer satisfaction. With more engaged employees, USR can also expect to see an increase in sales revenue, as satisfied customers are more likely to return and spend more money with the business. Overall, prioritizing employee engagement can have a significant impact on USR's bottom line and long-term success.

2.5.1.10 Greater employee loyalty

With the influx of millennials into the workforce, attitudes toward employee loyalty are shifting. What was once understood as a long-term commitment to an organisation's aims now appears to be little more than a tit-for-tat exchange (Pološki Vokić, & Hernaus, 2015). Even if a worker is not actively seeking a new position, they may still leave if something better comes along. Employees are more likely to remain in their positions if they feel invested in their work and less likely to quit. The implication for USR on employee engagement is that it should adapt to the changing attitudes toward employee loyalty by prioritizing creating an engaging work environment that invests in its employees. This includes providing opportunities for professional growth and development, offering competitive compensation packages, promoting work-life balance, recognizing and rewarding employee achievements, and fostering a positive work culture. By creating a work environment that invests in its employees, USR can improve employee satisfaction, engagement, and retention, reducing the risk of losing valuable employees to other organisations (Kumar, & Pansari, 2015). Additionally, investing in employee engagement can lead to improved productivity, innovation, and customer satisfaction, which can have a positive impact on USR's overall success. By embracing the changing attitudes toward employee loyalty and prioritizing employee engagement, USR can attract and retain top talent, and position itself as an employer of choice in a highly competitive job market.

2.5.1.11 Support for the clientele better

Customer service is more crucial than ever in this age of increasing automation and do-it-yourself retail. Customers are more likely to be satisfied with the service they receive if workers are invested in their work (Vigoda-Gadot, Eldor, & Schohat, 2013). Customers benefit significantly from having employees who are invested in their work. The implication for USR on employee engagement is that it should recognize the critical role that customer service plays in its success and prioritize creating an engaging work environment that enables its employees to provide exceptional customer service. This includes providing comprehensive training and development programmes, fostering a positive work culture that values and recognizes employee achievements, and promoting a customer-centric mindset across all levels of the organisation (Schneider, Macey, Barbera, & Martin, 2009). By investing in employee engagement, USR can improve the quality of customer service, leading to increased customer satisfaction, loyalty, and positive word-of-mouth referrals. Additionally, an engaged workforce can be a valuable asset in navigating the increasing automation and self-service trends, as they can provide the human touch that customers crave and address their unique needs and concerns. Ultimately, prioritizing employee engagement can have a positive impact on USR's bottom line, by improving customer retention, loyalty, and revenue.

2.5.1.12 Better quality

In talking about an engaged workforce, Tom Peters stated, "people who care and are treated as creatively contributing individuals develop quality products and services, not techniques." Employees who are fully engaged operate at maximum efficiency, making them less likely to err and more likely to excel.

Saks (2019), who identified employee engagement as a multidimensional construct, identified procedural fairness, distributive justice, perceived organisational support, rewards and recognition as the predictors of employee engagement. In their model, Bakker and Demerouti (2008) incorporated personal resources like self-efficacy and optimism and job resources like autonomy and performance feedback as characteristics of work engagement, leading to a

performance. Zhang (2010) culled eight frequently cited favourable predictors of employee engagement from the literature, including extensive communication, trust, and integrity, rich and involving work, efficient and encouraging direct supervisors, opportunities for career advancement, contribution to organisational success, pride in the organisation, and helpful co-workers/team members. Through a structured literature analysis, Wollard and Shuck (2011) identified 42 antecedents of engagement, of which half were human – optimism and self-esteem - and the other half were organisational antecedents - feedback and a supportive organisational culture. Studies have also identified management techniques, the immediate supervisor, career growth chances, recognition, teamwork, a supportive environment, salary rewards, and perks as other engagement boosters (Branham & Hirschfeld, 2010; Aon Hewitt, 2014).

The inference for USR on employee engagement is that it should consider a holistic approach that focuses on multiple factors that contribute to engagement, including procedural fairness, distributive justice, perceived organisational support, rewards and recognition, personal resources, job resources, efficient and encouraging direct supervisors, opportunities for career advancement, contribution to organisational success, pride in the organisation, helpful co-workers/team members, feedback, and a supportive organisational culture (Satata, 2021). USR should prioritize developing management techniques that promote employee engagement, fostering a supportive environment, offering salary rewards and perks, and providing career growth opportunities. By doing so, USR can create an engaged workforce that is committed to delivering quality products and services, making fewer errors, and excelling at their work. This can lead to increased customer satisfaction and loyalty, improved efficiency, and long-term success for the organisation.

2.5.2 Consequences of disengaged employees USR

Disengaged employee is a trend that merits attention from businesses because, like employee engagement, it can have far-reaching consequences for both the worker and the employer. Employees who aren't invested in their work are more

likely to have destructive emotions and health problems and can spread such feelings to their co-workers, as reported by Bakker and Demerouti (2008). Low-engagement workers are more prone to have mental health problems such as anxiety and depression (Robinson et al., 2004), as well as feelings of emotional exhaustion, cynicism, and unhappiness at work and home (Maslach et al., 2001). (Gallup, 2006). The productivity of non-engaged and disengaged workers is substantially lower than that of engaged workers because they have doubts about the company's ability to provide satisfactory customer service and devote little of themselves to focusing on customers' needs (Sun & Bunchapattanasakda, 2019).

Lacklustre workers are more prone to mistakes and theft (Harter et al., 2006). Disinterested workers are less likely to suggest their firm's goods and services and promote the company as a good workplace (Baumruk, 2006). They are not as likely to generate fresh ideas or discuss them with co-workers, and their work displays less originality and creativity as a result (Krueger & Killham, 2007). Staff members who are not engaged in their work are less productive than those who are (Saks, 2019). Worker disengagement can be predicted by observable cues such as increased tardiness, decreased productivity, or an overall negative attitude from the employee (Branham, 2005).

Low morale, errors, a lack of enthusiasm, and a loss of attachment are other indications of employee disengagement, as described by Pech and Slade (2006). Investigations into how disengagement influences employees and businesses verify that it poses severe risks to organisations. Employee disengagement can only be mitigated by identifying and addressing the factors that contribute to it. Workers who are not invested in their work and their company are less likely to go above and beyond to help the team, as documented by the research of Wellins and Concelman (2005). They all act the same way, adopting a "wait and see" stance and needing encouragement to participate. Employees who score low on the engagement scale appear to care little about the success of their company or their place within it. They also commonly engage in illicit relationships with superiors and co-workers.

Branham (2005) argues that disgruntled workers harm morale and revenue because they cause problems by complaining, making mistakes in the workplace, and generally acting out. Through their words and actions, such individuals may harm the company. Unsatisfactory customer interactions may reduce brand loyalty (Sulistyo & Suhartini, 2019). Unhappy and openly hostile, disengaged workers are a common workplace phenomenon. They constantly bring down the team's morale and sabotage their co-workers' efforts, and certainly such workers are a liability to any company (Gallup, 2006). Compared to their co-workers, those who are "detached" from their work are less productive, less committed to their companies, less satisfied with their personal lives, and more prone to stress and anxiety (Gallup, 2001). Employee disengagement can cost an organisation its customers, productivity, mobility, and competitive edge.

2.6 RESPONSIBILITIES FOR EMPLOYEE ENGAGEMENT

Employee engagement is crucial for organisational success, and it is the responsibility of both employers and employees to ensure that engagement is maximized (Macey, & Schneider, 2008). Employers have a vital role in creating an environment that fosters engagement, and employees have a responsibility to actively participate in engagement initiatives. Research has identified several responsibilities for employers and employees in promoting and maintaining employee engagement. Employers must create a positive work environment, provide opportunities for growth and development, recognize and reward employee contributions, and communicate effectively with employees (Robinson, Perryman, & Hayday, 2004). Employees, on the other hand, must actively engage in their work, seek opportunities for growth and development, participate in company initiatives, and provide feedback to their employers (Shuck, & Wollard, 2010). By fulfilling these responsibilities, both employers and employees can contribute to a culture of engagement that leads to higher levels of productivity, job satisfaction, and organisational success. Given that employee engagement has benefits for the organisation and the individual employee (Aon Hewitt, 2014), the natural question to be asked is who takes responsibility for ensuring that employees are engaged?

2.6.1 The role of leadership in employee engagement

Leaders have a crucial role in employee engagement Hewitt (2014). They may use both direct and indirect methods to achieve this goal. For starters, leaders have a 'multiplier effect' on all the finest employer indices and engagement drivers. Gallup (2013) and Hewitt (2014), among others, have released analyses on workforce and engagement that emphasise the need for strong leadership in creating an engaged workforce. Based on their survey of 2,900 employees, Luthans and Peterson (2002) found that "the most lucrative work units of firms have people doing what they do best, alongside people they like, and with a strong sense of psychological ownership." Their findings, which verify early theories of engagement (Schaufeli et al., 2002) and expand on the theory about a manager's role in creating a supportive psychological climate (Brown & Leigh, 1996), suggest that workers need a nurturing workplace, adequate resources, and a sense of belonging to be productive.

This means that USR activities of universities can play a significant role in fostering a sense of psychological ownership among employees. When universities involve their employees in meaningful and challenging work that aligns with their strengths and passions, it can lead to a sense of fulfilment and engagement. Additionally, when employees are given the opportunity to work alongside colleagues they like and respect, it can create a positive and supportive work culture. USR activities such as research projects, community outreach programmes, and innovative teaching initiatives can all provide opportunities for employees to work collaboratively, use their unique skills and talents, and feel a sense of ownership over their work. By prioritizing USR activities that promote engagement, universities can create a work environment that attracts and retains top talent and ultimately benefits the organisation as a whole.

Some studies have found that employees' attitudes toward their jobs and their level of participation in the workplace are directly correlated with the quality of their leadership (Wang & Walumbwa, 2007; Xu & Thomas, 2011). The top leadership

and supervisory leadership are accountable as drivers of engagement, including teamwork and a supportive working environment.

Several studies have interrogated the connection between transformational and transactional leadership styles and employee engagement over the past five years. According to Zhang's (2010) research, the classical and transactional leadership styles have negative correlations with employee engagement, whereas the visionary and organic leadership styles were found to have good correlations with employee engagement. Xu and Thomas (2011) assessed the evidence connecting leadership behaviours (such as team support, successful performance, and ethical behaviour) with enthusiastic workers. Their research verified that leaders' "support team" behaviour was the most significant predictor of employee engagement and that the correlations between the other two leadership qualities and employee engagement were overlapping.

Research by Ghadi et al. (2013) using a sample of 530 full-time workers investigated the role that meaning at work plays in facilitating the connection between transformative leadership and employee engagement. The findings indicated that the characteristics of followers' work engagement are affected by the leadership style of transformational leaders. In their research, Hayati et al. (2014) looked into the connection between transformational leadership and employee engagement in the healthcare setting. These researchers concluded that transformative leadership significantly improved employee engagement in many forms. The research by Popli and Rizvi (2015) on managers in the IT-enabled service industry indicated that transformational leaders tend to support management, increasing employee engagement. Based on interviews with 104 managers from different fields, Popli and Rizvi (2015) found that transformative leadership increases employee engagement. Articles, studies, and real-world examples all confirm that employee engagement is vital for businesses, and it appears that top management makes this happen.

According to Ryba (2021), leaders play a pivotal role in employee engagement by being advocates for the cause; leaders advocating for an active society and

influencing others to do the same. Employee engagement is a priority, so top management must support the effort. Therefore, leaders set the tone, cast a vision, communicate changes made, and update the organisation on the progress to bring about employee engagement.

The value of understanding the role of leadership in employee engagement for USR activities cannot be overstated. This is because as universities engage in research, teaching, and service, they rely on their employees to provide the necessary skills, knowledge, and energy to drive success. Therefore, it is crucial that university leaders understand how to create a work environment that fosters employee engagement. By setting the tone, casting a vision, communicating changes, and updating the organisation on progress, leaders can create a workplace culture that is conducive to employee engagement. Which can lead to improved productivity, job satisfaction, and organisational outcomes for universities engaged in USR activities. Therefore, it is essential for university leaders to be advocates for employee engagement, providing the necessary support and resources to ensure their employees are fully engaged in their work.

2.6.2 The role of managers in employee engagement

Managers have a vital role in maintaining employee enthusiasm. Managers have the most impact in their first positions of authority. The CIPD discovered that over half of workers would go to their direct supervisor for help with a work-related problem. The exception was when workers regarded their direct supervisor as competent but lacking interpersonal skills. It's here that the company's goals and mission might get watered down or misunderstood.

Managers at all levels should focus more on their subordinates, enhancing their self-awareness, listening skills, and ability to effectively convey the organisation's goals. They need to set an example while offering clear direction to others on how they can contribute to the organisation's success. This is channelled through by rewarding and praising hard work. Effective managers always have more than one tool in their belt for handling any situation. When dealing with saboteurs or thieves,

for instance, the management needs to point at particular instances of destructive behaviour. They need systems to handle subpar performance and allow the law its due course. How a manager responds to underperforming employees can ripple affect morale and productivity throughout the organisation (Wyles and Hemming, 2019). Managers are under increased pressure to "be leaders," which requires them to boost company output while catering to employees' unique requirements. To their employees, they are "the employer," which fosters a reliable bond between the company and its staff (CIPD Leadership Report, 2013).

It is however crucial to note that USR emphasises the importance of creating a positive work environment that encourages employee growth, development, and well-being. Ideally, USR aims to create a culture of responsibility and sustainability, which can positively impact employee engagement and job satisfaction (Błażejowski et al., 2021).

Managers can play a crucial role in promoting USR by aligning the organisation's values and goals with their employees' personal values and goals. They can also foster a culture of inclusivity, fairness, and transparency, which can lead to increased employee engagement and commitment to the organisation's goals. Moreover, USR emphasises the importance of social responsibility and community engagement, which can positively impact employee engagement and well-being by providing opportunities for employees to make a positive impact in their community (Błażejowski et al., 2021).

Overall, the concept of USR emphasises the importance of creating a positive work environment that encourages employee growth, development, and well-being, which aligns with Ryba's (2021) recommendations for managers to build good relationships with employees, serve as a sounding board for feedback and suggestions, recognize and celebrate performance, provide continuous feedback, and help employees develop and grow. By implementing USR principles, managers can create a work environment that fosters employee engagement, well-being, and organisational success.

2.7 DEVELOPING AND SUSTAINING EMPLOYEE ENGAGEMENT

When workers are enthusiastic about and committed to the success of their company, they are said to be engaged. Research confirms that employee engagement leads to higher organisational productivity (Abraham, 2012). Blessing White (2011) indicated in his report on the engagement levels among workers in India in 2010 that 37 per cent of the employees in India are engaged. Their engagement varies across each organisation. Factors such as organisation size, workplace structure and functions, gender, and organisational culture affect the engagement level of the worker. Abraham (2012) established that older and married employees were more engaged than younger ones. Also, comparing workers according to the industry in which they work, the study proved that workers in healthcare and chemicals had high levels of engagement while employees in banking and financial services recorded low levels of engagement. Thus, developing and sustaining employee engagement in any institution will rely on how the organisation programmes each factor. More so, the study also identified career development opportunities, training, specialisation in one's favourite skill, and challenging tasks as the key contributors to the development and sustainability of employee engagement in an organisation.

A study by Abraham (2012) on the development of employee engagement and its sustainability proved that some organisations provide satisfactory levels of employee commitment and engagement. The study participants indicated that benefits and recognition schemes provided by the firm gave them moderate satisfaction. The implemented objectives and policies were guided by the management clearly without any prejudice, and also management respected the initiatives taken by respondents to ensure good customer service and quality product is given; these gave respondents high satisfaction. It was, therefore, suggested that management should include the following to enhance commitment leading to employee engagement: create a communication forum to provide regular feedback to all persons, enhance regular employee opinion and satisfaction surveys, elicit employee feedback, make available long service and good performance rewards, demonstrate commitment to employees' wellbeing and

the creation of small recreational activities such team bonding and time with families.

Works by Gourlay et al. (2012) explored the motive behind the engagement of employees in an organisation. The findings indicated that employee engagement is motivated by two different but similar employee behaviours. They termed these behaviours as emotional engagement and transactional engagement. Emotional engagement identified employee engagement as a result of enjoying work and work values. Increased happiness and less stress at home were two positive results of this factor. Transactional engagement identified employee engagement as a result of the reward or the fear of losing a job and not the work itself. It was associated with increased family conflict. Their findings suggest that employees who were emotionally invested in the task could switch to a transactional stance if the stakes were raised significantly. This opposes the suggestion of providing a challenging task to increase employee engagement that White (2011) proposed.

2.8 CHAPTER SUMMARY

The chapter reviewed relevant related literature on employee engagement in the university context. The sections highlight the nature of employee engagement in higher education institutions and placing emphasis on types and levels of employee engagement in the university context. The section discussed the key factors that contribute to employee engagement in universities, which include supportive leadership, clear communication, opportunities for growth and development, recognition and rewards, and a positive work environment. The chapter also reviewed the theoretical foundations underpinning employee engagement in the university context. Again, models of employee engagement were reviewed in the study to ascertain its implications for the study. The chapter also suggested employee engagement best practices for improving employee engagement in universities, such as Inspire committed and aligned leaders, prioritise regular communication with employees, create a robust feedback culture, continuous listening strategy, and performance management programmes. The chapter concluded by looking at developing and sustaining employee engagement

at the university level that is essential for the success of universities and that implementing strategies to improve employee engagement can lead to numerous benefits for the university, including improved student outcomes, increased research productivity, and enhanced institutional reputation

CHAPTER THREE

CORPORATE SOCIAL RESPONSIBILITY: A UNIVERSITY PERSPECTIVE

3.1 INTRODUCTION

Corporate social responsibility (CSR) has become an increasingly important concept for businesses in recent years. CSR refers to the responsibility of corporations to consider the impact of their actions on the environment, society, and stakeholders, beyond their economic performance. In a university context, CSR is particularly relevant as universities are key actors in the promotion of social and environmental sustainability. This chapter provides a comprehensive overview of CSR in a university perspective, highlighting the latest research and current trends in the field. Firstly, it is important to note that universities have a unique role in promoting CSR, as they are institutions of higher learning and are expected to be leaders in ethical and sustainable practices. Universities are not only responsible for providing quality education to students, but also for fostering a culture of social and environmental responsibility. As such, universities are well-positioned to lead by example and encourage CSR practices in other organisations.

Recent research has emphasised the importance of incorporating CSR into the core values and mission of universities. For example, a study by Márquez-Ramos et al. (2020) found that CSR has a positive impact on university reputation and student satisfaction, which can in turn attract more students and funding. Additionally, research by Katsikeas et al. (2021) has shown that CSR can improve the relationship between universities and their stakeholders, including students, faculty, staff, and local communities. Another important aspect of CSR in a university context is sustainability. Universities have a significant impact on the environment through their operations, such as energy use, waste production, and transportation. Therefore, it is crucial for universities to adopt sustainable practices and reduce their environmental footprint. A study by Jørgensen and Pedersen

(2020) found that universities have the potential to make a significant contribution to sustainability through their research, education, and community engagement activities.

In addition to promoting CSR internally, universities also have the potential to influence the CSR practices of external organisations. For example, universities can collaborate with businesses and NGOs to promote sustainable practices and social responsibility. A study by Yousaf et al. (2021) found that university-industry partnerships can promote sustainable innovation and enhance the CSR practices of both parties. CSR is an important concept for universities to consider in order to promote sustainability, enhance their reputation, and foster a culture of social and environmental responsibility. This study has provided trends in CSR in a university context, highlighting the importance of incorporating CSR into the core values and mission of universities, adopting sustainable practices, and collaborating with external organisations to promote social responsibility.

3.2 CORPORATE SOCIAL RESPONSIBILITY (CSR)

Corporate social responsibility (CSR) is an increasingly important concept in today's business world, referring to a company's commitment to acting ethically and contributing positively to society. There are several key areas where institutions like universities can focus their CSR efforts, and in this section, we will explore some of the most common ones by considering the definition, types of corporate social responsibility, corporate social responsibility motives, theoretical foundations of social responsibility, university social responsibility and Engaging employees in CSR programmes.

3.2.1 Defining CSR

To begin, a definition of corporate social responsibility is required (CSR). Davis (1973) first used CSR to describe actions taken by businesses that benefit society rather than just the bottom line and R&D labs in 1960. Around the same time, Calkins et al. (1962) defined CSR as the problems and the need to fix them that

arise when the corporate industry casts its shadow on the social landscape. Carroll (2009) argues that corporate social responsibility encompasses society's economic, legal, ethical, and expectations of businesses at any particular time. CSR relates to incorporating societal and environmental concerns into corporate strategy, operations, and communication. According to the EU (2011) CSR is the responsibility of businesses for their social repercussions. CSR is about how organisations manage business operations to generate an overall beneficial influence on society. On the other hand, the World Business Council for Sustainable Development (WBCSD) (2007) defines corporate social responsibility as an organisation's continual pledge to do the right thing by its employees, customers, and the community at large. CSR also helps drive economic growth and boosts the standard of living for the community in which the corporation or institution operates.

The Dutch Social Economic Council (2000) definition states that corporate social responsibility (CSR) is the intentional management of a company's resources to maximize return on investment (ROI) across many stakeholder groups and value creation across multiple sectors. As defined by Hopkins (2006), CSR is the practice of giving due consideration to the interests of a company's or institution's constituents. This refers to compliance with international norms in the treatment of material stakeholders. Economic, financial, and environmental responsibilities are all included in the social responsibility definition. There are internal and external stakeholders in any organisation. The ultimate objective of corporate or institutional social responsibility is to improve people's quality of life by raising the bar for sustainable practices without compromising the business or moral standing of the organisation. Making a profit is not the goal itself; how profits are made matters.

3.2.2 Evolution of CSR

The idea that businesses must also uphold social responsibility has long been accepted. The company's concern for the public has a history that dates back centuries (Carroll, 2009). It was not until the 1930s and 1940s that researchers investigated businesses' unique social responsibilities and CEOs' roles (Carroll,

1999). CSR has developed alongside shifting societal expectations of business behaviour over the past few decades. According to Chaffee (2017), institutions like asylums, homes for the impoverished and aged, hospitals, and orphanages can be considered the earliest examples of the social component in business activity, and this responsibility can be traced back to ancient Roman Laws.

English law maintained its view of corporations during the Middle Ages as legitimate social institutions with a role to play in philanthropic and charitable endeavours. Later, in the sixteenth and seventeenth centuries, it expanded thanks to the English Crown's encouragement of businesses to foster social progress (Chaffee, 2017). The English Crown transmitted its corporate law to its American colonies, where corporations played a social function to some extent as the English Empire grew and new areas were conquered in subsequent centuries (Chaffee, 2017). Christian theological philosophy and approaches to the lasting social context were perceived as a response to society's moral failing, which was visible in the general poverty of the population during the eighteenth and nineteenth centuries (Harrison & Berman, 2016). This spiritual perspective paved way for social reforms and Victorian philanthropy, which addressed various social problems, including poverty, lack of education, and the exploitation of children and women (Carroll, 2009). In the late 1800s and early 1900s, when welfare programmes were developed, a paternalistic approach to protecting and retaining employees was taken. Some businesses even considered ways to enhance workers' quality of life (Carroll, 2009).

The Committee for Economic Development (1971) in the United States stated in the 1970s that "business functions by the public concern also, it is a fundamental goal to satisfy society's demands in a way that's both beneficial and widely accepted. But Jones (1983) claimed in the 1980s that CSR is an operational strategy for shaping company culture and practices. Carroll (2009) outlines the four primary responsibilities of a corporation with a pyramid in 1991, emphasising that corporations must be good citizens. According to Lantos (2001), CSR should respond to the implicit social compact between business and society and can develop into a strategic focus when linked to the company's profit-making

objectives. According to Werther and Chandler (2005), a shift in social responsibility has transformed CSR from a superficial promise into a severe business imperative that gives companies a competitive edge in the long run. According to Carroll, CSR activity up, down, and across the global supply chain is expected to increase because of rising stakeholder engagement, the prevalence and power of ethically sensitive consumers, the level of sophistication of non-governmental organisations (NGOs), and the role of employees as a CSR driving force (2015). Regarding the concept itself, Carroll (2015) claims CSR will stay on its current transactional route while undergoing slight but significant revolutionary growth. It is possible and perhaps likely that this scenario will come to pass, but it is also worth noting that, at least in the literature, there exist competing frameworks and new concepts that could limit the worldwide expansion and implementation of CSR and even move the public focus into new sectors.

Again, the history of CSR reveals that businesses have long had a social responsibility beyond profit-making. However, the concept of CSR has evolved alongside societal expectations, and its implementation has become more strategic in recent years. The role of universities in promoting CSR cannot be overlooked, as they can contribute to the development of CSR frameworks, provide education on responsible business practices, and encourage research on the topic. Scholarly debates on CSR's implications for the university component highlight the need for universities to incorporate CSR into their own practices and operations, such as ethical investment strategies and sustainable campus management. Additionally, universities can promote CSR through their research, which can inform policy-making and industry practices.

However, there are also concerns about the commodification of CSR in higher education, where universities may prioritize corporate funding over their social responsibility to society. This highlights the need for universities to maintain their autonomy and remain critical of their partnerships with corporations. The evolution of CSR highlights the importance of businesses having a social responsibility beyond profit-making. Universities can contribute to the development and implementation of CSR frameworks through research, education, and their own

practices. However, it is crucial for universities to maintain their autonomy and remain critical of their partnerships with corporations to avoid the commodification of CSR in higher education.

3.3 TYPES OF CORPORATE SOCIAL RESPONSIBILITY

For CSR to gain the support of ethical businesspeople, it must be designed to cover the full spectrum of responsibilities faced by corporations. Economic, environmental, ethical, and charitable duties are part of the suggested comprehensive CSR (Carroll, 1991). A pyramid shape illustrates these four CSR subcategories or elements.

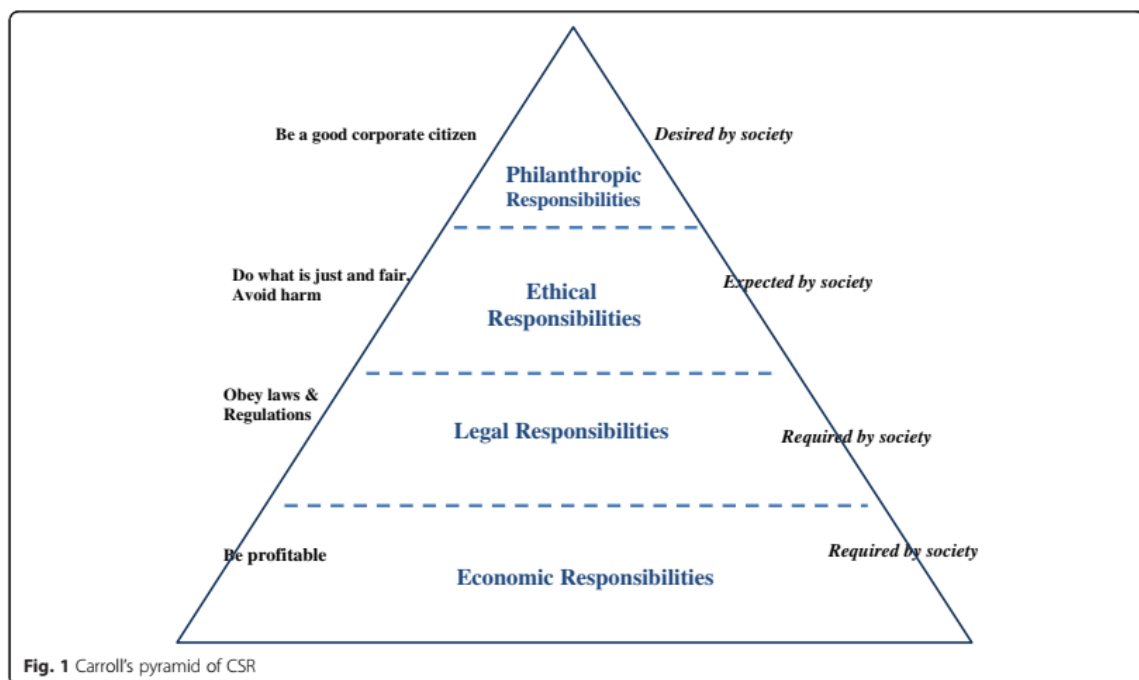


Figure 3.1: Carroll's pyramid model

Carroll (2009) pyramid of corporate social responsibility is a framework that describes the four levels of responsibilities that organisations have towards society. From Figure 3.1, the four levels are economic, legal, ethical, and philanthropic. At the base of the pyramid is the economic responsibility, which means that companies must be profitable and provide a return on investment to their stakeholders. The next level is the legal responsibility, which requires

organisations to comply with laws and regulations. The third level is the ethical responsibility, which involves doing what is right and just beyond what is legally required. The top level is the philanthropic responsibility, which refers to voluntary actions that a company can take to improve society. The pyramid highlights the progressive nature of corporate social responsibility, where organisations must fulfill their economic and legal obligations before moving up the pyramid to address ethical and philanthropic concerns.

3.3.1 Environmental and legal responsibility

Corporations should prioritise doing as little harm as possible regarding the environment. This is among the most often practiced models of CSR. Some companies have what they call "environmental stewardship" programmes. A company can be environmentally responsible in many ways, such as by reducing pollution, greenhouse gas emissions, single-use plastics, water consumption, and general waste; increasing reliance on renewable energy, sustainable resources, and recycled materials; and offsetting negative environmental impact. Any company operating legally must follow all applicable federal, state, and local statutes and standards. As part of the "social compact" between business and society, companies are responsible for pursuing their economic objectives within the law (Carroll, 1991). Legal obligations reflect a view of "codified ethics" to the extent that they incorporate fundamental conceptions of fair operations as determined by legislators. The free business system's guiding principles illustrate how they have changed through time, although they should be viewed in tandem with economic responsibilities (Carroll, 1991). Consistent performance with environmental, government and legal expectations is essential, as is being a law-abiding corporate citizen and offering products and services that do no less than the bare minimum to satisfy legal obligations and safeguard the environment.

3.3.2 Philanthropic responsibility

Philanthropy is used to describe corporations' actions to live up to the idea of an excellent corporate citizen held by the public. Participating in initiatives to improve

people's lives is an example of this act. Philanthropy can take many forms, including donations of money or executive time from businesses to causes such as the arts, schools, and communities. A loaned-executive programme that provides leadership for a community's United Way campaign is an excellent illustration of giving. Corporations with a strong sense of philanthropic duty work to make positive changes in the world. Besides being as ethical and environmentally responsible as they can be, organisations motivated by philanthropic duty frequently donate a percentage of their profits. Many businesses give to organisations and charities that share their values, but some also support causes that have nothing to do with their industry. Some people even establish philanthropic foundations. The difference between ethical and philanthropic obligations is that any moral or ethical code does not demand the former. Communities expect businesses to donate resources like money, space, and staff time to charitable causes, but they do not view companies that do not do so as unethical. This means that although there is constantly public pressure on businesses to give back to their communities, such acts of generosity are often made on a case-by-case basis.

Some businesses falsely assume they are socially responsible if they are merely pleasant neighbours, so it is crucial to draw a line between philanthropic and ethical commitments. Philanthropic contributions are only one aspect of CSR. It might be claimed that the importance of charity is lower than that of environmental duty, economic responsibility, or cultural responsibility. Businesses need to comply with societal norms around philanthropy and charity by providing funding for arts, donating to schools (both public and private), and encouraging their managers and staff to get involved in community service and volunteer for projects that improve a community's "quality of life." Though the different types of CSR have been regarded as distinct topics for discussion, they are not mutually exclusive and are not meant to contrast a company's economic and other duties. Considering the individual components, on the other hand, allows the manager to see how the various commitments are in continual yet dynamic tension. Of course, the most pressing conflicts would be between economics and law, economics and ethics, and economics and philanthropy. The traditionalist would see this as a clash

between a company's "care for profits" and its "concern for society," but this is an oversimplification, as indicated here. From a corporate social responsibility (CSR) or stakeholder vantage point, these conflicts would be acknowledged as realities of the organisation, but attention would shift to the entire pyramid as a unified whole and how it deals with these challenges.

3.3.3 Ethical responsibility

Ethical responsibility is an increasingly relevant topic in modern society. It refers to the obligation to act in an ethical and responsible manner, considering the potential impact of our actions on various stakeholders, including society, the environment, and future generations (Trevino, & Nelson, 2021). Ethical responsibility is essential for individuals, organisations, and industries to promote fairness, justice, and sustainability. This review will discuss the current state of research on ethical responsibility, including its definition, importance, challenges, and future directions (Carroll, & Buchholtz, 2021). Ethical responsibility is a complex and multifaceted concept that involves various dimensions, including moral, social, environmental, and economic responsibilities. It requires individuals and organisations to consider the ethical implications of their actions and decisions, as well as the potential consequences for various stakeholders (Phillips, 2021). Ethical responsibility is crucial for promoting trust, integrity, and accountability, which are essential for building strong relationships and maintaining a positive reputation. Moreover, ethical responsibility can have significant financial benefits for organisations, as studies have shown that companies with strong ethical cultures tend to outperform their peers in terms of financial performance (Ethisphere, 2021).

Despite the growing awareness of ethical responsibility, there are still many challenges that need to be addressed. One of the main challenges is the lack of clear ethical standards and guidelines, which can lead to confusion and inconsistency in ethical decision-making. Moreover, ethical responsibility is often seen as a discretionary or optional activity, rather than a mandatory one, which can make it difficult to enforce. Another challenge is the increasing complexity and interconnectedness of modern society, which makes it challenging to anticipate

and mitigate the potential ethical risks and impacts of our actions. To address these challenges, researchers and practitioners have proposed various strategies and frameworks for promoting ethical responsibility. These include developing clear ethical standards and guidelines, strengthening ethical leadership and culture, promoting ethical awareness and education, and adopting new technologies and tools to facilitate ethical decision-making and accountability.

Moreover, ethical responsibility has become a critical concept that requires individuals, organisations, and industries to act in an ethical and responsible manner, considering the potential impact of their actions on various stakeholders (Crane, Matten, & Glozer, 2021). Ethical responsibility is essential for promoting trust, integrity, and accountability, as well as for achieving social, environmental, and economic sustainability (Weaver, Treviño, & Cochran, 2021; Melé, 2021). However, there are still many challenges that need to be addressed, including the lack of clear ethical standards and guidelines and the increasing complexity of modern society (Kirchhoff, & Schneider, 2021; Logsdon, & Wood, 2021). Future research and practice should focus on developing new strategies and frameworks for promoting ethical responsibility and ensuring its integration into everyday decision-making and operations (Velasquez, Andre, Shanks, & Meyer, 2021).

3.3.4 Economic responsibility

Economic responsibility refers to the ethical and moral principles that guide individuals and organisations in their economic decisions and actions (Babbitt, & Friedlander, 2021). It involves a commitment to creating sustainable economic growth that benefits not only the individual or organisation, but also society as a whole. In recent years, there has been growing recognition of the need for economic responsibility, particularly in light of the global challenges posed by climate change, income inequality, and the COVID-19 pandemic (Spence, & Rinaldi, 2021). One example of economic responsibility in action is the rise of impact investing, which aims to generate positive social and environmental outcomes alongside financial returns (Zhang, Kong, & Lu, 2021). According to a recent report by the Global Impact Investing Network, the impact investing market

has grown to over \$700 billion, with a majority of investors reporting that their investments have met or exceeded their financial and impact expectations (GIIN, 2020).

Another example is the growing emphasis on corporate social responsibility (CSR) among businesses. Companies are increasingly recognizing the importance of not only generating profits, but also contributing to the well-being of their employees, customers, and communities. In a recent survey of 20,000 consumers in 28 countries, 71% of respondents said they would pay more for products and services from companies that are socially and environmentally responsible (Nielsen, 2018). However, economic responsibility goes beyond impact investing and CSR. It also involves responsible financial management, sustainable production and consumption, and ethical business practices. For example, in response to concerns about the environmental impact of fast fashion, many clothing brands are adopting sustainable and ethical practices, such as using recycled materials and reducing water consumption in production processes (World Economic Forum, 2021). Economic responsibility is a crucial aspect of our global economy, and it is increasingly being recognized as such by investors, businesses, and consumers. By prioritizing sustainability, social responsibility, and ethical practices, we can create a more equitable and resilient economic system that benefits everyone (Spence, & Rinaldi, 2021).

3.4 CORPORATE SOCIAL RESPONSIBILITY MOTIVES

One of the key motivations for companies to engage in CSR is reputation management. Companies that are seen as socially responsible are likely to enjoy a more positive reputation, which can lead to increased customer loyalty, better employee retention, and improved financial performance. A recent study by Deloitte (2020) found that 76% of millennials consider a company's social and environmental commitments when deciding where to work, and 64% would not take a job if the company did not have strong CSR values. Another study by KPMG (2021) highlights the importance of CSR reporting for companies and stakeholders. The study found that 93% of the world's largest 250 companies now report on their

CSR activities, indicating a growing recognition of the importance of CSR in modern business. Cone Commissions (2020) found that purpose-driven companies outperform the market and attract more loyal customers. It also found that 79% of consumers prefer to buy products from companies that share their values, indicating that CSR can be a powerful motivator for companies to build strong relationships with customers. Harvard Business Review (2019) highlights the benefits of purpose-driven companies, including improved employee engagement, customer loyalty, and financial performance. It also emphasises the importance of aligning CSR initiatives with a company's core values and mission to maximize their impact. These studies demonstrate that CSR is an important motivator for companies to build trust with stakeholders, mitigate risks, and drive long-term value. Companies that prioritize CSR can enjoy a range of benefits, including improved reputation, customer loyalty, and financial performance.

3.4.1 Extrinsic motivation

Graafland et al. (2004) acknowledge that managers' motivations for CSR often come from outside the organisation. Positive corporate financial performance has been linked to CSR, according to a large body of empirical evidence cited by Janamrunga and Issarawornrawanich (2015). Given the high regard in which CSR is held, it follows that there must be some connection between CSR and the bottom line. Management's motivation to engage in CSR is traceable to the perceived act because it is instrumental in achieving another purpose, but there are many conceivable interpretations for such a relation (like earning money). According to one school of thought, CSR helps boost a company's brand, which may be used as an asset in the marketplace (Miles & Covin, 2000). Turban and Greening (1997) argue that a good corporate reputation may attract good potential employees, lead to higher employee commitment, and reduce turnover rates and absenteeism in addition to promoting the firm's products. Sen and Bhattacharya (2001) and Gardberg and Fombrun (2006) also investigated how corporate social responsibility influenced customer preferences. They note that PR improves as a result of social activities, as these can be just as crucial to a company's success as advertising and R&D. Proactive environmental strategies allow businesses to

take advantage of the adaptation process to introduce innovations that improve their overall operations (Cañón-de-Francia & Garcés-Ayerbe, 2009).

3.4.2 Intrinsic motivation

Having the initiative to do something because it is desirable in and of itself is an example of intrinsic motivation. Managers may contribute to CSR for non-economic reasons in addition to financial-strategic ones. CSR is often driven by managers' values and beliefs, which is especially true of small and medium-sized enterprises (SMEs). Middle managers can play an essential role as socially responsible change agents and can exhibit their values through the exercise of managerial discretion, although empirical evidence supports the view that CEOs tend to establish ethical norms for corporations (Hemingway & MacLagan, 2004). Motives other than financial gain typically indicate an intrinsic value placed on corporate social responsibility unrelated to potential (monetary) returns. It is essential to look at why companies care about CSR in the first place. When management views corporate social responsibility (CSR) as an end in itself rather than a means to an economic end, the company's intrinsic motivations change. CSR is either a moral obligation or an act of selflessness. The motivation that comes from within, or intrinsic motivation, occurs when an individual acts on their own volition because they deem the behaviour to be desirable in and of itself.

3.4.3 Economic and financial motivation

An economic (financial) motive for CSR would suggest that a business would issue a CSR policy because it believes CSR will improve the business's bottom line. Ikram et al. (2020) recently observed that CEOs might be participating in CSR initiatives to enhance their salary. This data shows how management might interpret CSR activity but does not reveal how much CSR spending affects a company's bottom line. Agency theory is one possible explanation, but managers' inability to gather the data they need to make ex-post value-maximizing decisions is also a factor. Janamrungsakul and Issarawornrawanich (2015) also investigated whether CSR spending affects a company's sales figures. Their research shows

that the more money is put into CSR, the more money is returned (ROA). Financial success is often realised after two years of investing. This lends credence to the idea that CSR participation leads to increased competitive advantages and decreased litigation costs. However, the short time frame of the study (two years) may be to blame for the lack of correlation between CSR and market-based performance. Increasing the firm's market worth takes more time than that. It is important to distinguish between extrinsic and economic motivations. The economic incentive is the firm's actual financial performance as disclosed in its financial statements, whereas the extrinsic motive is the managerial perception and opinion that CSR is an effective tool to achieve wealth maximisation.

Strong evidence links CSR with financial success and increased shareholder value (Orlitzky et al., 2003; Tudway & Pascal, 2006). In various ways, CSR can increase a company's bottom line. CSR can benefit organisations in several ways to increase sales and market share. For instance, it can boost the company's reputation in the consumer market (Brown & Dacin, 1997; Fombrun & Shanley, 1990; Miles & Covin, 2000). Investment in social projects might be just as crucial as spending on promotion or research and development (Gardberg & Fombrun, 2006).

Additionally, prospective, and present employees may appreciate the benefits of a positive reputation. Employees who feel safe in their workplace are more likely to be invested in the company's success, boosting profitability and productivity (Turban & Greening, 1997). Companies that prioritize pollution avoidance may see decreases in energy, waste, packaging, and transportation expenses and reduction in accident risks. Businesses may evade government oversight if they voluntarily participate in CSR initiatives. For instance, organisations with a strong CSR reputation encounter less pushback when entering new markets than those with a weak one (Lougee & Wallace, 2008). Although a large body of research has found a positive correlation between corporate social responsibility and financial results, this win-win connection is not without its detractors. Some researchers have found either no correlation or a negative one (McWilliams & Siegel, 2001).

CSR's monetary incentive is an external factor. CSR can help increase bottom-line results and is a significant motivator for many organisations.

3.4.4 Ethical motivation

Ethical motivation is a key factor in driving individuals and organisations to act in a socially responsible manner. According to Treviño et al. (2014), ethical motivation can be defined as the internal drive that leads individuals to behave in ways that are consistent with their moral principles and values. This internal drive is essential for promoting ethical behaviour, as it enables individuals to act in accordance with their own moral compass, rather than solely focusing on external rewards or punishments. Recent research has shown that ethical motivation is strongly associated with positive outcomes, both at the individual and organisational levels. For example, a study by Lin and Huang (2020) found that ethical motivation was positively related to job satisfaction, organisational commitment, and organisational citizenship behaviour, indicating that individuals who are ethically motivated are more likely to be satisfied with their work, committed to their organisation, and engaged in behaviours that benefit the organisation.

Furthermore, ethical motivation has been shown to be a key driver of corporate social responsibility (CSR) initiatives. A study by Chen et al. (2018) found that ethical motivation was positively related to CSR activities, such as environmental protection, social welfare, and ethical management. The study also found that the relationship between ethical motivation and CSR was mediated by organisational trust, suggesting that ethical motivation can help to build trust between organisations and their stakeholders, which in turn can lead to increased engagement in CSR activities. In addition, recent research has explored the role of specific ethical values in driving ethical motivation. For example, a study by Huhtala et al. (2020) found that the ethical values of honesty and responsibility were positively related to ethical motivation, while the value of achievement was negatively related to ethical motivation. This suggests that different ethical values may have different effects on individuals' motivation to behave ethically. As such, the importance of ethical motivation in driving ethical behaviour and CSR initiatives

has been well-established in recent research. By fostering ethical motivation, individuals and organisations can help to promote a more just and sustainable society, while also reaping the benefits of positive outcomes at the individual and organisational levels.

3.4.5 Altruistic motivation

The other intrinsic motive is altruism. Executives may contribute to CSR because they enjoy helping others or want to contribute to the common good. The literature distinguishes pure and impure altruism (Ribar & Wilhelm, 2002). In the case of pure altruism, an executive values CSR solely because of its positive societal consequences (Rabin, 1998). In the case of impure altruism, executives also derive private enjoyment from performing CSR. In the case of altruism, the executive has internalised others regarding values as their own and turned them into preferences. In economic models, intrinsic motives are often modelled by adding the utility function expressing intrinsic benefits from behaving in an altruistic manner or by living up to one's moral duty (Rabin, 1998). Hemingway and MacLagan (2004) signify the role that socially responsible managers can play in their societies as "change agents" because they can reflect their values regarding CSR in their managerial discretion and corporate strategies. Graafland et al. (2004) suggest that the altruistic motive indicates that managers may engage in CSR only because of its plausible societal consequences and not because it is a mere obligation (Graafland et al., 2004).

Further, this motive follows the argument of Schopenhauer (1840) that there are incentives for ethical actions, such as compassion, which is defined as "the desire for another's well-being." In this study, we examine whether intrinsic motives lead to a greater engagement in CSR. Altruistic motivation to CSR is a company issuing a CSR policy because it puts a positive value on the well-being of others or society.

3.5 THEORETICAL FOUNDATIONS OF SOCIAL RESPONSIBILITY

The review here focuses on legitimacy and stakeholder theories because these theories are considered foundational to universities fulfilling their social responsibilities to various stakeholders while also benefiting materially.

3.5.1 Legitimacy theory

To maintain the trust and confidence of their constituents, businesses must constantly demonstrate that they follow accepted social standards, as outlined by legitimacy theory (Deegan, 2013). Based on the assumptions of legitimacy theory, there must be a "social contract" between a company and the communities in which it operates (Deegan, 2013). Whether or not a business adheres to the aforementioned societal standards and expectations is at the heart of this "social contract." There may be both stated and implied terms to this agreement. A contract's "explicit terms" would be its formal stipulations, but its "implicit terms" would be the consensus (Deegan et al., 2000). These conditions must not be broken if the organisation is to retain the legitimacy that is the basis for its continuous existence in the eyes of the public.

According to the legitimacy theory, we should look at society as a whole rather than evaluate its constituent parts (Belal & Momin, 2009). Therefore, the organisation's place in the larger society is a central focus of the theory. Organisations cannot survive if they are cut off from the rest of society. Corporations rely on society for various resources, including labour and raw materials, and they also contribute to society in other ways, like selling and servicing their wares (Mathews, 1993). In the end, society (the natural environment) takes in the organisation's trash with little to no expense to the business. Many academics argue that organisations have no inherent claim to these advantages and that for them to survive, society must see substantial social benefits to justify their continued existence (Belal & Momin, 2009). To be legitimate, a business must meet the needs of all stakeholders, not only its owners and investors, as is the case with agency theory. To paraphrase the legitimacy

thesis, when these conditions are met, society will let the organisation carry on with its activities and assure its survival (Fernando & Lawrence, 2014).

Simply put, "organisations can only continue to exist if the society in which they are based views the organisation to be working to a value system that is comparable with the society's value system" (Hassan et al., 2012). Thus, legitimacy theory argues that a company's credibility is crucial to its success. But it is not always simple to run a business this way because societal standards and expectations shift over time, making it tough to ensure employees are consistently in sync with the company's goals. Thus, a "legitimacy gap" may develop. Legitimation risks can hurt an organisation's reputation, whether due to a financial scandal, a severe accident, or anything else. Without a solid legitimization plan, a company may be vulnerable to gaps or dangers like these.

For example, in a recent study on corporate social responsibility in the hotel industry, Kim et al. (2021) referenced Lindblom (1994) four strategies as possible ways for hotels to address social and environmental concerns. These include informing those who matter about the organisation's actual performance, altering stakeholders' perceptions of the problem without altering the organisation's behaviour, diverting attention away from the source of the problem and onto something more positive, and attempting to alter external expectations of the organisation's performance. Adopting CSR activities and CSR reporting are examples of Lindblom (1994) legitimization tactics. Companies, for instance, are more likely to highlight their admirable CSR initiatives than any missteps they may have made (Gray et al., 1995). This tactic suggests businesses aim to convey their legitimization efforts through CSR disclosure (Deegan & Soltys, 2007). Tilling (2004) states that legitimacy theory has two schools of thought: the broad view and the restricted view. This broad perspective is often referred to as the "macro theory" of legitimacy theory, and it examines how large organisational forms, such as capitalism, have been accepted by the general public (Tilling, 2004). Marxism significantly influenced this broader worldview (Gray et al., 1995).

On the other hand, the restricted viewpoint's micro-level focus only concerns the legality of specific organisations (Gray et al., 1995). On this level, most accounting research draws its understanding of legitimacy, as Tilling (2004) argues. For that matter, the discussion of accounting research and the concept of organisational legitimacy in this segment of the literature review is relevant to the study of university CSR because it highlights the importance of legitimacy as a key factor that influences the success of CSR initiatives. Accounting research has been instrumental in shaping our understanding of organisational legitimacy, which refers to the degree to which an organisation is perceived as conforming to societal norms and values. In the case of universities, organisational legitimacy is closely linked to their ability to fulfil their social responsibilities, including providing quality education, conducting research that benefits society, and contributing to the development of their communities. This is relevant to university CSR because universities have a social responsibility to their stakeholders and the wider community, and maintaining their legitimacy is critical to their success in fulfilling this responsibility. Suchman (1995) views organisational legitimacy as an operational resource, on par with other resources in an organisation, such as financial capital or human resources. This highlights the importance of organisational legitimacy as a key factor that influences the success of CSR initiatives.

However, the literature suggests that universities can enhance their legitimacy and improve their CSR performance through various actions, such as promoting environmental sustainability, engaging with local stakeholders, and participating in community improvement projects (Gupta & Gupta, 2021). On the other hand, actions that damage the university's legitimacy, such as financial scandals or environmental violations, can have negative consequences for the university's reputation and its ability to attract students, faculty, and funding (Mubaraki & Al-Tamimi, 2019). The examination of organisational legitimacy and accounting research in this segment of the literature review highlights the importance of legitimacy as a key factor that influences the success of university CSR initiatives.

As such, by maintaining their legitimacy through actions that align with their mission and values, universities can build trust and support among their stakeholders and contribute to sustainable development in their communities. Organisational legitimacy is viewed by Suchman (1995) as an operational resource, on par with other resources in an organisation. Organisational legitimacy can be increased with actions like being ecologically responsible, engaging in community improvement projects, and releasing positive news (Ayadi & Chakroun, 2020). Nevertheless, it can be diminished through actions like a big accident or a financial scandal reported in the media. While the legitimate theory is still in its early stages of development, it has already yielded fruitful insights for CSR practitioners.

The construct of organisational legitimacy has important implications for universities in Ghana and their CSR obligations. As educational institutions that have a significant impact on their local communities and society at large, universities must maintain a high level of legitimacy to sustain their operations and achieve their mission. This can be achieved through various CSR initiatives, such as providing quality education and training, conducting research that addresses societal challenges, promoting environmental sustainability, and engaging with local stakeholders. By enhancing their legitimacy through these actions, universities in Ghana can build trust and support among their stakeholders and contribute to sustainable development in the country. However, if universities fail to meet their CSR obligations and engage in actions that damage their legitimacy, they risk losing support from stakeholders and facing reputational and financial consequences. Therefore, universities must recognize the importance of organisational legitimacy and adopt CSR practices that align with their mission and values to build a sustainable future for themselves and their stakeholders.

The legitimacy theory was chosen as the theoretical framework for the study because the legitimacy theory provides a robust theoretical foundation for understanding the relationship between universities and their stakeholders, particularly in the context of corporate social responsibility (CSR). The theory emphasizes that organizations, including universities, must maintain their

legitimacy in the eyes of society by adhering to accepted social standards and expectations. In the case of universities, their legitimacy is closely tied to their societal responsibilities, such as providing quality education, conducting research that benefits society, and contributing to community development. By using the legitimacy theory, the study acknowledges that universities, like any other organizations, must meet societal expectations to maintain their credibility and support.

Also, the legitimacy theory highlights the importance of societal norms and values and how organizations need to align with them. This aspect is highly relevant when examining the influence of USB on employee work engagement. If universities are seen as actively engaging in social responsibility activities, both internally and externally, they are more likely to be viewed as legitimate and socially responsible institutions by their stakeholders. This alignment with societal norms can positively impact the engagement of employees who are more likely to be motivated and committed to an organization that aligns with their own values and the values of the larger society.

Moreover, the legitimacy theory also underscores the potential consequences of actions that damage an organization's legitimacy. This is particularly pertinent in the context of employee work engagement, as actions that undermine a university's legitimacy can lead to decreased trust and support from employees. The theory's emphasis on maintaining legitimacy through actions that align with the organization's mission and values directly relates to the study's exploration of the roles of affective commitment and identification perception in the relationship between USB and employee work engagement. Employees who perceive their university as legitimate and socially responsible are likely to have higher levels of affective commitment and identification with the organization, which, in turn, can positively influence their work engagement.

In conclusion, the legitimacy theory was chosen as the theoretical framework for the study because it offers a comprehensive lens through which to examine the complex relationship between university's internal and external social

responsibility, employee work engagement, and the roles of affective commitment and identification perception. This theory provides a strong foundation for understanding the importance of aligning with societal norms, the consequences of damaging legitimacy, and the potential positive impact of a legitimate and socially responsible image on employee engagement. Therefore, it serves as a valuable framework for conducting research in this context and offers insights that can inform CSR practices within universities.

3.5.2 Stakeholder theory

Stakeholder theory analyses businesses through the lens of their relationships with their constituents. Although Ansoff (1968) is generally credited as the creator of the "stakeholder theory," research shows that the term "stakeholder," the theory's central tenet, was first used as far back as 1947. According to Freeman (2015), stakeholders include everyone who has a vested interest in the company's success or who stands to lose or gain from its goals being met. With Freeman (2015) concept as a starting point, some academics have attempted to refine it by classifying stakeholders differently. Stakeholders have been broken down into numerous categories, including strategic and moral stakeholders (Goodpaster, 1991), external and internal stakeholders (Carroll, 1989), latent, expectant, and definitive stakeholders (Mitchell et al., 1997), and subgroups of stakeholders like shareholders, employees, and customers (Preston & Sapienza, 1990; Clarkson, 1995). The primary purpose of these classifications is to highlight the fact that there are many diverse stakeholder groups with varying and often contradictory expectations. By emphasising accountability beyond mere economic or financial performance, stakeholder theory expands the focus of classic shareholder theories to include the diverse expectations of a company's stakeholders (Guthrie et al., 2006). According to stakeholder theory, a company's leadership must demonstrate responsibility to its constituents by carrying out the functions that these individuals identify as crucial to the company's success. Thus, "accountability" is commonly used in tandem with this notion, and the literature explores how a central organisation delivers its accountability to its many stakeholders (Guthrie et al., 2006).

As with any theory, stakeholder theory has influenced many different disciplines, including business ethics, strategic management, corporate social responsibility, and business and society. (Guthrie et al., 2006). This theory relies on the following assumptions.

- From the perspective of one central organisation, stakeholders are identified.
- Effective stakeholder management is crucial for any organisation to realise its vision.
- There are numerous interested parties, and their interests are frequently at odds with one another.
- Stakeholders, both inside and outside of an organisation, can have competing goals, and the organisation must be able to strike a balance between them.
- A stakeholder is a person or group that exerts influence over a business because they have a vested interest in its success.
- Stakeholders' organisational characteristics determine how much sway they have in exerting pressure on an organisation.

The implications of these assumptions in the study in the university context can be examined from various perspectives. The following are some possible implications for the study.

Organisational identification of stakeholders: Stakeholder theory suggests that an organisation should identify its stakeholders to understand their expectations, interests, and potential impact on the organisation. In the university context, stakeholders could include students, faculty, staff, alumni, parents, donors, government agencies, and the local community. Each stakeholder group may have different interests and expectations regarding the university's performance, such as academic quality, research output, social impact, financial sustainability, and reputation. By identifying these stakeholders, the university can better understand their needs and priorities and develop strategies to meet them.

Importance of stakeholder management: Stakeholder theory proposes that effective stakeholder management is essential for an organisation to achieve its vision. In the university context, this means that the university should engage with its stakeholders in a meaningful and transparent way to build trust, manage expectations, and address concerns. For example, the university could involve students and faculty in decision-making processes, communicate its strategic goals and performance metrics to the public, and collaborate with local organisations to address social issues. By managing its stakeholders effectively, the university can create a positive reputation and attract more resources and support.

Conflicting stakeholder interests: Stakeholder theory acknowledges that stakeholders may have competing goals and interests, which can create tension and conflicts for the organisation. In the university context, this could manifest in various ways, such as disagreements over academic policies, resource allocation, campus development, or community relations. The university should be aware of these conflicts and seek to balance the interests of different stakeholders through dialogue, negotiation, and compromise. For example, the university could establish a formal grievance process for students and faculty to address their concerns, allocate resources based on evidence-based criteria, and seek input from community members on campus development plans.

Power dynamics among stakeholders: Stakeholder theory suggests that stakeholders' organisational characteristics determine their influence over the organisation. In the university context, this means that some stakeholders may have more power or influence than others, based on factors such as their financial resources, social status, expertise, or political connections. The university should be aware of these power dynamics and seek to mitigate any undue influence or bias. For example, the university could establish clear ethical standards for fundraising and donations, ensure diversity and inclusivity in decision-making bodies, and seek input from multiple stakeholders before making significant decisions.

In conclusion, using the stakeholder theory in this study provides a useful framework for understanding the complex and dynamic relationships among stakeholders in the university context. By applying this theory, universities can develop more effective strategies for managing their stakeholders' expectations, building trust, and creating value for all. The literature presents various interpretations and categorisations of stakeholder theory, based on the assumption that organisations have responsibilities to their stakeholders that extend beyond just the bottom line. One widely-used taxonomy defines stakeholder theory along three dimensions: normative, instrumental, and descriptive (Donaldson & Preston, 1995). Additionally, two further models, the strategic stakeholder management model and the intrinsic stakeholder commitment model, were proposed by Berman et al. (1999) and Fernando and Lawrence (2014).

The ethical component of stakeholder theory posits that all stakeholders have the same right to be adequately treated by a company, regardless of their relative strength (Deegan, 2013). From an ethical standpoint, corporate leaders should run their companies to benefit all constituents, regardless of whether doing so boosts profits (Hasnas, 1998). This perspective views the organisation as a mechanism that satisfies the needs of all stakeholders, rather than as a means to increase the wealth of its owners at the expense of other stakeholders. Overall, stakeholder theory highlights the need for organisations to consider the diverse interests and perspectives of their stakeholders and to act in ways that benefit society as a whole, not just their own narrow interests.

The discussion of stakeholder theory and its various interpretations and categorizations highlights the importance of considering the interests and needs of all stakeholders in organisational decision-making. This has important implications for the study of organisations and management, as it suggests that a narrow focus on maximizing profits may not be sufficient to ensure long-term success and sustainability. By recognizing the importance of ethical considerations and the need to balance the interests of different stakeholders, institutions like universities may be better able to build trust and legitimacy with their various communities. This

can lead to a range of benefits, including improved performance, enhanced reputation, and reduced risk of legal and ethical violations.

Furthermore, the recognition of stakeholder theory can help universities to develop more inclusive and diverse perspectives, which can in turn lead to greater innovation and creativity. By taking into account the perspectives and needs of different stakeholders, universities may be better able to identify new opportunities and develop more effective solutions to complex problems. In sum, the examination of stakeholder theory underscores the importance of considering the broader social and ethical implications of universities decision-making. By adopting a more holistic perspective and taking into account the diverse interests and perspectives of their stakeholders, universities may be better able to achieve long-term success and sustainability while also contributing to the broader social good.

Stoney and Winstanley (2001) emphasise the ethical treatment of stakeholders and suggest that organisations need to moderate their economic drive to be profitable and consider the moral role they play in society. This approach aligns with the accountability framework of stakeholder theory. However, Gray et al. (1995) argue that the normative approach to accountability, which emphasises the ethical perspective of stakeholder theory, is not helpful in explaining social accounting theory. In contrast, the management perspective suggests that the most economically powerful stakeholders are responsible for an organisation's actions, and the success or failure of the firm depends on their involvement and activism (Murray & Vogel, 1997).

Nonetheless, the examination between the ethical and management perspectives of stakeholder theory highlights the tension between social responsibility and profitability for organisations. The ethical perspective emphasises the importance of considering the impact of organisational decisions on all stakeholders, whereas the management perspective focuses on the role of economically powerful stakeholders in the success or failure of the firm. This study also realizes that this debate has important implications for the study of stakeholder theory and social accounting phenomena. On the one hand, researchers need to consider the

complexity of stakeholder relationships and the potential conflicts that can arise between stakeholders with different interests and power. Once more, researchers must also develop accounting systems and measures that can capture the social and environmental impacts of organisational activities and make them visible to stakeholders.

Inclusive, this review highlights the ongoing challenge of balancing economic goals with social responsibility and the need for transparent and effective systems of accountability to ensure that organisations are held accountable for their actions. The stakeholders' rights and the organisation's responsibility are both emphasised in stakeholder theory. The word "accountability" comes from the idea of "responsibility," as explained by Ghorbani and Moghaddam (2021). The term "accountability" describes the duty of one party to another who has delegated tasks to that party (Godfrey & Merrill, 2020). Information disclosure is a critical component of accountability-creating process for various stakeholders. According to stakeholder theory, the public has a "right to know" about some parts of a company's operations; therefore, the corporation should disclose not only financial or regulated information but also nonfinancial or unregulated information (Zhu, Sun, & Teng, 2020).

Regarding the stakeholders' rights to know, Godfrey and Merrill (2020) stress the disclosure of information should be responsibility-driven rather than demand-driven. Stakeholder theory is a normative theory because it prompts managers to think about their ethical obligation to address the legitimate interests of all stakeholders. The management's responsibilities under the stakeholder approach go beyond its fiduciary responsibilities to shareholders.

This theory acknowledges the value of people as a strategic asset to the business. A good business is a community with a purpose, as Handy (2002) puts it. Thus, this line of thinking is consistent with what Handy (2002) says. Stakeholder management as a discipline has gained much traction in the business world. The hypothesis offers a road map that helps businesses succeed over the long haul (Collins & Porras, 1994). According to Berman et al. (1999), more study is required

to determine the precise connection between stakeholder theory and financial results. Denning (1995) argues that the stakeholder approach undermines corporate responsibility, whereas Smith (2005) worries about management opportunism.

Thus, the distribution of outcomes is a significant worry, according to Marcoux et al. (2000), who claims that stakeholder theory should be considered. He argues that the stakeholder paradigm considers who has a say and stands to gain from particular decisions. In a 1995 article, Denning emphasised the significance of striking a balance between the interests of the various parties involved. It is the opinion of Gioia (1999) that stakeholders do not accurately portray the social, economic, and organisational realities that managers must deal with. Another possible flaw in stakeholder theory is that different stakeholder groups are not adequately represented when businesses make decisions.

The review on the stakeholder theory presents a brief overview and some of the debates surrounding it. However, the arguments presented are scattered and lack coherence. Even though the stakeholder theory recognises the value of people as a strategic asset to the business. By acknowledging the interests of stakeholders, businesses can create a community with a shared purpose, as Handy (2002) suggests. This approach can lead to more sustainable outcomes over the long term, as Collins and Porras (1994) argue. Moreover, stakeholder theory aligns with the growing interest in stakeholder management as a discipline, which acknowledges the importance of engaging with a broad range of stakeholders.

However, Denning (1995) argues that the stakeholder approach undermines corporate responsibility because it dilutes the focus on shareholder value. This criticism suggests that businesses may struggle to balance the interests of multiple stakeholders, potentially leading to a lack of accountability. Additionally, Smith (2005) raises concerns about management opportunism, whereby managers may manipulate stakeholder relationships to their advantage. This criticism highlights the need for transparency and ethical leadership to ensure that stakeholder relationships are built on trust and mutual benefit. Another issue with stakeholder

theory is that it may not adequately represent the interests of all stakeholder groups. Marcoux et al. (2000) argue that stakeholder theory should consider the distribution of outcomes, as some groups may benefit more than others from specific decisions. This criticism highlights the importance of understanding the relative power and influence of different stakeholders and ensuring that decision-making processes are fair and inclusive.

Finally, Gioia (1999) suggests that stakeholders may not accurately reflect the complex social, economic, and organisational realities that managers face. This criticism suggests that stakeholder theory may not provide a complete picture of the challenges that businesses face. Therefore, stakeholders may need to be supplemented with other analytical tools to provide a more comprehensive understanding of organisational dynamics.

The stakeholder theory offers a useful framework for understanding the importance of engaging with a broad range of stakeholders to create sustainable outcomes. However, there are also some weaknesses to consider, including the potential for diluting corporate responsibility, the risk of management opportunism, the need to consider the distribution of outcomes, and the limitations of relying solely on stakeholder analysis. Therefore, it is essential to critically evaluate stakeholder theory and supplement it with other approaches to provide a more complete picture of organisational dynamics.

The stakeholder theory provides a comprehensive framework for examining the diverse range of constituents that are affected by a university's actions and decisions. In the context of the study, universities have a multitude of stakeholders, including students, faculty, staff, alumni, parents, donors, government agencies, and the local community. By adopting stakeholder theory, the study acknowledges the complexity of these relationships and the fact that each stakeholder group may have distinct interests and expectations regarding the university's social responsibility efforts. This is essential to understand when assessing the impact of USB on employee work engagement, as it helps identify which stakeholders' perceptions and expectations may influence employee attitudes and behaviours.

Again, stakeholder theory emphasizes the importance of effective stakeholder management. In the study's context, this means that universities should engage with their stakeholders, both internally and externally, in a meaningful and transparent manner to build trust and manage expectations. This aligns with the study's focus on how affective commitment and identification perception mediate the relationship between USB and employee work engagement. Effective stakeholder management, as emphasized by stakeholder theory, can influence how employees perceive their organization's commitment to social responsibility and how this, in turn, affects their work engagement.

Also, stakeholder theory acknowledges the potential for conflicting stakeholder interests, which is particularly relevant in the university setting. As mentioned earlier, stakeholders may have competing goals and interests, such as disagreements over academic policies or resource allocation. By considering stakeholder theory, the study recognizes the need to balance these interests and understand how they may impact employee work engagement. The roles of affective commitment and identification perception become crucial in mediating these conflicts and aligning employees with the university's social responsibility goals.

Additionally, stakeholder theory recognizes power dynamics among stakeholders. Some stakeholders may have more influence than others, based on factors such as financial resources or social status. This is relevant to the study's focus on the roles of affective commitment and identification perception in the relationship between USB and employee work engagement. Employees may be influenced by the perceived power and influence of different stakeholder groups, and stakeholder theory helps highlight the importance of considering these dynamics. The utilization of stakeholder theory in the study is justified because it provides a robust framework for understanding the complexity of university-stakeholder relationships, the importance of effective stakeholder management, the potential for conflicting interests, and the power dynamics among stakeholders. All of these elements are relevant to examining the influence of a university's internal and

external social responsibility on employee work engagement and the mediating roles of affective commitment and identification perception. By incorporating stakeholder theory, the study gains a holistic perspective on the dynamics at play and can offer valuable insights into how universities can enhance their social responsibility efforts to benefit both their stakeholders and their employees' engagement.

3.6 MODELS OF CORPORATE SOCIAL RESPONSIBILITY

Corporate Social Responsibility (CSR) refers to a company's voluntary actions aimed at achieving social, economic, and environmental sustainability (Carroll, 2016). CSR has become an essential aspect of modern business operations, as consumers and stakeholders demand that companies become socially responsible. There are various models of CSR that companies can adopt, each with its unique features and benefits. Understanding these models is crucial for companies that want to develop effective CSR strategies. This discussion will explore some of the most popular models of CSR and their characteristics.

3.6.1 Carroll's four-part pyramid of CSR

Carroll (1991) four-part pyramid of CSR is a widely recognized model that outlines the different levels of corporate social responsibility. The pyramid is divided into four parts, which are economic, legal, ethical, and philanthropic responsibilities. At the base of the pyramid is the economic responsibility of a company. This refers to a company's obligation to generate profits and provide a return on investment to its shareholders. Economic responsibility is considered the most fundamental and critical of all the responsibilities, as without financial stability, a company cannot fulfill any of its other obligations. The second level of the pyramid is legal responsibility. Companies must comply with laws and regulations in the countries where they operate, which can include areas such as labor laws, environmental laws, and consumer protection regulations. Non-compliance with laws can result in severe consequences such as fines, legal action, or reputational damage.

The third level of the pyramid is ethical responsibility. Ethical responsibilities go beyond compliance with laws and regulations, and instead focus on doing what is right, fair, and just. This can include issues such as treating employees fairly, being transparent in business practices, and being socially responsible in the company's supply chain. The top level of the pyramid is philanthropic responsibility, which refers to a company's voluntary efforts to improve society, such as donating to charity or supporting community initiatives. Philanthropic responsibility is not mandatory, but it can help a company build a positive reputation and goodwill with stakeholders. The pyramid has been widely used as a framework for understanding corporate social responsibility and has been influential in shaping CSR practices. However, some critics argue that the model does not reflect the complex and dynamic nature of CSR and does not capture the interconnectedness of the different levels of responsibility.

Despite this criticism, the pyramid model is still relevant and useful in understanding a company's CSR efforts. For example, a recent study by Kipperberg et al. (2021) found that companies in the food industry tended to focus more on economic and legal responsibilities, but also showed a growing interest in ethical and philanthropic responsibilities. Overall, the pyramid model provides a useful starting point for companies looking to understand their CSR obligations and how they can improve their social and environmental impact. Carroll's model has been widely used by scholars, businesses, and policymakers to understand and implement CSR. However, some scholars have criticized the model for oversimplifying the complex and multifaceted nature of CSR. They argue that the model fails to account for the dynamic nature of social responsibility and the interrelatedness of its components.

Moreover, the current study reflects a need to consider the impact of emerging issues such as climate change, income inequality, and social justice on the traditional CSR framework. These issues require a more comprehensive and integrated approach to CSR that considers not only the economic, legal, ethical, and philanthropic responsibilities but also the broader systemic impact of corporate actions. However, Carroll (1991) four-part pyramid of CSR provides a useful

framework for understanding the key areas of corporate social responsibility. Nevertheless, it is important to recognize its limitations and consider emerging issues that require a more holistic approach to CSR. The current study highlights the need for businesses to adopt a more comprehensive approach to CSR that reflects the changing social and environmental landscape.

The four-pronged definition of CSR first appeared in print in 1979. Carroll (1991) took the original four-part concept and recast it as a CSR pyramid using a logical progression. The pyramid emphasises the defining characteristic of CSR and depicts the modular nature of the four-part framework. The pyramid was chosen as a geometric shape because it is easy to understand and comprehend and can survive the test of time. Due to its importance, economic responsibility has been positioned at the bottom of the pyramid. Business profitability is like the foundation of a building; it needs to be solid to hold all the weight society puts on it. Essentially, the foundation of CSR rests on the idea that a company can be profitable and viable in the long term. Law and regulations are society's formulation of the essential ground rules upon which a business is to operate in civil society, so society is sending the message to businesses that it is required to observe the law and comply with regulations. Consider corporate social responsibility (CSR) initiatives in developing nations: the presence or absence of an established legal and regulatory framework significantly impacts whether or not multinational corporations choose to set up shop there.

Additionally, businesses are held to a higher standard of conduct based on the expectation that they will act ethically. Businesses are responsible for acting in a way that benefits the people with whom they engage, as well as the broader community. Finally, a company is responsible for being a good corporate citizen by investing in and contributing to the communities in which it operates. In a nutshell, the pyramid's structure reflects the key roles played and expected of enterprises in modern society. Neither the interconnectedness nor the potential for conflict between the CSR's several areas was captured by Carroll's pyramid model. The mutuality between the two parties has been seen as an essential part of CSR.

This model encompasses all the conceivable CSR domains, allowing it to paint a picture of their connections.

3.6.2 Intersecting circles (IC) model of CSR

This approach places particular emphasis on the interdependence of these four roles. Because of their interconnectedness, their effects on one another are multiplied. In contrast to the pyramid theory, the intersecting circles model asserts that all parties involved are on equal footing and work together to create harmonious outcomes (Geva, 2008). It also helps resolve tensions between these roles. Consequently, the adaptability of this paradigm is a significant plus. The primary research strategy used for the Intersecting Circles model is the three-domain model proposed by Schwartz and Carroll (2018). By comparing and contrasting the three CSR areas in a Venn diagram, this model seeks to develop them "more completely both in terms of what each means or implies and in terms of the overlapping categories that are found" (Geva, 2008). Compared to the pyramid model, the CSR model based on intersecting circles (IC) is entirely dissimilar.

Differences between the two models can be summed up in two key aspects: first, it rejects the hierarchical order of priority and second, it acknowledges the possibility of interrelationships between the many domains of CSR. The IC framework disproves that CSR consists of a random assortment of unrelated or tangentially connected subjects. Instead, the model proposes a dynamic interplay between the various types of responsibility. Corporations are tasked with ensuring peace and resolving problems between their various roles. The basic concept behind this approach is the equality of all responsibilities. Instead, everything results from social interaction, and nothing can survive apart from the community's will to keep it alive (Ma, 2012).



Figure 3.2: Intersecting circles (IC) model of CSR

3.6.3 Concentric model of CSR

In 1971, the Committee for Economic Development (CED), a group of influential American corporate executives, introduced the concentric circles paradigm (Geva, 2008). In some ways, this model is comparable to the two preceding ones. The pyramid and the overlapping circle's models emphasise fiscal accountability at their respective bases, and both emphasise the interdependence of the four roles. There are numerous similarities, however.

The concentric circles model emphasises interdependence compared to the pyramid and intersecting circle models. The concentric circle concept shows how organisations and their surrounding communities are interconnected from the inside and the outside. The term "outside in" alludes to the age-old idea of social control, in which norms of conduct are imposed on economic activity so that it can continue to serve as a vital tool for social progress (Geva, 2008). Internalisation of social standards embedded in and functioning as affirmative or positive tasks within the organisation itself is what the inside-out metaphor implies. All CSR initiatives, it argues, boil down to a few fundamental tenets. Three CSR models and their connections are theory, research, and practice (Geva, 2008). The interdependence of roles is evident from both points of view. The structure of

concentric circles, rather than being a set of mutually exclusive domains, indicates a set of inclusion relations. For a system of concentric circles, if everyone is a part of the inner circle, then everyone is a part of the outer circle, but not the other way around (Geva, 2008). As a result, there is an interdependence between the tasks represented by the concentric circles. For instance, the economic responsibility of CSR initiatives may be influenced by their legal and ethical dimensions and vice versa.

Similarly, to Carroll's Pyramid and IC model is the Concentric Circle model, commonly known as the CON model. One of the vital social responsibilities, for instance, that is emphasised by the CON model is fiscal responsibility. Like the IC model, the CON model emphasises the connections between roles (Zu & Song, 2009). Yet, despite these commonalities, there is also a significant distinction. Unlike the Pyramid and IC models, the CON model argues that non-economic social duties should be seen as including economic responsibilities at their heart. The inner circle depicts the company's primary CSR obligations in the following diagram. This includes roles that ensure that things like production, employment, and expansion of the economy are carried out effectively. The second segment is the companies' legal obligations that necessitate government cooperation. The ethical circle, which lies in the middle, encompasses duties that contribute to the performance of economic functions while maintaining a keen awareness of ethical norms, values, and priorities. The outer circle, which stands for the charitable sector, considers rising duties the company should address if it wants to broaden its social engagement. In addition, the system of inclusion, rather than the system of mutually exclusive domains, is represented by the concentric circle. This means everyone in the inner circle also belongs to the outside (Kaman, 2015).



Figure 3.3: Concentric model of CSR

3.7 UNIVERSITY SOCIAL RESPONSIBILITY

This section focuses on the concept of university social responsibility (USR). Firstly, the concept is defined followed by a perspective on its historical development. Thereafter,

3.7.1 Conceptualising university social responsibility (USR)

Although "University Social Responsibility" (USR) is often discussed, scholars have yet to agree on a standard definition of the concept and practice. Students and faculty are encouraged to volunteer in their communities or to advocate for ecological and environmental commitments for local and global sustainable development to foster a culture of civic engagement and a stronger sense of civic responsibility. According to Reiser (2007), USR is a policy of ethical quality of the

performance of the university community (students, faculty, and administrative employees) through the responsible management of the educational, cognitive, labour, and environmental impacts produced by the university, in an interactive dialogue with society, to promote a sustainable human development. International organisations are dedicated to this field, such as the University Social Responsibility Alliance, demonstrating the importance of this engagement.

The study adopts Reiser (2007) definition of university corporate social responsibility and operationalize it in this study as the development a policy that outlines the university's commitment to ethical and responsible management of its educational, cognitive, labor, and environmental impacts which ensure that all members of the university community are committed to ethical behavior and act in accordance with the values of the university. And also identify and assess the social, environmental, and economic impacts of the university's activities and develop strategies to manage these impacts in a responsible and sustainable way that includes reducing the university's carbon footprint, promoting diversity and inclusion, and managing waste and natural resources. Again, based on Reiser (2007) definition, this study also operationalizes the definition of USR as fostering a culture of engagement with external stakeholders, including the local community, industry partners, and government agencies. Reiser (2007) definition of USR is justified because it emphasizes the importance of universities in promoting sustainable development and contributing to the well-being of society. By focusing on the ethical quality of performance, responsible management of impacts, and interactive dialogue with society, universities can play a key role in addressing pressing social and environmental challenges.

However, the concept of USR is also included in the International Association of Universities Policy Statements, along with other challenges facing higher education, such as academic freedom and university autonomy (set up in 2008 in San Francisco, USA). USR was defined by EU- USR (2015) as the duty of universities to mitigate the adverse effects of their actions on society and the environment through open and honest practices. USR is the school's ability to teach a consistent set of morals and values that permeate all levels of

administration and help realise the university's stated social goal (Rodriguez-Dominguez et al., 2009).

3.7.2 The conceptual development of USR

Private sector CSR has advanced at a faster rate than USR. However, promoting and developing civil ideals and obligations necessitate the study of USR, which is gaining attention and value as a result (Swaner, 2005). These concerns centre on the university's role in shaping the education of citizens in a globalised world and its mission to create a more equitable society (Nelson et al., 2005). These pieces of evidence support the implementation of social responsibility programmes in educational institutions. In contrast to CSR, USR is driven by the education sector's desire to positively impact society and its surrounding communities. Promoting sustainable development requires considering this procedure through open communication with the general public (Linares et al., 2012). Planning USR is a policy of continuous improvement of the university toward the effective fulfilment of its social mission through its various management areas, such as the organisational scope, as an entity with its structure that consumes, has staff employed, and generates waste; the educational scope, as an entity responsible for the training of students; the knowledge scope, as an entity that researches, produces know-how; and so, on recommended by Shek et al. (2017). The university's educational function in society has grown increasingly significant, and as a result, universities have come under increased demand to demonstrate social responsibility. As a result, the university's third goal, which centres on disseminating knowledge and addressing societal needs, has evolved to reflect this shift (Ortega and Gasset, 1937).

Theoretically, a wide range of methods can be used to examine the USR. Gaete Quezada (2011) states that there are three primary methods: the managerial one, which evaluates the results of universities' efforts and fortifies ties between universities and their constituents; the transformational one, which connects HEIs with the contribution to the debate and reflection through research and training;

and the normative one, which fosters and promotes university values to society through national and international networks.

3.7.3 Social responsibility practices at the university

According to published literature, CSR is implemented at various universities. Colleges and universities carry out the legal component by adhering to the norms, requirements, and rules of their educational, scholarly, and pedagogical infrastructure established by their respective National Council for Higher Education (NCHE) (Dahlsrud, 2008). Guidelines, standards, and regulations established by the NCHE, often referred to as quality assurance standards, including meeting all requirements for lecture space and furniture, library space, materials, and furniture, and laboratory space, apparatus, and chemicals, as well as meeting the required ratio of faculty to students (Dahlsrud, 2008). To ensure that its students receive the high-quality education they need to become contributing members of society after graduation (Dima et al., 2013), a university that engages in legal CSR makes every effort to foresee and adhere to all guidelines, standards, and regulations deemed necessary to do so. This includes adhering to quality assurance standards that promote high-quality instruction, research, and innovation, as well as appropriate health and safety for university employees.

When a university fails to adhere to, or even slightly deviates from the standards, guidelines, and regulations established by its national accrediting body for higher education (NCHE), it is acting irresponsibly. This is because it cannot fulfil its roles of teaching, research, and community service in a way that is effective, efficient, and to the satisfaction of its service students, employers, and society at large (Manock et al., 2013).

Universities engage in the economic part of CSR by establishing a fee and tuition structure that is equitable to most students or their sponsors, given the economic situation in their nation (Reiser, 2007). The administration of a university has a responsibility to ensure that the funds obtained are used transparently and credibly. Any increases in financing are warranted from the standpoint of

enhancing the quality of education offered (Chen et al., 2015). Further studies show that universities practice ethics of corporate social responsibility by establishing and upholding ethical standards that encourage doing the right thing for the benefit of the university, its employees and students, and the communities and businesses the university serves (Dahan & Senol, 2012).

This amounts to avoiding what is widely and managerially viewed as incorrect and instead focusing on what is widely and managerially recognised as right (The Council for Industry and Higher Education, 2009). Providing a quality education that allows students to fully realise their potential as individuals, acquire marketable skills and knowledge, and get a return on their investment in higher education are all examples of what should be considered "doing the right thing" by the university administration (Chen et al., 2015). It also includes non-academic staff members performing their jobs efficiently and effectively, lecturers teaching, supervising, and evaluating students as scheduled and professionally, and lecturers carrying out their administrative and research activities as expected (Reiser, 2007). Moral instruction is another essential ethical role played by universities (Esfijani et al., 2012).

Giving back to the community by hosting community seminars for sharing research findings and innovations that community members can use to improve their welfare, donating to relatively younger universities, organising community sensitisation fora, and awarding scholarships to students who qualify for university education and are talented but economically disadvantaged are all examples of the charitable dimension of CSR at a university (Gomez, 2014). Universities also engage in public acts of generosity, such as allowing local communities free access to campus recreation areas, hosting free visits and tours for students from elementary and secondary schools, and by providing opportunities for growth and development to those who may be less fortunate (Ddungu & Edopu, 2017). These organisations engage in philanthropy by providing space for local merchants to sell their wares to the institution's students and staff (Campbell, 2007).

Community markets are created through such charity, which helps to increase local job prospects. Universities also give back to their local communities by fostering "civic engagement," which often involves launching community service initiatives to benefit those affected by hunger, floods, wildfires, and other calamities (Manock et al., 2013). In addition, these schools actively promote student participation in extracurricular activities that enhance learning interaction with communities, such as volunteering, service learning, and the creation of clubs that raise money for the less fortunate (all of which serve to raise students' awareness of the social needs and problems of their local areas) (Olberding, 2012). The relevant literature cited above suggests that universities engage in CSR along four primary dimensions, including legal, economic, ethical, and philanthropic.

3.7.4 Inclusion of USR in university strategic management

To fully appreciate the value of USR in strategic management, one must first grasp how universities operate. To begin, we must investigate the procedures followed by the strategic management of the university. Some argue that strategic planning in many schools is merely short-term problem-solving planning that does not necessarily aim to generate long-term strategic objectives (Dickson & Eckman, 2006). Strategic planning helps HEIs take advantage of openings, allocate resources effectively, and prepare for the future (Hunt et al. 1999). The question of whether universities have utilised the possibilities presented by strategic planning and whether or not they have considered their management of resources is an important one to ask. In a similar vein, strategic planning promotes independence by streamlining decision-making and heightening lines of communication (Lumby, 1999).

The greater need for economic efficiency and the pursuit of a higher standard of instruction and research have also contributed to an increase in the quantity and variety of studies that lend credence to strategic management. While strategic planning is widely practiced in HEIs, determining how to measure its performance is challenging (Dickson & Eckman, 2006). Unfortunately, even after the strategic plan has been formed, many HEIs fail to execute it, although the research does

not define a standard approach that assesses the effectiveness of strategic planning or institutional learning techniques (Pratt, 2010). (Lankoski, 2008). This means that the extent to which strategic planning is implemented matters for the success of institutions (Monge et al., 2017). However, the participation of educational institutions is essential to accomplishing this goal (Askling & Kristensen, 2015). In addition, diverse approaches are required for HEIs since each institution has its unique set of requirements and resources. After all, every organisation has a unique set of objectives and constituents. We must now learn the ropes of college life. First, we must recognise their public character, which involves obligations to others in society's name (Neave, 2000) and addressing social, environmental, and economic issues (Monge et al., 2017). These requirements must be factored into the creation of university strategies and the strategic plan's mission, goals, objectives, and courses of action (McCann & Quinn, 1982). The university employs a strategic management approach to rephrase, with the strategy's formulation, design, implement, evaluate, and control playing crucial roles. Therefore, the strategic plan, as a management tool (RamosMonge et al., 2017), aids HEIs in defining their institutional purpose, outlining their long-term goals and objectives, and pursuing initiatives that will bring them closer to realising their vision. Such actions, by their very nature, must prioritize social responsibility.

When the organisation's mission, goals, and tactical strategies are formulated, the role of the USR inside this management framework becomes clear. University administrators do the review and control management in light of the work's potential effects on various constituencies. As a result, the USR is fundamental to the practice of strategic management. Strategic CSR initiatives benefit the organisation, are integral to its operations, and help it fulfil its objective (Burke & Logsdon, 1996). The USR's social legitimacy can be bolstered by innovative initiatives taken on campus.

Burke and Logsdon (1996) identified five key features of social responsibility strategies. The first feature is Centrality, which refers to the close relationship between CSR operations and the overall goals and aims of the organisation. The second feature is Uniqueness, which provides differentiation and has the potential

to add value to the organisation. Anticipation is the third feature, which allows CSR initiatives to foresee stakeholder requirements and wants. The fourth feature is Voluntarism, which is attained when external criteria do not mandate CSR efforts. Finally, the fifth feature is Availability, which refers to the ability of stakeholders to find CSR initiatives. Together, these features can help organisations develop effective social responsibility strategies that align with their goals and meet the needs and expectations of their stakeholders.

Similarly, USR efforts may or may not have a strategic focus. This chapter benefits from the research of the preceding authors since formalizing the USR as part of strategic management is made possible by connecting the USR with the university's overall strategy. Figure 3.4 represents social responsibility in the strategic management process based on David (2003).

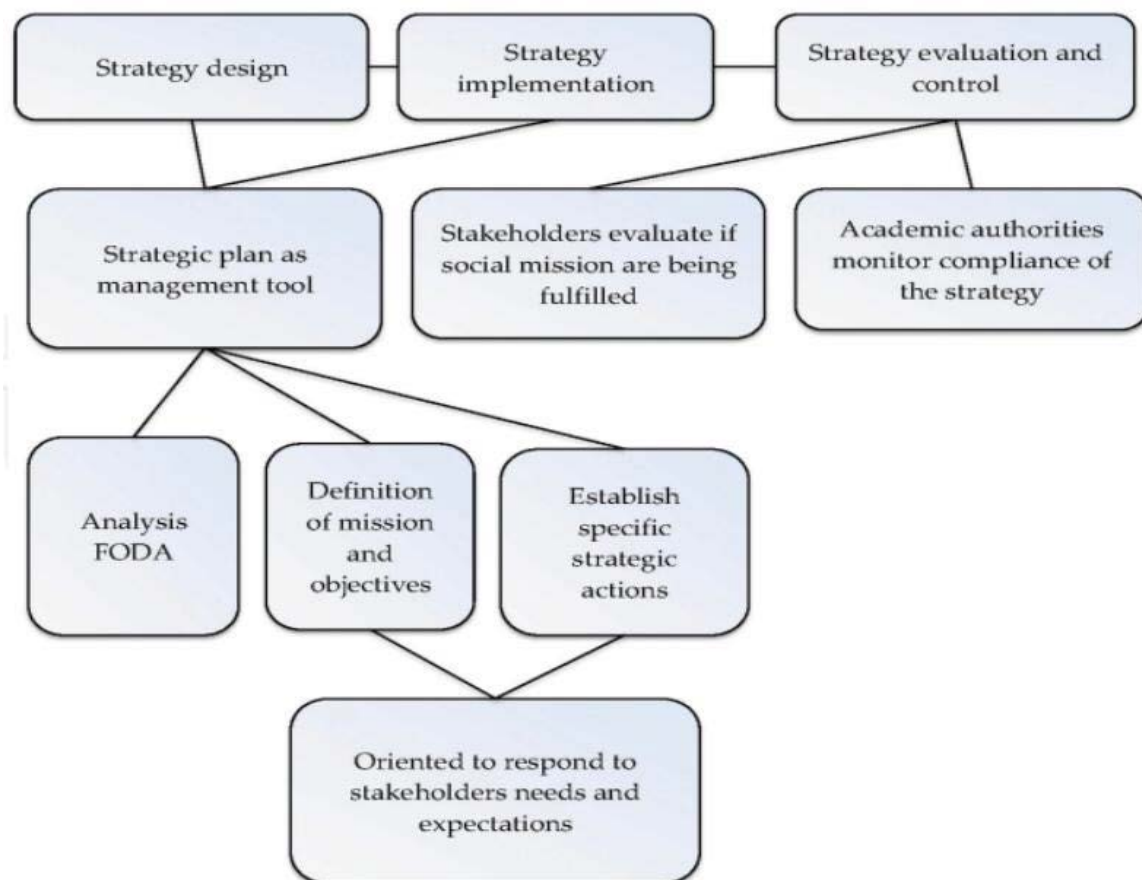


Figure 3. 2: Social responsibility in the strategic management process based on David (2003)

3.7.5 Viewing USR through stakeholder's theory Lense

It is essential to study this theory and learn who the stakeholders are and how they affect university work because the USR's existence is predicated on meeting the requirements and expectations of these parties. According to the stakeholder idea, different communities impact an organisation's strategies, policies, and outcomes. Groups with genuine interests are also permitted to intervene (Freeman, 1984). Reavill (1998) identifies the following groups as the most critical constituencies in universities: students and their families, university administrators and faculty, vendors, the educational sector, other universities, business and industry, the government, taxpayers at all levels, and state and federal authorities and professional organisations. It is essential to consider all university stakeholders in managing various sectors while implementing USR, with stakeholder theory providing a valuable foundation for doing so (Larrán & Andrades, 2015). However, it is crucial to recognise such organisations' impact on the college campus.

Again, there are different perspectives on how to approach the impact of universities on stakeholders. One perspective is the theory of stakeholder salience, which was proposed by Mitchell et al. (1997). This theory identifies stakeholders based on their urgency for immediate actions, their influence or power in the development of concrete actions, and the legitimacy of their activities within the institution. Another perspective, proposed by Freeman (1984), argues that there is no hierarchy among the interested parties. Regardless of the approach, it is clear that universities have a responsibility to consider the impact of their actions on stakeholders, whether it be their students, faculty, staff, or the larger community. By prioritizing stakeholder needs and interests, universities can better fulfill their social and ecological obligations and contribute positively to society.

According to other research, companies need to figure out how to accommodate the diverse needs of their customers by identifying the essential resources that would be impacted by various demographics (Agle et al., 1999). The preceding authors conclude that some groups are more vital than others because of their impact on essential resources. Stakeholders can also be divided into internal

actors (those who take part in internal management), external watchers (those who exert influence or pressure in the development of activities), and internal keepers (those who are directly involved in maintaining the status quo of the organisation's stakeholders) (impose external control). Value in USR is based on how much value it creates for stakeholders, as was indicated earlier. According to this view, students and their credibility in university work merit a higher profile than they typically receive, mainly because they are a sizable market for HEIs to service by acquiring the skillsets they need to do their jobs effectively. Other parties' training and management efforts, such as faculty and administrators, also benefit. Having college grads who are equipped to deal with the ethical difficulties of the workforce and the values valued by employers is a significant social achievement.

Next, we'll look at how HEIs might manage their stakeholder relationships using pro-action strategies incorporating social responsibility (Jawahar & Mc Laughlin, 2018). According to the OECD (1996), a university's third purpose in the knowledge-based economy is to reevaluate its existing ties with its many stakeholders and forge new partnerships with them (Jongbloed et al., 2008). In light of this history, it is imperative that USR's strategic planning and management advocate for effective management as a result of a strategic alignment between corporate strategy and social responsibility. As a result, for a university to remain competitive, it must assess whether or not its current practices adequately serve its constituents and if not, it must develop closer, and more strategic linkages to those constituencies to adapt to shifts in the higher education landscape (Miragaia et al., 2016).

3.7.6 Drivers of university social responsibility

As the accountable administration of academic institutions, it is important for USR to clarify their primary motivations. One such motivator is the promotion of ethical administration at colleges and universities. This involves maintaining open communication lines and fulfilling social and ecological obligations (Peng & Littlejohn, 2001; Teelken & Deem, 2013). Another key factor is responsible leadership, which can be facilitated through training programmes for university

employees. Such programmes have been shown to have a positive impact on campus culture and the attitudes of faculty and researchers (Bennett, 2016; Murray et al., 2011). Additionally, activities in the arts and the recruitment of promising students can have a beneficial effect on the overall positive atmosphere of higher education (Araya & Peters, 2010).

Motivational factors are also essential for responsible schooling. Universities must instill in their students a set of environmental attitudes and behaviours, as well as the motivation and insight to put these ideas into practice (PRME 2007; Hines et al., 1987). Service learning, job-integrated learning, and experiential learning are all ways to reinforce this motivation, and volunteering is a key component in this process (Cronjé & Buys, 2015). In addition, universities play a vital role in promoting entrepreneurship and teaching business skills to students. Entrepreneurial activities have the potential to drive societal change and decrease the role of the informal sector (Williams et al., 2015; Ratten, 2017). To achieve this, universities must prioritize entrepreneurship education and work to improve the availability and standard of these programmes (Gnyawali & Fogel, 1994; Kemp et al., 2012).

Ethical study is another motivator for academic institutions, as responsible research can lead to knowledge that improves people's lives and the world (Owen et al. 2012). Finally, academic institutions can influence positive societal change by developing relationships with communities and participating in regional development efforts. These actions mirror those taken by businesses to address issues like poverty, social justice, and climate change (Rexhepi et al., 2013; Morris et al., 2005). In summary, academic institutions must prioritize ethical administration, responsible leadership, motivational factors, entrepreneurial activities, ethical study, and positive societal change to meet the needs and expectations of their students and faculty. All these forces are examples of actions a university performs to satisfy the needs and expectations of its students and faculty.

3.8 ENGAGING EMPLOYEES IN SOCIALLY RESPONSIBLE PROGRAMMES

There are many benefits for businesses when they engage their employees, from basic decency to recruitment and retention advantages to improved HR management. For the bottom line, research shows that an engaged workforce leads to higher stock prices, higher profits, and more robust financial results (Edmans, 2012). On the CSR side, there is strong, if not undisputed, evidence that better performance in the social, environmental, and governance areas leads to better institutional reputation and financial outcomes for businesses (Orlitzky et al., 2003). Moreover, many businesses, whether big or small, are dedicated to solid employee relations and social responsibility due to their history, nationality, corporate culture, and managers' moral sensibility, all of which nurture engaging employees through CSR more normative than material consideration.

Several studies examining the connection between CSR and employee engagement confirmed a robust correlation between employee commitment and employees' perceptions of their company's social responsibility (Brammer et al., 2007). According to a survey conducted by Sirota Survey Intelligence, employees who approved of their company's commitments to social responsibility were significantly more engaged on the job and more likely to believe that their employers were interested in their well-being than those who did not approve. This emerges from a survey among 1.6 million workers at seventy companies. In addition, the workers surveyed had a more positive view of the management's honesty and perceived that their companies were more competitive. Only 21% of 90,000 workers polled by Towers Perrin in 18 countries in 2007 reported being "very engaged" in their jobs. The remaining individuals were either registered (41%), unsatisfied (30%), or uninterested (8%) (Mirvis, 2012).

According to the Gallup Employee Engagement Index, an estimated 33% of workers were actively engaged in their jobs in 2010, while 49% were not involved and 18% were actively disengaged (Gallup, 2010). There are three channels through which organisations can connect CSR with employee participation. Most importantly, many businesses strive to do the right thing as an employer. Here, it

is a fact that how workers are treated becomes a barometer of corporate social responsibility. For example, according to Golin Harris surveys conducted annually over the past six years, the extent to which an organisation "values and treats employees fairly and well" is the most critical factor in determining how well an organisation is regarded as an excellent corporate citizen, outranking the extent to which the organisation donates to charity, participates in community events, and protects the environment, among other CSR metrics. Companies are exploring various methods of employee engagement through CSR, intending to enable workers to do "something more" in their positions and, in some instances, to create value for both the business and society. There are three distinct approaches to corporate social responsibility: the transactional approach, in which programmes are implemented to cater to the needs and interests of employees who want to take part in the company's socially responsible efforts, the relational approach, in which an organisation and its employees jointly commit to social responsibility, and the developmental approach, in which an organisation seeks to more fully commit log its employees and the firm to produce more excellent value for business and society. Each of these theories is predicated on what has been called the "psychological contract" between an organisation and its workers (Mirvis, 2012).

Rousseau (1995) differentiates between transactional and relational types of relationships. The former emphasises the role of market forces on employment and makes it a temporary agreement in which both parties act in their self-interest. The latter emphasises the teamwork involved in work, elevating the importance of mutual trust and shared goals as motivators. Lastly, a developmental lens might be applied to the job relationship. For example, Mirvis and Hall (1994) outline a professional trajectory without limits that places a premium on "employability" via lifelong learning and adaptation. Despite this, it is the responsibility of the unbounded organisation to encourage its employees' professional growth and to utilise their time and skills in light of shifting market conditions (Mirvis & Hall, 1994). Companies rely on individual and collective learning to meet the problems of the future, as Peter et al. (2008) and his colleagues emphasised, and this is increasingly true in corporate social responsibility and sustainability. The implications for businesses encouraging employee participation in CSR take form

in the transactional model when the company's primary focus is on attracting and retaining "talent," CSR programmes are treated like any other employee benefit, or "what's on offer," as part of the overall incentive package.

In contrast, the relational model positions CSR at the centre of the organisation's and its staff's identities, resulting in a socially conscious business staffed by principled personnel. Employees, businesses, and society are all linked via the developmental model's lens of corporate social responsibility (CSR). Instead of asking, "what can CSR do for our employees?" the question becomes ", what can employees do to make us (and themselves) better corporate citizens?" from the perspective of the organisation. Businesses can "do good" for society in any of these three ways while also "doing well" regarding employee dedication, positive public perception, and sustainable profits. The strengths and weaknesses of these three engagement models in achieving their stated goals become apparent when their strategic objective, positioning, assumptions about employee motivation, and possible benefits are examined in greater depth.

From the review, the study recognized that research evidence supports a strong correlation between corporate social responsibility (CSR) and employee engagement. Studies show that employees who perceive their companies as socially responsible are more engaged and have a more positive view of management and their workplace. Furthermore, businesses that prioritize treating employees well and promoting social responsibility are viewed as better corporate citizens, leading to a more positive reputation and financial outcomes. Again, the study recognized that three approaches to connecting CSR and employee engagement exist: the transactional approach, the relational approach, and the developmental approach. The transactional approach treats CSR programmes as any other employee benefit and is primarily focused on attracting and retaining talent. The relational approach positions CSR at the center of the organisation's and its staff's identities, resulting in a socially conscious business staffed by principled personnel. The developmental approach sees employees, businesses, and society as interconnected and encourages employees' professional growth and skill utilization to meet future challenges. Each approach has its strengths and

weaknesses and must align with the organisation's strategic objectives, assumptions about employee motivation, and possible benefits.

3.9 CHAPTER SUMMARY

This chapter was undertaken to review relevant related literature on corporate social responsibility from the university's perspective. The chapter argues that universities should adopt a more proactive approach towards CSR by integrating it into their core values, strategies and operations. The chapter discusses the key dimensions of CSR in the university context, which includes environmental sustainability, social responsibility, ethical behaviour, and economic development. The study highlights the benefits of incorporating CSR into the university's operations, such as enhanced reputation, increased student recruitment, and improved stakeholder engagement. The chapter also suggests various strategies for implementing CSR in universities, including developing CSR policies and practices, promoting sustainable practices, engaging in community service, and collaborating with stakeholders. The inclusion of USR in university's strategic management and the explanation of USR through the stakeholder theory were all discussed in this chapter. The chapter concludes that universities have a vital role to play in promoting CSR and sustainable development and can serve as a model for other institutions in society.

CHAPTER FOUR

THEORETICAL AND CONCEPTUAL FRAMEWORKS AND HYPOTHESIS DEVELOPMENT

4.1 INTRODUCTION

This chapter is divided into five significant sets, with each having subset. After the introduction, the first review dwells on social exchange theory, the definition of social exchange, the evolution of social exchange theory, and the applications and limitations of social exchange theory. The second review discusses social identification theory and employee commitment, defining organisational identification, the evolution of organisational identification theory, applications and limitations of identification theory, and how to measure organisational identification. The following review discusses the affective commitment theory by discussing the overview of the theory of organisational commitment, conceptualising affective commitment, applications, and limitations of affective commitment, and measuring affective commitment. The fourth review collated literature on the conceptual framework of social exchange theory. In developing the hypothesis as the last face of the review, the thesis discusses internal social responsibility and staff work engagement, external social responsibility and staff work engagement, the mediating role of organisational identification, and the mediating role of affective commitment. The review concludes with a brief conclusion on social exchange theory and employee engagement among employees at the university.

4.2 SOCIAL EXCHANGE THEORY (SET)

Social exchange theory is a significant framework for understanding behaviour in the workplace (SET). One of the vital theoretical directions in social psychology is exchange theory, which has been around since the early works of Homans (1961), Blau (1964), and Emerson (1964). Most recent works on this theory includes the studies of (Arsawan, 2020; Stafford & Kuiper, 2021). This philosophical and psychological stance is an outgrowth of utilitarianism and behaviourism, two earlier

philosophical and psychological stances. Modern types of exchange theory retain relics of both of these theoretical antecedents. Many early debates centred on the type of actor participating in social commerce, but only a few of those concerns now hold water (Heath, 1976). The focus of recent studies on social exchange in the sociological field has been on the connections between social exchange theory and other frameworks, such as those of social status, influence, social networks, fairness, coalition formation, solidarity, trust, affect, and emotion (Zhao & Detlor, 2023). The literature available on the social exchange theory is sparse, which results in a knowledge gap. This research bridges this gap by investigating social exchange behaviour with employee engagement at the level of universities in Ghana.

4.2.1 Defining social exchange

This sociological and psychological theory is known as the social exchange theory. It examines the interactions between two people who weigh the pros and cons of specific actions to make a mutually beneficial agreement. A cost-benefit analysis is conducted when one party possesses resources that the other party desires. Love, friendship, work, and even fleeting interactions like a cashier's conversation with a customer are all sites where, according to SET, such calculations take place (McRay, 2015). SET proposes that relationships can be ended or abandoned if the costs exceed the benefits, as in the case of expending significant effort or financial resources without receiving equivalent returns (Richard & Emerson, 1976). Homans refers to all forms of interpersonal interaction as costs and rewards. As we currently know, he first used the word "social behaviour" to characterise what is now called a social transaction. In his words, "social engagement entails an exchange of products, both material and non-material things, such as marks of approbation or prestige" (Homans, 1958). "A mutually beneficial or costly activity performed by at least two people in social interaction is "an exchange of activity, tangible or intangible, more or less gratifying or costly, involving at least two people" (Homans, 1961). It takes effort and time to discuss with someone, but the rewards, such as self-recognition and relationship development, can be worth the

cost. Social exchange theory, as developed by Homans (1961), Blau (1964), Kelley and Thibaut (1978), and others, can be applied to both group and organisational behaviour as well as interpersonal interactions.

According to Blau (1964), people engage in social exchanges when they voluntarily give and receive something of value from one another in the hope of receiving something of equal or more excellent value in return. He distinguishes this conduct as a free-willed decision by contrasting it with coerced behaviour like giving your wallet to a mugger. This definition, like Homans', emphasises people who incur an expense in the hope of reaping some reward; as was previously mentioned, that reward should be profitable or at least break even. In social exchange, we may gain either intrinsic (emotional) or extrinsic (material) rewards (help with chores). At least one participant in the social trade is reliant on the other for the transaction's success; that is, fulfilling one participant's goal requires the participation of the other participant (Blau, 1964). Social exchange is necessary if one seeks to be appreciated, if one wants help with a task for which they are unqualified, or if they want to get paid. These correspond to two broad functions of social interactions described by Blau (1964): the development of friendships and the assertion of social dominance.

Maintaining a consistent pattern of social engagement might pave the way for the development of close friendships. When both people in a relationship strive toward their respective goals, it is considered a healthy, mutually supportive, interdependent partnership. However, superordination or rank difference is established when social interactions build a permanent dependence on the person who offers the desired reward. Transactions could be advantageous to both parties or negotiated (Molm, 2003). When one party pays for the other's benefit without stating the specific nature of the payback, but with the assumption that some repayment will occur at some point in the future, the transaction is considered a reciprocal exchange. Such interactions typically occur voluntarily and result from prior successful interactions, strengthening existing relationships (Mitchell et al., 2001). As was previously said, ignoring an obligation to repay a debt or favour would inevitably lead to resentment and harm the connection.

Sometimes, failing to repay can spark a conversation about what went wrong. When engaging in a negotiated exchange, such as giving a friend a ride, buying and selling used books, or going on a date, both parties discuss and negotiate before the transaction. However, it is important to remember that even overt interactions might carry hidden assumptions. According to social exchange theory, a relationship between two people is established based on a cost-benefit analysis. Analysing the relationship's pros and cons can help determine if one partner is giving too much time and energy to the partnership. The distinctiveness in the concept is that, it does not rely solely on emotional indicators to evaluate interpersonal connections. On the other hand, it uses cold, complex logic and mathematics to determine whether or not a couple is on a healthy track. Although initially conceived as a tool for analysing romantic partnerships, this concept has since been extended to analyse the harmony of friendships.

4.2.2 Evolution of social exchange theory

SET can be traced back to "Social Behaviour as Exchange," a 1958 article by American sociologist George Homans. Homans put forth a model that combined behavioural economics with standard economic theory. Over the subsequent years, more research expanded the scope of Homans' central ideas. In the 1920s (Mauss), it began to serve as a bridge between anthropology (Sahlins, 2012), social psychology (Gouldner, 1960; Homans, 1958), and sociology (Blau, 1964; Kelley & Thibaut, 1978). In social exchange theory, these connections are mutually reinforcing and contingent on one another (Blau, 1964). Peter M. Blau and Richard M. Emerson, who are commonly considered, together with Homans, to be the primary developers of the exchange viewpoint in sociology, continued to write about Homans' theory after he had established it (Gouldner, 1960). Homans' research centred on how different players acted in context. Homans studied mainly dyadic exchange, but other forms of interaction exist (Homans, 1958). Psychological components of the idea have been the focus of the work of John Thibaut and Harold Kelley. Lévi-Strauss is credited with developing this theoretical paradigm through his work in anthropology centred on generalized commerce systems like family and gift exchange (Homans, 1958). SET also emphasises the

possibility of these dependent transactions forming high-quality relationships; however, this is only likely to occur under specific conditions. The explanatory value of SET has been felt in a wide variety of fields, including social power (Molm et al., 1999), networks (Brass et al., 2004), board independence (Westphal & Zajac, 1997), organisational justice (Konovsky, 2000), psychological contracts (Rousseau, 1995), and leadership (Liden et al., 1997).

4.2.3 Applications and limitations of social exchange theory

The social exchange process starts when an organisational actor treats the target person positively or negatively (Eisenberger et al., 2004). For simplicity, these are referred to as "beginning acts." Positive starting activities include providing organisational aid (Riggle et al., 2009) or delivering justice (Cropanzano & Rupp, 2008). Workplaces can benefit significantly from three applications of social exchange theory. To begin with, there is the mental level, where opportunity cost and reward structure guide decision-making. The social exchange process begins when an organisational actor or perpetrator, typically a supervisor or co-worker, treats a target individual positively or negatively (Eisenberger et al., 2004). Starting actions are the initial steps taken.

There are three workplace applications of social exchange theory that are particularly useful. The first is at the level of our psychology, where opportunity costs and rewards guide choices. Richard Emerson, a sociologist, significantly influenced the evolution of social exchange theory by coining the phrase "economic analysis of noneconomic social settings" to describe the nature of exchanges between people (Emerson, 1976). This first tenet makes ad hoc use of economic concepts to explain and improve social behaviour and decision-making. In this guiding principle, a robust sense of self-identity drives humans. Individuals tend to take actions that increase the availability of resources they place a high value on while reducing their use of those they place a low value on (Mitchell et al., 2012). The concept of social exchange can be utilised to foster and sustain meaningful connections between people. According to Ma & Clark (2022), Altman and Taylor created social penetration theory to explain the development of relationships

through time by bringing together ideas from social exchange theory and the benefits of being open and honest in growing friendships in 1973.

The group dynamic and intra-organisational ties can affect people's social interactions. The early works of Homans focused on group dynamics, including influence and conformity. According to Mustafa, Zhang & Naveed (2022), information sharing occurs when a group or organisation members feel compelled to share knowledge in response to a need for guidance or assistance. At least three significant difficulties have been identified that call into question the theoretical usefulness of social exchange theory. Many overlapping and analogous frameworks are used to operationalize triggers and consequences. Second, it is not well understood how some of the notions utilised in social exchange research (such as supervisor support and helping) have positive hedonic outcomes, whereas others have adverse hedonic outcomes (e.g., abusive supervision, incivility). The ability to disentangle these concepts would be helpful for social interaction researchers. The third flaw in social exchange theory is that it does not clearly define the gap between pro-active and passive behaviour. To rephrase, according to social exchange theory, a lack of something hedonic (such as justice or trust) is the same as its opposite being present (injustice, distrust). The numbers, however, show that this is not always the situation. The first three issues are significant, but the fourth is even more so because of them. The predictions of behaviour made by social exchange theory have become excessively general and vague.

When applying Social Exchange Theory (SET) to Corporate Social Responsibility (CSR), CSR initiatives can enhance employee identification with the organization by creating a sense of shared values and goals. When employees perceive that their organization is actively engaged in socially responsible activities, they are more likely to identify with the organization's mission and values. This identification occurs because employees see the organization as contributing positively to society, and they align their personal identities with the organization's reputation and ethical stance. Again, CSR initiatives can foster affective commitment, when an organization demonstrates a genuine commitment to social responsibility, which

signals that the organization cares about societal well-being and goes beyond mere profit-making. This perception can evoke positive emotions among employees, such as pride, trust, and admiration, leading to a stronger affective commitment to the organization. Whiles CSR initiatives can also influence employee engagement, employees perceive that their organization is socially responsible, they often feel a sense of purpose and meaningfulness in their roles. This alignment of values and the belief that their work contributes to a greater social good can increase employees' motivation, commitment, and overall engagement with their job and the organization.

Thus, according to Social Exchange Theory, CSR initiatives impact identification, affective commitment, and engagement by providing employees with positive social exchanges. By engaging in socially responsible activities, organizations can enhance employees' identification with the organization, increase their affective commitment, and foster higher levels of engagement, leading to numerous benefits for both employees and the organization as a whole.

4.3 SOCIAL IDENTIFICATION THEORY (SIT)

To clarify the mental processes underlying intergroup prejudice, Tajfel (1978) and Turner et al. (1979) developed the Social Identity Theory (SIT). According to Tajfel, people evaluate their worth based on what they know about themselves with others and how they measure up to the norms of society (1978). On the other hand, Turner et al. (1979) claimed that these people identify with and are characterised by others as belonging to a specific group. Therefore, people who identify with the same social category can develop an emotional connection regarding the group's and its members' evaluations by agreeing on a shared perception of itself. According to Boroş (2008), a person's social identity is a part of one's sense of self that is formed by one's recognition of the group(s) to which one belongs and the value and emotional significance of that recognition. According to SIT, which was developed by Haslam et al. (2009), people feel more secure in their identities when they acknowledge membership in particular groups and their uniqueness from those in other groups.

According to Jones and Volpe (2011), people see their membership in particular groups based on social roles and relationships, and they classify themselves and others into different social categories such as organisational membership, gender, ethnicity, age cohort, or religious affiliation. Todd and Kent (2009) examined the predictors of SIT-based employee behaviour, suggesting that for employees to feel a sense of belonging in their workplaces, they should be able to identify with a social category, such as a set of personal attributes. To learn how individuals' characteristics, affect their level of dedication to their jobs, this hypothesis is used as a starting point in this study. However, several studies have striven to clarify just what "employee commitment" means. In defining commitment, one of the most thorough accounts is provided by Meyer et al. (2012), who examine the concept from a variety of angles, including the affective, the continuation, and the normative. Affective commitment is defined as a person's feelings for and investment in an organisation, whereas continuation commitment comprises the perceived costs of quitting an organisation, while normative commitment is the believed responsibility to support and remain a member of an organisation.

In the definition provided above, employee commitment is the bond between an employee and an organisation in which the person expresses a desire to continue working for the organisation and contributing to the organisation's success. Several authors have argued that an "employee commitment" is of paramount importance. According to Yilmaz and Okluk-Bökeoglu (2008), employees who feel a strong sense of commitment to their organisation are more likely to take positive actions and less likely to engage in negative behaviour, both of which have a positive effect on the performance of the business. Dedicated workers take their job seriously and are more responsible, loyal, and seek compatibility with their colleagues. The argument embedded in this is that organisational commitment increases efficiency in a given task and motivates people to voluntarily engage in a wide range of activities vital to the organisation's continued existence and the achievement of its overall goals. Park et al. (2014) found that employees who invested in their work were more likely to exhibit "organisational citizenship behaviours," such as acting creatively or innovatively outside their everyday responsibilities.

On the other hand, involuntary turnover is started by the company, such as when an employee is ejected because of poor performance or because of a company-wide reorganisation, as stated by Rogelberg et al. (2010). Lambert and Hogan (2009) claim that committed workers are enthusiastic about their company's mission, dedicated to its principles, and invested in its success. Visagie and Steyn (2011) found a correlation between employee commitment and openness to organisational change. However, according to Demirel and Goc (2013), more organisational commitment leads to greater information exchange among staff members. In sum, the experts cited here are unanimous that employees' dedication to their work is crucial to the success of their organisations because it decreases instances of negative behaviour among workers, decreases turnover, raises openness to organisational change, and boosts information exchange among workers.

4.3.1 Defining organisational identification

Organisational identity is "a cluster of statements that members hold to be significant, distinctive, and long-lasting" about the organisation, according to Albert and Whetten (1985). The idea focuses on three prerequisites: fundamental significance, innovation, and long-term profitability. In its mission statement, which identifies its core values, the company expresses what is important to it (Albert & Whetten, 1985). To satisfy the uniqueness requirement, the organisation's identifying statement must set it apart from similar organisations. A company's mission statement frequently serves as the foundation for its philosophy of management, ideology, and culture. This aids the business in locating its market niche. The enormous impact that identity loss has on any such effort makes implementing organisational reform difficult (Albert & Whetten, 1985).

Organisational identity and identification have an impact on a variety of organisational behaviours, including a company's capacity to operate and accomplish its objectives. According to Albert, Ashforth, and Dutton (2000), "Identity and identification are useful concepts because they allow us to track individual agency within a larger organisational structure." In accordance with

Albert and Whetten's (1985) definition of "how we see ourselves," organisational identity is taken to represent the internal, or employee, view of the organisation. Organisational identity, according to Albert and Whetten (1985), consists of three things: (a) what employees view as the organisation's most important characteristics; (b) how employees view the business; (c) what employees perceive to be different and thus distinguishable from other organisations in their eyes. According to the three aforementioned criteria, organisations with a strong identity have defining traits, stand out from other organisations, and maintain their identity over a long period of time.

Identity serves as the foundation for employee identification with the organisation (Dutton et al., 1994; Hatch & Schultz, 2000). How the employee sees themselves in relation to the organisation is the question on which this entire line of reasoning is predicated (Pratt, 1998). The three elements of identification with the organisation, according to Payne and Patchen's (1973) identification theory, are as follows: (1) Having a sense of belonging inside the company, (2) acting in a way that advances the aims of the company, and (3) recognising similarities with other workers. Employee conduct and satisfaction are influenced by a number of factors, including organisational effectiveness, employee behaviour, and organisational identity (Albert et al., 2000). An organisation's members have a common understanding of questions like "Who are we?" In the form of an "organisational identity statement," we can express "what are we in business for" and "what do we want to be." Both a group's leaders and members are impacted by its identity. The feeling of self that a corporation has a big impact on the decisions that corporate leaders make. Leaders acknowledge that such issues must be handled when they are at a loss for how to manage a critical organisational problem and identify problems that inevitably come from this (Albert & Whetten, 1985).

Leaders establish a foundation for their decisions and actions by defining the character of their organisation (Albert & Whetten, 1985). The same way that outsiders are impacted by an organisation's identity, so are its members. Because social identity theory contends that people naturally identify with social groups and define themselves in terms of their relationships with them, members' perceptions

of and identification with their organisations have a significant impact on their responses to identity questions (Salancik & Pfeffer, 1978). This sense of belonging helps members establish and maintain their sense of self-worth (Brown & Humphreys, 2006). Organisational management and members frequently view and interpret events in their lives through the lens of their organisational identity (Dutton & Dukerich, 1991). Members' interpretation and sense-making within the organisation direct their attitude and activities (Dutton & Dukerich, 1991).

While the authors cite several studies to support their argument, they do not provide concrete examples of how organisational identity has impacted a particular company or industry. Providing such examples would help readers better understand the practical implications of the concept. While the authors acknowledge that leaders play a significant role in articulating a company's character, they do not explore the mechanisms through which leaders shape identity. Examining the leadership practices and strategies that are effective in building a strong organisational identity could provide valuable insights for managers and researchers.

4.3.2 Evolution of organisational identification theory

Concerning the Social Identity Theory, Ashforth and Mael (1989) initially introduced organisational identity in 1989. Social Identity Theory engages with organisational identification, with some of the most influential studies in the field (Van Knippenberg & Van Schie, 2000). According to Social Identity Theory, individuals prefer to classify themselves and others in a range of social groups based on the features they perceive are inherent in that group. The cognitive connection between the definition of the organisation and the definition of the self is referred to as organisational identification (Dutton et al., 1994). Organisational identification thus represents the degree to which a member of a particular organisation defines itself with the same attributes they believe define the organisation (Mael & Ashforth, 1992). In this instance, the more an individual identifies with an organisation, their attitudes and behaviour are influenced by the organisation's actions (Van Knippenberg & Van Schie, 2000). Past research recognises

organisational identification as an essential factor in shaping the behaviour of employees in the workplace (Lee, 1971). Chaney (1983) highlights four critical reasons for studying organisational identification: (1) the possibility of linking organisational identification with numerous work behaviours and attitudes such as motivation and satisfaction, (2) organisational identification can explain how different organisational activities affect organisation members, (3) there is a possibility that organisational identification can help in understanding foundations of referent power in organisations and (4) studying organisational identification could provide answers explaining how membership in modern organisations influences members' individuality.

Numerous studies suggest a close link between organisational identity and certain desirable member behaviours, which has sparked much interest related to this issue. Organisational identification explains why we can discover cooperative conduct among employees in some businesses but not others (Dukerich et al., 2002). The more employees identify with the company, the more likely they act in its best interests (Dutton et al., 1994). Furthermore, multiple studies have established a positive association between corporate identification and employee performance (Van Knippenberg & Van Schie, 2000). Furthermore, researchers have become increasingly interested in the origins of organisational identity in various circumstances. In diverse forms of profit organisations (Ahearne et al. 2005), higher education institutions (Mael & Ashforth, 1992), and sports organisations, the antecedents of organisational identity have been investigated.

4.3.3 Applications and limitations of identification theory

One possible source of resistance to change is an organisation's sense of identity (Gustafson & Reger, 1995). For instance, Brown and Starkey (2000) utilise the connection between organisational identity and organisational learning from a psychodynamic viewpoint. Gioia and Thomas (1996) contend that top management team members' conceptions of organisational identity play a crucial role in their sense-making process and interpretation, especially in transformation contexts. Organisational identity theory is used in two ways: first, it informs

management's decision-making and sensemaking; second, it provides a prism through which employees make sense of what happens in the workplace. Dutton and Dukerich (1991) examined how members' understanding of and interpretation of their organisation's responses to a non-traditional and emotionally charged strategic issue was affected by the identity and image of the organisation. They determined that an organisation's identity is the most crucial along three dimensions: how it perceives the issue at hand, how it feels about it, and what it does about it.

In addition, how an organisation presents itself can significantly impact how its members interpret problems and how they address them (Dutton & Dukerich, 1991). Organisational identity not only gives guidance for interpreting the topic at hand but also for explaining the emotional expression of members on that issue. Along with providing a framework for how leaders should act and a perspective through which members might see the company, an organisation's identity can be used to inform a coherent set of assumptions and ideas about how things get done within the company (Reger et al., 1994). In addition, Brown and Starkey (2000) argue that three ways of encouraging the organisational identity's pliability might facilitate learning inside an organisation.

First, organisations should engage in regular critical self-reflection to improve adaptation to new circumstances. Regular introspection can prompt a company to examine its place in the world and encourage the development of new points of view, both of which are essential for effecting the kind of transformation and identity shift that allow it to thrive in the future. Second, executives should incorporate discourse about the organisation's future identity into strategic management to regularly assess the current identity (Brown & Starkey, 2000). Lastly, businesses should cultivate and achieve a mindset that makes employees more resilient in the face of identity threats and open to the transformation required to reach a more developed corporate identity (Brown & Starkey, 2000). Members of an organisation, much like individuals, tend to uphold their sense of self-worth and identity by refusing to challenge its foundational assumptions (Brown & Starkey, 2000). In most organisations, people experience uneasiness and react defensively

when exposed to new knowledge. This holds true if the altered perception of oneself conflicts with one's current values and sense of identity (Brown & Starkey, 2000). As a result, these protective mechanisms impede organisational learning by affecting how its members discover, process, and retain fresh data.

Two foundational principles of organisational identity research were identified by Sandberg and Alvesson (2011) as potential sources of friction. First, "individuals and organisations are constituted by a set of inherent and more or less unchanging qualities." The other is that "A member's cognitive link allows them to see how their characteristics compare to those of the organisation." A notable example that helps shed light on these tenets' issues is the organisational identification scale developed by Bergami and Bagozzi (2000). They proposed a new scale of organisational identification that evaluates the depth to which an individual identifies with their organisation to quantify how individual identity and organisational identification manifest in people in different ways. To this end, they consider how an organisation identifies as a neutral fact, that is, a means of identifying a specific organisation exists. With this knowledge in hand, researchers in the field of organisational identity have begun considering participants' distances from organisational identification. In addition, prior studies have framed the organisational identification procedure as a means to close this gap and bring about an individual convergence on the concept of organisational identity.

When SIT applied to Corporate Social Responsibility (CSR), Social Identification Theory can help understand how CSR initiatives can lead to the identification of affective commitment and work engagement. CSR initiatives can foster the identification of employees with their organization. When organizations engage in socially responsible activities, they signal their commitment to values that align with societal concerns. These actions communicate a clear organizational identity that goes beyond profit-making, emphasizing ethical practices and social contributions. By participating in CSR initiatives, employees develop a shared social identity with their organization and perceive themselves as part of a group that is making a positive impact, leading to an enhanced sense of identification. Social Identification Theory also suggests that when individuals identify strongly with a group, they

experience affective commitment. In the context of CSR, employees who identify with their organization's socially responsible actions develop a sense of pride, loyalty, and emotional attachment.

They perceive the organization as a reflection of their own values, beliefs, and ethical standards, leading to a deeper affective commitment to the organization. The positive evaluations of the organization's CSR efforts contribute to a sense of shared purpose and a belief that their work has meaning and contributes to a greater societal good. Further, Social Identification Theory also suggests that identification with a group can enhance work engagement. When employees identify strongly with their organization's CSR initiatives, they are more likely to feel motivated, energized, and dedicated in their work. They perceive their work as an expression of their social identity and a way to further the organization's positive impact on society. This alignment between personal and organizational values increases the level of engagement, as employees find their work meaningful, purposeful, and connected to their sense of self.

According to Social Identification Theory, CSR initiatives can lead to the identification of affective commitment and work engagement. By engaging in socially responsible actions, organizations create a distinct identity that employees can identify with, leading to a sense of pride and loyalty. This identification, in turn, fosters affective commitment and a stronger emotional attachment to the organization. Additionally, when employees perceive their work as contributing to the organization's CSR efforts, it enhances their work engagement by providing a sense of purpose and meaningfulness.

In the context of universities, understanding the concept of organisational identity and its potential limitations is crucial for promoting social responsibility and staff engagement. Just like any other organisation, universities have a unique identity that shapes their decision-making processes and influences how employees perceive and react to various issues. Therefore, exploring ways to foster pliability and critical self-reflection in universities' organisational identity can contribute to the creation of a more socially responsible and engaged academic community.

For instance, university leaders can incorporate discourse about the institution's future identity into their strategic planning to regularly assess the current identity and identify areas for improvement. This can involve examining the institution's mission, values, and goals and evaluating how well they align with its stakeholders' expectations and changing societal needs. Furthermore, university executives can encourage regular critical self-reflection among staff and students to improve adaptation to new circumstances and promote a culture of learning and innovation.

However, promoting pliability in organisational identity can also be challenging, especially when it comes to universities' core values and traditions. Like any other organisation, universities' members tend to uphold their sense of self-worth and identity by refusing to challenge their foundational assumptions. This can impede organisational learning and hinder the institution's ability to adapt to changing societal needs and expectations. Therefore, cultivating a mindset that makes employees more resilient in the face of identity threats and open to transformation is crucial for promoting social responsibility and staff engagement in universities.

4.3.4 Measuring organisational identification

The following section dwells on measuring organisational identification. Surveys and interviews with multiple-item Likert-type questionnaires may be used in the measurement. According to Edwards and Peccei (2007), insufficiency and contamination come from a weak link between conceptualisation and practical operationalisation of the concept, while inadequacy results from a poor relationship between conceptualisation and the practicalities on the ground (Edwards & Peccei, 2007). The authors found similar difficulties in one of the most widely used organisational identity measuring methods (Mael & Ashforth, 1992). The authors found similar problems in one critical organisational identity measurement technique (Mael & Ashforth, 1992). Single-item measures are appealing because they provide a quick and easy approach to measuring identity.

On the other hand, the use of single-item measurements has been questioned due to potential reliability and validity difficulties (Edwards & Peccei, 2007). Even Shamir and Kark (2004) acknowledged that the graphic scale was inferior to the verbal scale and called for more research. According to Mael and Tetrick (1992), organisational identity has substantial ramifications for both employees and the organisation's effectiveness. They wanted to look into the distinction between organisational commitment and identification, as well as the concept's relationship with job satisfaction, job involvement, and organisational satisfaction. Organisational identity, they believed, was less related to the latter factors than organisational commitment. Even though the Mael and Ashforth (1992) study focused on a single sample, the findings shed light on how corporate takeovers, mergers, and restructuring affect member loyalty. Furthermore, the authors claimed that the more strongly a person connects with an organisation, the more likely they are to support it.

The passage discusses various methods of measuring organisational identification and highlights the potential issues with using single-item measures, which is relevant to this study in measuring employees' identification with their organisation.

4.4 AFFECTIVE COMMITMENT THEORY

Affective commitment theory is a widely-studied theory in the field of organizational behaviour, which explores the emotional attachment employees feel towards their organization. This theory is composed of several key components, which we will examine in more detail in the following subsections.

4.4.1 Overview of the theory of organisational commitment

The single human trait that has had the most significant effect on organisational success is a dedication to the organisation (Alsiewi & Agil, 2014). Employee happiness and the success of the business itself may be affected by employees' dedication to their jobs (Meyer & Herscovitch, 2001). Hence, organisational commitment is one of the essential concepts for academics and managers in

organisational studies (Meyer et al., 2002). Now more than ever, when public-sector executives around the world face challenges like attracting and keeping high-quality workers and issues like their morale, motivation, and performance, this is a topic of paramount importance (Chordiya et al., 2017). In-depth research on employees' dedication to their companies has been done mostly in the corporate setting (Lovakov, 2016). Scholars have been slow to investigate how the tertiary education environment influences the commitment of academic employees, even though they are a university's most valuable asset that determines its success (Lovakov, 2016) and that their attitudes influence their performance and willingness to go beyond what is formally described in their contracts (Jing and Zhang, 2014). The emotional attachment that academics feel to their respective institutions must be understood (Lovakov, 2016). Affective ties include feelings of involvement, belonging, and shared values with a group or organisation. It helps foster a frame of mind that recognises that one's work within an organisation is essential and the motivation to take the necessary steps and effort to achieve the organisation's objectives (Meyer & Herscovitch, 2001).

Numerous implications of affective commitment in practice and theory have been emphasised in the research literature (Chordiya et al., 2017). Employees' physical and mental health and happiness on the job are positively correlated with high levels of affective commitment (Lovakov, 2016). In addition, it strengthens employees' mental, emotional, and physical attachment to the company.

4.4.2 Conceptualising affective commitment

One definition of affective commitment is "a stabilising or obligatory force that regulates behaviour by constraining freedom and pushing the individual to stick to a path of action despite opposing motives and attitudes" (Meyer & Herscovitch, 2001; Scholl, 1981). A determined person will not change their actions or behaviours, no matter how tempting it may be (Meyer & Herscovitch, 2001). The mental state of commitment can be broken down into three distinct themes: the expense of leaving, the duty to remain, and the emotional investment in the organisation (Meyer & Herscovitch, 2001). Affective commitment describes a

person's emotional investment in their work, how they feel about the company, and how much they care about its success (Meyer & Allen, 1997). Being emotionally invested in a group requires a sense of unity among its members and a merging of one's identity with that of the group (Kanter, 1968). Employees who feel a strong sense of company loyalty exhibit behaviours that demonstrate a strong emotional connection to the organisation (Afram et al, 2022).

As stated by Buchanan (1974), affective commitment consists of "positive emotions and a sense of belonging to the organisation" (Still, 1983). This affective commitment is an emotional rather than a practical commitment (Ferriera et al, 2022), characterised by "identification," or the act of matching one's values with those of the organisation; "involvement," or the experience of caring about, devoting oneself to, and dedicating oneself to the organisation; "pride" in the organisation; "willingness to put in extra effort for the organisation's good"; "willingness to make sacrifices for the organisation's good" (Liou, 2008). According to Attitudinal Commitment Theory, employees' loyalty to an organisation is determined by how much they want to remain there (Mercurio, 2015). Since the 1960s and 1970s, many theories and multidimensional conceptualisations of organisational commitment have depicted it as equally weighted components (affective, normative, and continuance), but Mercurio (2015) notes that the affective construct of commitment has remained central and constant through this wide variety of theorising and conceptualisations. Affective, or emotional and attitude-based, attachment to the organisation was a critical primary aspect of the organisational commitment concept. It seems to be the theoretical and historical basis for theories of organisational commitment, and it was a significant aspect of organisational commitment (Mercurio, 2015). The critical factor in shaping attitudes and actions at work, as well as personal viewpoints, is the core, not the peripheral features or other types of commitment.

4.4.3 Applications and limitations of affective commitment

In psychological collectivism, an individual-focused kind of collectivism, organisational loyalty, plays a role. Dependence, rules that support in-group

embeddedness, obligation, and in-group harmony are defining features of collectivism (Clugston et al., 2000). Many studies have shown that when employees are invested in their workplace, they are more likely to be enthusiastic about their jobs (Garca-Cabrera & Garca-Soto, 2011), and to be productive at their jobs (Selma, 2011), to have less of an intention to leave their jobs and to be less absent from work. Organisational commitment is seen as a desirable and powerful instrument linking people to the organisation and increase its productivity and effectiveness by many scientists and practitioners. Despite this, there are times when an employee's dedication to the company can negatively impact their ability to perform in other areas of life and the company as a whole. The significance, as indicated by Meyer et al. (1993), is highly contingent on commitment. However, researchers often use the emotive component when investigating the benefits of organisational commitment to employees or businesses (Ariani, 2012), while continuous commitment is sometimes neglected. Nonetheless, several studies have shown that continuous commitment has detrimental effects on workers' health and well-being, particularly in stress, work-family conflict, and decreased life satisfaction (Meyer et al., 2002). Intense devotion to staying on the job can be good and bad for a business.

As proposed by Allen and Meyer (1990), employee investments and a dearth of other employment opportunities form the basis of a continuing commitment. When a worker is stuck with only few options, they may begin to feel trapped by the current employer (Vanderberghe et al., 2007). Accordingly, it is difficult for workers to feel confined in their jobs (Meyer et al., 2002). The worker may get dissatisfied, react poorly, refuse to exert effort, or even play truant in the office. Employees may experience emotional exhaustion and a subsequent decline in their sense of personal and professional efficacy. Furthermore, it appears likely that high levels of continuous commitment led to rigidity and resistance to change since employees with limited options are subject to external regulation (Meyer & Allen, 2004) and hence should not be prepared to participate in the change process. Professional burnout might increase resistance to change (Geneviitty-Janonien & Endriulaitien, 2014).

4.4.4 Measuring affective commitment

Two instruments are at the heart of empirical research on organisational commitment among various research methodologies. One of them is the Organisational Commitment Questionnaire, created by Mowday et al. (1979). The three-dimensional organisation commitment, developed by Allen and Meyer (1990), is the second instrument. Porter et al. (1974) produced a 15-item organisational commitment questionnaire codified by Mowday et al. (1979).

Cook and Wall (1980) conducted two studies in which they interviewed 650 blue-collar workers in the United Kingdom. The samples consisted of full-time male workers from various industrial sectors who were either highly skilled, partially skilled, or not skilled. The nine-item Organisational Commitment Questionnaire developed by Cook and Wall (1980) was condensed from a more extensive survey initially developed for a blue-collar audience. It measured three related factors: (a) a person's identification with the organisation's values, (b) their willingness to invest in time and effort on behalf of the company, and (c) their commitment to remaining an employee (loyalty). Mowday et al. (1979) and were unable to validate the three dimensions. The 15-item organisational commitment question produced only a single-factor solution in Mowday et al. (1979) factor analysis.

Furthermore, according to Curry et al. (1986), there is no empirical support for the idea that the Cook and Wall scale items distinguish three independent degrees of commitment. Morrow (1983) discovered a redundancy across distinct foci of commitment utilising facet design to evaluate and contrast related notions. Mowday et al. (1979) differentiate between commitment and satisfaction that are quite ambiguous, according to Curry et al. (1986). Angle and Perry (1981) came to similar conclusions. A factor analysis of the 15-item Porter organisational commitment question established nearly identical characteristics in two dimensions or subscales: a value commitment, which includes items of identification and involvement, and a commitment to stay in the organisation, which includes items indicating a commitment to stay in the organisation. Over three years, Bar-Hayim and Berman (1992) investigated the dimensionality of Cook and

Wall's (1980) organisational commitment scale among 1,299 employees in 14 major Israeli industrial enterprises, representing a wide range of products produced, technology, organisational size, and type of community where the organisations were located (1984 to 1986).

The nine items of Cook and Wall (1980) scale confirmed two measures of organisational commitment when factor analysis was used: identification on the first component and loyalty on the second. They viewed this as a distinction in the original scales between passive and active organisational commitment, which could be relevant in understanding the behaviour of diverse populations of industrial workers. The Allen and Meyer (1990) method is widely used to assess organisational commitment. Allen and Meyer's (1990) three-dimensional questionnaire has been standard since the increasing obsession with the technique of organisational commitment research in the 1990s. Validation of this questionnaire is not done very often these days, and it is mainly done to check for cultural biases. Several theoretical perspectives on the role of values in organisational behaviour exist. The concept of congruence between individual and organisational qualities as a predictor of organisational attitudes and behaviour is one of the most widely accepted frameworks (Edwards, 1994).

McDonald (1993) demonstrated its unity with the value dimensions that Schwartz and Bilsky (1987) identified in their research. Scholl (1981) proposed that commitment is a plausible determinant of organisational commitment behaviour because it sustains behavioural direction when there is no prospect of formal organisational rewards for accomplishment. Weiner theorised that commitment is to blame for activities that are not primarily motivated by rewards or punishment. Pay satisfaction was used as a proxy for organisational commitment, and this had a positive correlation with measures of both affective and continuous commitment as well as normative commitment (Vandenberghe & Tremblay, 2008). Job security is the impression of confidence in continuing one's present job. According to research by Gaertner and Nollen (1989), employment stability is relevant to employee loyalty. Commitment, in their view, is a feeling of emotional attachment to and identification with an organisation and its values. Employees who have faith

in their job security may develop stronger feelings of loyalty to their employer. The affective commitment was negatively related to work uncertainty (Bosman et al., 2005). Therefore, employment stability may have a favourable correlation with dedication factors. Whether or not they are union members, workers may exhibit a propensity to strike through certain behaviours (Cohen, 1992). Participation in such behaviours comes with potentially damaging effects on workplace relationships. As such, it represents an act of rebellion against the organisation and must be interpreted as such (Cohen, 1992). Contrary to those who are dedicated, the uncommitted and unsatisfied members of the organisation may be readier to indulge in this negative attitude. In psychological collectivism, an individual-focused kind of collectivism, organisational loyalty plays a role.

Collectivism is typified by interdependence, norms that support in-group embeddedness, obligation, and in-group harmony (Clugston et al., 2000). (Clugston et al., 2000). Organisational commitment has long been studied for its purported benefits to businesses (Garca-Cabrera & Garca-Soto, 2011), employees' motivation and performance at work (Selma, 2011), and their reduced likelihood of quitting or being absent from work. Accordingly, many academics and professionals tout organisational commitment as a potent method of tying together workers and increasing the organisation's efficiency and effectiveness. Despite this, there are situations in which an employee's dedication to the company's success might negatively impact their social and personal life. The ramifications are highly commitment-specific, as indicated by Meyer and Allen (1991). However, researchers mostly use the affective component of organisational commitment to investigate its good outcomes for either workers or businesses (Ariani, 2012), leaving the perseverance commitment behind rarely. Many studies have shown, however, that constant commitment has detrimental effects on workers' health and happiness. These include increased stress, work-family conflicts, and decreased happiness levels (Meyer et al., 2002). The company might also feel the consequences of an overly dedicated employee.

As proposed by Allen and Meyer (1990), employee investments and a dearth of other employment opportunities form the basis of a continuing commitment.

Employees who feel imprisoned in their organisation due to a lack of other options tend to be less engaged (Vandenberghe & Bentein, 2009). For this reason, it is distressing for workers to feel "stuck" in their job (Meyer et al., 2002). The worker could become dissatisfied, behave poorly, withhold effort, or just be present without doing a good job. In this way, it is easy for employees to get emotionally drained and believe they are no longer contributing adequately to the company. Because an employee with few options is subject to external regulation, they have little reason to be open and participate in the change process (Meyer et al., 2002), which suggests that a high level of continuous commitment leads to rigidity and resistance to change. Professional burnout may increase resistance to change (Leiter & Harvie, 1998).

4.5 THE CONCEPTUAL FRAMEWORK

Based on the theoretical, empirical, and conceptual review of the study, CSR can be viewed from two perspectives: internal and external social responsibility. Internal social responsibility can influence organisational identification, while external social responsibility can influence the social identification of the firm. Both social and organisational identification lead to affective employee commitment.

Figure 4.1 represents the conceptual framework for the study based on the statement of the problem, research objectives, and literature review. Firstly, the CSR activities of universities are directed at its stakeholders (Harrison et al., 2015). These activities can be grouped as external and internal depending on which stakeholders are targeted (Ferreira & de Oliveira, 2014; Obeidat, 2016). The external stakeholder activities focus on the external university community and environment. The internal CSR activities centre on employees, students and the internal university environment (Ferreira & de Oliveira, 2014; Obeidat, 2016). Secondly, the literature review has also clarified direct and indirect relationships between CSR and employee and organisational outcomes in the following ways.

University CSR directly impacts employee work engagement based on SET (Chaudhary et al., 2014; Esmaeelinezhad et al., 2015). University CSR, on the one

hand, and employee identification and affective commitment, on the other hand, are directly connected based on SIT (Walckirch, 2015). Finally, employee identification and affective commitment directly influence work engagement based on SET and SIT (Peterson et al., 2004); Walckirch, 2015). This depicts the conceptual research framework of the study.

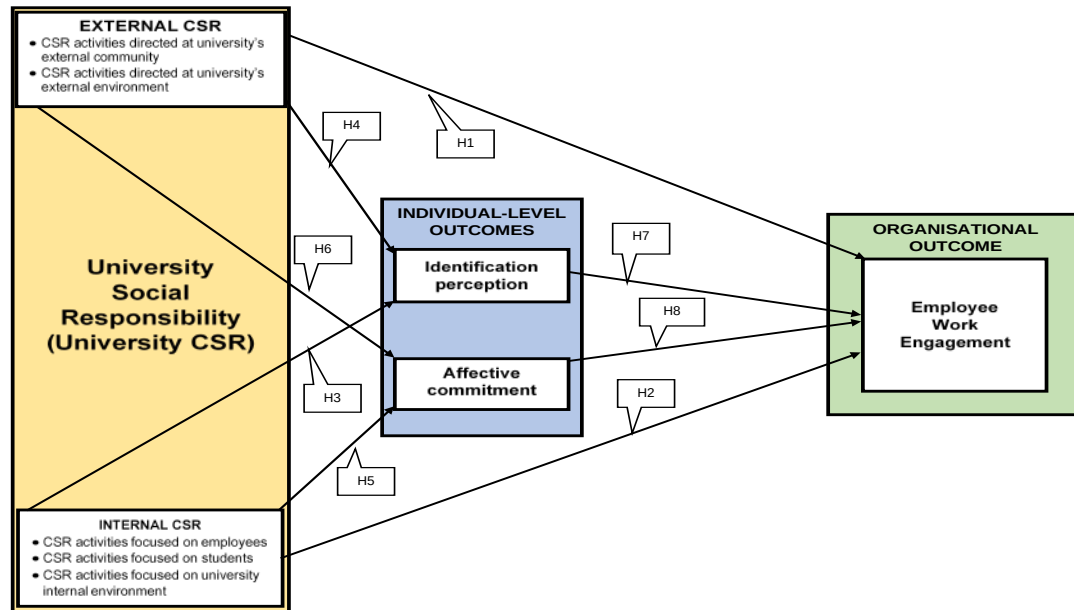


Figure 4.1: CSR, employee level (psychological) outcomes, and work engagement

4.6 HYPOTHESES DEVELOPMENT

In recent years, there has been growing interest in the relationship between CSR and employee engagement. To better understand this relationship this study disaggregated CSR into external and internal social responsibility (ECSR and ICSR) and employee identification perception and affective commitment were introduced as mediating variables leading to several hypotheses being developed, which we were explored. Borrowing from the theories of social exchange (SET), social identification (SIT) and affective commitment (ACT), the thesis statement is that the impacts of ICSR and ECSR on employee engagement affective commitment can vary depending on the specific CSR internal and external initiatives and employee values which leads to individual employee attitudes

(identification perception and affective commitment) and eventual behaviours (such as engagement).

4.6.1 University social responsibility and staff engagement

Several studies indicate a positive relationship between corporate social responsibility (CSR) and employee engagement. Mirvis (2012) reviewed multiple studies and suggested that CSR initiatives can contribute to employee engagement by helping employees feel part of something larger than themselves. Farooq, Payaud, Merunka, and Valette-Florence (2014) found that employees' perceptions of their company's CSR commitments significantly impact their organizational commitment, which is a key aspect of engagement. Gond, El Akremi, and Babu (2017) conducted a systematic review and found that CSR can enhance employees' engagement. Kim, Lee, Lee, and Kim (2010) also found that CSR leads to increased employee engagement levels. Earlier, Valentine and Fleischman (2008) suggested that the perception of a company's CSR, including external CSR, could positively impact job satisfaction, a component of employee engagement.

While the above studies did not separate internal CSR from external CSR, Farooq, Rupp, and Farooq (2017) investigated multiple pathways through which internal and external corporate social responsibility influence organizational outcomes and found that internal CSR (ICSR) can lead to increased employee engagement. Corporate activities, including workers' business ethics and welfare, are included in internal social responsibility. Business ethics comprises the company's culture as well as its anti-discrimination measures. Employee welfare is concerned with developing employees' abilities through training and educational opportunities, as well as preserving human rights within the firm (Gharleghi et al., 2018).

Some studies have indicated connections between ICSR and employee engagement. For instance, Aguinis and Glavas (2012) suggested that ICSR can have a direct impact on employees' engagement. Gond El Akremi, Igalens, and Swaen, (2010) suggested that ICSR can influence employee engagement.

Similarly, Jones (2010) found that company-sponsored volunteer programs (a form of ICSR) can lead to increased employee engagement. Another study by Gharlegghi et al. (2018) on the effects of corporate social responsibility on employee engagement backed up the idea that internal social responsibility directly impacts employee engagement.

Other studies have also shown connections between external CSR and employee engagement. For example, Glavas (2016) suggested that external CSR can increase employee engagement by allowing employees to feel they are contributing to something larger than themselves. Similarly, Hansen, Dunford, Boss, Boss, and Angermeier (2011) found that perceptions of a firm's external CSR initiatives can positively influence employee trust, a key factor in employee engagement. Peterson (2004) found a positive relationship between perceptions of corporate citizenship (which includes external CSR) and employee engagement while Valentine and Fleischman, (2008) similarly suggested that the perception of a company's CSR, including external CSR, could positively impact employee engagement. Jia et al. (2019) investigated the impact of external CSR on employee engagement. According to their findings, the principles of collectivism boost the direct effect of employees' perceptions of external CSR on work engagement via corporate pride. In other words, employees' participating in the firm's corporate social responsibility activities increase employee engagement at their workplace. Put differently, it means that as employees see their organizations actively engaging in socially responsible activities, they perceive their work as more meaningful and derive Job satisfaction which is a critical component of work engagement.

Based on these findings the following hypotheses emerge.

H1: CSR activities directed at the university's external stakeholders (external community and immediate external environment), will directly and significantly impact employee work engagement.

H2: CSR activities directed at the university's internal stakeholders (employees, students, and its internal environment), will have a direct and significant effect on employee work engagement.

4.6.2 University social responsibility and identification perception

This section deals with the CSR (ICSR, ECSR) and identification perception relationships. Employee identification can be defined as the sense of belonging an employee feels with the organization, and it is a critical aspect of an individual's self-concept within their work context. Employee engagement, on the other hand, refers to the level of an employee's commitment, passion, and investment in their work and the organization.

Social identity is tied to organisational pride. According to social identity theory, an individual's affiliation with an organisation is frequently established through association and comparison with other people or organisations (Jones & Solomon, 2010). The level to which individuals experience a sense of joy and self-respect due to their organisational membership has been defined as organisational pride (Jones & Solomon, 2010). According to Jones (2010), employees can develop a high level of organisational pride based on companies' corporate social responsibility. Jones (2010) theoretically suggests that organisation-sponsored CSR can increase identification with the company. He argued that when employees are proud of their organisation's CSR actions, they are more likely to identify strongly with it. Moreover, when employees feel that their participation in the organisation's CSR work contributes to a greater good, their identification with the organisation can be significantly enhanced.

Empirical justifications for the theoretical propositions have emerged. For example, Carmeli et al. (2007) found that employees are more likely to identify with their organization when they perceived that it was engaged in socially responsible activities particularly when employees' own values align with those demonstrated by the company's CSR initiatives. Likewise, Lee, Kim, Lee, and Kim (2013) study demonstrated that employee perceptions of their organization's CSR activities significantly influenced their identification with the organization and that this effect was stronger when CSR initiatives aligned with their personal values. Similarly, a study by Farooq et al. (2014) explored the relationship between CSR and organizational commitment, which is closely related to organizational identification

and found that CSR initiatives can influence employees' commitment to the organization. Recently, Van der Westhuizen and Malan (2023) found a positive relationship between Perceived CSR and Organisational Social Identity (identification perception). These studies collectively suggest that CSR activities can influence how strongly employees identify with their organization.

Therefore, disaggregating CSR into its internal and external components, it is hypothesised as follows.

H3: CSR activities directed at the university's internal stakeholders (employees, students, and its internal environment) will have a significant impact on employee identification perception.

H4: CSR activities directed at the university's external stakeholders (external community and immediate external environment) will significantly impact employee identification perception.

4.6.3 University social responsibility and affective commitment

This section deals with the CSR (ICSR, ECSR) and affective commitment relationship. Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in the organization and indicates the extent to which employees are devoted to their organization (Ashforth & Mael, 1989; Allen & Meyer, 1990). Jones (2010) theoretically suggests that organisation-sponsored CSR can enhance employees' affective commitment by increasing their identification with the company. Similarly, Valentine and Fleischman (2008) suggest that perceived CSR, including internal and external CSR, could positively influence job satisfaction, which is often associated with higher levels of affective commitment.

Empirical evidence supports the notion that employees' affective commitment can be influenced by their attitudes towards and perceptions of CSR. For instance, Uçkun Arslan and Yener (2020) found proof for the assertion that CSR practices Increase employee affective commitment. Similarly, when Bouraoui et al. (2020)

investigated the role of corporate social responsibility, in affective commitment, they found that CSR leads to employees' affective commitment. Van der Westhuizen and Malan (2023) also found a positive relationship between perceived CSR and affective commitment and organisational identity. Similarly, Jha (2023) found that perception of CSR influence employee affective commitment. Brammer, Millington, and Rayton (2007) research indicates that employees' perceptions of their organization's CSR activities, including external CSR, can enhance affective commitment. Similarly, Morgeson, Aguinis, Waldman, & Siegel, (2013). While not a primary research study, this review paper discusses how external CSR activities can influence various employee outcomes, including affective commitment.

Therefore, disaggregating CSR into its internal and external components, it is hypothesised as follows.

H5: CSR activities directed at the university's internal stakeholders (employees, students, and its internal environment) will significantly impact affective employee commitment.

H:6 CSR activities directed at the university's external stakeholders (external community and immediate external environment) will significantly impact affective employee commitment.

4.6.4 Identification perception and affective commitment in engagement

Studies support the idea that identification perception and affective commitment play crucial roles in work engagement.

4.6.4.1 Identification perception in engagement

Employee identification can be construed as the extent to which an employee perceives a sense of belongingness and alignment with their organization's values and goals. As stated before, employees who identify strongly with their

organization are likely to be more engaged in their work due to several reasons as revealed in the literature review. As is illustrated next, this relationship is because employees feel a personal connection with the organization, its values, and its goals. In other words, when employees identify strongly with their organization, they tend to be more engaged in their work. Put differently, employees are more likely to do so because they feel a personal connection to the company and its mission. Some notable empirical research studies that explore the relationship between organizational identification and employee engagement are discussed below.

Whittington and Ince (2012) conducted a study on "The effects of organizational identification on employee engagement and work outcomes". The researchers found a positive relationship between organizational identification and employee engagement, indicating that employees who strongly identify with their organization are more engaged in their work. Like Whittington and Ince (2012), Hamid, Ishak, and Shamsudin (2014) studied the impact of organizational identification on employee job performance. The subtle difference here is more semantic as engagement can be seen as a subset of performance. In summary, this study examined the impact of organizational identification on employee job performance. The researchers found that organizational identification has a positive effect on employee job performance (engagement). In other words, the research shows that employees who strongly identify with their organization tend to exhibit higher levels of engagement compared to those with weaker identification. The study therefore highlights the importance of organizational identification in driving employee engagement. Ohly, Schmitt and Almer-Jarz, (2017) also investigated the phenomenon. Their study is titled "The role of organizational identification in the relationship between work engagement and organizational citizenship behaviour." The findings indicate that organizational identification mediates the relationship between work engagement and OCB. In other words, when employees strongly identify with their organization, they are more likely to engage in their jobs. In a study titled "Organizational identification and employee engagement: An integrated analysis", Duus and Harnish (2018) examined the relationship between organizational identification and employee

engagement. The findings suggest that when employees identify strongly with their organization, they are more likely to be engaged in their work. Lastly, Wu, Lee, and Chen (2019). (2019) also studied the identification and employee engagement relationship in a study titled "Organizational identification and employee engagement: Examining the mediating role of perceived organizational support". The results of this study indicate that among others, organizational identification positively enhances employee engagement. In other words, the findings suggest that employees who identify strongly with their organization exhibit higher levels of engagement.

Based on the above evidence, the next hypothesis is as follows.

H7: Employee identification perception of the university will significantly impact employee engagement.

4.6.4.2 Affective commitment in engagement

Affective commitment can be construed as the emotional attachment an employee feels towards their organization. This section is concerned with affective commitment and employee engagement connection. It identifies empirical studies to argue that employees who have a high level of affective commitment (emotional attachment) are likely to be more engaged. In other words, employee affective commitment can significantly impact employee engagement.

Van Dick, Grojean, and Christ, (2006) investigated the topic "Affective commitment, work engagement, and employee outcomes: A conservation of resources perspective". Among others, this study findings suggest that affective commitment positively predicts work engagement, and both affective commitment and engagement. Thus, the study underscores the importance of affective commitment in promoting engagement. A Study by Karakas and Dalcin (2011), whose title is "The effects of affective commitment and workload on employee engagement: A study in the insurance sector" partly investigated the effects of affective commitment on employee engagement in the insurance sector. The findings reveal that affective commitment positively impacts employee

engagement. The authors suggest that organizations should consider affective commitment to promote employee engagement effectively. Kumar, Premarajan, and Karthikeyan (2014) researched the topic "Affective commitment and employee engagement: A study of IT professionals". The study investigates the relationship between affective commitment and employee engagement among IT professionals. The findings reveal a positive association between affective commitment and employee engagement. The authors suggests that when employees experience a strong emotional attachment and identification with their organization, they are more likely to be engaged in their work. A study by Decuyper, Hofmans, and De Fruyt, (2015) investigated the linkage among affective commitment, work engagement and task interdependence. Among others, the findings suggest that affective commitment positively influences work engagement, and the strength of this relationship is influenced by the level of task interdependence. The study emphasizes the importance of considering contextual factors when examining the relationship between affective commitment and engagement. Last but not the least, Yiltiz, Aka-Demiröz, and Karagonlar (2016) studied the topic, "The reciprocal relationship between affective commitment and employee engagement: Evidence from the healthcare industry". The results indicate that affective commitment positively influences employee engagement, and in turn, engagement also reinforces affective commitment. The study highlights the dynamic nature of these constructs and the mutually reinforcing relationship between them.

Based on these findings, it is hypothesised as follows.

H8: Employee affective commitment to the university will significantly impact work engagement.

4.6. 5 The mediating roles of identification perception and affective commitment in engagement

The link between CSR and employee engagement may not be direct but is influenced by the degree of employee identification and affective commitment.

Firstly, CSR activities alone may not boost employee engagement unless employees identify with the company and its values. When employees see their organization engaging in CSR activities, it strengthens their identification with the organization, which in turn, boosts their engagement. Overall, research appear to confirm this stance. For example, Skudiene and Auruskeviciene (2012) found that the perception of CSR activities can foster a strong sense of identification among employees, leading to increased engagement. Kim et al. (2010) conducted a study that concluded that employees' identification with their organization could be influenced by the firm's CSR activities. In this study, organizational identification served as a mediator between CSR and employee engagement, emphasizing the significant role of employee identification. Farooq et al. also (2014) discovered in their study that CSR directly impacts employee identification. This identification, in turn, fosters increased employee engagement, supporting the mediation hypothesis. Gond et al. (2017) found in their research that CSR practices positively influence employees' organizational identification, which subsequently enhances their engagement level. De Roeck and Farooq (2018) studied the relationship between CSR, employee identification, and employee engagement. Their research suggested that CSR activities increase employees' organizational identification, thereby leading to improved employee engagement. A study conducted by Lee et al. (2019) showed that employees' perception of their company's CSR efforts positively influenced their level of identification with the organization, which then led to higher levels of engagement.

These studies collectively suggest that employee identification perception plays a significant mediating role in the relationship between a company's CSR activities and employee engagement. If employees identify with their organization, especially when they perceive their company as socially responsible, it likely results in higher levels of employee engagement. Therefore, employee identification can serve as a significant mediator between CSR and employee engagement. Companies that prioritize CSR activities are likely to strengthen employee identification, which subsequently enhances employee engagement. However, if employees do not identify with their organization or its values, the CSR activities might not have as strong an impact on employee engagement.

Secondly, affective commitment could act as a significant mediator in the relationship between CSR and employee engagement. This means that CSR activities may enhance employee engagement by increasing their affective commitment to the organization. When employees observe their company engaging in CSR activities, it may enhance their emotional attachment and identification with the organization, leading to increased affective commitment. In turn, this higher affective commitment can lead to increased engagement as employees who are emotionally attached to their organization are more likely to be motivated, involved, and committed to their work. In conclusion, affective commitment can significantly mediate the relationship between company CSR and employee engagement, enhancing the impact of CSR activities on engagement through its influence on employees' emotional attachment to their organization.

4.7 CHAPTER SUMMARY

This chapter was divided into five main sections, each with its subsets. After introducing the topic, the first section reviewed social exchange theory, including the definition, evolution, and applications and limitations. The second section discussed social identification theory and employee commitment, including defining organisational identification, the evolution of the theory, applications and limitations, and measuring organisational identification. The third section reviewed affective commitment theory, including the overview of the theory of organisational commitment, conceptualising affective commitment, applications and limitations, and measuring affective commitment. The fourth section presented the conceptual framework of social exchange theory, and in the final section, the chapter developed hypotheses that discussed internal social responsibility and staff work engagement, external social responsibility and staff work engagement, the mediating role of organisational identification, and the mediating role of affective commitment.

Employee identification refers to the extent to which an employee perceives a sense of belongingness and alignment with their organization's values and goals. As stated before, employees who identify strongly with their organization are likely

to be more engaged in their work. This is because they feel a personal connection with the organization, its values, and its goals. In other words, when employees identify strongly with their organization, they tend to be more engaged in their work. They're more likely to do so because they feel a personal connection to the company and its mission. Therefore, employee identification can act as a significant mediator between company CSR activities and employee engagement. If employees do not identify with their organization, even the most comprehensive CSR initiatives might not significantly enhance employee engagement. However, when CSR activities foster a strong sense of identification, they're more likely to boost engagement levels.

CHAPTER FIVE

RESEARCH METHODOLOGY

5.1 INTRODUCTION

The study sought to assess the effect of both internal CSR and external CSR undertaken by universities on the work engagement of their workers and the mediating effects of identification perception and affective commitment. The previous chapter focused on the theoretical framework the conceptual framework to develop hypotheses. This chapter outlines the research methodology applied in this empirical study. Among the issues considered are research philosophy, research design, research approach, study area, population, sampling procedure, instrument, data collection procedure, data processing and analysis and ethical considerations.

5.2 RESEARCH PHILOSOPHY

This study utilized a systematic scientific methodology to acquire unbiased outcomes using statistical analysis towards the research goals, thus aligning with the positivist research philosophy. This philosophy subscribes to observable, measurable and quantifiable phenomena that can be objectively measured through a scientific approach (Sousa, 2010). The essence is a scientific testing ability of economic laws without having to grapple with the messy reality of the human brain from which those laws might ensue (Sarasvathy, 2021). Relating to this, the researcher used a numeric approach to measuring the variables/constructs of interest through a structured questionnaire design. This helped in obtaining numeric data subjected to statistical manipulation to test the hypotheses developed. This approach is rooted in the epistemological stance that social reality is measurable and knowable, although it is difficult to access (Bisel & Adame, 2017).

Furthermore, the use of structural equation modelling allowed for the testing of the hypotheses, minimising the personal influence of the researcher on the

phenomenon of study, a position that supports the axiology of positivist philosophy (Zammito, 2004). Positivist philosophy has the capacity to generalise the findings from the perspective of the sample to the general population. This validates the measurement model's quality, such as reliability and validity. The findings could be generalised with a representative sample size determined and constructs validated through reliable primary data. Replicability of the study in similar contexts is also assured, even as the scales for measuring the constructs were adapted. Thus, the nature of the knowledge generated is verifiable or non-falsifiable (Tembo & Akintola, 2021).

5.3 RESEARCH DESIGN

The study examined how changes in internal CSR and external CSR activities performed by the universities induced changes in work engagement amid the intervening roles of affective commitment and identification perception among workers in the university communities in Ghana. The study adopted a quantitative, explanatory, survey research design which served as a blueprint for the study. The use of the explanatory research design supported the hypothetico-deductive orientation/ approach (see Section 5.4) used in the study (Schreurs et al., 2022). The explanatory type of quantitative research design, appraises objective, precise and generalisable findings that incorporate theories supported by empirical and simulated data (Kurten et al., 2022).

5.4 RESEARCH APPROACH

The study adopted the deductive approach where hypotheses were developed and tested using statistical manipulation of the data collected. According to Creswell (2014), this approach involves the collection of numerical data that is analysed using mathematically-based methods, especially statistics, to explain phenomena. Bryman (2012) also notes that the deductive approach relies on quantification in the collection and analysis of data. The deductive approach uses deductive logic, whose aim is to identify patterns in human behaviour by breaking down the social world into measurable components known as variables. These variables can be

quantified numerically as frequencies or rates, and their relationships with each other can be analysed through statistical techniques. This process often involves the use of researcher-introduced stimuli and systematic measurement (Ben-Shlomo et al., 2013).

The approach typically begins with the collection of numerical data based on a hypothesis or theory, which is then analysed using descriptive or inferential statistics (Tashakkori & Teddlie, 2003). The approach assumes that there is a single "truth" that exists independently of human perception (Lincoln & Guba, 1985). The use of a large randomly-selected samples is characteristic of the deductive approach which allows for the findings to be generalized to the population or sub-population being studied (Carr, 1994). However, there are also limitations associated with this research approach. One such limitation is that it often takes a snapshot of a phenomenon rather than providing an in-depth understanding. This approach may also overlook the experiences of test-takers and testers, as well as their subjective interpretations of the data (Creswell, 2014).

5.5 RESEARCH PARTICIPANTS

The study was conducted in Ghana and targeted four leading universities. Two universities are private (Evangelical Presbyterian University; All Nations University), while the remaining (the University of Environment and Sustainable Development; University of Health and Allied Sciences) are public universities. The universities were purposively selected because they are noted for their significant involvement in CSR activities for both internal and external stakeholders.

5.5.1 Evangelical Presbyterian University College (EPUC)

The Evangelical Presbyterian University College (EPUC) is a leading Christian private Higher Education institution of the Evangelical Presbyterian Church, Ghana. Founded in 2007, the University College is the premier University in the Volta Region of Ghana and seeks to promote the advancement of knowledge in

that part of the country and beyond. As an institution of higher learning, its core values are truth, honesty, justice, hard work, discipline, and togetherness. EPUC is committed to delivering quality teaching and learning, research, and community service. University social responsibility is defined as an ethical quality management policy that aims to align the university's four processes (management, teaching, research, and extension) with the institution's mission, values, and social commitment by achieving institutional coherence, transparency, and dialogical participation of the university community (authorities, students, teachers, and administrators). EPUC has organised several academic events with topics of interest and accessible to the general public. Also, clear principles exist in academic training, narrowing the gap between moral values and scientific facts. Lastly, evidence of the university evaluation and accreditation processes ensures conformity under local and international standards.

5.5.2 All Nations University (ANU)

All Nations University (ANU) was established by the All-Nations Full Gospel Church (ANFGC), Toronto, Canada, through the All-Nations International Development Agency (ANIDA).

The mission is to develop a new breed of leaders for the continent with a holistic education that emphasises academic excellence, Christian values, discipline and ethical values in a Christ-centred environment. The Government of Ghana readily embraced the establishment of the institution in 1988, when permission was sought to create the All-Nations University. However, it was not until 1996 that the master plan was presented to the National Accreditation Board (NAB). Upon the approval by NAB, All Nations University was incorporated in 1996 and subsequently received its accreditation in May 1996. After years of preparations, the University opened its doors to 37 pioneering students on November 4, 2002, for the Business and Computer Science undergraduate programmes. Currently, ANU has 13 accredited programmes and over 2 000 students. Matten and Moon (2004) found that many professors and practitioners are convinced that social responsibility should be fully integrated into the curriculum to help students make social and

environmental decisions as businesspersons. In addition, Christensen et al. (2007) reported that deans and directors of the top 50 global MBA programmes viewed the inclusion and coverage of ethics, CSR, and sustainability courses in the curriculum as integral to the mission of this establishment. Therefore, over the years, ANU has formed partnerships and projects that positively impact local communities and society, promoting the involvement of internal stakeholders (especially students and faculty) in these initiatives. Over the period, ANU has prepared and educated students to be ethical and socially-responsible professionals and citizens ready for the challenges of tomorrow.

5.5.3 The University of Environment and Sustainable Development (UESD):

The University of Environment and Sustainable Development (UESD) is a public university situated at Somanya in the Yilo Krobo Municipality of the Eastern Region, Ghana. The University was established by UESD Act 2015 (Act 898) and inaugurated on the 5th of August 2020. The vision of UESD is to be a leading University in teaching, learning, and disseminating knowledge related to developments in environment and agro-business and creating knowledge through research for national development. The mission of UESD is to train and produce graduates with relevant knowledge and skills to be well-positioned as agents and partners in identifying and resolving environmental and sustainable development challenges. Universities are vital in teaching responsible values and educating students to be responsible leaders and citizens, along with the well-being of local communities and the environment. Therefore, UESD has, over the period, impacted the lives of its community, including its administrative staff, academics and students. It has ensured positive environmental impacts from waste, deforestation, energy costs, transport costs, etc. Moreover, UESD has constantly asked itself about the kind of knowledge it produces, its social relevance and its beneficiaries.

5.5.4 The University of Health and Allied Sciences, Ho (UHAS)

The University of Health and Allied Sciences, Ho (UHAS) was established by an Act of Parliament (Act 828 in December 2011) and envisions to become a pre-eminent research and practically oriented health educational institution dedicated to community service. The main campus, including the central administration, is in Ho. A second campus is in Hohoe. The University started operations in September 2012 with 154 students. The student population currently stands at 3,752. UHAS is the first public university to be established in the Volta Region of Ghana and the only state university wholly dedicated to the training of healthcare professionals in Ghana. Social responsibility refers to legal and ethical commitments derived from the impacts of organisational operations in society, the economy, and the environment. Universities such as UHAS are also responsible for their activities' impacts on different stakeholders (e.g., students, staff, professors, alumni, and local communities). As centres of knowledge, UHAS serves as a model of ethical behaviour, ensuring fair operating systems, transparency, and respect for human rights. Higher educational institutions have a unique role in securing a sustainable tomorrow because they are in charge of promoting responsible knowledge and practice. Universities are accountable for helping students to acquire skills and competencies for grasping the importance of social responsibility and sustainable practices (Matten & Moon, 2004). UHAS has participated in developing healthy local communities and social capital through its vocational training practices. UHAS has a clear impact on society's economic, social, and political development because of the number of health professionals it produces. Also, UHAS has impacted its internal public (staff, professors, and students) and specific impacts on the environment regarding how campus operations are performed (waste management, deforestation, transportation, contamination, etc.).

5.6 THE TARGET POPULATION

This study targeted the permanent staff of four universities in Ghana, namely: two private universities (Evangelical Presbyterian University and All Nations University) and two public universities (University of Environment and Sustainable

Development and University of Health and Allied Sciences). The staff of these universities were selected purposively as they are known to be actively involved in both internal and external CSR activities. The study excluded students and the general population of the universities (other than the staff), as they were not the focus of the study's investigation on the impact of CSR activities on work engagement, mediated by affective commitment and identification perception.

The choice of the permanent staff from four universities in Ghana, including both private (Evangelical Presbyterian University and All Nations University) and public (University of Environment and Sustainable Development and University of Health and Allied Sciences) institutions, is highly appropriate for this study because the selection of staff members, who are directly involved in both internal and external CSR activities, ensures that the participants have firsthand knowledge and experience related to the CSR initiatives of their respective universities. This expertise allows for a comprehensive understanding of the impact of these activities on work engagement. Again, by excluding students and the general population, the study maintains a clear focus on employees' perspectives and their experiences, thus reducing potential biases and distractions from other university stakeholders. This targeted approach ensures that the research can effectively explore the specific relationships between CSR, work engagement, affective commitment, and identification perception among university staff, contributing valuable insights to the field.

Table 5.1: Target population

POPULATION CATEGORIES		TOTAL NUMBER
THE UNIVERSITY OF HEALTH AND ALLIED SCIENCES		
Senior Members	Academic Staff	290
	Non-Academic Staff	60
Senior Staff		289
Junior Staff		193
THE UNIVERSITY OF ENVIRONMENT AND SUSTAINABLE DEVELOPMENT		
Senior Members	Academic Staff	198
	Non-Academic Staff	49
Senior Staff		71

Junior Staff		85
EVANGELICAL PRESBYTERIAN UNIVERSITY COLLEGE		
Senior Members	Academic Staff	80
	Non-Academic Staff	30
Senior Staff		78
Junior Staff		65
ALL NATIONS UNIVERSITY		
Senior Members	Academic Staff	180
	Non-Academic Staff	62
Senior Staff		94
Junior Staff		72
TOTAL NUMBER OF POPULATION		1896

5.7 SAMPLE SIZE AND SAMPLING PROCEDURE

The sampling procedure had two main steps, including the determination of an appropriate representative sample size and selecting the elements for participation in the data collection. Since the study had different sub-groups, this sample size determination formula was applied to determine the minimum sample size based on Kanyambo and Mohammed's (2020) recommendation. This sample size determination formula is appropriate for a heterogenous population in social science studies. The sample size was calculated at a 95% confidence level using a formula by Cochran (1977). The formula is given by:

$$n = \frac{N}{[1+N(e)^2]}$$

Where:

- n = sample size
- N = Sample frame (1896)
- e = Margin of error (5%)
- $n = 1896 / 1 + 1896(0.05)^2$
- $n = 330.3$
- $n = 330$

Therefore, 330 was determined as the minimum sample size for this study guarantee the generalisation of the study findings from the sample to the target

population. After the sample size had been determined, the proportional formula was applied to determine the minimum sample required from the respective universities. The use of a sample size determination formula, as recommended by Kanyambo and Mohammed (2020), ensures that the study's sample size is statistically significant and representative of the target population. This is essential for drawing valid conclusions and generalizing findings to the broader population of university staff in Ghana. Again, the application of Cochran (1977) formula for sample size calculation at a 95% confidence level with a 5% margin of error demonstrates a rigorous approach to ensure the reliability of the study's results. It accounts for the heterogeneity in the population, which is common in social science studies, and thus, the chosen formula is well-suited for this context.

Furthermore, the proportional sampling technique ensures that the sample is adequately distributed among the different universities included in the study. This approach is crucial because it allows for the representation of each university's unique characteristics and CSR activities, which may vary between public and private institutions. By proportionally allocating the sample size based on the size of each university's staff population, the study can capture the diversity and nuances in the CSR-work engagement relationship across the different academic settings. In sum, the chosen sample size determination and proportional sampling techniques are methodologically sound and enhance the study's credibility, ensuring that the findings are robust and applicable to the broader context of university staff in Ghana. Table 5.2 shows the results thereof.

Table 5. 2: Population sample matrix

Affiliate University	Target population	Percentage	Proportional Sample Size
Evangelical Presbyterian University	253	13.3	44
The University of Environment and Sustainable Development	402	21.2%	70
All Nations University	408	21.6%	72

The University of Health and Allied Sciences	832	43.9%	145
Total	1896	100%	330

The study employed a multi-stage sampling technique to select the participants surveyed in the study (Rana et al., 2021). As stated earlier, the universities were purposively selected for the data collection because they are noted for their significant involvement in CSR activities for both internal and external stakeholders. After the universities were purposively selected, a simple random sampling technique was used to select the participants from the universities (Alvi, 2016). In doing the simple random sampling, random numbers were generated for all the participants in the sampling framework. The tool used for the random number generation was MS Excel. Once the random numbers had been generated, all the elements whose serial numbers were selected and contacted to collect the primary data. Simple random sampling allowed the researcher to give equal chance for inclusion in the study, thereby reducing the possibility of sampling error (Balthip et al., 2022).

5.8 INSTRUMENTATION

The study utilised a structured questionnaire for primary data collection. The structured questionnaire allowed the researcher to collect data from a relatively large sample size. Numeric data were collected through the structured questionnaire, which employed a five-point rating scale to measure the variables at the nominal, ordinal, interval, and scale levels (LePine, 2022). This structured questionnaire applied a close-ended questioning technique in its design. Thus, in certain sections, predetermined options were provided for respondents to only tick appropriate responses reflecting their perceptions of the constructs. In certain cases, a codebook was created that utilized numeric options for data capture from the questionnaires (LePine, 2022).

Numerical options captured the opinions expressed by the respondents (Chen et al., 2021) on a 5-point Likert scale. The items measuring the constructs were adapted from empirically validated sources. The scales were deemed appropriate for the data collection in the context of the study given the expert vetting they went through from the project supervisor and the pilot testing. The scale measuring external CSR was adapted from Figueiredo, (2017); Latif et al., (2019); and Amponsah-Tawiah, (2015). The scale had eight items. The items measuring internal CSR were adapted from Latif et al, (2019); Figueiredo, (2017)]; Mory et al., (2015) with nine items. The scale for measuring the affective commitment was adapted from these sources Bouraoui et al., (2020); Azim, (2016). The scale had ten items. Measuring the work engagement was adapted from Baffoe, (2018); Jia et al., (2019) with nine items. The scale measuring employee identification perception was also adapted from Peterson, (2004) with ten items measured at the interval level; hence they generated continuous data, which facilitated the testing of the hypotheses.

A pilot test was carried out to validate the choice of the scales for the measurement of the latent constructs contextually with 40 respondents from the University of Ghana. The target respondents exhibited the same characteristics as those in the main study. The pilot test was conducted from May 2022 to June 2022. Tests of validity, reliability and standard method bias were conducted to establish the scales' accuracy and the primary data's reliability. After consultation with the project supervisor and an independent data analyst, the supervisor finally approved the scale for full-scale application in the study context. The pilot test results are presented in Appendix B. The questionnaire was made up of 5 subsections and it is attached as an Appendix for further consideration.

5.9 DATA COLLECTION PROCEDURE

Once the questionnaire was approved, data collection commenced. The researcher used self-administered questionnaires to collect the primary data (Senses, 2021). Specifically, the drop-and-pick method was applied because the respondents could not immediately complete the questionnaires given to them

(Debrah et al., 2021). The respondents selected were contacted at their universities and formally requested to participate in the study. Rapport was built with the respondents before they were given the structured questionnaires. They all willingly agreed to participate in the study. Therefore, 595 questionnaires were issued to the participants. After 12 weeks, the questionnaires were retrieved. Four hundred and thirty questionnaires were retrieved. After initial screening, 412 were deemed accurate for the data capture; thus, a response rate of 95% was obtained.

To improve the response rate, a WhatsApp group page was activated to remind participants about the need to respond to the questionnaire. Reminder calls were also made to some of the respondents who delayed completing the questionnaire and returned the same. These strategies are recommended for studies of this nature (Romeiser et al., 2021). The approach improved the response rate (Kuoribo et al., 2022), although some of the respondents delayed in completing and returning the questionnaires. It was laborious and required constant contact with respondents (Kariuki & Kiiru, 2021).

5.10 DATA PROCESSING AND ANALYSIS

Once the data were collected successfully, a cleaning exercise was conducted to test research hypotheses. Initial data screening was done to identify questionnaires with more than 50% non-responses. This was done because it provided a clue as to how to treat non-response items and avoid the problem of missing data in the data analysis phase of the study. None of the questionnaires had a problem with missing cases. A codebook was generated to guide the study's coding and data entry phase (Richards & Hemphill, 2018). Once the codebook was ready, an SPSS application (version 25.0) was activated for the coding and data entry. The use of this software for coding is appropriate for a study of this nature because it afforded the conversion of the data file into "csv" file for analysis in the SMART pls software.

The unit of analysis of the study was at the individual level. Structural equation modelling (SEM) was configured to test the formulated hypotheses through the

SMART pls software (Sarstedt & Cheah, 2019). In testing the hypotheses, the study employed the two-stage embedded approach where the model was first modelled based on tenets of the second-order construction. After the model had been verified as appropriate given the measurement model, a reflective-formative model was finally configured to test the hypotheses (Cheah et al., 2019). The evaluation of the model was based on the two-stage model evaluation recommended in pls-SEM studies (Benitez et al., 2020). The measurement model was first evaluated and considered appropriate for the model. Key indices considered for the evaluation of the measurement model included Cronbach's Alpha (>0.7), rho A (0.7), composite reliability (>0.7), convergent validity ($AVE < 0.5$), discriminant validity (HTMT ratio < 1), common method bias (Inner VIF < 5) and multi-collinearity (Outer VIF < 5). The indices are tested criteria for evaluating structured models (Kock, 2015; Ringle et al., 2015). Once the measurement model was declared adequate, the structural model was tested and evaluated for the significance of the tested hypotheses embedded in the model. Key measures considered for the model evaluation phase included indicator reliability (Indicator loadings > 0.7 ; $p < 0.05$), path (beta coefficients; f-square for effect size values above 0.35, 0.15, and 0.02 can be interpreted as large, medium, and small) and the coefficient of determination (R-square results above 0.67 are considered substantial, above 0.33 are moderate and those above 0.19 are rated as weak). The model was estimated at a 1-tailed 95% confidence interval at a 5% significance level with a 5000 bootstrapping. The findings were presented in Tables and Figures for easy comprehension and clarity.

Again, a proactive approach was taken to address non-response bias (missing data). Initially, data screening was conducted to identify questionnaires with more than 50% non-responses, which was an important step in assessing the extent of non-response. Fortunately, none of the questionnaires had missing cases, indicating a relatively low risk of missing data. This absence of missing cases suggests that data collection was thorough and that non-response bias was minimized from the outset. Additionally, the researchers generated a codebook to guide the coding and data entry process, which likely helped in ensuring data completeness and accuracy. The use of SPSS software for coding and data entry

also likely contributed to minimizing missing data, as it provided a structured framework for data management. Overall, the combination of careful data collection procedures, proactive screening, and comprehensive data management practices helped mitigate the potential impact of non-response bias (missing data) in this study, ensuring the robustness of the subsequent data analysis.

5.11 ETHICAL CONSIDERATIONS

To promote ethical considerations in this empirical study, specific measures were taken to uphold integrity, benevolence, and confidentiality (Saunders et al., 2007). Firstly, ethical clearance was obtained from the respective universities prior to data collection (Polit & Beck, 2017). Official permission was then sought to survey the universities, and all prospective participants granted informed consent before completing the structured questionnaires (American Psychological Association [APA], 2017). The privacy and integrity of the respondents were respected during the questionnaire design phase, as no personal information or identity was collected (APA, 2017).

Data confidentiality was maintained by not making the data accessible to any third party, and the data file was used solely for academic purposes (Polit & Beck, 2017). The purpose of the study was clearly explained to the prospective respondents, and the data was not manipulated to suit any preconceived outcomes (APA, 2017). All sources consulted were appropriately acknowledged through a reference list (APA, 2017). Lastly, an excellent supervisor-student relationship was developed during the study, which facilitated timely and professional completion of the project.

5.12 CHAPTER SUMMARY

This chapter provided an overview on the research methods and techniques employed by the researcher to undertake this study. The positivist school of thought was the philosophical underpinning for carrying out the study. The study also adopted the quantitative approach as data required for answering the research objectives was numerical in nature. Also, the explanatory survey research

design was adopted with a validated structured questionnaire being the research instrument to collect data. The study area for the research was 4 leading universities in Ghana. The appropriate sample size was statistically estimated to be 330 participants in all and a multi-stage sampling technique was adopted. The validity and reliability of the research instrument was first tested with a pilot study and the estimation of the common method bias. The study employed the use of both descriptive and inferential statistics to interpret data and the data was analysed with the use of SPSS and SMART PLS. The ethical issues surrounding the study were also considered.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 INTRODUCTION

This study examined the effect of internal CSR and external CSR activities on the affective commitment among workers in private and public universities in Ghana and controlled for the intervening roles of identification perceptions and affective commitment. The previous chapter dwelt on the research methodology used for this study, following which the current chapter presents the results obtained for the formulated hypotheses.

6.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The demographic characteristics of the respondents were measured through descriptive statistical tools of frequency and percentage. These measures of central tendency and dispersion are appropriate for measuring the variables because of the nominal and ordinal levels of measurement for the demographic characteristics. The findings are presented in Table 6.1.

The study targeted four universities: two private (Evangelical Presbyterian University and All Nations University) and two public ones (the University of Environment and Sustainable Development and the University of Health and Allied Sciences). Most participants worked at the University of Health and Allied Sciences (34.5%). This was followed by those working at the University of Environment and Sustainable Development, which represented 28.9%, and those working at All Nations University (27.9%). Only 8.7% were working at Evangelical Presbyterian University.

Table 6. 1: Demographic characteristics of respondents

Variables	Option	Frequency	(%)
Affiliate University	Evangelical Presbyterian University	36	8.7%
	The University of Environment and Sustainable Development	119	28.9%
	All Nations University	115	27.9%
	The University of Health and Allied Sciences	142	34.5%
Gender	Male	243	59.0%
	Female	169	41.0%
Age range	Up to 30 years	33	8.0%
	31-40 years	252	61.2%
	41-50 years	82	19.9%
	Above 50 years	45	10.9%
Highest education	PhD	68	16.5%
	Master's degree	200	48.5%
	Bachelor's degree/HND	66	16.0%
	Diploma	31	7.8%
Marital status	Below Diploma	47	11.4%
	Single	94	22.8%
	Married	292	71.1%
	Divorce/Separated	25	6.1%
Religion	Christian	350	85.0%
	Muslim	58	14.1%
	Traditional African	3	0.7%
	Others	1	0.2%
Length of service	Up to 5 years	107	26.0%
	6-10 years	234	56.8%
	11-15 years	36	8.7%
	21 and above years	35	8.5%
Job position	Senior lecturer	27	6.6%
	Lecturer	79	19.2%
	Junior lecturer	88	21.4%
	Senior Member	35	8.5%
	Senior staff	129	31.3%
	Junior staff	53	12.9%
	Other	1	0.2%
Nature of University	Public University	261	63.3%
	Private University	151	36.7%

Male staff dominated the study, although female workers were also significantly represented. Thus, it could be claimed that the workforce structure of the universities is dominated by male workers, a finding which reflects patterns in the general educational industry, including the higher education sector in Ghana (Owusu-Agyeman, & Fourie-Malherb, 2019). Most of the workforce (61.2%) is in the 31-40 years range. Comparatively, the workforce of the universities could be

described as youthful, hence more responsibilities are on the HR units of these universities to institute appropriate human resource development initiatives and policies to tap into the experiences of these workers over time to maximize their contributions to the betterment of the universities. Most workers have more than 20 years of working in these institutions; hence, proper succession planning and retention strategies could help the universities get the best out of their workforce.

Approximately forty-nine per cent (48.5%) of the participants have Master's, followed by those with PhD and then Bachelor's degrees representing 16.5% and 16.0% respectively. Only a few have diploma certificates and below diplomas, respectively. With most of the staff having Master's as their current highest level of formal education, more room should be given for staff development in their universities to produce more PhD staff and professors. Most participants are married, whilst some 22.8% are still single, with 6.1% having been separated or divorced. Most respondents have worked in their respective universities for 6-10 years, followed by those with less than five years of working experience. Only 8.5% have worked for more than 21 years. A blend of different categories of staff participated in the study, which means the views expressed on the variables in the study are not skewed to favour any particular group. Private and public universities are represented, although most workers (63.3%) came from public universities. This trend is evident because public universities in Ghana are large and manned by numerous workers, given the various programmes they offer.

6.3 FIRST STAGE OF THE MODEL BUILDING

The study employed a two-stage embedded approach for estimating the structural model that aided in testing the hypotheses. This approach was based on the endogenous latent construct - employee work engagement - being measured as a higher-order construct. Once the measurement quality dimensions had been proved satisfactory after the estimation in the first instance, the latent variable scores were extracted and added to the original data file, which was used to reconfigure the model that was used for testing the hypotheses in the study with the two-stage evaluation approach in the second phase of model estimation.

Therefore, with the latent variables scores for the subconstructs, the endogenous latent construct was treated as a formative construct using the reflective-formative structural equation model.

6.3.1 Measurement model

Using the two-step model evaluation processing, the study configured a reflective SEM for the first of the two-stage embedded reflective formative equation. The measurement model was then evaluated to authenticate the configured model's accuracy, reliability and validity. Issues considered included construct reliability and validity, discriminant validity, collinearity statistics and standard method bias. Indicator reliability was also calculated to provide evidence of the measurement model and the contributions of the items that measured the exogenous latent constructs and the endogenous latent constructs. The results are presented as follows.

6.3.1.1 Construct reliability and validity

In Table 6.2, except for student-centred CSR activities and affective commitment that had rho as a little below 0.7, all the remaining constructs had rho >0.7, signifying a satisfactory reliability of the constructs (DeVellis, 2012). Thus, using the primary data collected with the structured questionnaire is appropriate for a study of this nature, deepening the findings' accuracy and reliability. The study's replicability under a similar context is guaranteed. Composite reliability for all the constructs is satisfactory (>0.7). Convergent validity as measured by the AVEs proves all the constructs adequately measured convergent validity (AVEs>0.5). Thus, all the respective constructs' indicators converge to measure such constructs.

Table 6.2: Construct reliability and validity

	Cronbach's alpha	rho_A	Composite reliability	Average variance extracted (AVE)
Absorption	0.715	0.733	0.824	0.542
Affective commitment	0.690	0.698	0.829	0.619
Dedication	0.808	0.811	0.868	0.568
Employee-centred CSR activities	0.828	0.836	0.879	0.594
External CSR	0.801	0.817	0.870	0.628
Identification perceptions	0.783	0.784	0.902	0.822
Student-centred CSR activities	0.687	0.695	0.826	0.612
University environment-centred CSR activities	0.669	0.827	0.821	0.628
Vigour	0.703	0.728	0.815	0.525

Observation of the HTMT (Heterotrait-Monotrait Ratio of Correlations) ratios between the respective pairs of the constructs proves discriminant validity for such pairs are all satisfactory (HTMT ratios < 0.85). The implication is that the indicators for the respective constructs typically measure the construct each purported to measure in the context of this study. Thus, there is no interdependence among the items in measuring the different constructs considered in the study.

Table 6.3: HTMT ratio

	Absorption	Affective commitment	Dedication	Employee-centred CSR activities	External CSR	Identification perceptions	Student-centred CSR activities	University environment-centred CSR activities
Affective commitment	0.519	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Dedication	0.827	0.675	0.000	0.000	0.000	0.000	0.000	0.000
Employee- centred CSR activities	0.439	0.754	0.367	0.000	0.000	0.000	0.000	0.000
External CSR	0.556	0.343	0.475	0.260	0.000	0.000	0.000	0.000

Identification perceptions	0.425	0.646	0.299	0.680	0.288	0.000	0.000	0.000
Student-centred CSR activities	0.389	0.604	0.323	0.806	0.169	0.590	0.000	0.000
University environment-centred CSR activities	0.298	0.537	0.278	0.747	0.202	0.498	0.764	0.000
Vigour	0.558	0.528	0.643	0.322	0.402	0.312	0.491	0.398

The outer VIF (Variance Inflation Factor) was computed for each indicator in the measurement model and provides information about the extent to which an indicator shares variance with other indicators. A high outer VIF indicates a high level of multicollinearity, meaning that the indicator is strongly correlated with other indicators in the model. This can lead to inflated standard errors and unstable parameter estimates, making it difficult to distinguish the unique contribution of each indicator to the latent construct. It's important to note that an outer VIF of 5 or higher is indicative of problematic multicollinearity (Kock, 2015).

Table 6.4: Outer VIF

Indicators		VIF
B11	The University provides facilities for all student sporting activities.	1.415
B11		1.538
B14	The University has career guidance programmes that prepare graduates to meet the expectations of the labour market	1.262
B14		2.042
B17	The University provides its workers with regular training	1.718
B17		1.645
B22	The University ensures proper disposal of waste	1.493
B22		1.380
B23	The University regularly conducts audits of its environmental practices	1.998
B23		2.612
B25	The University discourages water wastage	1.699
B25		1.750
B26	The University is committed to continuous improvement in its environmental practices	2.107
B26		2.493
B28	The University actively participates in the social and educational activities of local schools	1.080

B28		1.129
	The University gives financial assistance to needy students from deprived	
B29	communities in the areas where it operates	2.718
B29		3.196
B30	The University makes contributions to local charitable causes	2.599
B30		3.348
B9	The University provides facilities for all student religious activities	1.375
B9		1.542
C32	When I talk about my university, I usually say 'we' rather than 'they'	1.621
C34	I am enthusiastic about my job	1.831
C35	I find the work I do full of meaning and purpose	2.242
C37	Being a member of this university keeps me feel "alive."	1.443
C39	I have enough opportunities to contribute to decisions that affect me	2.476
C39		1.326
C40	When I get up in the morning, I feel like going to work	1.693
C40		1.978
C42	I take risks in using new ideas in doing a job	1.617
C42		2.186
C43	I am excited to get involved with things happening at this university	2.638
C43		2.048
C44	Being a member of this university is exciting	3.163
C44		1.968
C45	I work for very long periods at a time	2.069
C45		1.319
C46	I get carried away when I am working	1.452
C46		2.008
C47	I try new ideas and approaches to problems	1.347
C47		2.365
	I make on-the-job decisions by considering the consequences of my actions for	
D50	the university	1.796
D50		1.228
D51	In general, I view the university's problems as my problems	1.468
D51		2.168
D52	I become irritated when I hear others outside the university criticize the university	2.055
D52		1.451
D53	I have warm feelings toward the university as a place to work	1.691
D53		2.165
D54	I feel that the university cares about me	2.310
D54		1.348

E59	My university would forgive an honest mistake on my part	1.707
E60	Help is available from my university when I have a problem	1.707
E66	My supervisor and fellow employees encourage my job development	1.449
E68	I am satisfied with the work climate where I work	1.539
E69	In comparison with most jobs, mine is very interesting	1.220

There is no threat of multicollinearity for the configured model because the outer VIF scores are <5 (Kock, 2015).

Baumgartner and Weijters (2021) aver that the use of multiple measures for a construct reduces random measurement error but systematic error may persist, which exposes studies to the threat of common method bias. Similarly, these authors suggest that standard method bias manifests when observed responses reflect the constructs the researcher wanted to measure and the method of measurement on which the observed responses were based. There is no problem of common method bias for the estimated model as Inner VIFs <5 . This, therefore, means the respondents read the items carefully and responded to them appropriately. With no threat of standard method bias, it can be concluded that the path coefficients are not distorted. Therefore, the coefficient of determination was not inflated or deflated (Kock, 2015).

Since structured means for the primary data collection were employed, the study was exposed to the threat of common method bias. Certain ex-ante principles were followed to minimise the possibility of such a threat, as recommended by van Witteloostuijn et al. (2020). The study used pre-validated scales for the measurement of the constructs. This helped resolve the problems that would have occurred with entirely self-developed scales amid contextual issues. Also, the items were reworded to simplify the tool for the respondents. Some items were negated, providing a hotspot for the respondents to pause and rethink before filling out the questionnaire. Such items were, however, reverse coded before their usage in the data file for testing the hypotheses considered in the study (Cole et al., 2008).

Different rating scales were employed to assess the respondents' opinions on the items. Furthermore, a reasonable number of items were included in the instrument.

This strategy positively enhanced the participants' response rate. Also, preambles were given to each construct before the actual indicators were introduced. Once these principles had been enshrined in work, a statistical means was used to test the presence of common method bias in the context of the study. Thus, as Kock (2015) recommended, inner VIF was used to test the threat of common method bias. The results are presented in Table 6.5

Table 6.4: Inner VIF

	Absorption	Affective commitment	Dedication	Employee-centred CSR activities	External CSR	Identification perceptions	Student-centred CSR activities	University environment
Absorption	0	0	0	0	0	0	0	0
Affective commitment	0	0	0	0	0	0	0	0
Dedication	0	0	0	0	0	0	0	0
Employee-centred CSR activities	0	0	0	0	0	0	0	0
External CSR	0	1.022	0	0	0	1.022	0	0
Identification perception	0	0	0	0	0	0	0	0
Internal CSR	0	1.022	0	0	0	1.022	0	0
Student-centred CSR activities	0	0	0	0	0	0	0	0
University environment- centred CSR activities	0	0	0	0	0	0	0	0

6.3.1.2 Structural model

Since this is not the final estimated model, a pictorial presentation of the estimated model at the first phase of the two-stage embedded approach is presented. Before this, indicator reliability results are presented.

Table 6.5: Indicator loadings

	Outer loadings
B11 <- Student-centred CSR activities	0.776
B11 <- Internal CSR	0.566
B14 <- Student-centred CSR activities	0.801
B14 <- Internal CSR	0.736
B17 <- Internal CSR	0.678
B17 <- Employee-centred CSR activities	0.756
B22 <- Internal CSR	0.622
B22 <- Employee-centred CSR activities	0.663
B23 <- Employee-centred CSR activities	0.825
B23 <- Internal CSR	0.804
B25 <- Employee-centred CSR activities	0.774
B25 <- Internal CSR	0.674
B26 <- Employee-centred CSR activities	0.824
B26 <- Internal CSR	0.778
B28 <- University environment-centred CSR activities	0.409
B28 <- Internal CSR	0.295
B29 <- University environment-centred CSR activities	0.934
B29 <- Internal CSR	0.715
B30 <- University environment-centred CSR activities	0.918
B30 <- Internal CSR	0.747
B9 <- Student-centred CSR activities	0.770
B9 <- Internal CSR	0.592
C32 <- External CSR	0.748
C34 <- External CSR	0.794
C35 <- External CSR	0.886
C37 <- External CSR	0.732
C39 <- Employee work engagement	0.675
C39 <- Dedication	0.668
C40 <- Dedication	0.750
C40 <- Employee work engagement	0.668

C42 <- Dedication	0.733
C42 <- Employee work engagement	0.649
C43 <- Employee work engagement	0.714
C43 <- Dedication	0.814
C44 <- Employee work engagement	0.748
C44 <- Dedication	0.797
C45 <- Employee work engagement	0.486
C45 <- Vigour	0.704
C46 <- Vigour	0.732
C46 <- Employee work engagement	0.416
C47 <- Vigour	0.797
C47 <- Employee work engagement	0.677
D50 <- Employee work engagement	0.448
D50 <- Vigour	0.660
D51 <- Absorption	0.740
D51 <- Employee work engagement	0.563
D52 <- Employee work engagement	0.509
D52 <- Absorption	0.678
D53 <- Absorption	0.844
D53 <- Employee work engagement	0.716
D54 <- Employee work engagement	0.587
D54 <- Absorption	0.670
E59 <- Identification perceptions	0.910
E60 <- Identification perceptions	0.903
E66 <- Affective commitment	0.788
E68 <- Affective commitment	0.845
E69 <- Affective commitment	0.722

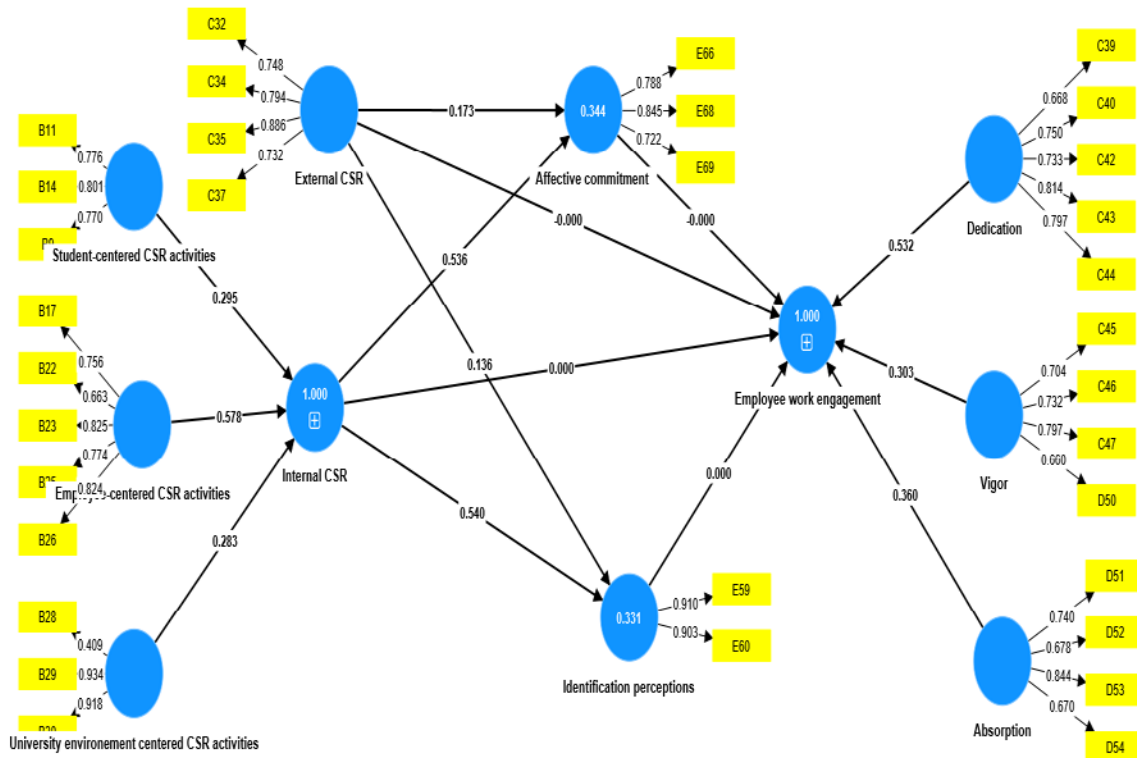


Figure 6.1: Indicator loadings

6.4 SECOND STAGE OF THE MODEL BUILDING

The second model was configured as a reflective-formative model. The two-stage model evaluation procedure was applied to that effect. Thus, the measurement model was evaluated first and declared acceptable before the structural model tested for the significance level was specified. Issues considered under the measurement model evaluation included construct reliability and validity, discriminant validity, collinearity statistics, common method bias, outer weights, and outer loadings. The findings are presented as follows.

6.4.1 Measurement Model

6.4.1.1 Construct Reliability and Validity

Table 6.6: Construct Reliability and Validity

	Cronbach's alpha	rho_ A	Composite reliability	The average variance extracted (AVE)
Affective commitment	0.690	0.70 1	0.829	0.619
External CSR Identification	0.801	0.81 7	0.870	0.628
perceptions	0.783	0.78 4	0.902	0.822

Reliabilities for the constructs in respect of the primary data are satisfactory ($\rho_{As} > 0.7$). With accurate and reliable data, the findings of this study are not questionable as the data are accurate. Composite reliabilities are adequate. Convergent validities are adequate ($AVEs > 0.5$).

6.4.1.2 Discriminant validity

Table 6.7: HTML

	Affective commitment	External CSR	Identification perceptions
Affective commitment	0.000	0.000	0.000
External CSR	0.343	0.000	0.000
Identification perceptions	0.646	0.288	0.000

Table 6.8 displays no discriminant validity problem for the pairs of the constructs estimated in the model (HTMT ratios < 0.9). Thus, the discriminant validity results are satisfactory.

6.4.1.3 Collinearity statistics

Table 6.8: Outer VIF

	VIF
Abs	1.685
C32	1.621
C34	1.831
C35	2.242
C37	1.443
Dedi	1.967
E59	1.707
E60	1.707
E66	1.449
E68	1.539
E69	1.220
EmCSR	1.886
EnvCSR	1.667
StuCSR	1.826
Vig	1.386

The outer VIF scores prove that there is no threat of multicollinearity for the configured model (VIFs<5).

6.4.1.4 Common method bias

Table 6.9: Inner VIF

	Affective commitment	Employee work engagement	External CSR	Identification perceptions	Internal CSR
Affective commitment	0.000	1.634	0.000	0.000	0.000
Employee work engagement	0.000	0.000	0.000	0.000	0.000
External CSR	1.024	1.081	0.000	1.024	0.000
Identification perceptions	0.000	1.571	0.000	0.000	0.000
Internal CSR	1.024	1.777	0.000	1.024	0.000

There is no threat of common method bias for the constructs in the configured model (Inner VIFs<5). Therefore, the respondents read the items carefully and responded to them appropriately. With no threat of standard method bias, the path coefficients are not distorted. Therefore, the coefficient of determination was not inflated or deflated (Kock, 2021).

6.4.1.5 Structural model

Table 6.10: Outer weights

	Weight	T statistics	P values
Abs -> Employee work engagement	0.353	2.152	0.016
C32 <- External CSR	0.303	6.946	0.000
C34 <- External CSR	0.244	7.655	0.000
C35 <- External CSR	0.379	12.152	0.000
C37 <- External CSR	0.333	6.955	0.000
Dedi -> Employee work engagement	0.555	3.445	0.000
E59 <- Identification perceptions	0.560	26.189	0.000
E60 <- Identification perceptions	0.543	26.229	0.000
E66 <- Affective commitment	0.410	16.830	0.000
E68 <- Affective commitment	0.469	17.938	0.000
E69 <- Affective commitment	0.388	13.867	0.000
EmCSR -> Internal CSR	0.775	9.737	0.000
EnvCSR -> Internal CSR	0.084	1.055	0.146
StuCSR -> Internal CSR	0.242	2.501	0.006
Vig -> Employee work engagement	0.282	2.697	0.004

The outer weights for the indicators in the estimated mode are significant [p-values<0.05] (Yadav, 2022). The weight indicates each indicator's relative contribution to forming the construct of interest (Sarstedt et al., 2022).

6.4.1.5 Indicator reliability

Table 6.11: Outer loading

	Loading	T statistics	P values
Abs -> Employee work engagement	0.814	9.539	0.000
C32 <- External CSR	0.748	16.662	0.000
C34 <- External CSR	0.793	22.439	0.000
C35 <- External CSR	0.886	56.755	0.000
C37 <- External CSR	0.733	18.676	0.000
Dedi -> Employee work engagement	0.925	19.853	0.000
E59 <- Identification perceptions	0.910	84.105	0.000
E60 <- Identification perceptions	0.903	73.079	0.000
E66 <- Affective commitment	0.793	32.471	0.000
E68 <- Affective commitment	0.848	47.010	0.000
E69 <- Affective commitment	0.713	18.857	0.000
EmCSR -> Internal CSR	0.976	58.646	0.000
EnvCSR -> Internal CSR	0.669	12.036	0.000
StuCSR -> Internal CSR	0.775	15.637	0.000
Vig -> Employee work engagement	0.708	9.530	0.000

The results in Table 6.12 show that the indicator loadings are all significant ($p < 0.05$); hence indicator reliability is achieved for all the constructs.

6.5 DIRECT EFFECTS (TEST OF HYPOTHESES)

The results of the study confirm that affective commitment plays a significant role in predicting employee work engagement in the selected universities. The analysis revealed that higher levels of affective commitment positively correlate with higher levels of work engagement (Beta=0.394; $t > 1.96$; $p = 0.000$; $p < 0.05$), even when controlling for other factors. This finding lends support to the theory that affective commitment can significantly impact employee engagement and organisational effectiveness. Importantly, the results suggest that universities' efforts to improve employee affective commitment can yield positive outcomes in terms of work engagement. This finding underscores the value of investing in employee commitment-building measures as a means of improving organisational performance.

The findings also align with previous studies (Btheaoui et al., 2020; Meyer & Herscovitch, 2001) that have reported positive correlations between affective commitment and work engagement. However, the study contradicts Meyer et al.'s (2002) assertion that affective commitment does not significantly impact employee work engagement. Taken together, the findings provide insight into the crucial role of affective commitment in promoting employee work engagement and enhancing organisational performance. They also suggest that universities can benefit from developing and implementing strategies to increase employee affective commitment.

The results show that the external corporate social responsibility (CSR) initiatives undertaken by universities have a significant positive impact on the level of affective commitment exhibited by their employees. External CSR has a statistically significant positive effect on predicting the variance in affective commitment ($\text{Beta}=0.166$; $t>1.96$; $p=0.000$; $p<0.05$) after controlling for the effects of other constructs in the model. This finding confirms the validity of H6 and indicates that higher levels of external CSR lead to higher levels of affective commitment among university workers. Furthermore, the study shows that when universities fail to carry out external CSR activities, employees become less committed in terms of affective commitment. This underscores the importance of external CSR activities in generating practical commitment to organisations. In fact, the university's engagement in external CSR activities influences employees and fosters a sense of commitment to their respective organisations.

The findings also suggest that universities' commitment to external CSR activities has a significant bearing on the extent of employee affective commitment. When universities put measures in place to improve the effectiveness of external CSR initiatives, it leads to improved efficacy and greater affective commitment among workers. This finding supports the deontic theory, which suggests that the congruence between people's beliefs and organisational ideals plays a mediating role in how perceptions of CSR shape affective commitment. Finally, this study supports previous empirical studies (Bouraoui et al., 2020; Roudaki, 2017) that suggest external CSR initiatives improve the state of affective commitment among

employees. It also refutes the claim made by some previous studies (Peterson, 2004) that external CSR activities undertaken by employers do not improve affective commitment.

Table 6.12: Path coefficient

	Beta	f ²	T statistics	P values
Affective commitment -> Employee work engagement	0.394	0.153	4.346	0.000
External CSR -> Affective commitment	0.166	0.042	3.384	0.000
External CSR -> Employee work engagement	0.349	0.181	5.534	0.000
External CSR -> Identification perceptions	0.133	0.026	2.062	0.020
Identification perceptions -> Employee work engagement	0.015	0.000	0.156	0.438
Internal CSR -> Affective commitment	0.551	0.463	14.496	0.000
Internal CSR -> Employee work engagement	0.039	0.001	0.519	0.302
Internal CSR -> Identification perceptions	0.542	0.430	14.624	0.000

The potency of external Corporate Social Responsibility (CSR) initiatives in enhancing the level of employee work engagement cannot be overlooked. According to the findings of this study, when the effects of other variables are controlled, external CSR positively impacts the level of employee work engagement (Beta=0.349; $t > 1.96$; $p = 0.000$; $p < 0.05$). Universities in Ghana that engage in external CSR activities, therefore, significantly influence their employees, making them more engaged in their assigned job tasks, and exhibiting higher levels of commitment to their respective organisations. In contrast, the study also reveals that a lack of external CSR activities by universities results in decreased levels of employee work engagement.

Drawing on social identity theory, the results suggest that individuals' association with an organisation is established through comparison with other people or organisations, resulting in a sense of pride and self-respect that contributes to organisational pride. Thus, the commitment of universities to external CSR activities yields practical outcomes in harnessing the talents of their employees through improved work engagement. These findings are consistent with previous

research that has shown the positive impact of external CSR on employee work engagement (Hansen et al., 2011; Jia et al., 2019). Additionally, the results challenge and refute the claim made by Hariramani (2021) that external CSR activities do not improve work engagement. Therefore, the implementation of effective management measures to improve the execution of external CSR initiatives is essential in boosting their efficacy in enhancing employee work engagement within universities. In essence, universities in Ghana can benefit significantly from investing in external CSR activities to foster a culture of engagement and commitment among their employees.

The impact of corporate social responsibility (CSR) on employee identification perceptions has been a subject of debate. However, this study sheds light on the significance of internal CSR engagement by universities in influencing identification perceptions among employees. The results indicate a statistically significant positive relationship between internal CSR and identification perceptions (Beta=0.133; $t > 1.96$; $p = 0.020$; $p < 0.05$), with higher levels of internal CSR leading to higher levels of change in identification perceptions among university workers. This finding supports H4 and confirms that universities' commitment to internal CSR activities produces positive outcomes by harnessing their employees' talents through improved identification perceptions. Interestingly, the study also reveals that failure to carry out internal CSR activities negatively affects employees' identification perceptions of their affiliated universities. This finding supports the legitimacy theory, which asserts that organisations must meet societal expectations, not just the owners' or investors' requirements (Deegan, 2002). Thus, internal CSR activities undertaken by universities have a significant impact on the extent of identification perceptions among their workers in Ghana.

Moreover, effective management measures can further boost the efficacy of internal CSR initiatives, thereby improving identification perceptions among workers. This finding is consistent with previous empirical studies (Hansen et al., 2011; Jia et al., 2019), which suggest that external CSR activities positively impact employee identification perceptions. Contrarily, are claims by Ferreira and de Oliveira (2014) that external CSR activities do not improve employee identification

perceptions is refuted by these findings. In summary, this study provides compelling evidence that internal CSR activities by universities significantly impact identification perceptions among their employees. It emphasises the importance of universities' commitment to fulfilling societal expectations, which has far-reaching positive outcomes for their employees.

The notion that a company's success hinges solely on financial gains has long been debunked, and for good reason. As it turns out, the way an organisation treats its employees has a direct impact on their level of commitment and identification with the company. This study confirms that internal corporate social responsibility (CSR) initiatives have a significant influence on workers' affective commitment levels in Ghanaian universities as compared to a study by Adu-Gyamfi, He, Nyame, Boahen, and Frempong (2021). The statistical data supports this claim, with a Beta value of 0.551 and a p-value of 0.000, indicating that internal CSR makes a significant positive contribution to the prediction of affective commitment when other factors are considered. In fact, the study found that universities' engagement in internal CSR activities positively influenced employees, causing them to develop higher levels of affective commitment in their respective organisations. Conversely, when universities failed to implement internal CSR initiatives, employees exhibited lower levels of affective commitment towards their affiliated institutions. Clearly, internal CSR activities have a profound impact on workers' affective commitment levels in Ghanaian universities.

This finding aligns with the social identity theory, which posits that an employee's identity is shaped by the social groups they belong to, including their workplace (Ellemers, Spears, & Doosje, 2002; Haslam, & Ellemers, 2011). As such, universities that prioritize internal CSR initiatives foster a sense of community and belonging among their workers, leading to higher levels of affective commitment. The effectiveness of these initiatives is further enhanced by measures put in place by university management to ensure their successful execution. Overall, this study provides compelling evidence that internal CSR activities undertaken by universities in Ghana have a significant impact on workers' affective commitment levels. It refutes the notion that internal CSR activities do not improve affective

commitment, as previously suggested by some empirical studies. By harnessing workers' talents through improved affective commitment, universities in Ghana can benefit from a more committed and engaged workforce, ultimately leading to better organisational outcomes.

In the complex world of university management, where employee commitment and identification are paramount to success, this study has revealed the impact of internal corporate social responsibility (CSR) on these important variables. The statistical analysis showed that internal CSR makes a significant and positive contribution to predicting the variance in identification perceptions (Beta=0.542; $t > 1.96$; $p = 0.000$; $p < 0.05$), supporting H_3 of the study. This means that higher levels of internal CSR lead to higher levels of change in identification perceptions among university workers. In other words, when universities engage in internal CSR activities, employees develop more favourable identification perceptions of their respective organisations. Conversely, when universities neglect internal CSR, employees develop less favourable identification perceptions of their affiliated universities. This finding aligns with the stakeholder theory, which emphasises the importance of organisations being accountable to their stakeholders by undertaking activities deemed necessary by the same and reporting information (Ellemers, Spears, & Doosje, 2002). The study demonstrates that when universities undertake internal CSR activities, they improve the extent of identification perceptions among workers in their affiliated universities. In addition, the study found that measures put in place by university management to improve the effectiveness of internal CSR initiatives enhance the efficacy of these activities and improve the degree of identification perceptions among workers.

These results support the claim made by several previous empirical studies (El Akremi et al., 2018; Farooq et al., 2014; Glavas & Godwin, 2013) that internal CSR activities undertaken by firms improve the state of identification perceptions among workers. The contrary position, that internal CSR activities undertaken by employers do not improve employee identification perceptions, as claimed by some previous empirical studies (Hameed et al., 2016), is refuted by this finding. In essence, universities that commit to internal CSR initiatives will see positive

changes in employee identification perceptions, which are crucial to the success of university operations. The importance of internal CSR is clear, and universities that fail to engage in such activities may risk negative consequences for their employees and ultimately, their overall success.

In the study however, identification perceptions were found to have no statistically significant positive contribution to predicting the variance in employee work engagement ($\text{Beta}=0.015$; $t<1.96$; $p=0.438$: $p>0.05$) when the effects of other constructs in the model were statistically controlled for. As such, H7 is rejected. This finding suggests that the contribution of identification perceptions to predicting the change in affective commitment among university workers is more likely due to chance rather than a scientific interaction among the constructs in the estimated model. Therefore, investments made by universities to create favourable identification perceptions among their employees may not achieve the desired level of affective commitment among workers. This means that universities' investments collectively may not improve the state of affective commitment among workers. While the effect of identification perceptions on affective commitment is positive, this finding suggests that such effect may be attributable to chance rather than a scientific interaction with other constructs in the estimated model.

This finding contradicts the position held by social identity theory, which suggests that the more strongly a person identifies with their organisation, the more likely they are to act according to the organisation's aims and expectations, and that they would stick with the organisation (Dutton et al., 1994). However, it supports the views of some previous empirical studies that suggest that identification perceptions may influence affective commitment among workers (Bouraoui et al., 2020). In conclusion, this study suggests that identification perceptions among workers in private and public universities do not produce any affective commitment among workers of the universities.

Contrary to norm, internal CSR was similarly found to have no statistically significant positive contribution to predicting the variance in employee work engagement among university workers ($\text{Beta}=0.349$; $t<1.96$; $p=0.000$: $p>0.05$)

when controlling for other constructs in the model (Glavas, & Kelley, 2014; Kim, & Kim, 2018; Dhiman, 2018). Consequently, the first hypothesis of this study is rejected, and it can be concluded that the relationship between internal CSR and employee work engagement is not scientifically established, but rather a product of chance. This suggests that internal CSR by universities does not have a significant impact on the degree of employee work engagement.

The study findings reveal that universities have not effectively utilized their internal CSR activities to enhance the work engagement of their employees, despite significant investments made towards this goal. Though internal CSR appears to have a positive effect on employee work engagement, it might be attributed to chance rather than a causal relationship with other constructs in the estimated model. This outcome contradicts the widely accepted stakeholder theory that internal CSR significantly improves employee work engagement (El Akremi et al., 2018; Farooq et al., 2014) but supports the view that internal CSR activities influence employee work engagement (Hameed et al., 2019). In summary, this study contributes to the growing body of literature on CSR and its relationship with employee outcomes. The results highlight the need for universities to re-evaluate the effectiveness of their internal CSR activities and explore alternative approaches to enhancing employee work engagement.

Table 6.14: Coefficient of determination

	R-square	R-square adjusted
Affective commitment	0.359	0.356
Employee work engagement	0.378	0.372
Identification perceptions	0.333	0.330

The results in Table 6.14 show that changes in both external CSR and internal CSR account for 35.9% positive change in affective commitment ($r^2=0.359$). Technically, both external CSR activities and internal CSR activities jointly account for weak positive change in affective commitment among workers in private and public universities. Similarly, changes in both external CSR and internal CSR account for a 33.3% positive change in identification perceptions ($r^2=0.333$).

Technically, both external CSR activities and internal CSR activities jointly account for weak positive change in identification perceptions among workers in private and public universities. Internal CSR and external CSR, together with the intervening effects of affective commitment and identification perceptions, cause a 37.8% positive change in employee work engagement ($r^2=0.378$). Changes in internal CSR and external CSR, together with the intervening effects of affective commitment and identification perceptions, cause a weak positive change in employee work engagement among workers in the universities selected for this study.

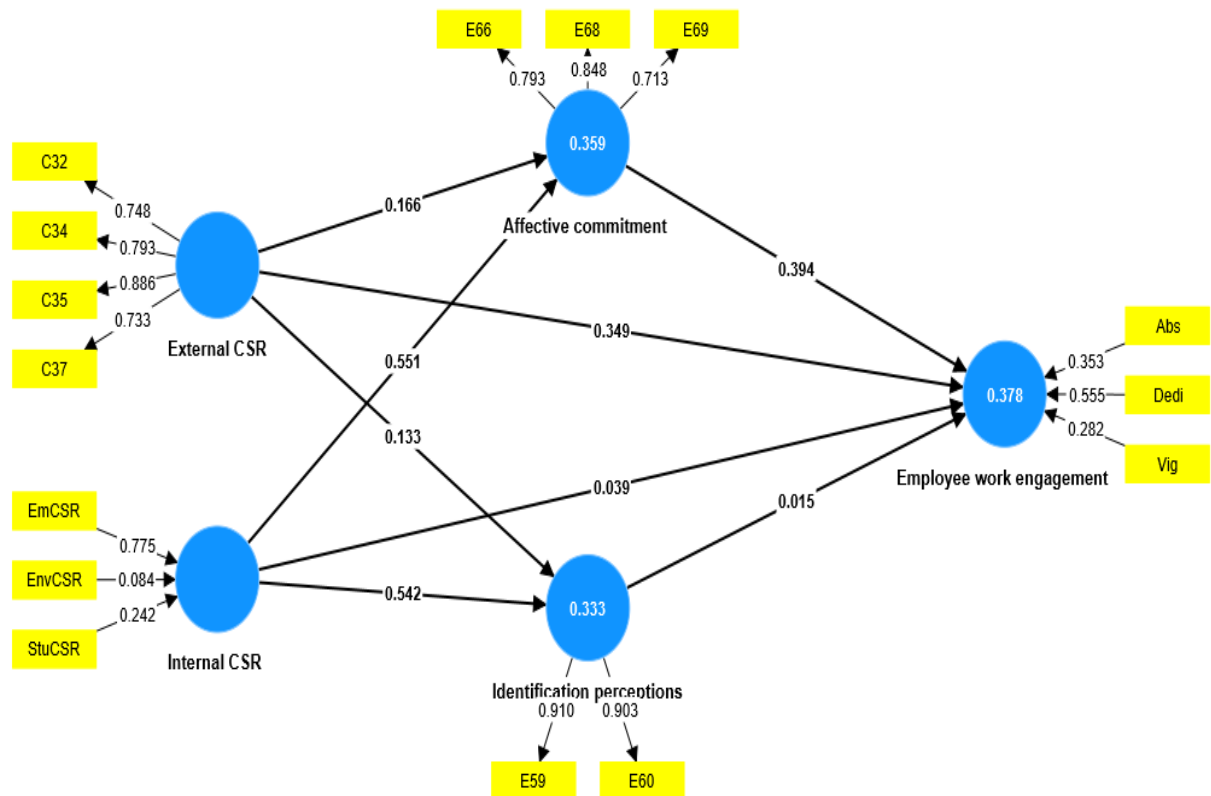


Figure 6.2: Coefficient of determination

6.6 MEDIATION ANALYSIS

The results of this study confirm that affective commitment plays a significant role in mediating the relationship between internal CSR and employee work engagement among university workers (Beta=0.217; $t>1.96$; $p=0.000$: $p<0.05$).

The findings clearly demonstrate that the impact of internal CSR on employee work engagement is significantly enhanced when affective commitment is included in the model, thus providing a more accurate understanding of the relationship between internal CSR and employee work engagement. Simply put, internal CSR alone is not enough to drive employee work engagement, but when combined with a high degree of affective commitment, it can produce exponential results. This study's results are in line with previous research that has suggested that affective commitment can significantly mediate the relationship between internal CSR and employee work engagement (Adhikari, 2016; Brammer et al., 2015). The current study also contradicts previous research that found no significant positive mediating effect of affective commitment on the relationship between internal CSR and employee work performance (Cropanzano & Mitchell, 2005). The study thus provides important insights into the relationship between internal CSR, affective commitment, and employee work engagement. The study's results suggest that university management should invest in both internal CSR activities and programmes that promote affective commitment among their workers to drive employee work engagement effectively.

This study found that affective commitment plays a crucial role in mediating the relationship between external CSR and employee work engagement. The statistical analysis revealed that affective commitment had a positive and significant impact on the predictive relationship between external CSR and employee work engagement, as indicated by a Beta value of 0.065, a t-value greater than 1.96, and a p-value of 0.005 ($p < 0.05$). This finding highlights the importance of affective commitment in enhancing the impact of external CSR on employee work engagement, suggesting that external CSR alone is not enough to foster a culture of engagement among university workers. The study findings are significant for private and public universities alike, as they provide valuable insights into the role of affective commitment in enhancing the effectiveness of external CSR initiatives. By fostering a strong sense of commitment and loyalty among employees towards the organisation and its CSR efforts, universities can improve employee work engagement in a more meaningful way.

This finding aligns with previous research conducted by Nguyen et al. (2020) and Ribeiro et al. (2021), which have also highlighted the positive impact of affective commitment on employee work engagement in the context of CSR initiatives. However, this finding contradicts that of Archimi et al. (2018) who suggested that affective commitment did not play a significant role in mediating the relationship between external CSR and employee work performance. Overall, the study emphasises the importance of fostering affective commitment among employees in order to fully realize the potential benefits of external CSR initiatives in promoting employee work engagement. This finding can be useful for universities and other organisations seeking to enhance the effectiveness of their CSR efforts in promoting employee well-being and engagement.

Despite the growing emphasis on the importance of identification perceptions in the relationship between internal CSR and employee work engagement, this study found that such perceptions failed to mediate this predictive relationship ($\text{Beta}=0.008$; $t<1.96$; $p=0.439$; $p>0.05$). In other words, identification perceptions did not serve as a mediator in transmitting the effect of internal CSR on work engagement, indicating that it does not provide an explanation for the impact of internal CSR on employee engagement in the surveyed universities. This finding goes against the conventional wisdom of some previous studies (Adhikari, 2016; Brammer et al., 2015) that suggested identification perceptions play a crucial role in mediating the internal CSR-employee work engagement predictive relationship. Instead, our study supports the notion that internal CSR can significantly influence employee work engagement without relying on the mediating effect of identification perceptions. So, while identification perceptions may play a role in some contexts, this study shows that they are not a universal mediator for the relationship between internal CSR and work engagement. Rather, internal CSR has a direct and significant impact on work engagement, which can help organisations develop a more effective engagement strategy.

Table 6.15: Specific indirect effect

	Beta	T statistics	P values
Internal CSR -> Identification perceptions -> Employee work engagement	0.00 8	0.153	0.439
Internal CSR -> Affective commitment -> Employee work engagement	0.21 7	4.191	0.000
External CSR -> Identification perceptions -> Employee work engagement	0.00 2	0.143	0.443
External CSR -> Affective commitment -> Employee work engagement	0.06 5	2.590	0.005

In a similar vein, the mediating effect of identification perceptions was found to be insignificant in the predictive relationship between external CSR and employee work engagement (Beta=0.002; $t < 1.96$; $p = 0.443$; $p > 0.05$). Despite previous claims by Adhikari (2016) and Tolbert and Hall (2015) that identification perceptions transmit the effect of external CSR on work engagement, the results of this study suggest otherwise. Identification perceptions were not found to be significant in explaining the relationship between external CSR and employee engagement in the surveyed universities. This highlights that the impact of external CSR on employee work engagement cannot be solely explained by the degree to which employees identify with the company's CSR activities. Rather, the results support the notion that external CSR has a direct and significant impact on employee work engagement, without the need for identification perceptions to mediate this relationship.

6.7 MULTI-GROUP ANALYSIS

Multi-group analysis was conducted to test differences in both the direct relationships between the constructs as well as the indirect relationships for gender and university status.

6.7.1 Multi-group analysis for gender

Table 6.16: Female vs Male

	Difference (Female - Male)	p-Value original 1- tailed (Female vs Male)	p-Value new 2- tailed (Female vs Male)
Affective commitment ->			
Employee work engagement	-0.440	0.917	0.083
External CSR -> Affective commitment	0.045	0.367	0.367
External CSR -> Employee work engagement	0.090	0.254	0.254
External CSR ->			
Identification perceptions	0.250	0.052	0.052
Identification perceptions ->			
Employee work engagement	0.095	0.375	0.375
Internal CSR -> Affective commitment	0.372	0.000	0.000
Internal CSR -> Employee work engagement	0.319	0.134	0.134
Internal CSR -> Identification perceptions	-0.105	0.870	0.130

Table 6.16 of the MGA results presents an interesting finding regarding the impact of internal CSR activities on affective commitment based on gender. The results reveal that female workers outperformed their male counterparts in the internal CSR-affective commitment relationship in a statistically significant way ($p < 0.05$). This indicates that female university workers are more influenced by internal CSR activities than their male counterparts, resulting in a greater level of affective commitment. The study thus supports the claim that female workers are more likely to develop affective commitment in response to internal CSR activities undertaken by their employers. This finding is in line with the relational cohesion theory, which suggests that the feeling of empowerment and self-efficacy in achieving professional goals can lead to positive workplace emotions and feelings of togetherness. Such emotions may encourage workers to form supportive relationships with their co-workers, leading to increased affective commitment.

Additionally, women may feel more satisfied with their income and promotion opportunities at work as they face less of a gender-based wage penalty. This feeling of empowerment could further encourage women to establish connections with their co-workers, resulting in higher levels of affective commitment. These findings confirm the findings of the studies of (Ditlev-Simonsen, 2015)

However, the study contradicts the position that there is no significant difference between male and female workers in the internal CSR-affective commitment relationship. Previous studies such as Silva et al. (2022) and Brammer et al., (2007) have suggested that gender does not play a significant role in the relationship between internal CSR and affective commitment. Nonetheless, the current study's findings provide strong evidence that female workers exhibit higher levels of affective commitment than male workers in response to internal CSR activities. In summary, the MGA results show that internal CSR activities have a significant impact on affective commitment, with female workers being more responsive to such activities than their male counterparts. These findings have important implications for organisations seeking to improve employee engagement and retention, especially in the context of gender diversity in the workplace.

In all the remaining instances, there were no statistically significant differences in scores on the relationship between the constructs for male and female workers ($p\text{-values} > 0.05$). These findings mean that the influence of external CSR on employee work engagement has no significant bearing on the gender of university workers. Thus, irrespective of the gender of the workers, the same result is achieved for male and female workers in the universities. Similar situations were established in other predictive relationships between the constructs of interest. For example, the case of internal CSR-affective commitment proved there is no statistically significant positive difference between male and female workers in universities. The position of social identity theory does not apply the predictive relationships among the remaining constructs, as illustrated in Table 6.7.2.

6.7.2 Multi-group analysis for university status

Table 6.13: Private university vs public university

	Difference (Private University - Public university)	p-Value original 1-tailed (Private University vs Public university)	p-Value new 2-tailed (Private University vs Public university)
Affective commitment ->			
Employee work			
engagement	-0.501	0.998	0.002
External CSR ->			
Affective commitment	-0.283	0.967	0.033
External CSR ->			
Employee work			
engagement	0.095	0.312	0.312
External CSR ->			
Identification perceptions	-0.578	0.994	0.006
Identification perceptions			
-> Employee work			
engagement	0.076	0.356	0.356
Internal CSR -> Affective			
commitment	0.027	0.363	0.363
Internal CSR ->			
Employee work			
engagement	0.760	0.001	0.001
Internal CSR ->			
Identification perceptions	0.148	0.052	0.052

According to the MGA results (Table 6.17), there was a significant difference between public and private university workers regarding the impact of affective commitment on employee work engagement (Beta diff: 0.501; $p=0.002$; $p<0.05$). Specifically, employees in public universities demonstrated higher levels of work engagement due to their affective commitment compared to their counterparts in private universities. This finding provides evidence that affective commitment plays a more prominent role in enhancing employee work engagement in public universities than in private universities. These results are consistent with prior research that suggests workers in the public sector tend to exhibit higher levels of work engagement (Adekola & Uzoagu, 2012). This may be due to the fact that

public universities are perceived as having a higher sense of purpose and public mission, leading to a stronger emotional connection among workers and their work. Overall, these findings underscore the importance of affective commitment in promoting employee work engagement, particularly in the context of public universities.

Considering external CSR and affective commitment, it turns out that public university employees have an edge over their private university counterparts. The study found that there was a significant difference in the impact of external CSR on affective commitment between workers in public universities and private universities (Beta diff: 0.283; $p=0.033$; $p<0.05$). In other words, workers in public universities showed a higher level of affective commitment due to the external CSR activities carried out by their employers, compared to those in private universities who did not experience the same level of impact. These findings confirm the belief that public university workers are more likely to have a greater affective commitment when their employers engage in external CSR activities (Adekola & Uzoagu, 2012; Sharma, & Tewari, 2018). The results also support the previous research done by Bano et al. (2019) and Adekola and Uzoagu (2012).

On the other hand, these results contradict the findings of other studies that suggest there is no significant difference between the affective commitment levels of workers in public and private universities in relation to external CSR (Sharma, & Tewari, 2018; Zeffane, 1994). This study provides evidence to the contrary and highlights the importance of external CSR in enhancing affective commitment among workers in public universities, which can lead to increased engagement and productivity.

The study also found that public university employees outperformed private universities in terms of the impact of external CSR on identification perceptions (Beta diff: 0.578; $p=0.006$; $p<0.05$). This indicates that public university workers exhibit more favourable identification perceptions because of the external CSR activities undertaken by their universities, compared to their counterparts in private universities in the same external CSR-identification predictive relationship. The

results confirm that external CSR activities have a more significant effect on identification perceptions among workers in public universities than among workers in private universities. This finding supports the notion that public university workers are more likely to develop favorable identification perceptions when their employers carry out external CSR activities than private university workers (Adekola & Uzoagu, 2012; Sharma, & Tewari, 2018). These findings are consistent with Ostojić and Leko Šimić's (2021) perspective on the positive impact of external CSR on employees' identification perceptions. However, the study contradicts the position of some studies that there is no statistically significant difference between workers in public universities and workers in private universities regarding the external CSR-identification perceptions relationship (Zeffane, 1994).

According to the study, employees in private universities exhibit higher levels of work engagement than their counterparts in public universities when it comes to the impact of internal CSR on employee work engagement (Beta diff: 0.283; $p=0.033$; $p<0.05$). This means that the internal CSR activities undertaken by private universities have a stronger effect on work engagement among their employees compared to those in public universities. These findings support previous research that suggests that private university workers are more positively influenced by internal CSR activities in developing work engagement habits (Grubert, Steuber, & Meynhardt, 2022), and align with studies that have identified significant differences in work engagement levels between workers in public and private universities (Profiroiu, Sabie, Nastacă, & Pufleanu, 2022). However, the study contradicts the position of some previous studies that have found no significant difference in the impact of internal CSR on work engagement levels between workers in public and private universities (Ko, Choi, Lee, Kim, Kim, & Kang, 2022). Overall, the results suggest that internal CSR activities have a stronger impact on work engagement among employees in private universities compared to those in public universities.

Despite some observed differences, none of the relationships between the constructs based on university status yielded statistically significant results (p -values >0.05). This indicates that the impact of internal CSR on the affective

commitment of workers in private and public universities does not significantly differ. This finding suggests that the approach to carrying out internal CSR activities based on university status does not have a significant effect on affective commitment among workers in either type of university. Put simply, whether employees are affiliated with private or public universities, the impact of internal CSR activities on their affective commitment appears to be similar.

Similarly, there was no statistically significant difference found in the impact of identification perceptions on employee work engagement for both private and public university employees (p -values > 0.05). This indicates that the effect of identification perceptions on the work engagement of workers in private universities and public universities is not significantly different. Therefore, implementing different approaches to enhance employee identification perceptions based on university status does not lead to significantly different results in terms of employee work engagement. In essence, the affiliation of employees with private or public universities does not influence the impact of identification perceptions on their work engagement.

In the same vein, the study revealed that there is no statistically significant difference in the impact of external CSR on employee work engagement for both private and public university employees (p -values > 0.05). This suggests that the impact of external CSR activities on the work engagement of workers in private universities and public universities does not differ significantly, implying that the execution of external CSR activities based on university status does not affect employee work engagement. In other words, the impact of external CSR activities on work engagement remains constant regardless of whether the employees are affiliated with private or public universities.

6.7.3 Test of difference: affiliate universities

Table 6.14: All Nations University vs Evangelical Presbyterian University

	Difference (All Nations University - Evangelical Presbyterian University)	p-Value original 1-tailed (All Nations University vs Evangelical Presbyterian University)	p-Value new 2-tailed (All Nations University vs Evangelical Presbyterian University)
Affective commitment -> Employee work engagement	-0.420	0.846	0.154
External CSR -> Affective commitment	0.151	0.267	0.267
External CSR -> Employee work engagement	0.584	0.002	0.002
Identification perceptions	-0.533	0.959	0.041
Identification perceptions -> Employee work engagement	-0.002	0.536	0.464
Internal CSR -> Affective commitment	-0.032	0.758	0.242
Internal CSR -> Employee work engagement	-0.708	0.958	0.042
Internal CSR -> Identification perceptions	-0.683	0.910	0.090

The study found that external CSR activities had a greater impact on the work engagement of workers at All Nations University compared to Evangelical Presbyterian University, with a statistically significant difference between the two ($p < 0.05$). This suggests that the external CSR initiatives implemented by All

Nations University have a positive effect on the level of work engagement among their employees compared to their counterparts at Evangelical Presbyterian University. The management at All Nations University should recognize the value of their external CSR activities in promoting employee work engagement, while the management at Evangelical Presbyterian University may need to re-evaluate their approach to external CSR activities to achieve similar results.

In contrast, workers at Evangelical Presbyterian University were significantly influenced by the university's external CSR activities to develop positive identification perceptions compared to their counterparts at All Nations University. This implies that the external CSR activities undertaken by Evangelical Presbyterian University have a greater impact on the level of identification perceptions among their workers than those of All Nations University. The management of Evangelical Presbyterian University should acknowledge the value generated by their external CSR initiatives in terms of improving the identification perceptions of their workforce. Conversely, the management of All Nations University may need to re-evaluate their external CSR activities to enhance identification perceptions among their workers, as they have not made significant gains in this regard compared to Evangelical Presbyterian University.

The results indicate that workers at Evangelical Presbyterian University were significantly more engaged in their work due to the internal CSR activities undertaken by the university compared to workers at All Nations University. This suggests that the internal CSR initiatives of Evangelical Presbyterian University have a positive impact on the level of work engagement among their workforce, whereas the management of All Nations University has not made significant gains in this regard. However, there were no statistically significant differences in the other relationships examined, despite some observed differences. Overall, these findings highlight the importance of internal CSR activities in enhancing work engagement among employees in universities.

Table 6.15: All Nations University vs University of Health and Allied Sciences

	Difference (All Nations University - The University of Health and Allied Sciences)	p-Value original 1-tailed (All Nations University vs University of Health and Allied Sciences)	p-Value new 2-tailed (All Nations University vs University of Health and Allied Sciences)
Affective commitment			
-> Employee work			
engagement	-0.791	0.999	0.001
External CSR ->			
Affective commitment	0.002	0.485	0.485
External CSR ->			
Employee work			
engagement	0.530	0.000	0.000
External CSR ->			
Identification			
perceptions	-0.582	0.998	0.002
Identification			
perceptions ->			
Employee work			
engagement	0.123	0.255	0.255
Internal CSR ->			
Affective commitment	0.046	0.303	0.303
Internal CSR ->			
Employee work			
engagement	-0.168	0.875	0.125
Internal CSR ->			
Identification			
perceptions	-0.600	0.986	0.014

The results of the study reveal a significant difference in the impact of external CSR activities on the affective commitment of employees between All Nations University and the University of Health and Allied Sciences. It appears that the external CSR initiatives implemented by All Nations University are more effective in fostering a sense of commitment among their employees than those undertaken by their counterparts at the University of Health and Allied Sciences. This finding should serve as a wake-up call for the management of the University of Health and Allied Sciences to re-evaluate their external CSR strategies and explore new approaches to increase the level of affective commitment among their employees.

Meanwhile, the management of All Nations University should leverage the value gained from their successful external CSR initiatives to continue to promote a culture of commitment and engagement among their workforces.

Conversely, the workers at the University of Health and Allied Sciences were significantly more engaged in their work due to their level of affective commitment than those at All Nations University. This suggests that the University of Health and Allied Sciences has been successful in creating a workforce that is more engaged by fostering a strong sense of commitment among its employees, as compared to All Nations University. The management of the University of Health and Allied Sciences should recognize the benefits of having an engaged workforce that is rooted in strong affective commitment among its employees. In contrast, the management of All Nations University has not been able to achieve the same level of employee engagement through affective commitment, as observed in the case of the University of Health and Allied Sciences.

In contrast, workers at the University of Health and Allied Sciences were significantly influenced to develop more favourable identification perceptions due to the university's external CSR activities compared to those at All Nations University. This suggests that the University of Health and Allied Sciences' external CSR initiatives have a positive impact on fostering a stronger sense of identification among its workforce, as compared to All Nations University. The University of Health and Allied Sciences' management should recognize the value of their external CSR initiatives and how they are positively affecting the identification perceptions of their employees. On the other hand, All Nations University has not seen significant gains in their workforce's identification perceptions through their external CSR activities, as seen in the case of the University of Health and Allied Sciences.

Unlike All Nations University, the University of Health and Allied Sciences has successfully implemented internal CSR initiatives that significantly influence the level of identification perceptions among its workers. This suggests that the University of Health and Allied Sciences has a stronger commitment to corporate

social responsibility within the organisation, which translates into a more positive perception of the university by its employees. Management of the University of Health and Allied Sciences should recognize the benefits of such initiatives and continue to invest in their implementation to enhance identification perceptions among workers. While All Nations University has made some progress in external CSR activities, they have not achieved the same level of success in fostering identification perceptions among their workforces. It's clear that when it comes to CSR, internal initiatives can have just as much impact as external ones, if not more.

Table 6.16: All Nations University vs. University of Environment and Sustainable Development

	Difference (All Nations University - the University of Environment and Sustainable Development)	p-Value original 1-tailed (All Nations University vs. University of Environment and Sustainable Development)	p-Value new 2-tailed (All Nations University vs. University of Environment and Sustainable Development)
Internal CSR -> Identification perceptions -> Employee work engagement	0.149	0.084	0.084
Internal CSR -> Affective commitment -> Employee work engagement	-0.766	0.999	0.001
External CSR -> Identification perceptions -> Employee work engagement	0.065	0.246	0.246
External CSR -> Affective commitment ->	0.056	0.328	0.328

The University of Environment and Sustainable Development has found a secret recipe for cultivating employee commitment through their internal CSR activities. Employees at this university were found to be significantly more committed to their work than those at All Nations University, thanks to the positive influence of the former's internal CSR practices. This discovery highlights the importance of fostering an environment of social responsibility within an organisation to increase employee commitment and engagement. The results of this study suggest that the University of Environment and Sustainable Development has created an atmosphere where employees are motivated to not only excel in their jobs but also to make a positive impact on the world. The internal CSR activities undertaken by the university have instilled a sense of purpose in the workforce, inspiring them to go above and beyond their job requirements.

In contrast, All Nations University's internal CSR activities did not have a significant impact on their employees' affective commitment. This emphasises the importance of not just implementing CSR activities but also ensuring that they are effective and meaningful. While there were no statistically significant differences in the remaining variables between the two universities, it is worth noting that the University of Environment and Sustainable Development's approach to internal CSR has resulted in a more committed and engaged workforce. This demonstrates the potential power of internal CSR practices in enhancing employee well-being and organisational success.

Table 6.17: Evangelical Presbyterian University vs University of Health and Allied Sciences

	Difference (Evangelical Presbyterian University - The University of Health and Allied Sciences)	p-Value original 1-tailed (Evangelical Presbyterian University vs University of Health and Allied Sciences)	p-Value new 2-tailed (Evangelical Presbyterian University vs University of Health and Allied Sciences)
Affective commitment -> Employee work engagement	-0.372	0.815	0.185
External CSR -> Affective commitment	-0.148	0.729	0.271
External CSR -> Employee work engagement	-0.054	0.536	0.464
External CSR -> Identification perceptions	-0.049	0.546	0.454
Identification perceptions -> Employee work engagement	0.125	0.328	0.328
Internal CSR -> Affective commitment	0.078	0.191	0.191
Internal CSR -> Employee work engagement	0.540	0.104	0.104
Internal CSR -> Identification perceptions	0.084	0.234	0.234

The results in Table 6.21 show no statistically significant differences in all the relations, although some differences were observed for workers at Evangelical Presbyterian University and the University of Health and Allied Sciences.

Table 6.18: Evangelical Presbyterian University vs University of Environment and Sustainable Development

	Difference (Evangelical Presbyterian University - the University of Environment and Sustainable Development)	p-Value original 1-tailed (Evangelical Presbyterian University vs University of Environment and Sustainable Development)	p-Value new 2-tailed (Evangelical Presbyterian University vs University of Environment and Sustainable Development)
Affective commitment -> Employee work engagement	-0.831	0.992	0.008
External CSR -> Affective commitment	0.436	0.099	0.099
External CSR -> Employee work engagement	0.473	0.111	0.111
Identification perceptions	-0.066	0.566	0.434
Identification perceptions -> Employee work engagement	0.548	0.049	0.049
Internal CSR -> Affective commitment	-0.134	0.641	0.359
Internal CSR -> Employee work engagement	0.638	0.073	0.073
Identification perceptions	-0.159	0.658	0.342

At the University of Environment and Sustainable Development, workers were found to be more engaged in their work due to a higher level of affective commitment than their counterparts at Evangelical Presbyterian University. This implies that when employees feel a strong emotional attachment to their organisation, they are more likely to be engaged in their work, and this is evident in the case of the University of Environment and Sustainable Development. The management of this university should recognize the significance of fostering affective commitment among employees to create a more engaged workforce. On the other hand, the management of Evangelical Presbyterian University has not been as successful in building employee engagement through affective commitment, as evidenced by the results of the study. By understanding the impact of affective commitment on employee engagement, organisations can create a more motivated and committed workforce, leading to increased productivity and job satisfaction.

The workers at Evangelical Presbyterian University were found to be more engaged in their work, owing to the favourable identification perceptions at work, than the workers at the University of Environment and Sustainable Development. This reveals that the identification perceptions among the workers at Evangelical Presbyterian University have a significant impact on building a more engaged workforce compared to the workers at the University of Environment and Sustainable Development. It is imperative that the management of Evangelical Presbyterian University recognizes the value derived from having a highly engaged workforce due to the positive identification perceptions of their employees. On the other hand, the management of the University of Environment and Sustainable Development has not made significant progress in enhancing employee engagement levels through the affective commitment of workers compared to Evangelical Presbyterian University. Despite some differences observed, there were no statistically significant differences in the remaining relations. As such, it is essential for organisations to recognize the critical role of identification perceptions in fostering employee engagement to enhance productivity and overall organisational success.

Table 6.19: The University of Environment and Sustainable Development vs University of Health and Allied Sciences

	Difference (The University of Environment and Sustainable Development - the University of Health and Allied Sciences)	p-Value original 1-tailed (the University of Environment and Sustainable Development vs University of Health and Allied Sciences)	p-Value new 2-tailed (The University of Environment and Sustainable Development vs University of Health and Allied Sciences)
Affective commitment -> Employee work engagement	0.460	0.010	0.010
External CSR -> Affective commitment	-0.585	0.997	0.003
External CSR -> Employee work engagement	-0.527	0.950	0.050
Identification perceptions	0.017	0.382	0.382
Identification perceptions -> Employee work engagement	-0.423	0.976	0.024
Internal CSR -> Affective commitment	0.212	0.022	0.022
Internal CSR -> Employee work engagement	-0.097	0.724	0.276
->	0.243	0.009	0.009

The research findings have validated the notion that the level of affective commitment in employees at the University of Environment and Sustainable Development has a significant impact on their work engagement, unlike the University of Health and Allied Sciences. Workers at the University of Environment and Sustainable Development exhibited a higher degree of work engagement due to their level of affective commitment at work compared to their counterparts at the University of Health and Allied Sciences. The study indicates that the University of Environment and Sustainable Development has succeeded in creating a work culture that fosters a strong sense of commitment and engagement among its employees, which can be attributed to the university's management policies and practices. Conversely, the University of Health and Allied Sciences may need to assess and improve its management strategies to enhance employee engagement levels and foster a more committed workforce. It is essential for the University of Environment and Sustainable Development's management to recognise and appreciate the value derived from having a highly engaged and committed workforce. While no significant differences were found in other areas, these findings provide valuable insights into the importance of affective commitment in enhancing employee engagement levels in the workplace.

The results of the study highlight the significant impact of internal CSR activities on employee affective commitment in the University of Environment and Sustainable Development, as opposed to the University of Health and Allied Sciences. The workforce at the University of Environment and Sustainable Development exhibits a higher level of affective commitment due to the effective implementation of internal CSR activities, as compared to their counterparts at the University of Health and Allied Sciences. These findings underscore the importance of implementing internal CSR activities in organisations to cultivate a sense of commitment among employees. Management at the University of Environment and Sustainable Development should recognize the value of the affective commitment exhibited by their employees, which is attributable to the

effective implementation of internal CSR activities. On the other hand, the management at the University of Health and Allied Sciences should take heed of these findings and consider adopting internal CSR activities to enhance the affective commitment of their employees. While there were no statistically significant differences in other variables, this study emphasises the vital role of internal CSR activities in cultivating affective commitment among employees in organisations.

The study revealed that the internal CSR activities undertaken by the University of Environment and Sustainable Development have a significant impact on the identification perceptions of their employees, unlike the University of Health and Allied Sciences. The employees at the University of Environment and Sustainable Development were found to have better identification perceptions due to the effective execution of internal CSR activities compared to those at the University of Health and Allied Sciences. This implies that the internal CSR activities at the University of Environment and Sustainable Development play a crucial role in shaping the identification perceptions of their workforce. The management of the University of Environment and Sustainable Development should recognize the value gained in terms of employee identification perceptions through the effective implementation of internal CSR activities. On the other hand, the University of Health and Allied Sciences is yet to reap the benefits of internal CSR activities in terms of building identification perceptions among their employees. The findings suggest that internal CSR activities can serve as a powerful tool in influencing the identification perceptions of the workforce, thereby improving employee engagement and commitment.

Furthermore, the study demonstrated that employees at the University of Health and Allied Sciences were more influenced to engage in their work due to the identification perceptions they hold than employees at the University of Environment and Sustainable Development. This indicates that the identification perceptions of workers at the University of Health and Allied Sciences have a significant impact on the level of work engagement exhibited by the employees compared to those at the University of Environment and Sustainable Development.

The management of the University of Health and Allied Sciences should recognize the value of identification perceptions in promoting work engagement among its workforce. However, the management of the University of Health and Allied Sciences has not achieved the same level of employee work engagement through identification perceptions as seen in the case of the University of Environment and Sustainable Development.

The results of this empirical study shed light on the impact of external CSR activities on employee work engagement. Specifically, the study found that employees at the University of Health and Allied Sciences exhibited higher levels of work engagement due to their organisation's external CSR activities compared to those at the University of Environment and Sustainable Development. This underscores the critical role that external CSR activities play in influencing employee work engagement. Furthermore, it is worth noting that while there were no statistically significant differences in the remaining relationships, subtle differences were observed. This suggests that factors beyond CSR activities also contribute to employee engagement, and it is vital for organisations to consider these factors when developing employee engagement strategies. As such, management at the University of Health and Allied Sciences should recognise the value of external CSR activities in driving employee work engagement and continue to invest in these initiatives. At the same time, the University of Environment and Sustainable Development should explore other strategies that can enhance employee work engagement, taking into account the various factors that influence this critical aspect of organisational performance.

6.8 SUMMARY OF HYPOTHESES

A summary of the results of the critical hypotheses considered in the study is given in tabular form.

Table 6.20: Summary of Hypotheses Results

No	Hypotheses	Decision
H ₁	CSR activities directed at the university's external stakeholders, namely its external community and its immediate external environment, will directly and significantly impact employee work engagement	Not supported
H ₂	CSR activities directed at the university's external stakeholders, namely its external community and its immediate external environment, will directly and significantly impact employee work engagement	Supported
H ₃	CSR activities directed at the university's internal stakeholders, namely employees, students, and its internal environment, will have a significant impact on employee identification perception	Supported
H ₄	CSR activities directed at the university's external stakeholders, namely its external community and its immediate external environment, will significantly impact employee identification perception	Supported
H ₅	CSR activities directed at the university's internal stakeholders, namely employees, students, and its internal environment, will significantly impact employee affective commitment	Supported
H ₆	CSR activities directed at the university's external stakeholders, namely its external community and its immediate external environment, will significantly impact employee affective commitment	Supported
H ₇	Employee identification perception will have a significant impact on employee work engagement	Not supported
H ₈	Employee affective commitment will have a significant impact on employee work engagement	Supported

6.9 CHAPTER SUMMARY

This chapter presented the results and discussion. The next chapter is devoted to the conclusions and recommendations.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This study was conducted to examine the effect of internal and external CSR activities on the affective commitment among workers in private and public universities in Ghana. The study controlled for the intervening roles of identification perceptions and affective commitment. It employed an explanatory research design to approach the study quantitatively. Structured questionnaires were used for primary data collection. These were self-administered via the drop-and-pick method. Structural equation modelling was configured to test the formulated hypotheses through the reflective-formative approach. The two-stage embedded approach was thus utilised in that respect. Data analysis was at the individual level, with 412 cases. The previous chapter presented the findings as determined by the nature of the tested hypotheses, in tandem with the discussion of those findings. This chapter coalesces the findings into a succinct summary of the key findings, the conclusions drawn in respect of the tested hypotheses, and recommendations proffered as derivatives of the study.

7.2 SUMMARY OF KEY FINDINGS

The results show that changes in both external and internal CSR account for 35.9% positive change in affective commitment ($r^2=0.359$). Similarly, changes in both external CSR and internal CSR account for a 33.3% positive change in identification perceptions ($r^2=0.333$). Internal CSR and external CSR, together with the intervening effects of affective commitment and identification perceptions, cause a 37.8% positive change in employee work engagement ($r^2=0.378$).

Affective commitment makes a statistically significant positive contribution to predicting the variance in employee work engagement ($\beta=0.394$; $t>1.96$; $p=0.000$; $p<0.05$) when the effects of other constructs in the model were statistically controlled for. Therefore, **H₈** is supported. External CSR makes a

statistically significant positive contribution to predicting the variance in affective commitment ($\beta=0.166$; $t>1.96$; $p=0.000$: $p<0.05$) after holding the effects of other constructs in the model constant. The prediction of **H₆** is supported. External CSR makes a statistically significant positive contribution to predicting the variance in employee work engagement ($\beta=0.349$; $t>1.96$; $p=0.000$: $p<0.05$) when the effects of other constructs in the model were statistically controlled for. Consequently, **H₂** is accepted accordingly. External CSR makes a statistically significant positive contribution to predicting the variance in identification perceptions ($\beta=0.133$; $t>1.96$; $p=0.020$: $p<0.05$) when the effects of other constructs in the model were statistically controlled for. Thus, **H₄** is supported by the findings in this study.

Internal CSR makes a statistically significant positive contribution to predicting the variance in affective commitment ($\beta=0.551$; $t>1.96$; $p=0.000$: $p<0.05$) when the effects of other constructs in the model were statistically controlled for. Thus, this finding is in line with the proposition of **H₅**. Internal CSR makes a statistically significant positive contribution to predicting the variance in identification perceptions ($\beta=0.542$; $t>1.96$; $p=0.000$: $p<0.05$) when the effects of other constructs in the model were statistically controlled for. **H₃** is supported accordingly. Similarly, internal CSR makes no statistically significant positive contribution to predicting the variance in employee work engagement ($\beta=0.349$; $t<1.96$; $p=0.000$: $p>0.05$) when the effects of other constructs in the model were statistically controlled. Thus, **H₁** is rejected. However, identification perceptions make no statistically significant positive contribution to predicting the variance in employee work engagement ($\beta=0.015$; $t<1.96$; $p=0.438$: $p>0.05$) when the effects of other constructs in the model were statistically controlled. **H₇** is therefore rejected.

The comparative performance on the relationships among the constructs based on gender showed that female workers outperformed male workers in the internal CSR-affective commitment dimension in a statistically significant way ($p<0.05$). In all the remaining instances, there were no statistically significant differences in scores on the relationship between the constructs based on gender differences (p -

values >0.05). These findings, therefore, mean that the influence of external CSR on employee work engagement has no significant bearing on the gender of university workers. Thus, irrespective of the gender of the workers, the same result is achieved for male and female workers in the universities. Similar conclusions were established in other predictive relationships between the constructs of interest.

Employees in public universities outperformed private universities in terms of the impact of affective commitment on employee engagement (Beta diff: 0.501; $p=0.002$; $p<0.05$). Similarly, public university employees outperformed private universities in terms of the impact of external CSR on affective commitment (Beta diff: 0.283; $p=0.033$; $p<0.05$). Additionally, public university employees outperformed private universities in terms of the impact of external CSR on identification perceptions (Beta diff: 0.578; $p=0.006$; $p<0.05$). However, employees in private universities outperformed public universities regarding the impact of internal CSR on employee work engagement (Beta diff: 0.283; $p=0.033$; $p<0.05$). All the remaining relationships for the constructs based on university status produced no statistically significant results (p -values >0.05), although some differences were observed. Along the same lines, it was found that there is no statistically significant difference in the impact of identification perceptions on employee work engagement for those working in public universities and private universities alike. Furthermore, it was established that there is no statistically significant difference in the impact of external CSR on employee work engagement for those in the employ of public universities and private universities alike.

Workers at All Nations University were influenced in a statistically significant manner to get more engaged in their work because of the university's external CSR activities than those employed at the Evangelical Presbyterian University. On the contrary, workers at Evangelical Presbyterian University were influenced in a statistically significant manner to develop favourable identification perceptions because of the university's external CSR activities than All Nations University. Similarly, workers at Evangelical Presbyterian University were influenced in a

statistically significant manner to get more engaged in their work because of the university's internal CSR activities than All Nations University.

Workers at All Nations University were influenced in a statistically significant manner to develop more effective commitment because of the university's external CSR activities than the University of Health and Allied Sciences. On the contrary, workers at the University of Health and Allied Sciences were influenced in a statistically significant manner to develop more work engagement because of their affective commitment level than All Nations University. Similarly, workers at the University of Health and Allied Sciences were influenced in a statistically significant manner to develop better favourable identification perceptions because of the external CSR activities undertaken by the university than All Nations University. Again, workers at the University of Health and Allied Sciences were influenced statistically to develop better favourable identification perceptions because of the university's internal CSR activities than All Nations University's.

Workers at the University of Environment and Sustainable Development were influenced statistically to develop more effective commitment because of the university's internal CSR activities than All Nations University. However, there were no statistically significant differences in all the relations, although some differences were observed for workers at Evangelical Presbyterian University and the University of Health and Allied Sciences.

For Evangelical Presbyterian University and the University of Environment and Sustainable, the study confirmed and verified staff at the University of Environment and Sustainable Development were influenced in a statistically significant manner to get more engaged in their work because of the extent of affective commitment among the workforce than in the case of Evangelical Presbyterian University. On the contrary, workers at the University of Environment and Sustainable Development were influenced in a statistically significant manner to develop more work engagement because of their level of affective commitment than in the case of Evangelical Presbyterian University. In contrast, employees at Evangelical Presbyterian University were better influenced in a statistically significant manner

to get more engaged in their work because of the favourable identification perceptions at work than in the University of Environment and Sustainable Development case.

The comparative analysis concerning the University of Environment and Sustainable Development and the University of Health and Allied Sciences demonstrates that employees at the University of Environment and Sustainable Development were influenced in a statistically significant manner to get more engaged in their work because of their degree of affective commitment at work than in the case of the University of Health and Allied Sciences. Additionally, the study further established that employees at the University of Environment and Sustainable Development were influenced in a statistically significant manner to be more committed effectively because of the internal CSR activities undertaken by the university than in the case of the University of Health and Allied Sciences. Similarly, the study further proved that employees at the University of Environment and Sustainable Development were influenced in a statistically significant manner to build favourable identification perceptions because of the internal CSR activities undertaken by the university than in the case of the University of Health and Allied Sciences.

In a different dimension, the study further proved that employees at the University of Health and Allied Sciences were influenced in a statistically significant manner to engage in their work due to the identification perceptions they hold than in the case of the University of Environment and Sustainable Development. Moreover, the study further proved that employees at the University of Health and Allied Sciences were influenced in a statistically significant manner to engage in their work due to the external CSR activities of the university than in the case of the University of Environment and Sustainable Development.

7.3 CONCLUSIONS

By way of conclusion, the study found that internal CSR and external CSR activities had a weak but positive impact on affective commitment among university employees. External CSR activities also had a positive but weak effect on work engagement. Internal CSR activities had a weak positive effect on identification perceptions, while external CSR activities had a significant positive effect on both affective commitment and identification perceptions. Affective commitment was found to have a significant positive impact on work engagement. Female workers exhibited higher levels of affective commitment due to internal CSR activities, and affective commitment had a greater impact on work engagement in public universities than in private universities. Private university workers were found to be more engaged due to internal CSR activities, while external CSR activities had a greater impact on affective commitment and identification perceptions among workers in public universities. The results, findings and conclusions for each hypothesis are summarised again below.

7.3.1 Hypothesis 1

The study aimed to test the impact of Corporate Social Responsibility (CSR) activities on employee work engagement among workers in universities in Ghana. The first hypothesis stated that CSR activities directed at the university's external stakeholders would significantly impact employee work engagement. However, the results did not support this hypothesis as internal CSR made no statistically significant positive contribution to predicting the variance in employee work engagement. In conclusion, the study findings indicate that internal CSR activities do not have a significant impact on employee work engagement among workers in universities in Ghana. Further research is needed to explore the reasons behind this finding and to investigate other potential factors that may impact work engagement among university workers.

7.3.2 Hypothesis 2

The second hypothesis stated that CSR activities directed at the university's external stakeholders would have a positive impact on employee work engagement. The results of the study indicate that this hypothesis is supported, as external CSR activities were found to have a statistically significant positive effect on work engagement among university workers in Ghana. This finding suggests that universities can improve the work engagement of their employees by engaging in CSR activities that are directed towards their external community and environment. Such activities may include community outreach programmes, environmental sustainability initiatives, and social responsibility projects aimed at promoting the well-being of the local community. To conclude, this study shows that external CSR activities have a positive impact on employee work engagement in universities. Universities should, therefore, consider incorporating external CSR activities into their strategic plans to improve the well-being of their employees and enhance their overall performance.

7.3.3 Hypothesis 3

According to the third hypothesis, it was expected that CSR activities directed at the university's internal stakeholders, including employees and students, would have a significant impact on employee identification perception. The study found that this hypothesis was supported by the data as internal CSR activities made a statistically significant positive contribution to predicting the variance in identification perceptions among university workers in Ghana. This result suggests that internal CSR activities can play a vital role in enhancing the identification perception of employees in universities. It highlights the importance of universities focusing on internal CSR activities that target their employees and students as a means of fostering a sense of identification among them. Such activities can include employee recognition programmes, opportunities for employee training and development, and student-focused initiatives that promote student satisfaction and engagement. By way of conclusion, the study's findings support the third hypothesis, indicating that internal CSR activities can have a positive impact on

employee identification perception in universities in Ghana. This result highlights the need for universities to prioritize internal CSR initiatives that target their employees and students to foster a sense of identification among them.

7.3.4 Hypothesis 4

The fourth hypothesis stated that CSR activities directed at the university's external stakeholders, namely its external community and its immediate external environment, will significantly impact employee identification perception. The results of the study revealed that external CSR makes a statistically significant positive contribution to predicting the variance in identification perceptions. The findings of the study suggest that CSR activities directed towards external stakeholders have a positive impact on employee identification perception. This implies that when universities engage in CSR activities that benefit the external community and environment, employees are more likely to identify with the university and feel a sense of belonging. This can have positive implications for employee morale, job satisfaction, and retention. The fourth hypothesis was therefore supported by the results of the study, indicating that CSR activities directed at the university's external stakeholders have a significant impact on employee identification perception.

7.3.5 Hypothesis 5

The study's fifth hypothesis proposed that CSR activities aimed at the university's internal stakeholders would significantly impact employee affective commitment. The study's findings supported this hypothesis, demonstrating that Internal CSR had a statistically significant positive effect on predicting the variance in affective commitment. This result implies that CSR activities targeted towards the needs and concerns of employees and students can foster positive emotional attachment, loyalty, and dedication to the university. Therefore, universities should prioritize CSR initiatives that benefit their internal stakeholders to improve overall organisational culture and employee commitment. The findings emphasise the importance of considering internal stakeholders when planning CSR activities, as

they can significantly affect employee attitudes and behaviours towards the university.

7.3.6 Hypothesis 6

The sixth hypothesis posited that CSR initiatives aimed at the university's external stakeholders would significantly impact employee affective commitment. The results showed that external CSR had a statistically significant positive influence on predicting the variance in affective commitment. In essence, CSR activities that focus on the university's immediate external environment and community have a direct impact on the emotional attachment, loyalty, and dedication of employees to the institution. These findings imply that CSR activities targeted at external stakeholders have far-reaching effects on the university's organisational culture and reputation as a socially responsible institution. Making the needs of the surrounding community and environment a priority in CSR initiatives can cultivate employee commitment and bolster the university's reputation as a socially responsible organisation. This emphasises the importance of involving external stakeholders in the development of CSR activities, as they hold significant sway over employee attitudes and actions toward the university.

7.3.7 Hypothesis 7

The penultimate hypothesis of the study stated that employee identification perception would have a significant impact on employee work engagement. However, the results of the study showed that identification perceptions did not make a statistically significant positive contribution to predicting the variance in employee work engagement. This finding suggests that while employee identification with the university is an important aspect of organisational behaviour, it may not directly influence their work engagement. There may be other factors at play, such as job satisfaction, work-life balance, and leadership styles that have a greater impact on employee engagement. It is important for universities to consider multiple factors when trying to improve employee work engagement and not solely focus on employee identification with the institution. A holistic approach that

addresses various aspects of the work environment and employee needs may be more effective in promoting work engagement among staff.

7.3.8 Hypothesis 8

The final hypothesis of the study stated that employee affective commitment will have a significant impact on employee work engagement. The results of the study showed that affective commitment does indeed make a statistically significant positive contribution to predicting the variance in employee work engagement. This indicates that employees who have a strong emotional attachment and loyalty to the university are more likely to be engaged in their work. By fostering affective commitment through CSR initiatives and other measures, universities can improve employee work engagement and ultimately enhance their organisational performance. This finding highlights the importance of creating a positive organisational culture that prioritizes employee well-being and satisfaction.

7.4 RECOMMENDATIONS

Corporate social responsibility (CSR) has become an essential aspect of organizational strategy and has been linked to various positive outcomes, including increased employee commitment, and this section aims to provide recommendations on the effect of internal and external CSR activities on the affective commitment among workers in private and public universities in Ghana based on the findings of the study.

7.4.1 Recommendations for policy

The study revealed that internal CSR activities had a stronger impact on female university staff's affective commitment compared to their male colleagues. This finding has significant policy implications for universities in Ghana. In order to effectively improve the state of effective commitment among the workforce, universities should focus more on internal CSR activities that target female staff.

The gender disparity in the impact of internal CSR activities on affective commitment could be attributed to the fact that females are more likely to be involved in activities that promote social responsibility and ethical practices. Therefore, universities should consider developing internal CSR activities that resonate more with female staff and their values. Such activities could include mentorship programmes, career development opportunities, and flexible work arrangements that cater to the unique needs of female staff.

It is important to note, however, that male staff are also important stakeholders in the university community. They should not be left out of the internal CSR programmes. Instead, universities should find ways to engage male staff in activities that promote affective commitment and identification perception. This could include encouraging male staff to participate in community outreach programmes or social responsibility initiatives that align with their interests and values. In effect, universities in Ghana should recognize the gender differences in the impact of internal CSR activities on affective commitment and tailor their programmes to address this disparity. By doing so, universities could foster a more engaged and committed workforce, which could lead to improved productivity, job satisfaction, and overall organisational performance.

The study also showed that external CSR programmes had a more significant impact on work engagement and identification perception among workers in private universities compared to public universities. This finding implies that for policy purposes, universities should focus more on external CSR programmes targeted at private universities to improve their work engagement and identification perception levels. It is also essential to note that internal CSR programmes had a more significant impact on work engagement and identification perception among workers in public universities. Therefore, policy for internal CSR-work engagement should be directed more at public universities to improve these concepts among their workforces. Universities should collaborate with relevant stakeholders, including the government, corporate organisations, and NGOs, to implement CSR programmes that target the identified groups adequately. For instance, private universities could partner with corporate organisations to carry out CSR

programmes that align with the interests of their workforce. These programmes could include community development initiatives, environmental sustainability programmes, and philanthropic activities that benefit the university's immediate environment.

On the other hand, public universities could work with the government and NGOs to implement internal CSR programmes that foster a conducive work environment, promote employee welfare, and enhance their work engagement and identification perception. In conclusion, for effective policy-making, universities should take into consideration the peculiarities of their workforce and tailor their CSR programmes accordingly. By doing so, universities can maximize the impact of their CSR programmes on their workforce and create a conducive work environment that promotes work engagement, identification perception, and effective commitment.

7.4.2 Recommendations for practice

The study found that universities in Ghana can enhance affective commitment and identification perceptions among workers by implementing both internal and external Corporate Social Responsibility (CSR) activities. The critical dimensions of CSR that are most effective in improving commitment and perception include those identified in the first model's reliability scores. Therefore, universities should focus on these dimensions of CSR and allocate adequate budgets for CSR activities. If the universities lack the internal capacity for the practical implementation of such CSR programmes, outsourcing to experts may be necessary to ensure effective execution. By prioritizing these dimensions of CSR and implementing them effectively, universities can improve the efficiency of CSR projects and empower the capacity of such programmes to cause moderate or substantial improvements in the state of affective commitment and perception identifications among university workers.

To increase employee motivation and support for CSR initiatives in universities in Ghana, it is recommended that employees are involved in both the formulation and execution of internal and external CSR activities. This can be achieved by

providing opportunities for workers to take initiative in identifying and executing CSR programmes. The management of the universities should also propagate information on pressing CSR needs to encourage worker involvement. Additionally, employee-oriented CSR activities can be designed to attract worker participation. University public relations units can also create awareness of CSR programmes among university workers and communities to gain support for the successful implementation of CSR activities. By involving workers in the planning and execution of CSR programmes and creating awareness of such activities, university management can increase employee affective commitment and identification perceptions, ultimately improving the efficiency and impact of CSR initiatives.

The study found that while both internal and external CSR activities positively impacted affective commitment and identification perceptions of university workers, the effect on affective commitment was slightly stronger. Thus, universities should focus on creating conditions that enable effective implementation of CSR activities to enhance both affective commitment and identification perceptions of workers. To achieve this, it is recommended that universities develop a CSR framework that integrates both affective commitment and identification perception goals. This framework should serve as a guide to ensure that CSR activities are designed and implemented with the aim of achieving the dual goals of enhancing affective commitment and favourable identification perceptions among workers. By doing so, universities in Ghana can improve the overall well-being of their workers and enhance their reputation among stakeholders.

The study also showed that internal CSR activities did not significantly contribute to improving employee engagement among university workers, so universities should not undertake internal CSR activities solely to improve engagement. However, universities should investigate the underlying reasons for this and develop tailored strategies to link internal CSR activities to conditions that can improve employee engagement. Justification for internal CSR should be based on other outcomes, and investments in internal CSR should be evaluated based on

those outcomes. Therefore, universities should identify other reasons for implementing internal CSR and focus on achieving those outcomes. By doing this, universities can ensure that internal CSR activities are meaningful and have a significant impact on their workforce.

The findings of the study suggest that universities in Ghana should prioritize both internal and external CSR activities as they have a positive impact on employee engagement, identification perception, and affective commitment. External CSR activities should be continued as they positively contribute to employee engagement, identification perception, and affective commitment. Internal CSR activities should also be continued as they positively contribute to identification perception and affective commitment. However, it is important to note that internal CSR activities may not be effective in improving employee engagement. Therefore, universities should not rely solely on internal CSR activities to improve employee engagement and should instead explore other strategies. The results also suggest that universities should investigate and address any impediments that may be preventing internal CSR activities from improving employee engagement. In essence, universities should allocate adequate resources and create tailored strategies for CSR activities that are aligned with their goals and objectives.

The study's findings indicate that there is a gap between employee identification perceptions and work engagement among university workers. Although workers in the universities express a strong sense of identification with their institutions, they do not channel this into positive work outcomes such as understanding the overall goals of their universities and finding their work meaningful and purposeful. This gap highlights the need for training programmes that can help workers translate their identification perceptions into positive work outcomes. Universities should develop and implement training programmes aimed at enhancing workers' understanding of the overall goals of their institutions and how their work contributes to achieving these goals. The training should also focus on fostering enthusiasm, meaning, and purpose in their jobs, which will lead to improved work engagement. By recognizing the importance of being fully engaged at work, workers will be better able to translate their identification perceptions into tangible

work outcomes. Overall, this will create a more motivated and productive workforce that is better aligned with the goals of the university.

7.4.3 Theoretical contributions

The study on the impact of Corporate Social Responsibility (CSR) activities on employee work engagement in universities in Ghana has generated several theoretical contributions that shed light on the relationship between CSR, employee engagement, and organizational behaviour. Firstly, the research has contributed to the understanding of the nuanced effects of CSR activities on employee work engagement in different contexts. The findings indicate that external CSR activities, such as community outreach and environmental sustainability initiatives, have a positive impact on work engagement among university workers. This suggests that the nature and focus of CSR initiatives matter and should be tailored to suit the specific needs and preferences of the employees and the external community. This theoretical insight underscores the importance of aligning CSR practices with the local context and employee expectations.

Secondly, the study highlights the significance of internal CSR activities in shaping employee identification perceptions and affective commitment within universities. It suggests that initiatives such as employee recognition programs and student-focused initiatives play a vital role in fostering a sense of identification and emotional attachment among university staff. This theoretical contribution underscores the importance of organizations recognizing and investing in the well-being and development of their internal stakeholders, including employees and students, as a means of enhancing commitment and engagement.

Furthermore, the research contributes to the literature by demonstrating the limited impact of employee identification on work engagement. While employee identification is considered an essential aspect of organizational behaviour, the study found that it may not directly influence work engagement among university workers. This theoretical insight prompts further exploration into the complex

interplay of factors that contribute to employee engagement, including job satisfaction, leadership styles, and work-life balance. It encourages organizations to adopt a holistic approach to improving work engagement by considering multiple factors that affect employee well-being and performance.

The study reinforces the theoretical understanding of the relationship between affective commitment and employee work engagement. It demonstrates that employees who have a strong emotional attachment and loyalty to their organization are more likely to be engaged in their work. This finding underscores the importance of fostering affective commitment through CSR initiatives and other measures to improve overall organizational performance. It emphasizes the role of organizational culture in creating an environment where employees feel valued, connected, and dedicated to their work. In conclusion, it highlights the importance of tailoring CSR initiatives to the specific context, investing in internal stakeholders, and adopting a holistic approach to improving work engagement. These theoretical insights have broader implications for organizations across various sectors seeking to enhance employee engagement and overall performance through CSR practices.

7.5 SUGGESTIONS FOR FURTHER RESEARCH

In addition to the specific recommendations for future research mentioned above, there are several other general suggestions for future research on this topic. Firstly, future research could explore how the cultural and social contexts in which universities operate in Ghana influence the effectiveness of CSR activities on employee outcomes. It is possible that the socio-cultural values of the Ghanaian society may have an impact on the way university workers perceive and respond to CSR initiatives. Therefore, it would be useful to investigate how these contextual factors affect the relationship between CSR activities and employee outcomes in universities in Ghana. Secondly, future research could explore the role of different types of CSR activities on employee outcomes in universities in Ghana. The current study only examined the impact of internal and external CSR activities, but there are other types of CSR activities that universities could engage in, such as

philanthropic activities, environmental sustainability initiatives, and community development projects. Future research could investigate the impact of these different types of CSR activities on employee outcomes in universities in Ghana.

Thirdly, future research could explore how employee outcomes such as work engagement, affective commitment, and identification perception influence organisational outcomes such as performance and productivity in universities in Ghana. Understanding the link between employee outcomes and organisational outcomes is important for justifying the implementation of CSR activities in universities. Lastly, future research could examine the role of individual characteristics such as personality, values, and beliefs in shaping the impact of CSR activities on employee outcomes in universities in Ghana. It is possible that individual differences may influence the way university workers perceive and respond to CSR initiatives, and therefore, understanding the role of these individual characteristics could provide insights into how to tailor CSR activities to different types of workers. Overall, conducting further research in these areas would provide valuable insights into the effectiveness of CSR activities in improving employee outcomes in universities in Ghana, and could inform the development of tailored CSR strategies that maximize the benefits for both employees and the organisations they work for.

7.6 CHAPTER SUMMARY

This chapter presented the conclusions and recommendations made based on the findings of the study.

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APPENDIX A: QUESTIONNAIRE

Dear respondent. I am Prempeh BA. I am a PhD student from the Central University of Technology (CUT) Free State in South Africa. My supervisor is Professor Dennis Yao Dzansi from the same university. I am researching on **UNIVERSITY CORPORATE SOCIAL RESPONSIBILITY**. The study's main objective is to determine the influence of the selected individual-level outcomes of UCSR activity on the work engagement of employees in Ghana using structural equation modelling. I would be very grateful for your assistance in completing the questions below. Please read the statements carefully and mark **x** the number that corresponds to your choice. The study is entirely for academic purpose, hence any information provided would be considered valuable and confidential. It is hoped that you would be as candid as possible. Thank you.

SECTION A: DEMOGRAPHIC CHARACTERISTICS											
Mark your applicable response with an X											
1.	Gender	[1] Male			[2] Female			[3] Oth			
2.	Age (years)	[1] Up to 30		[2] 31-40		[3] 41-50		[4] Above 50 years			
3.	Highest education	[1] PhD	[2] Master's	[3] Honours/ Postgrad Diploma		[4] Bachelor's/ AdvDip/ HND		[5] Diploma		[6] Below Diploma	
4.	Marital status	[1] Single		[2] Married		[3] Divorce/ Separated		[4] Widow			
5.	Religion	[1] Christian		[2] Muslim		[3] Traditional African		[4] Other		[5] None	
6.	Length of service (years)	[1] Up to 5		[2] 6-10 Years		[3] 11-15 Years		[4] 16-20 Years		[5] 21 and above Years	
7.	Job position (Rank)	Academics only					Non - Academics only				
		[1] Full Professor	[2] Associate Professor	[3] Senior Lecturer	[4] Lecturer	[5] Junior Lecturer & below	[1] Senior Member	[2] Senior Staff	[3] Junior Staff	[5] Other	
8.	Nature of	[1] Public university				[2] Private university					
SECTION B: The following are statements relating to Corporate Social Responsibility (CSR) at your university. Kindly indicate your agreement/ disagreement with each statement by placing an (X) against your preferred											

9.	The University provides facilities for all student religious activities.	Strongly Disagree [1]	Disagree [2]	Somewhat Disagree [3]	Neutral [4]	Somewhat Agree [5]	Agree [6]	Strongly Agree [7]
10.	The University provides facilities for all student cultural activities.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
11.	The University provides facilities for all student sporting activities.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
12.	The University's health and safety facilities are adapted to the needs of disabled students	[1]	[2]	[3]	[4]	[5]	[6]	[7]
13.	Access to the University's facilities is adapted to the needs of disabled students	[1]	[2]	[3]	[4]	[5]	[6]	[7]
14.	The University has career guidance programmes that prepare graduates to meet the expectations of the labour market	[1]	[2]	[3]	[4]	[5]	[6]	[7]

15.	The University has adequate areas for rest between	Strongly Disagree [1]	Disagree [2]	Somewhat Disagree [3]	Neutral [4]	Somewhat Agree [5]	Agree [6]	Strongly Agree [7]
16.	The University tolerates the employment of	[1]	[2]	[3]	[4]	[5]	[6]	[7]
17.	The University provides its	[1]	[2]	[3]	[4]	[5]	[6]	[7]
18.	The University provides paid maternity leave	[1]	[2]	[3]	[4]	[5]	[6]	[7]
19.	The University provides childcare support	[1]	[2]	[3]	[4]	[5]	[6]	[7]
20.	Employees are free to decide how	[1]	[2]	[3]	[4]	[5]	[6]	[7]
21.	My university prohibits child labour.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
22.	The University ensures proper disposal of waste	[1]	[2]	[3]	[4]	[5]	[6]	[7]
23.	The University regularly conducts audits on its	[1]	[2]	[3]	[4]	[5]	[6]	[7]
24.	The University actively contributes to the reduction of	[1]	[2]	[3]	[4]	[5]	[6]	[7]
25.	The University discourages water wastage	[1]	[2]	[3]	[4]	[5]	[6]	[7]
26.	The University is committed to continuous improvement in	[1]	[2]	[3]	[4]	[5]	[6]	[7]
27.	The University contributes to the environmental well-being of the community by	[1]	[2]	[3]	[4]	[5]	[6]	[7]
28.	The University actively participates in	[1]	[2]	[3]	[4]	[5]	[6]	[7]
29.	The University gives financial assistance to needy	[1]	[2]	[3]	[4]	[5]	[6]	[7]
30.	The University gives makes contributions to	[1]	[2]	[3]	[4]	[5]	[6]	[7]

SECTION C: The following are statements relating to your work engagement at your university.
Kindly indicate your agreement/ disagreement with each statement by placing an (X) against your preferred response

		Strongly Disagree [1]	Disagree [2]	Somewhat Disagree [3]	Neutral [4]	Somewhat Agree [5]	Agree [6]	Strongly Agree [7]
31.	I understand the overall goals of my university and where my work fits in							
32.	When I talk about my university, I usually say 'we' rather than 'they'	[1]	[2]	[3]	[4]	[5]	[6]	[7]
33.	I feel proud to tell people where I work	[1]	[2]	[3]	[4]	[5]	[6]	[7]
34.	I am enthusiastic about my job	[1]	[2]	[3]	[4]	[5]	[6]	[7]
35.	I find the work I do full of meaning and purpose	[1]	[2]	[3]	[4]	[5]	[6]	[7]
36.	I am proud of the work that I do	[1]	[2]	[3]	[4]	[5]	[6]	[7]
37.	Being a member of this university makes/ keeps me feel "alive."	[1]	[2]	[3]	[4]	[5]	[6]	[7]
38.	This university has a great deal of personal meaning for me.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
39.	I have enough opportunities to contribute to decisions that affect me	[1]	[2]	[3]	[4]	[5]	[6]	[7]
40.	When I get up in the morning, I feel like going to work	[1]	[2]	[3]	[4]	[5]	[6]	[7]
41.	At my job, I feel strong and vigorous	[1]	[2]	[3]	[4]	[5]	[6]	[7]
42.	I take risks in using new ideas in doing my job	[1]	[2]	[3]	[4]	[5]	[6]	[7]

43.	I am excited about getting involved with things happening at this university.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
44.	Being a member of this university is exciting	[1]	[2]	[3]	[4]	[5]	[6]	[7]
45.	I work for very long periods at a time	[1]	[2]	[3]	[4]	[5]	[6]	[7]
46.	I get carried away when I am working	[1]	[2]	[3]	[4]	[5]	[6]	[7]
47.	I try new ideas and approaches to problem	[1]	[2]	[3]	[4]	[5]	[6]	[7]
SECTION D: The following are statements relating to the extent to which you identify yourself with your university. Kindly indicate your agreement/ disagreement with each statement by placing an (X) against your preferred response								
48.	I am very interested in what others think about my university	Strongly Disagree [1]	Disagree [2]	Somewhat Disagree [3]	Neutral [4]	Somewhat Agree [5]	Agree [6]	Strongly Agree [7]
49.	I describe myself to others by saying, "I work for or I am from 'the name of your university' "	[1]	[2]	[3]	[4]	[5]	[6]	[7]
50.	I try to make on-the-job decisions by considering the consequences of my actions for the university.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
51.	In general, I view the university's problems as my problems.	[1]	[2]	[3]	[4]	[5]	[6]	[7]

52.	I become irritated when I hear others outside the university criticise the university.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
53.	I have warm feelings toward the university as a place to work.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
54.	I feel that the university cares about me.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
55.	I really care about the fate of the university	[1]	[2]	[3]	[4]	[5]	[6]	[7]
56.	I feel more little loyalty to the university	[1]	[2]	[3]	[4]	[5]	[6]	[7]
57.	I find it easy to identify myself with the university.	[1]	[2]	[3]	[4]	[5]	[6]	[7]

SECTION E: The following are statements relate to how committed you are to your university. Kindly indicate your agreement/ disagreement with each statement by placing an (X) against your preferred response

58.	My university shows little concern for me	Strongly Disagree [1]	Disagree [2]	Somewhat Disagree [3]	Neutral [4]	Somewhat Agree [5]	Agree [6]	Strongly Agree [7]
59.	My university would forgive an honest mistake	[1]	[2]	[3]	[4]	[5]	[6]	[7]
60.	Help is available from my university when I have a problem	[1]	[2]	[3]	[4]	[5]	[6]	[7]
61.	Employees should not care about the University that employs them	[1]	[2]	[3]	[4]	[5]	[6]	[7]
62.	An employee should work as hard as possible no matter what the university	[1]	[2]	[3]	[4]	[5]	[6]	[7]
63.	An employee who is treated badly by an institution	[1]	[2]	[3]	[4]	[5]	[6]	[7]
64.	An employee's work effort should not depend on the fairness	[1]	[2]	[3]	[4]	[5]	[6]	[7]
65.	I am highly committed to improving the	[1]	[2]	[3]	[4]	[5]	[6]	[7]
66.	My supervisor/fellow employees encourage my job development	[1]	[2]	[3]	[4]	[5]	[6]	[7]
67.	My condition of service motivates me to put in my best for the	[1]	[2]	[3]	[4]	[5]	[6]	[7]
68.	I am satisfied with the work climate where I work.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
69.	In comparison with most jobs, mine is very interesting.	[1]	[2]	[3]	[4]	[5]	[6]	[7]
70.	My pension welfare is a concern to my	[1]	[2]	[3]	[4]	[5]	[6]	[7]

THANK YOU FOR ASSISTING

APPENDIX B: PRE-TEST RESULTS

Pilot Study Report (Number of cases is 40)

Exploratory Factor Analysis [EFA]

Preamble: KMO and Bartlett's Test of Sphericity are assumptions that must be met before they can rely on the factor analysis conducted. A reverse code was done for items C64 and E1 because there were negatively worded. For the validity results, as shown in the component matrix, each item is given a score for each factor. Following the advice of Field (2013), we recommend suppressing factor loadings less than 0.3 (Samuels, 2017). Any item with all scores suppressed should be removed. Scores greater than 0.4 are considered stable (Guadagnoli & Velicer, 1988).

Classification of KMO:

Excellent	≥ 0.9
Very well	0.8–0.89
Well	0.7–0.79
Mediocre	0.6–0.69
Poor	0.5–0.59
Unacceptable	< 0.5

Source: (Abba et al., 2021)

Validity Results for Corporate Social Responsibility

KMO and Bartlett's Test for Corporate Social Responsibility

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.540
Bartlett's Test of Sphericity	Approx. Chi-Square	1007.423
	Df	435
	Sig.	.000

KMO is acceptable (> 0.5), and Bartlett's Test of Sphericity shows the matrix is not an identity matrix ($p < 0.05$)

Component Matrix for Corporate Social Responsibility

Component Matrix	
	Component
	1
The University has dedicated parking spaces for students.	.132
The University provides facilities for all student religious activities.	.451
The University provides facilities for all student cultural activities.	.778
The University provides facilities for all student sporting activities.	.711
The University's health and safety facilities are adapted to the needs of disabled students	.816
Access to the University's facilities is adapted to the needs of disabled students	.742
The University has career guidance programmes that prepare graduates to meet the expectations of the labour market	.638
The University has adequate areas for rest between classes	.762
The University tolerates all religions of its employees.	.146
The University tolerates the employment of all races	-.192
The University tolerates the employment of people of all sexual orientations	.400
The University provides its workers with regular training	.773
The University provides paid maternity leave	.070
The University provides paid paternity leave	.550
The University provides paid compassionate leave for sickness and bereavement of family members	.036
The University provides childcare support for staff during working hours	.790
Employees are free to decide how much overtime they want to do.	.651
My university prohibits child labour.	.226
The University ensures proper disposal of waste	.612
The University regularly conducts audits of its environmental practices.	.703
The University actively contributes to the reduction of child illiteracy in the area.	.593
The University discourages water wastage	.660
The University is committed to continuous improvement in its environmental practices.	.757
The University contributes to the environmental well-being of the community by regularly undertaking cleaning activities in the local community	.640
The University contributes to the healthy well-being of the community by conducting community health talks	.108
The University actively participates in the social and educational activities of local schools	.616
The University participates in the activities of local hospitals	-.037
The University gives financial assistance to needy students from deprived communities in the areas where it operates	.664

The University engages in knowledge transfer by making its research results freely available.	.142
The University gives makes contributions to local charitable causes	.660
Extraction Method: Principal Component Analysis.	
a. one component extracted.	

All items with a component score < 0.3 are excluded (**Highlighted**). All items with > 0.3 component scores are maintained (Samuel, 2017) for the corporate social responsibility construct.

Common Method Bias for Corporate Social Responsibility

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.689	32.297	32.297	9.689	32.297	32.297

Harman's one-factor method was used to assess the threat of common method bias in the scale, and the results prove there is no threat of common method bias (% of variance < 0.05) for corporate social responsibility.

Validity Results for Work Engagement

KMO and Bartlett's Test for Work Engagement

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.607
Bartlett's Test of Sphericity	Approx. Chi-Square	421.205
	Df	136
	Sig.	.000

KMO is acceptable (> 0.5), and Bartlett's Test of Sphericity shows the matrix is not an identity matrix ($p < 0.05$).

Component Matrix for Work Engagement

Component Matrix	
	Component
	1
I understand the overall goals of my university and where my work fits in	.644
When I talk about my university, I usually say 'we' rather than 'they'	.529
I feel proud to tell people where I work	.706
I am enthusiastic about my job	.792
I find the work I do full of meaning and purpose	.775
I am proud of the work that I do	.782
Being a member of this university makes/ keeps me feel "alive."	.565
This university has a great deal of personal meaning for me	.511
I have enough opportunities to contribute to decisions that affect me	.253
When I get up in the morning, I feel like going to work	.681
At my job, I feel strong and vigorous	.586
I take risks in using new ideas in doing a job	.423
I am excited to get involved with things happening at this university.	.256
Being a member of this university is exciting	.570
I work for very long periods at a time	.396
I get carried away when I am working	.509
I try new ideas and approaches to problem	.588
Extraction Method: Principal Component Analysis.	
a. one component extracted.	

All items with a component score < 0.3 are excluded (**Highlighted**). All items with > 0.3 component scores are maintained (Samuel, 2017) for the work engagement construct.

Common Method Bias for Work Engagement

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.815	34.208	34.208	5.815	34.208	34.208

Harman's one-factor method was used to assess the threat of common method bias in the scale and the results prove there is no threat of common method bias (% of variance <0.05) for work engagement.

KMO and Bartlett's Test for Self-identification

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.528
Bartlett's Test of Sphericity	Approx. Chi-Square	156.732
	Df	45
	Sig.	.000

KMO is acceptable (>0.5) and Bartlett's Test of Sphericity shows the matrix is not an identity matrix ($p < 0.05$)

Component Matrix for Self-identification

Component Matrix ^a	
	Component
	1
I am very interested in what others think about my university	.635
I describe myself to others by saying, "I work for or I am from 'the name of your university' "	.555
I try to make on-the-job decisions by considering the consequences of my actions for the university.	.496
In general, I view the university's problems as my problems	.691

I become irritated when I hear others outside the university criticise the university	.534
I have warm feelings toward the university as a place to work.	.648
I feel that the university cares about me.	.535
I really care about the fate of university	.709
I find it easy to identify myself with the university	.572
I feel more loyalty to the university	-.014
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

All items with a component score < 0.3 are excluded (**Highlighted**). All items with > 0.3 component score are maintained (Samuel, 2017) for the self-identification construct.

Common Method Bias for Self-Identification

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.256	32.564	32.564	3.256	32.564	32.564

Harman's one-factor method was used to assess the threat of common method bias in the scale and the results prove there is no threat of common method bias (% of variance <0.05) for self-identification.

KMO and Bartlett's Test for Commitment

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.637
Bartlett's Test of Sphericity	Approx. Chi-Square	182.518
	Df	78
	Sig.	.000

KMO is acceptable (>0.5) and Bartlett's Test of Sphericity shows the matrix is not an identity matrix ($p < 0.05$)

Component Matrix for Commitment

Component Matrix ^a	
	Component
	1
My university would forgive an honest mistake on my part	.661
Help is available from my university when I have a problem	.779
Employees should not care about the University that employs them unless that university shows that it cares about its employees	.432
An employee should work as hard as possible no matter what the university thinks of his efforts	-.538
An employee who is treated badly by an institution should work less hard	.618
An employee's work effort should not depend on the fairness of his or her pay	-.499
I am highly committed to improving the quality of my job	-.532
My supervisor/fellow employees encourage my job development	.351
My condition of service motivates me to put in my best for the university	.734
I am satisfied with the work climate where I work.	.517
In comparison with most jobs, mine is very interesting.	.202
My pension welfare is a concern to my university	.480
The university show more concern for me	.771
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

All items with a component score < 0.3 are excluded (**Highlighted**). All items with > 0.3 component score are maintained (Samuel, 2017) for the commitment construct.

Common Method Bias for Commitment

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.227	32.519	32.519	4.227	32.519	32.519

Harman's one-factor method was used to assess the threat of common method bias in the scale and the results prove there is no threat of common method bias (% of variance <0.05) for commitment.

Reliability Analysis

Preamble: Internal consistency technique for data reliability was employed to examine the reliabilities of the scales used for the measurement of the key constructs under investigation after the principal component factor analysis technique has been carried out through the exploratory factor analysis to test the validity of the scales. To adequately measure internal consistency a Cronbach's Alpha value >0.7 is required (Birinci et al., 2022).

Reliability Analysis for Corporate Social Responsibility

All items included: Corporate Social Responsibility

Reliability Statistics	
Cronbach's Alpha	N of Items
.909	30

Data reliability for corporate social responsibility is adequate before the exclusion of items that failed to validly contribute to the "corporate social responsibility" construct (CA>0.7)

Some Items Excluded: Corporate Social Responsibility

Reliability Statistics	
Cronbach's Alpha	N of Items

.909	30
------	----

Data reliability for corporate social responsibility is adequate and same after the exclusion of items that failed to validly contribute to the “corporate social responsibility” construct ($CA > 0.7$)

Reliability Analysis for Work Engagement

All items included: Work Engagement

Reliability Statistics	
Cronbach's Alpha	N of Items
.857	17

Data reliability for work engagement is adequate before the exclusion of items that failed to validly contribute to the “work engagement” construct ($CA > 0.7$)

Some items excluded: Work Engagement

Reliability Statistics	
Cronbach's Alpha	N of Items
.869	15

Data reliability for work engagement is adequate and improved after the exclusion of items that failed to validly contribute to the “work engagement” construct ($CA > 0.7$).

Reliability Analysis for Self-identification

All items: Self-identification

Reliability Statistics	
Cronbach's Alpha	N of Items
.712	10

Data reliability for self-identification is improved and adequate before the exclusion of items that failed to validly contribute to the “self-identification” construct ($CA > 0.7$)

Some items excluded

Reliability Statistics	
Cronbach's Alpha	N of Items
.767	9

Data reliability for self-identification is adequate and improved after the exclusion of items that failed to validly contribute to the “self-identification” construct ($CA > 0.7$)

Reliability Analysis for Commitment

All items included: Commitment

Reliability Statistics	
Cronbach's Alpha	N of Items
.616	13

Data reliability for commitment is not adequate before the exclusion of items that failed to validly contribute to the “commitment” construct ($CA < 0.7$).

Some items excluded: Commitment

Reliability Statistics	
Cronbach's Alpha	N of Items
.751	10

Data reliability for commitment is improved adequate after the exclusion of items that failed to validly contribute to the “commitment” construct ($CA > 0.7$)

Note: Contributing items for measuring “Commitment” after some iterations in the computation of the Cronbach’s Alpha.

Item Statistics			
	Mean	Std. Deviation	N
My university would forgive an honest mistake on my part	4.6000	1.12774	40
Help is available from my university when I have a problem	4.6250	1.19158	40

Employees should not care about the University that employs them unless that university shows that it cares about its employees	4.4500	1.83904	40
An employee who is treated badly by an institution should work less hard	3.3500	1.47718	40
I am highly committed to improving the quality of my job	5.8750	.88252	40
My supervisor/fellow employees encourage my job development	5.5250	1.10911	40
My condition of service motivates me to put in my best for the university	4.9000	1.56566	40
I am satisfied with the work climate where I work.	5.1500	1.12204	40
My pension welfare is a concern to my university	4.5250	1.46738	40
The university show more concern for me	4.5750	1.50021	40