

Strategic Integration of CSR and Human Resource Practices: Effects on Employee Empowerment and Social Identity in Higher Education

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ABSTRACT

The significance of social identity in the workplace for affecting worker involvement and organizational results cannot be overstated. Nevertheless, there is a shortage of research that emphasizes the relationship between social identification in higher education institutions (HEI) and Corporate Social Responsibility (CSR). Knowing how these programs affect workers' sense of belonging to their employer and coworkers becomes critical as HEI emphasizes CSR as a component of their organizational principles. With an emphasis on the function of CSR, this study investigates the patterns of social identity at work in the setting of HEI. The study used the SEM-PLS approach to collect information regarding 380 workers at a HEI through an online survey. Overall, the results support the hypothesis that HEI's CSR development programs have an impact on study-related attitudes by demonstrating a substantial correlation between CSR and career fulfillment, involvement at work, and organizational identity. Additionally, the study discovers that CSR programs improve psychological empowerment among employees and have a beneficial impact on their perceptions of supportiveness. The results reaffirm that HEIs must combine human resource and CSR initiatives and give CSR communication approaches particular consideration. These results highlight the need for HEI to design successful CSR programs that improve employees' general well-being as well as their perceptions of empowerment and career fulfillment. This study helps to mitigate the paucity of research on the effects of CSR on workers' performance.

Keywords: Organization, Corporate Social Responsibility, Social Identity, Higher Education Institutions, Workers' Performance

INTRODUCTION

Social identity at work has a significant impact on workers' sense of belonging, involvement, and overall pleasure in the organizational environment. In recent years, the concept of social identities has grown in acceptance, particularly in "Higher Education Institutions (HEI)." This is particularly relevant in academic institutions' attempts to create an inclusive and supportive environment for both teachers and students [1].

Social identity formation in the workplace is significantly influenced by corporate social responsibility, or CSR. In higher education, CSR takes on a new dimension, embracing educational institutions that support the prosperity of their internal and external stakeholders. The relationship between social identity and CSR has significant

implications for organizational dynamics in higher education settings [2, 3].

CSR in higher education extends beyond the traditional roles of instructors and researchers. It encompasses the institution's dedication to moral behavior, sustainability, and social responsibility. When the employees in these organizations perceive a true commitment to CSR, they develop a sense of responsibility and shared ideals. People can easily relate to the organization on a social level because of the common goal [4, 5].

CSR has a significant effect on social identification when considering the values established in educational settings. Educational institutions frequently serve as pillars of society, and their dedication to social responsibility is an essential aspect of their identity. When teachers and staff associate with the institution's social responsibility initiatives, they are more likely to feel proud and affiliated, which contributes to a healthy workplace environment [6, 7].

Furthermore, social responsibility efforts in higher education do not involve internal stakeholders. The larger community, including students and the local populace, plays a vital role in the equation. When academic institutions are involved in sustainable practices, it has a knock-on impact, improving their reputation in the community. This process can improve employees' social identification since they consider their workplace as a driving force for positive change [8, 9].

CSR and social identification affect recruitment and engagement. In today's competitive higher education market, institutions that prioritize social responsibility are more likely to attract prospective employees. Individuals who value consistency and purpose could be drawn to organizations that actively promote societal well-being. As a result, a high CSR profile improves social identification between current employees, but also functions as a strategic instrument for talent acquisition [10, 11].

However, it is critical to recognize the CSR's impact on social belonging, which is not consistent. The efficiency of social responsibility initiatives is determined by a variety of contextual factors, organizational practices, and the validity of the institution's engagement. Furthermore, the intricate relationship between social identification and CSR emphasizes the importance of constant evaluation and adaptation of corporate responsibility techniques in higher education settings [12].

Limited generalization of the single HEI focus, possible sample size limitations, and the absence of investigations in a variety of higher education contexts. This study aims to investigate how worker attitudes, CSR, and social identity relate to one another in higher education institutions, with an emphasis on the significance of successful CSR initiatives for employee satisfaction.

System in Overview

The remaining study is organized as follows: Part 2 discusses the related works and develops the hypothesis. Part 3 covered the methodology, encompassing data collection, questionnaire design, and statistical analysis. Part 4 presents the results and discussion. Lastly, the study is concluded in part 5.

LITERATURE REVIEW

CSR Initiatives

The study [13] examined the CSR's effect on workers' job engagement, work fulfillment and organizational affiliation in the context of higher education. Data were obtained from both instructional and administrative staff utilizing the "partial least squares-structural equation modeling (PLS-SEM)" method. Overall, the data suggested that CSR was connected with employee attitudes and behaviors in HEI. The research [14] provided empirical data on the potential impact of teachers' opinions of their school's CSR on their "organizational citizenship behavior (OCB)" and highlighted the role that organizational identity and work satisfaction serve as mediators in that relationship. Data were collected a questionnaire and SEM was used to assess the hypotheses. The findings demonstrated that workers' opinions of CSR greatly increase their OCB when their work fulfillment and organizational identification decrease the association.

The author [15] focused on the connection between CSR and collective OCB via the lens of social identity. They highlighted the role of CSR programs in establishing an organizational sense of identity, which leads to improved engagement in OCB among employees. The article [16] investigated the impact of CSR on workers organizational identification, specifically whether CSR initiatives result in authentic or superficial identification. The findings assisted in better understanding the complex connection between social responsibility efforts and employees' authentic sense of organizational connection.

Involvement at Work

The study [17] examined the link between staff's opinions of CSR and environmental OCB. The mediating factors identified include organizational affiliation and environmental orientation fit (EOF). The results showed

that employees with higher levels of CSR involvement engage in conscious organizational citizenship practices; EOC and organizational identity mediated the connection. The research [18] explored the relationship across perceived CSR and staff-related outcomes. They combined results from multiple sources to assess the overall impact. The findings provided important insights into the critical relationship across CSR programs and their effect on employees in organizational environments. The author [19] analyzed the effect of CSR on organizational dedication. They investigated the intermediary functions of organizational loyalty and identification. The results suggested that CSR has a positive effect on organizational loyalty, with confidence and identity serving as crucial mediators in relationship. They highlighted the complex relationships between CSR initiatives, confidence, belonging and employee commitment.

Organizational Identity

The study [20] evaluated the effect of CSR attributions on staff extra-role behaviors, taking into the moderating influence of ethical organizational identity and interpersonal trust. The findings showed that CSR attributions have a considerable impact on increasing employees' engagement in discretionary behaviors outside of their formal responsibilities, with ethical company identity and interpersonal trust playing important moderating roles in connection. The research [21] examined the complex relationship between CSR and organizational identity. It investigated the effects of CSR initiatives on orientation, co-creation and identity communication in organizations. They emphasized the multidimensional impact of CSR in developing organizational identity dynamics and its importance in the contemporary corporate ethics debate. The author [22] examined the relationships between employee green behavior, environmental sustainability and CSR. They indicated a mediating impact, indicating that organizational trust and organizational identity were critical factors in establishing a connection between CSR programs and the encouragement of eco-friendly behavior among staff members, additionally supporting broader sustainability initiatives.

Career Fulfillment

The study [23] investigated the relationship between affective commitment and employee perspectives on CSR. They explored the relationship between employees' emotional attachment to the company and their perceptions of CSR. The findings offered the dynamics of commitment in the corporate environment. The research [24] examined the effects of CSR on employee outcomes from an internal and external perspective. It explored the connection between organizational commitment and work satisfaction as well as CSR orientations. They provided insight into the intricate interactions that occur between the CSR initiatives and employee attitudes in workplaces.

The author [25] investigated the moderating role of employee age in the connection among CSR and workers attitudes. The findings showed that the relationship was reduced by age, indicating that younger employees have a stronger positive connection with their attitudes and affected by CSR activities than older employees. The article [26] focused on the connection between CSR, employee job satisfaction and procedural equality. It emphasized the significance of CSR for employees and the impact on perceptions of impartiality in procedures. The findings suggested that the significance of CSR to employees has a positive effect on their work satisfaction, especially when procedural justice was strong.

Employee Perception of Supportiveness

The study [27] examined the interaction between CSR and employee behavior, specifically the reciprocal connection among employee perceptions, perceived external prestige, and emotional labor. They emphasized the deep relationships between these aspects and their implications for organizational behavior and employee happiness. The research [28] stressed on the internal elements of CSR to examine the effect on social outcomes in Ghana HEI. They explicitly evaluated the influence of five internal CSR characteristics on social performance using a multi-case approach. They discovered that safety and security, diversity at work, and educational opportunities had a significant positive effect on social performance. Similarly, there is no correlation between equal rights and lifestyle balance in societal performance. The author [29] examined the nomological structure of variables that determine the relationship across perceived CSR and emotional engagement. They used SEM to assess the proposed model's multivariate causal interactions. The results showed that perceived CSR increased perceived organizational equity and relational psychological contractual happiness. Both variables influenced organizational social identity, which was significantly related to affective commitment.

Employee Psychological Empowerment

The study [30] focused on CSR's effects on employees' performance in tourism-related businesses. They investigated the intermediary functions of psychological need fulfillment and organizational identification. The findings highlighted the complex relationships between CSR initiatives, staff satisfaction, and organizational

commitment, offering light on the elements that influence job performance in the tourism sector. The research [31] employed SEM to investigate employees' psychological reactions to micro-CSR and societal behavior. The findings offered the complex links between employee psychology, micro-CSR initiatives, and societal behavior. They provided useful insights into the impact of organizational ethical behavior on staff satisfaction and perspectives. The author [32] examined the relationship between psychological empowerment and organizational citizenship behavior in the setting of a sustainable workplace in Uzbekistan. They investigated the moderating role of office design in that relationship, shedding light on the intricate interplay of psychological empowerment, workplace surroundings, and organizational citizenship behavior in promoting workplace sustainability.

Hypothesis Development

This study proposes the following hypothesis

Hypothesis 1: CSR initiatives (CSRI) have a significant effect on organizational identity (OI). (CSRI \rightarrow OI)

Hypothesis 2: Organizations' CSR initiatives (CSRI) significantly impact involvement at work (IAW). (CSRI \rightarrow IAW)

Hypothesis 3: An organization's CSR initiatives (CSRI) have significant impacts on career fulfillment (CF). (CSRI \rightarrow CF)

Hypothesis 4: Organizational identity (OI) is associated with career fulfillment (CF). (OI \rightarrow CF)

Hypothesis 5: Organizational identity (OI) is positively connected with involvement at work (IAW). (OI \rightarrow IAW)

Hypothesis 6: Involvement at work (IAW) is positively related to career fulfillment (CF). (IAW \rightarrow CF)

Hypothesis 7a: Employees' perceptions of organizational supportiveness (EPS) are positively correlated with the effectiveness of CSR initiatives (CSRI). (EPS \rightarrow CSRI)

Hypothesis 7b: There is a positive association between employees' perceptions of organizational supportiveness (EPS) and their career fulfillment (CF). (EPS \rightarrow CF)

Hypothesis 8a: Employee psychological empowerment (EPE) positively correlates with CSR initiatives (CSRI) within organizations. (EPE \rightarrow CSRI)

Hypothesis 8b: Employee psychological empowerment (EPE) and involvement at work (IAW) are significantly positively correlated. (EPE \rightarrow IAW)

METHODOLOGY

Figure 1 depicts the essential aspects of the study, such as the independent variables, CSR initiatives (CSRI), employees' perceptions of supportiveness (EPS), and employee psychological empowerment (EPE), respectively, which are produced by the combination of these components and will ultimately serve as the primary focus of this study.

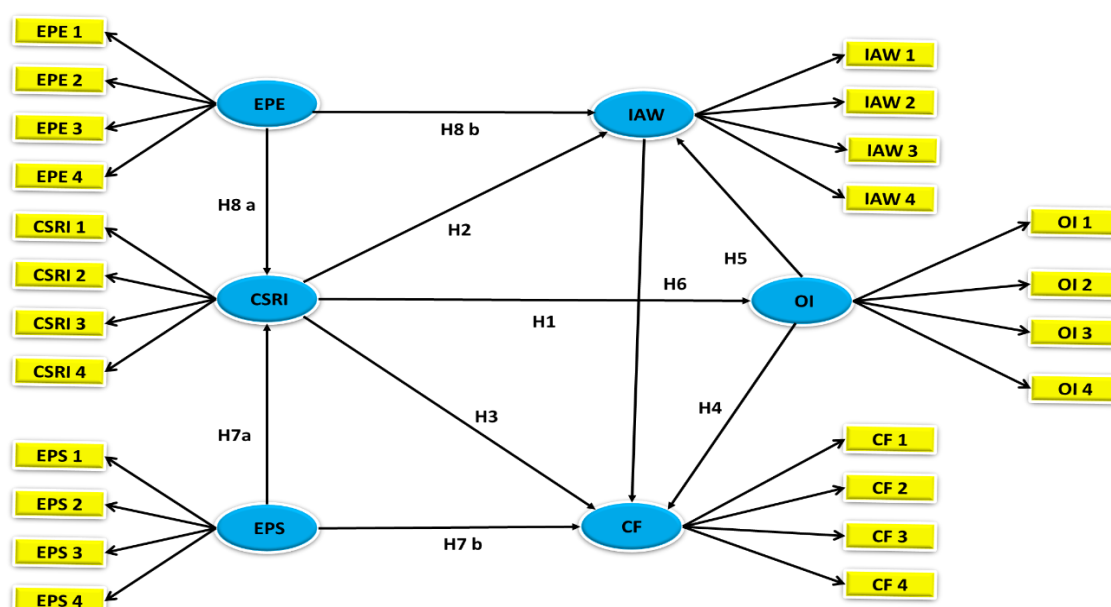


Figure 1. Conceptual model

Data Collection

The dataset provides information about 380 individuals from HEI, such as staff category and gender. The mean age of both teaching and non-teaching personnel between 25 and 51 Years old and more. It also includes survey responses from several categories, like CSR initiatives (CSRI), organizational identity (OI), involvement at work (IAW), career fulfillment (CF), employees' perceptions of supportiveness (EPS), and employee psychological empowerment (EPE). Table 1 displays information on the participants' profiles.

Table 1. Demographic Information

Characteristics		Percentage (%)	Frequency
Gender	Female	34.21	130
	Male	65.79	250
Staff Role	Teaching	35.53	135
	Non-Teaching	64.47	245
Gender-based staff category	Teaching Staff	Male	55.56
		Female	44.44
	Non-Teaching Staff	Male	71.43
		Female	28.57

Questionnaire Design

A total of 450 questionnaires were dispersed across many departments and programs of the institution for evaluation. Since most of the returned surveys were partially completed or blank, a final collection of 380 surveys was deemed suitable for research. The first stage in this approach is to create a questionnaire with seven basic elements (see Appendix A).

1. Demographic Information: This section comprises two questions designed to learn more about the respondents.
2. CSR initiatives (CSRI): This section had four questions about CSR initiatives in organizations.
3. Career fulfillment (CF): This segment consisted of four questions about career fulfillment in higher education.
4. Involvement at Work (IAW): This section included four questions that measured the employee engagement levels in daily tasks.
5. Organizational identity (OI): This section consisted of four questions that assessed the identification with organizational mission and values.
6. Employees' perceptions of supportiveness (EPS): This section included four questions that examined the encouragement of staff involvement in social responsibility.
7. Employee psychological empowerment (EPE): The final section included four questions that evaluate the employees' sense of command of their work activities and responsibilities.

380 survey respondents rated by 5 point Likert scale, on a scale of not important (1) to extremely important (5), not at all (1) to extremely (5), not influence at all (1) to very strong influence (5), very dissatisfied (1) to very satisfied (5), not engaged at all (1) to extremely engaged (5), strongly disagree (1) to strongly agree (5), rarely or never (1) to always (5), not valued at all (1) to extremely valued (5), not supportive at all (1) to extremely supportive (5), not at all (1) to very strongly (5), poorly (1) to very well (5), not proud at all (1) to extremely proud (5), and not connected at all (1) to extremely connected (5).

Statistical Analysis

This study employed the SEM-PLS method to calculate the proposed structural model because it offers better flexibility in data gathering and sample quantity than "covariance-based structural equation modelling (CB-SEM)," which has more severe constraints. The features of the model's six constructors (CSRI, OI, IAW, CF, EPS, EPE) were investigated using "confirmatory factorial analysis (CFA)." To prevent repetition, we integrated the constructs' psychometric evaluation and measurement model analysis. The path weighting technique was used in the PLS algorithm with standardized data (mean zero and variance 1). SEM-PLS models were tested using bootstrapping with 380 examples, 5,000 replications, and individual-level alterations [33].

RESULTS

Assessment of Measuring Model

Table 2 displays the analysis of validity and reliability. The measuring model was evaluated utilizing standard methodologies, which included indicators' reliability, factorial validity, convergence validity, and discriminant validity as determined by the Fornell-Larcker criterion. Two reliability measurements, "composite reliability (CR)

and Cronbach's α were utilized to ensure construct reliability. The α values were 0.921 to 0.964, and the CR values were between 0.939 to 0.966. Standardized factorial weights were used to determine factorial validity, and all items scored higher than 0.70, demonstrating factorial validity. Convergence in validity, as measured by "average variance extracted (AVE)," ranged between 0.676 and 0.821, indicating that the items have a high level of convergent validity. Discriminant validity was validated by comparing AVE square root values to correlation values across constructs, which revealed larger square root values, indicating that items expressing one factor have no connection with other variables. All constructs had high psychometric qualities, such as reliability and validity, which supported their inclusion in the structure model. Table 3 shows the analyses of discriminating validity. The Correlations' diagonal indicates the AVE square root values. Figure 2 depicts the measuring model.

Table 2. Evaluation of validity and reliability

Construct	Items	Loading	α	AVE	CR
CSR initiatives (CSRI)	CSRI 1	0.705	0.957	0.676	0.962
	CSRI 2	0.712			
	CSRI 3	0.706			
	CSRI 4	0.702			
Involvement at work (IAW)	IAW 1	0.742	0.964	0.664	0.966
	IAW 2	0.744			
	IAW 3	0.732			
	IAW 4	0.726			
Employees' perceptions of supportiveness (EPS)	EPS 1	0.720	0.945	0.752	0.942
	EPS 2	0.735			
	EPS 3	0.719			
	EPS 4	0.723			
Organizational identity (OI)	OI 1	0.734	0.921	0.716	0.939
	OI 2	0.727			
	OI 3	0.733			
	OI 4	0.728			
Career fulfillment (CF)	CF 1	0.718	0.951	0.821	0.963
	CF 2	0.734			
	CF 3	0.716			
	CF 4	0.722			
Employee psychological empowerment (EPE)	EPE 1	0.748	0.953	0.778	0.955
	EPE 2	0.741			
	EPE 3	0.739			
	EPE 4	0.738			

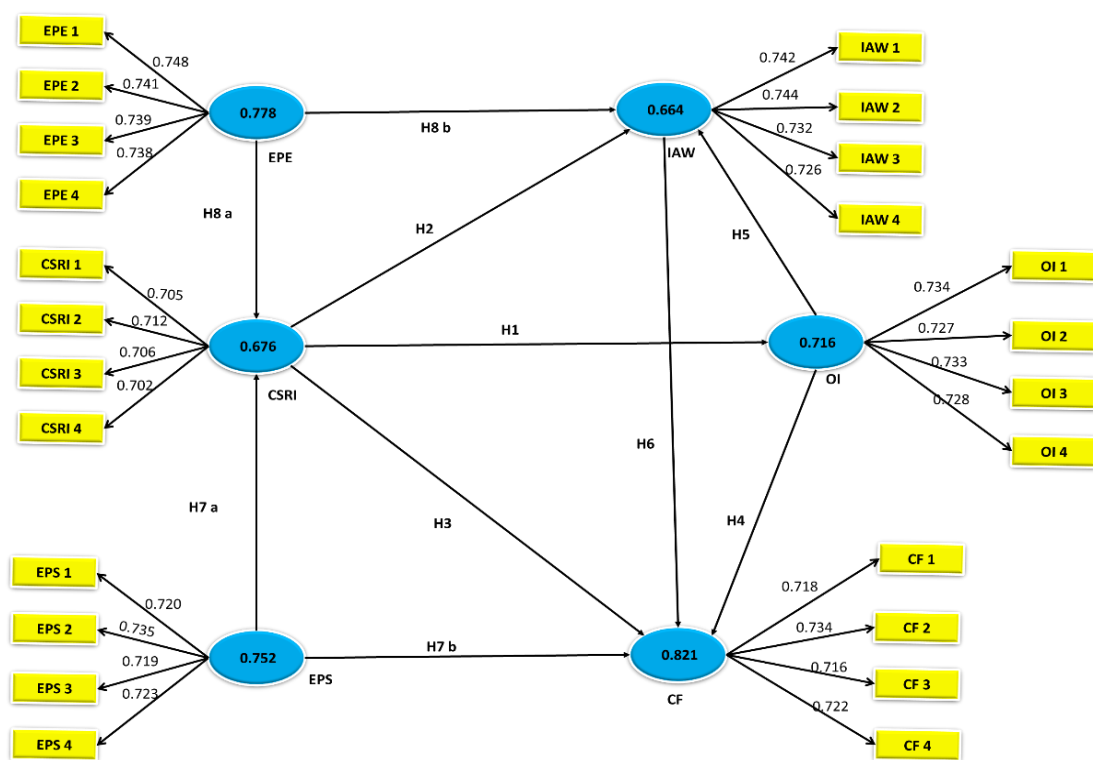


Figure 2. Graphical representation of the assessment of the measuring model

Table 3. Analyzing discriminating validity

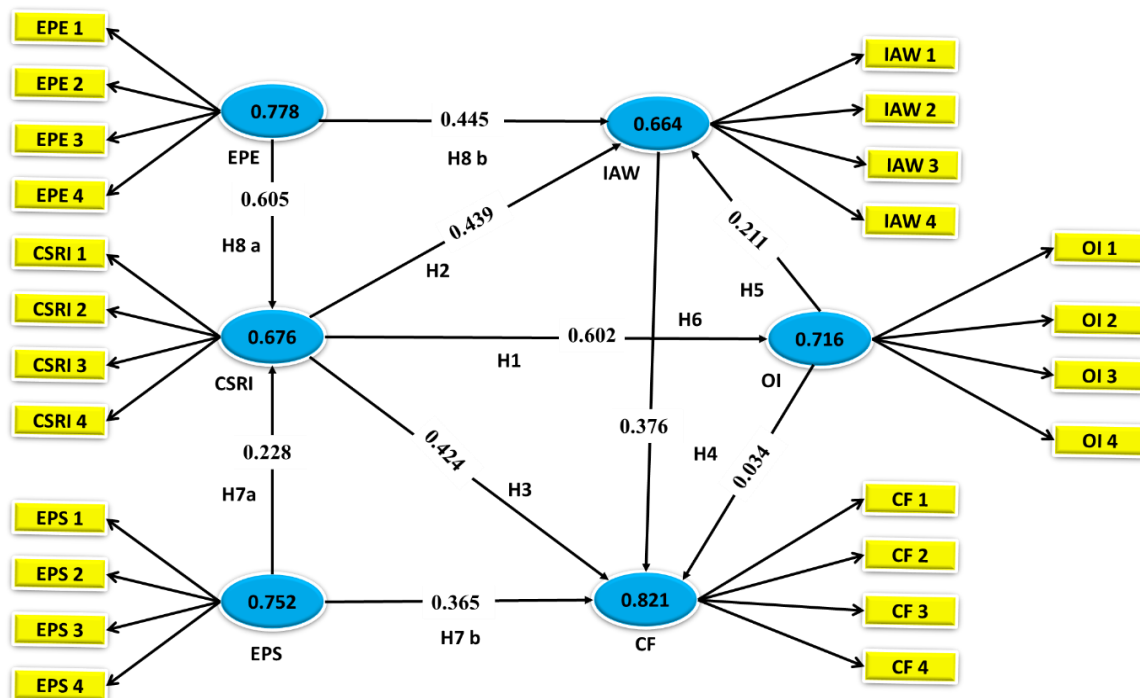
Constructs	CSRI	CF	IAW	OI	EPS	EPE
CSRI	0.822	-	-	-	-	-
CF	0.656	0.906	-	-	-	-
IAW	0.565	0.631	0.815	-	-	-
OI	0.602	0.466	0.474	0.846	-	-
EPS	0.605	0.568	0.478	0.654	0.868	-
EPE	0.615	0.438	0.559	0.632	0.523	0.882

Structural Model

The structural model is examined primarily based on the R^2 values of the internal latent variables and the effect of the size (f^2). As shown in Table 4, R^2 Values range from 0.348 ("involvement at work") to 0.530 ("career fulfillment"), all of which significantly exceed the acceptable 0.10 threshold. The affect size (f^2) complements R^2 analysis by determining the relative effect of an external variable on an internal variable by assessing variations in R^2 Values. With f^2 values representing low, medium, and significant impacts, respectively, of 0.02, 0.15, and 0.35. The study ensures an in-depth analysis. Figure 3, which depicts the structural analysis output, displays the SEM method results, emphasizing strong path coefficients among the key constructs, except the connection between employee identification with the organization and career fulfillment.

Table 4. Structural Framework

Hypothesis and Connections	β value	R^2	f^2	P values	f^2 effect	Hypothesis supported
H1 CSRI \rightarrow OI	0.602	0.362	0.565	<0.001	large	Yes
H2 CSRI \rightarrow IAW	0.439	0.348	0.189	<0.001	medium	Yes
H3 CSRI \rightarrow CF	0.424	0.530	0.206	<0.001	medium	Yes
H4 OI \rightarrow CF	0.034	0.530	0.001	0.475	-	No
H5 OI \rightarrow IAW	0.211	0.348	0.044	0.022	low	Yes
H6 IAW \rightarrow CF	0.376	0.530	0.196	<0.001	medium	Yes
H7a EPS \rightarrow CSRI	0.228	0.372	0.162	<0.001	medium	Yes
H7b EPS \rightarrow CF	0.365	0.530	0.001	0.472	-	No
H8a EPE \rightarrow CSRI	0.605	0.372	0.172	<0.001	medium	Yes
H8b EPE \rightarrow IAW	0.445	0.348	0.001	0.473	-	No

**Figure 3.** Structural model's evaluation

Discussion

The study's hypotheses were tested to understand the links between different constructs. Corporate Social Responsibility Initiatives (CSRI) had a significant impact on Organizational Identity (OI) (H1; $\beta = 0.602, p < 0.001$). The correlation between CSRI and Involvement at Work (IAW) was substantial (H2; $\beta = 0.439, p < 0.001$). The hypothesis that CSRI has a considerable impact on Career Fulfilment (CF) was well supported (H3; $\beta = 0.424, p < 0.001$). The hypothesis that an Organizational Identity (OI) predicts Career Fulfilment (CF) was not supported (H4; $\beta = 0.034, p = 0.475$), suggesting a little impact. The association between Organizational Identity (OI) and Involvement at Work (IAW) was supported, but with a minor effect (H5; $\beta = 0.211, p = 0.022$). A significant correlation was found among Involvement at Work (IAW) and Career Fulfilment (CF) (H6; $\beta = 0.376, p < 0.001$). Employees' perceptions of supportiveness (EPS) strongly predicted CSRI (H7a; $\beta = 0.228, p < 0.001$), but not Career Fulfilment (CF) (H7b; $\beta = 0.365, p = 0.472$). Employee psychological empowerment (EPE) was found to influence CSRI (H8a; significantly $\beta = 0.605, p < 0.001$), but not IAW (H8b; $\beta = 0.445, p = 0.473$). These insights help to provide a deeper understanding of the various interactions that exist inside the organization.

CONCLUSIONS

This study emphasized the importance of social identities in HEI and their effects on employee engagement and organizational performance. The study addressed a significant gap by investigating the relationship between social identification, specifically in the context of CSR programs inside HEIs. The findings supported the importance of corporate social responsibility activities in creating employees' sense of belonging, career fulfillment, and workplace involvement. Notably, CSR programs have been identified as contributing to increased psychological empowerment and perceptions of support among employees. The study supported an integrated strategy of human resources and CSR programs inside HEI, emphasizing the significance of effective CSR methods for communication. Finally, these findings highlighted the critical need for HEIs to create and implement significant CSR programs that improve overall employee satisfaction but also raise perspectives on empowerment and career fulfillment. This study provided valuable insights into the limited amount of research on the impact of CSR on employee performance in higher education. The study's exclusive focus on a single HEI may restrict its generalizability. Generalization may be limited by sample size. Explore the impacts over time. Examine differences between various HEI types to gain a thorough grasp.

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