University Social Responsibility and Teachers' Satisfaction: The Mediating Role of Reputation and Image

Thuy Chung Phan[1], Vu Minh Ngo[2*], Thao Phuong Nguyen[3], Kurniawan Saefullah[4] & Desmond Doran[5]

Abstract

Understanding teachers' expectations of university social responsibility (USR) is imperative for formulating effective human resources strategies within higher education institutions (HEIs). This study delves into teacher perceptions of USR within the context of higher education institutions (HEIs) in emerging countries, examining how these perceptions influence teacher satisfaction. The mediating roles of HEIs' reputation and image in shaping this relationship are also explored. Data were collected from 140 teachers across 15 Vietnamese universities. The research model underwent evaluation through structural equation modeling (SEM) utilizing the Partial Least Squares path modeling. The results affirm a positive influence of teachers' perceived USR on their satisfaction with universities. Notably, both HEIs' reputation and image serve as mediating factors in this relationship. Regarding the specific USR constructs, the findings highlight that teachers' overall perception of USRs is constructed based on their engagement with educational, environmental research, and partnership responsibilities within HEIs. This study underscores the importance of cultivating a positive reputation and image when integrating USR into the governance strategies of higher education institutions.

Keywords: HEIs' image, HEIs' reputation, job satisfaction, university social responsibility; teachers' perception.

Introduction

Since the introduction of the concept of Corporate Social Responsibility (CSR) in the 1990s (Carroll, 1999), research on CSR has expanded to encompass various types of enterprises, including the public sector, such as universities (DeNisi et al., 2014). In contrast to profit-driven enterprises, higher education institutions (HEIs) primarily concentrate on teaching and research to cultivate exceptionally high-quality human resources. Consequently, social responsibility in the

---

[1] Vice Dean, School of banking, College of Business, University of Economics Ho Chi Minh City, Vietnam. Email: phanthuy@ueh.edu.vn

[2] Senior lecturer, School of banking, College of Business, University of Economics Ho Chi Minh City, Vietnam. Email: vunm@ueh.edu.vn.
*Corresponding author

[3] Senior lecturer, Faculty of Geography, Hanoi National University of Education, Hanoi, Vietnam. Email: nguyenphuongthao@hnue.edu.vn

[4] Senior lecturer, Faculty of Economics and Business, Padjadjaran University, Bandung, Indonesia. Email: kurniawan.saefullah@unpad.ac.id

[5] Professor of Practice in Management, Kent Business School, University of Kent, Canterbury, England. Email: d.doran@kent.ac.uk

higher education context, termed university social responsibility (USR), exhibits distinctive characteristics. Wigmore-Álvarez et al. (2020) highlight the primary differences between CSR and USR, emphasizing professional training and the development of new knowledge activities. These aspects generate significant impacts that diverge from those of enterprises. Latif (2018), utilizing Carroll's pyramid model to compare CSR and USR, replaces the financial responsibility of CSR with four other dimensions of USR: education, research responsibility, knowledge transfer, and community engagement. In alignment with this perspective, Larran and Pena (2017) assert that USR should concentrate on four fundamental areas of activities related to education, research, organizational governance, and community services to distinguish HEIs from businesses. Subsequently, several researchers have corroborated this conclusion through meta-analytic studies (e.g., Ali et al., 2021).

The existing literature on USR underscores that HEIs can derive organizational and individual benefits through active engagement in social activities. Extensive research has thoroughly investigated the benefits and impacts of USR on universities and HEIs. Notably, USR exhibits a significant relationship with student identification and loyalty (El-Kassar et al., 2018) as well as student satisfaction (Vázquez et al., 2015; Santos et al., 2020). Additionally, USR is associated with fostering a social intrapreneurship culture (Sánchez-Hernández & Mainardes, 2016), affecting university image (Plungpongpan et al., 2016), enhancing performance (Latif et al., 2022), securing competitive advantages (Baptiste et al., 2022), and even influencing the survival of universities (Huempfner & Kopf, 2017).

Nevertheless, scant research has explored the potential of USR as an instrument to enhance teacher-related outcomes, such as teacher engagement (Mascarenhas et al., 2020), teachers' satisfaction (Ahmad et al., 2020), and teacher commitment (Martínez-Valdivia et al., 2020). Furthermore, existing findings predominantly stem from higher education contexts in Western regions, including the United States (Alniacik et al., 2011), European countries (Mascarenhas et al., 2020; Nardo et al., 2021), and Latin American countries (Vazquez et al., 2014). Notably, studies investigating USR in HEIs within emerging economies remain notably scarce (Froese & Xiao, 2012). In addition to the need for more comprehensive research on the effects of USR in HEIs, there is an urgent call to develop and validate the USR framework, considering the diverse

characteristics of HEIs. This initiative aims to replicate empirical outcomes and enhance the generalizability of results (Santos et al., 2020).

Addressing the existing research gaps, the present study delves into teachers' perceptions of USR within the HEI context in Vietnam. Additionally, the research explores the impact of this perception on teachers' satisfaction. Drawing on the social identification theory (SIT) (Tajfel et al., 1979), we posit that the influence of USR on teachers' satisfaction is mediated indirectly through university reputation and image. This is rooted in the notion that SR practices tend to elicit positive images and reputations for universities, subsequently shaping teachers' perceptions of their work through a robust association with university values. This research contributes significantly to our understanding of the USR framework by identifying university image and reputation as pivotal factors that elucidate how teachers respond to social responsibility practices. Notably, insights into USR dimensions and the intricate relationship between USR and teachers' satisfaction may inform the development of future USR initiatives, rendering them more effective and aligned with the expectations of internal stakeholders.

The structure of this study is outlined as follows: The subsequent section will provide an overview of USR research and formulate a conceptual research model. Following this, the section will delineate the data collection procedure, including details on the questionnaire employed and the subsequent data analysis. The concluding section will scrutinize the results, offering insights into their implications, and conclude with recommendations for future research.

Theoretical Framework and Hypothesis Development

University Social Responsibility (USR)

Cooperative social responsibility (CSR) encompasses the ethical framework and decision-making processes that guide organizations in contributing to the well-being of society and the environment (Nave & Ferreira, 2019). Bowen (1953) initially articulated that "social responsibility (SR) refers to obligations that businessmen (and businesswomen) pursue those policies, to make those decisions or to follow these lines of actions which are desirable in terms of objectives and values of our society." Since then, the concept of SR has garnered considerable attention from scholars. For instance, Carroll (1999) defines CSR as situations in which firms embrace a broader business vision and acknowledge responsibility for their societal impact. Carroll (1999) further broadens

the scope of CSR, positing that firms should fulfill four primary responsibilities: economic, legal, ethical, and philanthropic. Building on this, Valentine and Fleischman (2008) later proposed that CSR aligns with stakeholders' expectations in business aspects, encompassing economic, legal, and ethical considerations.

Within the context of HEIs, SR is predominantly viewed as an ethical quality policy that aligns the four key processes – teaching, research, governance, and extension – with the mission, vision, and social commitments of universities (Vallaeys, 2007). Consequently, USR encompasses the provision of educational services and ethically disseminating knowledge; it also signifies responsible leadership, respect, and dedication to society (Vázquez et al., 2014). A widely accepted definition within academia (Wigmore & Ruiz, 2012), as articulated by Vallaeys (2007), characterizes USR as "a policy of ethical quality in the activities of the HEIs community (students, lecturers, administrative staff), through responsible management of the educational, cognitive, labor, and environmental impact of the HEIs, in a participative dialogue with society to promote sustainable human development."

Various scholars have endeavored to elucidate the USR model. As posited by Vázquez et al. (2015), the most developed model of USR is impact-based, as presented by Vallaeys et al. (2009). According to this model, HEIs generate four distinct types of social impacts: educational, cognitive, organizational, and social. Educational impact aims to foster responsible civic education within HEI communities, encouraging engagement and the pursuit of solutions to potential issues. The foundational pillar of supporting the educational aspect of USR relies on various initiatives, with a particular emphasis on educating students. Cognitive impact strives to establish a social knowledge management system, emphasizing the importance of supporting research initiatives at HEIs to achieve this objective. The incorporation of labor and environmental considerations underpins the organizational impact, which seeks to create a responsible campus fortified by principles of sustainability and democracy.

In conclusion, the social impact component of the USR model aims to foster collaborative learning communities for sustainability. While the educational and cognitive impacts are attributed to HEIs as organizations, both HEIs and private companies can contribute to the organizational and social impacts. Empirical testing of the impact model with students has demonstrated that all four aspects of USR significantly influence students' overall perceptions of USR (Santos et al., 2020; Vázquez

et al., 2014, 2015, 2016). Consequently, USR should be perceived as a framework for controlling all functions based on an accurate diagnosis and effective management of the four impacts—educational, cognitive, social, and organizational—rather than merely a functional aspect of organizations (Vallaeys et al., 2009). Building on the aforementioned arguments, we formulate the following research hypotheses for the present study:

> ***H1a.*** *Teachers' education and teaching responsibility affect their general perceptions of USR.*
>
> ***H1b.*** *Teachers' research and partnership affect their general perceptions of USR.*
>
> ***H1c.*** *Teachers' environmental responsibility affects their general perceptions of USR.*
>
> ***H1d.*** *Organizational and internal management affects teachers' general perceptions of USR.*

Perceived USR and Teachers' Satisfaction

Employee satisfaction is characterized as an employee's positive emotional state toward work (Evans, 2001). Additionally, it refers to the extent to which an employee is content with the "reward" received in comparison to their contributions to the organization (Statt, 2004). Bauman and Skitka (2012) posit that employees exhibit a greater tendency to respond positively to companies implementing CSR practices. Onkila's research (2015) indicated that companies embracing CSR practices are more likely to evoke positive emotions among their employees, including organizational pride, increased company identification, and alignment with the company's values. Wisse et al. (2015) suggested that the impact of CSR on employee satisfaction is particularly pronounced in older employees, aligning with the socio-emotional selectivity theory and emphasizing CSR's role in addressing emotional needs and goals. Building on this, Story and Castanheira (2019) found evidence indicating the indirect effect of employee-perceived CSR on job satisfaction and affective commitment through organizational pride across diverse companies. Recent studies have also underscored a positive relationship between social responsibility and employee satisfaction within the HEI context (Górska et al., 2023; Mascarenhas et al., 2020). Therefore, we formulate the following research hypothesis:

> ***H2.*** *The overall perception of USR positively affects the job satisfaction of teachers.*

Perceived USR and HEIs' image

The concept that employees tend to align themselves with organizations whose values resonate with their own has been extensively documented in the literature. This alignment, as discussed by Froese and Xiao (2012) and Carnevale and Hatak (2020), is crucial for employees to establish a sense of identity within the organization. Supporting this notion, Abbasi et al. (2021) emphasized the importance of value congruence in enhancing employee identification with their organization. Additionally, the work of Collier and Esteban (2007) underscores the connection between employees' perceptions of fairness and justice, as demonstrated by senior management, and its subsequent impact on their work commitment and motivation. This perception plays a pivotal role in shaping their identity concerning the organization's image.

Research has established a direct correlation between the positive image of HEIs and student satisfaction. Alves and Raposo (2010) discovered that a favorable perception of an HEI significantly enhances student satisfaction. However, this relationship is not unidirectional, as Helgesen and Nesset (2007) demonstrated that heightened satisfaction can conversely enhance students' perception of the HEI's image. Building on these findings, our current study posits that the image of HEIs also positively influences teachers' perceptions of their satisfaction. This hypothesis is grounded in the interplay of USR, HEI image, and faculty satisfaction, suggesting a triadic relationship where each element potentially influences and reinforces the others. This approach aims to broaden the understanding of the impacts of USR and institutional image beyond students to include primary stakeholders, such as academic staff, thereby providing a more comprehensive view of the internal dynamics within HEIs, as follows:

H3. The overall perceptions of USR positively affect teachers' perceived HEIs' image.

Perceived USR and HEIs' Reputation

CSR has been extensively scrutinized for its impact on organizational reputation, with several factors affecting this relationship identified, shedding light on the mechanisms at play. One such factor affecting CSR's impact on organizational reputation is the motivation behind CSR decisions. Petrenko et al. (2015) posit that CSR decisions made by narcissistic CEOs may not align with organizational outcomes. In such cases, these CEOs may prioritize their personal reputation over that of the organization, potentially leading to CSR efforts that negatively affect firm performance.

The quality of CSR reporting emerges as another critical factor influencing the impact of CSR on organizational reputation. Lu et al. (2015) discovered that higher CSR reporting quality positively affects corporate social reputation. When organizations provide comprehensive and transparent CSR reports, it enhances the visibility of their CSR actions beyond direct stakeholders, intensifying the effects of CSR on corporate reputation. Additionally, stakeholders' perceptions and evaluations of CSR initiatives play a crucial role in influencing organizational reputation. Taghian et al. (2015) identified employees and the public as influential stakeholders in CSR decision-making. Their study revealed a positive relationship between CSR and corporate reputation, ultimately impacting market share. Moreover, CSR has been shown to enhance organizational attractiveness and talent management.

In conclusion, Corporate Social Responsibility (CSR) has a substantial impact on organizational reputation. Factors such as the motivation behind CSR decisions, the quality of CSR reporting, stakeholders' perceptions, and the spillover effects of CSR practices collectively contribute to shaping organizational reputation. In the case of Higher Education Institutions (HEIs), we contend that University Social Responsibility (USR) follows these established CSR mechanisms, exerting a positive influence on teachers' perceptions of HEIs' reputations. The following hypothesis is suggested:

> **H4.** *The overall perceptions of USR positively affect teachers' perceived HEIs' reputations.*

The mediating role of HEIs' image and reputation

To explain the mediating roles of organizational reputation and image in the relationship between USR and teachers' satisfaction, SIT can be effectively employed. SIT posits that individuals' self-concept is significantly affected by their identification with social groups, which includes organizations (Greening & Turban, 2000). According to this theory, employers' image and reputation play a pivotal role in shaping their employees' self-image. Moreover, SIT underscores the importance of person-organization fit in comprehending the relationships among CSR attribution, job satisfaction, and turnover intention (Chen et al., 2023). Additionally, it emphasizes the significance of identity salience and the activation of identities in understanding the impact of organizational reputation and image on employees' satisfaction (Stets & Burke, 2000).

Past research reported that organizational reputation and image play a pivotal role in shaping employees' perceptions and attitudes. The concept of image and reputation portrays the phenomenon of mental representation manifested by organizations' identity (Maduro et al., 2018). When employees perceive organizational efforts in CSR, their satisfaction and loyalty toward the organization are influenced, with satisfaction acting as both a mediator and a moderator in this relationship (Zhu et al., 2012). Furthermore, the study by Shafique and Ahmad (2020) delves into the influence of CSR on the financial performance of banks through the serial mediating effect of employee satisfaction and loyalty, further emphasizing the mediating role of employee satisfaction in the CSR-employee relationship. Additionally, research on the influence of remote work communication satisfaction and CSR association on employee alienation and job satisfaction has been conducted, indicating that organizations with stronger CSR associations reported less employee alienation (Kakkar et al., 2022).

A review of the relevant literature revealed limited research explaining the mediating effect of organizational reputation on the relationship between USR and teachers' satisfaction. This observation is somewhat surprising, given that determinants of organizational reputation have been identified as mediators in the effects of an organization's CSR initiatives on employees' commitment and satisfaction (Rupp et al., 2013; Glavas & Kelley, 2014). Specifically, Arıkan et al. (2014) examined the mediating role of corporate reputation in the relationship between CSR and various outcomes, including organizational commitment and employee satisfaction. Additionally, Galbreath and Shum (2012) found that reputation fully mediated the relationship between CSR, organizational commitment, and employee satisfaction while using a mediated model to investigate the relationship between CSR and firm performance.

The existing literature supports that organizational reputation and image can mediate the relationship between CSR and employee satisfaction. Therefore, we claim that perceived HEIs' reputation and image mediate the impact of USR on teachers' satisfaction. The following hypotheses are suggested:

H5. *The positive perception of the image of Higher Education Institutions (HEIs) by teachers significantly influences their overall satisfaction.*
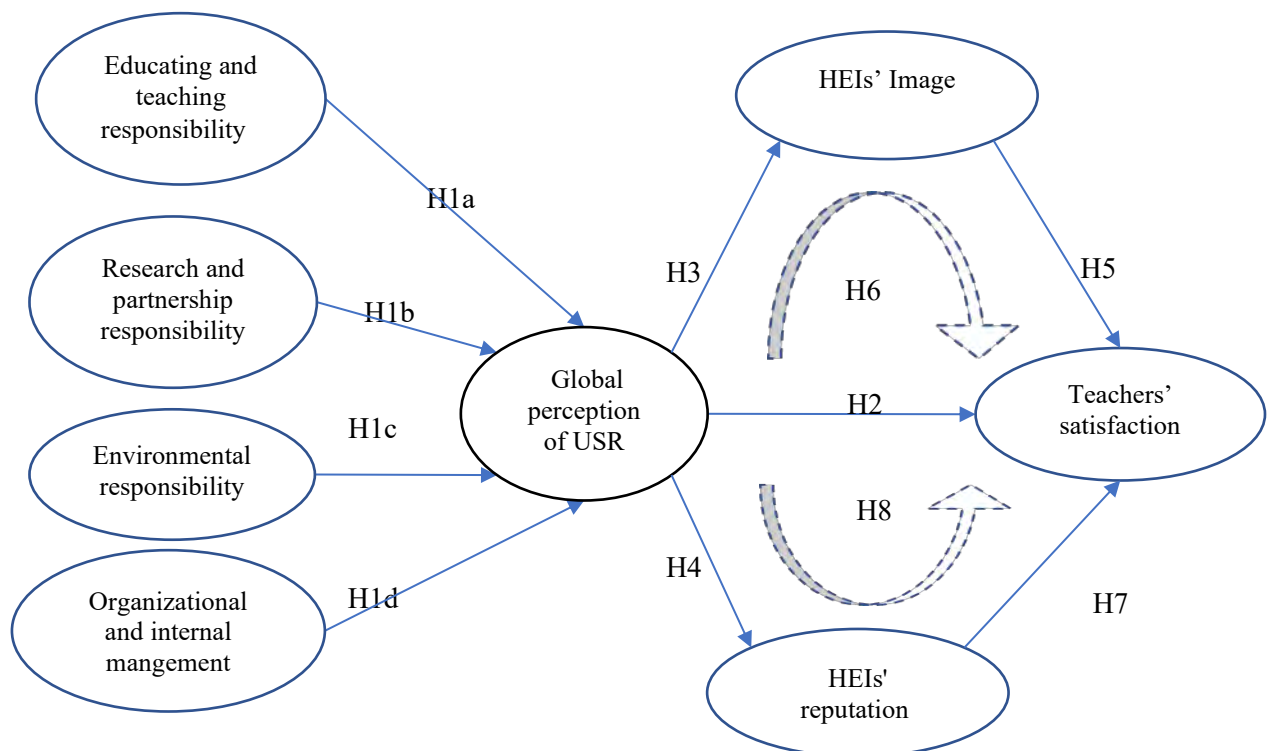
H6. *Teachers' perceived HEIs' image mediates the effect of overall perceptions of USR on their satisfaction.*

H7. *Teachers' perceived HEIs' reputation positively affects their satisfaction.*

H8. *Teachers' perceived HEIs' reputation mediates the effect of overall perceptions of USR on their satisfaction.*

Figure 1.

Conceptual Research Model

Method

Research design

This study employed a quantitative approach to test the proposed hypotheses, utilizing the survey method to gather responses from teachers at business schools in both public and private universities in Ho Chi Minh City. The choice of Ho Chi Minh City as the study location is

motivated by its status as the epicenter of Vietnam's economic, cultural, and social activities, attracting a significant number of HEIs in the country. Notably, by 2021, more than 53 public and private universities in Ho Chi Minh City had achieved quality accreditation from the Ministry of Education and Training, constituting over one-fifth (49 out of 237) of the total number of HEIs in Vietnam (Ministry of Education and Training, 2021).

Instrument development

The questionnaire comprises 50 questions, organized into two parts. Part I encompasses questions pertaining to the personal characteristics of the respondents, while Part II includes questions designed to measure variables within the proposed research model (refer to Figure 1). USR is assessed based on the four-impact model proposed by Vallaeys (2008), encompassing educational, environmental, social, and organizational responsibilities. The USR scale consists of 12 items related to education, 10 cognitive items, 12 social items, and 12 organizational items, which have been validated in recent studies (e.g., Vázquez et al., 2016; Santos et al., 2020). Each participant was required to use a 5-point Likert-type scale to rate the importance assigned to each activity, ranging from 1 (not important at all) to 5 (very important). In the second part of the questionnaire, teachers' general perceptions of USR were measured using three items, adapted from Elkington (1998). Job satisfaction was assessed with one general job satisfaction question and 12 specific questions, covering various aspects of job content and work context factors among accounting and business academics in HEIs in Vietnam. These aspects include work undertaken, work compatibility with experience, autonomy, modules taught, salary, promotion prospects, relations with a department head, relations with colleagues, job security, time available for research, work hours, and physical working conditions. Each factor was evaluated with a single item, rated on a five-point scale ranging from 1 (extremely dissatisfied) to 5 (extremely satisfied). Regarding HEIs' image, teachers' perceived image was measured using 12 items adapted from Palacio et al. (2002), utilizing a 5-point Likert scale where 1 (strongly disagree) to 5 (strongly agree). Similarly, the reputation scale, consisting of 16 items, was adapted from Vidaver-Cohen (2007)'s research. She adapted an existing reputation scale developed by the Corporate Reputation Review for business schools. The dimensions encompass performance, innovation, social responsibility, services, governance, and workplace climate. These questions were translated into Vietnamese, with proofreading conducted by two language experts with backgrounds in education and business.

Data Collection

This study focuses on faculty lecturers and professors at business schools, regardless of public and private universities in Ho Chi Minh City. There are several reasons for choosing a study location in Ho Chi Minh City. The city is home to most of Vietnam's economic, cultural, and social activities and mainly attracts the most significant number of universities in Vietnam. If only counting those universities that have achieved quality accreditation by the Ministry of Education and Training, by 2021, there were more than 53 public and private universities in Ho Chi Minh City, accounting for more than 1/5 (49/237) of the total number of HEIs in Vietnam. Moreover, previous studies have also underscored the business school's significance, as it is recognized for its responsibility in educating ethical future managers and its obligation to foster shared values and contribute to the common good (Alajoutsijarvi et al., 2018). For this purpose, the convenient sampling approach was deemed the best fit for achieving the research objectives of this study because of two benefits related to the researcher: convenient accessibility and proximity (Hair et al., 1995).

A five-point Likert-type scale was used to record the survey participants' responses to perceived SR-related initiatives at the organizational level and the effects on their attitudes and behavior at the individual level. A self-administered survey-based questionnaire (see Appendix 1) was designed for data collection from selected universities with business schools/faculties in Ho Chi Minh City between August and October 2021. We asked teachers and professors whom we knew to complete the questionnaires and to help us distribute the other questionnaires among those they knew. All questionnaires were anonymous, and respondents were assured that their responses would not be reported to the university directors.

Sample

Through the surveying sampling approach mentioned above, in the end, of those 350 total questionnaires sent, 163 responses were returned (resulting in a 50% response rate), which is relatively acceptable in social sciences (Griffith, 2010; Hair et al., 2017). Of these 163 responses, 23 incomplete questionnaires were discarded during the data screening process, and only 140 complete responses were used for further analysis. Table 1 shows the demographic details of the respondents. Most data samples comprise teachers aged 45 or younger (85%) with over five years of teaching experience (86%). Most teachers specialise in subjects related to economics, business,

and management (80%) and are affiliated with public universities (67%). A significant portion of the teachers hold advanced degrees, with 75% having a master's degree and nearly 25% possessing a doctoral degree. More than half of the teachers are male (52%), and the average monthly income exceeds 17 million VND (approximately 700 USD) for 65% of the respondents.

Table 1

Demographic characteristic of the sample

Variable	Category	Frequency (%)	Variable	Category	Frequency (%)
Gender	Male	73 (52.1)	Total teaching experience	5 years or under	20 (14.3)
	Female	67 (47.9)		6-10 years	46 (32.9)
Age	18-35 years	50 (35.7)		Above 10 years	74 (52.9)
	36-45 years	69 (49.3)	Teaching subjects	Economics	50 (35.0)
	Above 45 years	21 (15.0)		Business	63 (45.0)
University	Public	94 (67.1)		Others	27 (19.3)
	Private	46 (32.9)	Income (VND)	Under 17 million	49 (35.0)
Education level	Master Degree	105 (75.0)		17-32 million	58 (41.4)
	Doctoral Degree	35 (25.0)		Above 32 million	33 (23.6)
Total		**140 (100.0)**			

Instrument validity and reliability

Table 2 presents the results of the validity and reliability assessments for the USR scales, HEIs' image, reputation, and job satisfaction. The outcomes demonstrate that all constructs exhibit factor weights (Outer loading- λ) above 0.5 (Barclay et al., 1995) and Average Variance Extracted (AVE) values surpassing the recommended threshold of 0.5 (Fornell & Larcker, 1981), indicating satisfactory convergent validity. Additionally, all values of Cronbach's alphas (α) and composite reliability (ρ) exceed 0.7 (Nunnally, 1978), establishing the reliability of the scales. The detailed questionnaire and loading of items can be observed in Appendix 1.

Table 2

Reliability and Validity of Measurement Model.

Constructs and items	Code	Cronbach's (α)	Composite reliability (ρ)	AVE
Environmental responsibility	eUSR	0.91	0.94	0.84
Research and partnership responsibility	rUSR	0.95	0.95	0.76
Organizational and Internal management	oUSR	0.97	0.97	0.71
Educating and teaching responsibilities	tUSR	0.90	0.92	0.65
General Perceptions of USR	SUSR	0.93	0.96	0.88
HEIs' image	IMA	0.92	0.94	0.72
HEIs' reputation	REPU	0.95	0.96	0.58
Teachers' satisfaction	SAT	0.92	0.93	0.58

This study also employs the discriminant validity coefficient suggested by Fornell and Larcker (1981). As per their recommendation, if the square root of the extracted variance of each factor (shown in bold) is greater than all the correlation coefficients of the other factors, the scale demonstrates discriminant validity. The results in Table 3 indicate that all scales meet this requirement.

Table 3

Discriminant Validity of Model Constructs

	tUSR	eUSR	oUSR	SUSR	rUSR	SAT	IMA	REPU
tUSR	**0.81**							
eUSR	0.72	**0.92**						
oUSR	0.79	0.75	**0.84**					
SUSR	0.63	0.58	0.53	**0.93**				
rUSR	0.76	0.71	0.85	0.59	**0.86**			
SAT	0.66	0.51	0.58	0.61	0.51	**0.72**		
IMA	0.67	0.59	0.59	0.74	0.61	0.70	**0.82**	
REPU	0.74	0.58	0.58	0.76	0.57	0.73	0.75	**0.76**

Data analysis

In this study, a combination of SPSS 22 and SmartPLS 4.0 software was utilized to analyze the study data. Initially, the collected data underwent analysis with SPSS 22 software to redefine the components of the USR theoretical framework in Vietnam. Exploratory factor analysis (EFA) with the principal axis factoring (PAF) approach, combined with the Varimax rotation technique, was applied to the 46 questions used to measure USR. The results of the EFA analysis indicate that the 4-factor solution can explain approximately 70% of the variation in the collected data. However, 14 out of the 63 questions were excluded from the analysis due to low loading scores (minimum 0.5, according to Hair et al., 2010) or cross-loading on multiple factors. After six iterations of EFA implementations, a scale of 33 questions and four elements was determined for the USR scale in Vietnam. These elements include Organizational Responsibility and Internal Management (15 questions), Scientific Research and Collaboration (9 questions), Educating and Teaching (6 questions), and Environmental Responsibility (3 questions). The results demonstrate that the USR theoretical framework of four groups of components developed by Vallaeys (2008) required adjustments in response to changes in the research context, similar to Vázquez et al. (2014) when studying USR in the context of Spanish universities. Subsequently, the confirmatory factor analysis (CFA) technique was employed to test the reliability and discriminant validity of the USR scale discovered in the previous stage of the EFA analysis, as well as the scales of other variables in the research model. Finally, the partial least square (PLS) technique was used to analyze the relationships between the variables in the structural equation modeling (SEM).

Results and Findings

Multicollinearity testing

The variance inflation factor (VIF) was also considered to ensure the absence of multicollinearity in the linear structural model. Among the 52 items, only four exhibited VIF results between 5 and 5.5, while the majority of VIF values were below the threshold of 5 (refer to Table 4). Consequently, there is no multicollinearity problem among the constructs in the proposed research model.

Table 4

Multicollinearity Analysis

Constructs	V.I.F.	Constructs	V.I.F.	Constructs	VIF	Constructs	VIF
SUSR1	2.75	SAT5	1.75	REPU10	3.10	USR27	4.58
SUSR2	5.17	SAT6	2.33	REPU11	2.96	USR28	5.01
SUSR3	5.24	SAT7	2.13	REPU12	3.31	USR29	3.70
IMA1	1.68	SAT8	2.00	REPU13	3.69	USR3	2.45
IMA2	3.00	SAT9	2.59	REPU14	2.95	USR30	4.22
IMA3	2.68	USR1	3.32	REPU15	3.01	USR31	4.46
IMA4	2.30	USR13	2.60	REPU16	2.49	USR32	3.62
IMA5	3.00	USR14	3.35	REPU17	3.50	USR33	3.82
IMA6	3.64	USR15	4.70	REPU2	3.40	USR35	5.26
IMA7	2.57	USR16	3.62	REPU3	3.52	USR36	4.03
SAT1	1.99	USR17	3.27	REPU4	3.48	USR37	4.72
SAT10	2.78	USR18	2.05	REPU5	2.96	USR38	4.18
SAT11	1.92	USR19	2.84	REPU6	2.88	USR4	2.38
SAT12	2.43	USR2	3.91	REPU7	2.06	USR41	4.01
SAT2	2.12	USR20	2.29	REPU8	3.24	USR44	2.71
SAT3	1.77	USR23	2.51	REPU9	2.16	USR5	2.16
SAT4	2.32	USR26	3.35	USR7	2.59	USR6	1.81

USR components and impacts on teachers' satisfaction

In this section, we presented the linear relationships between the factors using SmartPLS 4.0 software. The analysis employed 10,000 bootstrapping iterations to test the statistical significance of the relationships between constructs. Table 5 provides the results of the path analysis conducted to examine the relationships between the success factors of USR and the overall perception of USR (SUSR). The findings affirm hypotheses H1a, H1b, and H1c, proposing that the success factors of USR positively affect the level of SUSR, except for Internal Management and Organizational Responsibility in H1d. Specifically, all three determinants of USR, namely environmental responsibility ($\beta = 0.23$), Educating and Teaching Responsibility ($\beta = 0.39$), and research and partnership responsibility ($\beta = 0.30$), demonstrate strong statistically significant positive correlations with the general perception of USR at both the 5% and 1% levels of significance. These results suggest that these determinants significantly contribute to the overall perception of USR. The more HEIs invest in and implement environmental responsibility, education and teaching responsibility, and research and partnership responsibility, the more impact they can create for their social responsibility. The findings imply that when HEIs prioritize environmental

initiatives, focus on quality education and teaching, and engage in meaningful research partnerships, they not only fulfill their social responsibilities but also shape public perception positively. This could lead to increased trust and goodwill from stakeholders, which is invaluable for any educational institution.

Furthermore, the absence of a significant positive influence of internal management and organizational responsibility on the overall perception of USR suggests that internal management practices, while essential for operational efficiency, may not directly influence public perceptions of a HEI's social responsibility. It highlights a potential gap between internal operational efficiencies and public perception of USR. This suggests that while internal management is crucial for smooth functioning, it might not be enough to elevate a HEI's social responsibility profile in the eyes of the public. This finding can guide HEIs to balance internal management with outward-facing initiatives that more directly communicate their commitment to social responsibility.

Nevertheless, the effect sizes, as measured by the f-squared values, indicate that the influence of these variables on the overall USR is relatively small to medium in magnitude. The positive correlations between environmental responsibility, educating and teaching responsibility, and research and partnership responsibility with the overall perception of USR underscore the importance of these areas in shaping perceptions about a HEI's social responsibility. This implies that HEIs emphasizing these aspects can significantly enhance their perceived social responsibility. For example, initiatives aimed at sustainability, environmental conservation, and community engagement can bolster HEI's image as a socially responsible institution. Furthermore, the results in Table 5 highlight the significant impact of the global perception of USR (SUSR) on teachers' satisfaction (SAT) ($\beta = 0.62$ at a 1% level of significance). The effect size for this relationship, as indicated by the f-squared value of 0.62, is considered significant (> 0.35). This suggests that the combined effects of USR, as expressed through the global variables of USR, directly and strongly influence teachers' satisfaction. Therefore, hypothesis H2 is supported. The strong correlation between the global perception of USR and teacher satisfaction is a noteworthy outcome. This significant relationship underlines the importance of USR in fostering a positive work environment for teachers. When teachers perceive their institution as socially responsible, it can lead to a heightened sense of pride, belonging, and overall job satisfaction. This finding is crucial for HEI administrators as it shows that investing in USR initiatives can have a tangible impact on staff morale and satisfaction.

Table 5

USR Constructs and Direct Effects on Job Satisfaction

	Coefficient	S.d	t- statistic	p- values	f Squared
H1a: tUSR → SUSR	0.39***	0.09	4.56	0.00	0.091
H1b: rUSR → SUSR	0.31**	0.12	2.52	0.01	0.043
H1c: eUSR → SUSR	0.23**	0.11	2.06	0.04	0.038
H1d: oUSR → SUSR	-0.21	0.13	1.66	0.11	0.017
H2: SUSR → SAT	0.62***	0.06	9.80	0.00	0.626

*Note: *p<0.1; **p<0.05; ***p<0.01*

Mediating effects of HEI's image and reputation

In the study context, the results presented in Table 6 provide evidence for the mediating effects of perceived image and reputation. The analysis confirms that the global perception of USR directly impacts HEIs' image and reputation. The two paths from the global perception of USR to HEIs' image (SUSR → IMA) and from the global perception of USR to HEIs' reputation (SUSR → REPU) are statistically significant at a 1% significance level. Furthermore, the f-squared measures indicate that the effect sizes of the global perception of USR in HEIs' image (f-squared = 1.23) and HEIs' reputation (f-squared = 1.38) are prominent. This suggests that the global perception of USR significantly affects the perceived image and reputation of the HEIs. These findings support hypotheses H3 and H4 implying that USR significantly influences both the perceived image and reputation of HEIs. The statistical significance of these paths underscores the powerful role that USR plays in shaping how these institutions are viewed externally. The large effect sizes further emphasize the magnitude of this impact. This suggests that an institution's commitment to social responsibility not only enhances its standing but also solidifies its reputation in the eyes of its stakeholders, including teachers.

In addition, the results presented in Table 6 demonstrate that perceived image (IMA) and reputation (REPU) significantly influence teachers' satisfaction (SAT) at different levels of significance. These findings provide support for hypotheses H5 and H7. However, it is essential to note that the effect sizes of perceived image and reputation on teachers' satisfaction are relatively small. This implies that while these factors do contribute to satisfaction, they may be part of a broader set of variables that influence how teachers feel about their job. This could indicate that teachers' value not just the external perception of their institution but also other

factors like their work environment, professional growth opportunities, and community involvement.

Lastly, the study employed an indirect path analysis using a bootstrapping approach to examine the mediating roles of perceived image (IMA) and reputation (REPU) (Table 6). The results show that the mediating role of HEIs' image (IMA) in the relationship between the global perception of USR and teachers' satisfaction is marginally significant. Specifically, the indirect path from the global perception of USR to HEIs' image to teachers' satisfaction has a positive coefficient (β = 0.21) and a p-value below 0.1. Therefore, hypothesis H6 is weakly supported, suggesting a potential mediating effect of HEIs' image on the relationship. In contrast, the mediating role of HEIs' reputation (REPU) is strongly confirmed. Thus, hypothesis H8 is supported, providing evidence for the mediating effect of HEIs' reputation on the relationship. Furthermore, the results presented in Table 6 indicate that the direct effects of the global perception of USR on teachers' satisfaction become insignificant (β = 0.08, p-value = 0.47). This suggests that the HEIs image and reputation fully mediate the influences of USR on job satisfaction. Full mediation means that the entire effect of USR on job satisfaction is explained through its impact on the image and reputation of the HEIs. In other words, the influence of USR on teachers' satisfaction operates entirely through how USR affects the perceived image and reputation of their institutions.

The exploration of the mediating effects reveals a nuanced dynamic. The weak support for the mediating role of HEIs' image suggests that while there is some influence, it might not be the primary pathway through which USR impacts teacher satisfaction. In contrast, the strong confirmation of HEIs' reputation as a mediator is particularly striking. This robust mediating effect indicates that the reputation of an institution plays a crucial role in how USR influences teacher satisfaction. It's as if the reputation acts as a lens through which the effects of USR are focused and magnified in terms of their impact on satisfaction. In addition, the fact that the direct effects of USR on teacher satisfaction become insignificant when accounting for image and reputation is remarkable. This full mediation suggests that the way USR influences teacher satisfaction is entirely channeled through its impact on the HEIs' image and reputation. In practical terms, this means that initiatives aimed at enhancing USR should focus not just on the actions themselves but also on how these actions improve the institution's standing and reputation in the eyes of its stakeholders.

Table 6.

Mediating Effects of HEIs Image and Reputation

	Coefficient	S.d	t- statistic	p- values	f Squared
H1a: tUSR → SUSR	0.39***	0.09	4.56	0.00	0.09
H1b: rUSR → SUSR	0.30**	0.12	2.48	0.01	0.04
H1c: eUSR → SUSR	0.23**	0.11	2.07	0.04	0.04
H1d: oUSR → SUSR	-0.21	0.13	1.58	0.13	0.02
H2: SUSR → SAT	0.08	0.10	0.72	0.47	0.00
H3: SUSR → IMA	0.74***	0.07	11.53	0.00	1.23
H5: IMA → SAT	0.28**	0.13	2.09	0.03	0.05
H6: SUSR → IMA → SAT	0.21*	0.11	1.90	0.06	
H4: SUSR → REPU	0.76***	0.04	18.51	0.00	1.38
H7: REPU → SAT	0.44***	0.11	3.74	0.00	0.10
H8: SUSR → REPU → SAT	0.33***	0.09	3.55	0.00	

*Note: *p<0.1; **p<0.05; ***p<0.01*

Figure 2.

Structural Equation Modeling Results
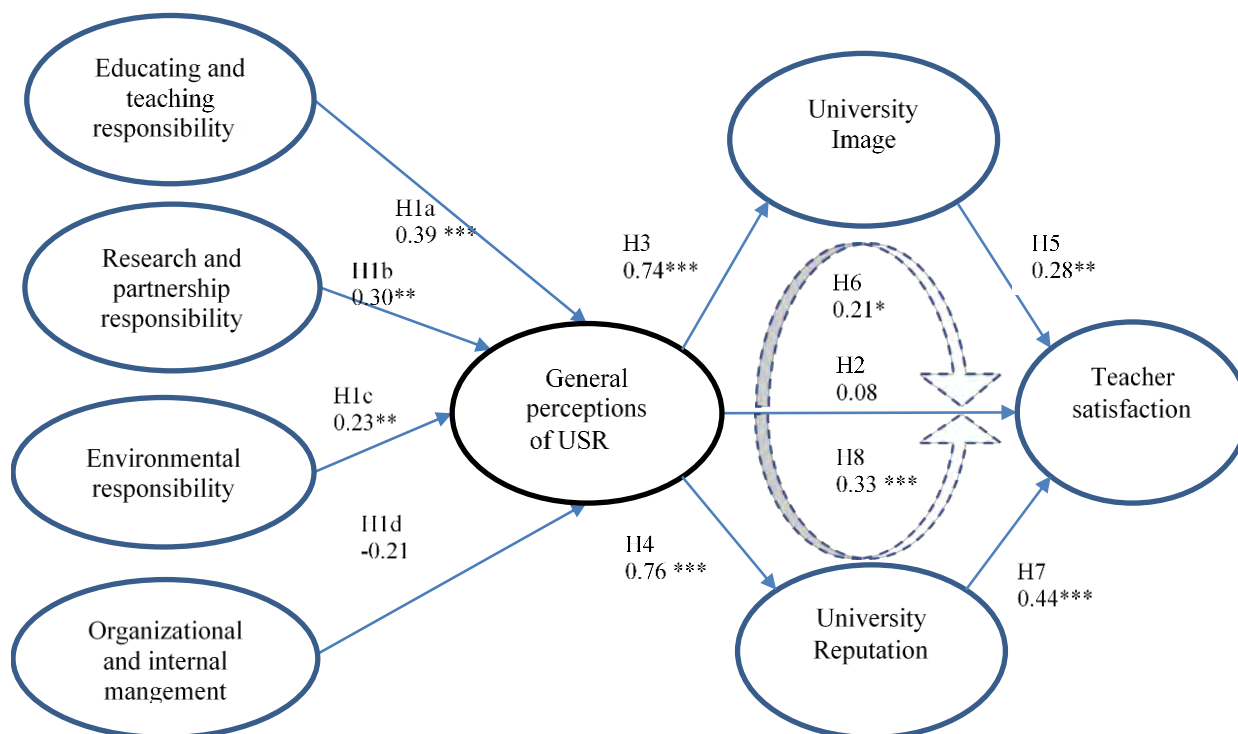
In summary, it is observed that the empirical evidence substantiates Hypotheses 1a, 1b, and 1c, which posited that the determinants of University Social Responsibility (USR) exert a positive influence on the overall perception of USR. This affirmation, however, does not extend to the aspects of Internal Management and Organizational Responsibility as delineated in Hypothesis 1d. Additionally, the data corroborates the proposition of Hypothesis 2, elucidating that the amalgamated impact of USR components exerts a direct and significant influence on faculty satisfaction. Conclusively, the research confirms the mediating roles of institutional image and reputation. The impact of USR on faculty satisfaction is demonstrated to be entirely contingent upon the manner in which USR shapes the perceived image and reputation of the respective educational institutions, thereby supporting Hypotheses 3, 4, 5, 6, 7, and 8.

Discussion and implications

Results discussion

This study presented empirical evidence that teachers' perceived USR positively affects their satisfaction. More importantly, this study provided empirical evidence that this association's transmission channel was only found through their perceived reputation and image toward HEIs.

The strongest correlation was found for educating and teaching responsibility, indicating this as a crucial element of USR. This underscores the primary role of HEIs as educational institutions, where the quality of teaching and the relevance of educational content to societal needs are paramount. HEIs might consider integrating social responsibility themes into their curriculum and fostering a culture of social awareness and civic engagement among students. The role of universities in promoting social responsibility is crucial, particularly in the context of teacher training (Martínez-Valdivia, 2020). This finding is consistent with the results from Latif (2018), which also confirmed the importance of operational responsibilities and research/development responsibilities in the USR measurement. Kieżel et al. (2021) also highlighted that university staff/teachers can disseminate knowledge on social responsibility and apply its principles in practice. Service learning and practical experiences can enhance students' understanding of social responsibility (Coelho, 2021). However, there is a need for greater awareness and promotion of social responsibility among both teachers and students. The integration of social responsibility into university policies and management is essential (Ali et al, 2021), and universities should be more

involved in addressing societal needs (Păunescu, 2017). The level of social responsibility and commitment among students is generally high (Fonseca, 2019), but there is a need for further research and action in this area (Ali et al, 2021). This study contributes to the extant body of empirical evidence on the topic by elucidating the roles not only of students but also of teachers in the dissemination of social responsibilities.

Social Identity Theory (SIT) (Tajfel & Turner, 1979) can be used to explain this tendency. In particular, when teachers see their HEIs actively participating in socially responsible activities, they tend to align their values with those of the organization where they work. This cohesion has been the driving force to change their attitudes and behaviors (Bizri et al., 2021). In other words, through the lens of SIT, we claim that USR practices can modify employees' self-identity, impacting teachers' behavior. The identification of the mediating mechanism involving HEIs' reputation and image aligns with empirical evidence from previous research. For instance, Glavas and Kelley (2014) conducted a study examining the impact of CSR on employee attitudes, specifically organizational commitment and job satisfaction. Their findings revealed a positive relationship between employee perceptions of CSR, organizational commitment, and job satisfaction.

More importantly, they observed that the relationship between CSR and organizational commitment was partially mediated by work meaningfulness and perceived organizational support, contributing to the organizational reputation among the public. This finding is consistent with a range of studies have explored the relationship between corporate social responsibility (CSR) and organizational commitment, with a focus on the mediating factors. Kim (2018) found that CSR positively influences organizational commitment through the sequential mediation of meaningfulness of work and perceived organizational support. Marique (2013) and Wong (2014) both identified perceived organizational support as a key factor, with Marique highlighting the role of organizational identification and Wong emphasizing the mediating role of perceived corporate culture. Glavas (2014) and Ahmad (2017) further supported the positive impact of CSR on organizational commitment, with Glavas noting the mediating role of work meaningfulness and perceived organizational support, and Ahmad adding job satisfaction as a mediating variable. Musa (2015) both found that meaningful work and positive affect partially mediate the relationship between CSR and organizational commitment. In another study, Rupp et al. (2013) explored how

job applicants and internal employees responded to perceived CSR. They found that the effect of CSR perceptions on job pursuit intentions was influenced by applicants' first-party justice experiences and amplified by their moral identity. For internal employees, first-party justice perceptions moderated the positive relationship between CSR perceptions and organizational citizenship behavior (OCB). The relationship between CSR perceptions and OCB was more pronounced among employees with high moral identity. These findings suggest that CSR can indirectly impact job satisfaction through its effects on first-party justice perceptions and moral identity within the organization (Hsu et al., 2019). More specifically, findings in this study confirms the mediating effects of university's image and reputation in this relationship. Both of them play a crucial role in transforming the university efforts in social responsibility into satisfaction of teachers.

Implications

The empirical findings derived from this study offer practical managerial implications for HEIs aiming to elevate teachers' satisfaction through strategic implementation of USR practices. These recommendations are based on the identified mediation effects of HEIs' reputation and image on the association between USR and teachers' satisfaction.

First, it is crucial for HEIs to proactively participate in and communicate their USR endeavors, encompassing community service and environmental initiatives. This strategic approach, aligned with the institution's values, substantially contributes to enhancing its reputation. The study's results emphasize that an elevated reputation correlates positively with teachers' satisfaction. Consequently, HEIs should emphasize the integration of USR values into their fundamental mission, ensuring these principles are embedded in their decision-making processes and organizational culture. HEIs must cultivate a culture that instills pride and a sense of belonging among teachers. Creating an environment where educators identify with an institution actively involved in socially responsible activities fosters heightened job satisfaction and commitment.

In the realm of talent acquisition and retention, our study underscores the influence of USR on job applicants and existing employees. HEIs can strategically incorporate their USR initiatives into recruitment and retention strategies, underscoring their dedication to ethical and socially responsible practices. This approach not only elevates the institution's image but also serves to attract and retain educators who prioritize corporate ethics and social responsibility.

Lastly, the management of image and reputation within HEIs is paramount. The observed full mediating effects of a university's image and reputation imply that endeavors to improve USR will not directly enhance teachers' satisfaction. Instead, these efforts must initially exert a positive influence on the image and reputation of the HEIs. Subsequently, the improved perceptions of the institution may contribute to heightened job satisfaction among teachers. For university administrators, this underscores the significance of cultivating SR practices and effectively communicating these initiatives to positively shape the institution's image and reputation. Transparent and equitable implementation of policies, particularly those related to USR, is crucial to augment teachers' perceptions of justice and fairness within the organization.

In conclusion, the strategies derived from the findings of this study advocate for a holistic approach to USR. By prioritizing the enhancement of institutional reputation and image, aligning organizational values with USR initiatives, promoting a sense of pride and belonging, fostering work meaningfulness and perceived organizational support, utilizing USR in talent management, and implementing fair and just practices, HEIs can create a more satisfying, engaging, and socially responsible work environment for teachers. This comprehensive approach is instrumental in achieving external accolades and internal satisfaction and commitment, fostering a positive and productive educational milieu.

Conclusion and Directions for Future Research

This study, based on data collected from 140 teachers across 15 Vietnamese universities, contributes to the expanding body of research on micro-level CSR and its impact on employee attitudes and behaviors in HEIs. By investigating another predictor of teachers' satisfaction, specifically the role of teachers' perceptions of USR, this research not only supports existing studies but also underscores the significance of USR as a crucial determinant of teachers' workplace satisfaction. Additionally, our investigation sheds light on how the perception of social responsibility activities at HEIs positively influences academic staff behavior. Our findings reveal that HEIs' engagement in USR activities strengthens their reputation and image among employees, subsequently impacting their satisfaction. This process, facilitated through self-identification with the institution, enriches the understanding of SIT by elucidating how teachers' perceived USR activities enhance their organizational satisfaction.

While this study contributes theoretically and managerially, it is not without limitations, suggesting directions for future research. One primary limitation is the sample size and scope, as data were collected from only 140 Vietnamese university teachers, mainly from business schools. To enhance generalizability, future research could aim for a more diverse and representative sample. Additionally, employing various approaches and research designs, such as qualitative and mixed methods, could complement and confirm the quantitative findings. Further investigation into the mediating roles of HEIs' reputation and image, considering additional factors like work motivation, organizational and psychological support, or job security, could provide a more comprehensive understanding. The conceptual framework of USR used in this study, tailored to the Vietnamese context, should be validated in diverse cultural settings. Finally, the study's restriction to the Vietnamese context raises questions about the generalizability of the results, emphasizing the need for future studies to replicate and extend the research in different cultural contexts, thereby broadening the understanding of USR's impact on teachers' satisfaction across various global settings.

Acknowledgment

References

Abbasi, S. G., Shabbir, M. S., Abbas, M., & Tahir, M. S. (2021). HPWS and knowledge sharing behavior: The role of psychological empowerment and organizational identification in public sector banks. *Journal of Public Affairs, 21*(3), e2512.

Ahmad, R., Ahmad, S., Islam, T. & Kaleem, A. (2020). The nexus of corporate social responsibility (CSR), affective commitment and organizational citizenship behavior in academia: A model of trust. *Employee Relations, 42*(1), 232–247.

Ahmad, R., Islam, T., & Saleem, S. S. (2017). Employee engagement, organizational commitment and job satisfaction as consequent of perceived CSR: A mediation model. *Journal of the Research Society of Pakistan*, 54(1), 153-168.

Alajoutsijärvi, K., Kettunen, K., & Sohlo, S. (2018). Shaking the status quo: Business accreditation and positional competition. Academy of Management Learning & Education, 17(2), 203-225.

Ali, M., Mustapha, I., Osman, S., & Hassan, U. (2021). University social responsibility: A review of conceptual evolution and its thematic analysis. *Journal of Cleaner Production*, 286, 124931.

Alves, H. & Raposo, M. (2010). The influence of HEIs' image on student behavior, *International Journal of Educational Management, 24*(1), 73–85.

Anthony Wong, I., & Hong Gao, J. (2014). Exploring the direct and indirect effects of CSR on organizational commitment: The mediating role of corporate culture. *International Journal of Contemporary Hospitality Management*, 26(4), 500-525.

Arıkan, E., Kantur, D., Maden, C., Telci, E. (2014). Investigating the mediating role of corporate reputation on the relationship between corporate social responsibility and multiple stakeholder outcomes. *Qual Quant, 1*(50), 129-149.

Baptiste, H. J., Cai, Y. G., Atiquil Islam, A. Y. M., & Wenceslas, N. (2022). A systematic review of university social responsibility in post–conflict societies: The case of the Great Lakes region of East Africa. *Social Indicators Research, 164*(1), 439–475.

Barclay, D., Higgins, C., & Thompson, R. (1995). The partial least squares (PLS) approach to causal modeling: Personal computer adoption and use as an illustration, *Technology Studies, 2*, 285–309.

Bizri, R., Wahbi, M., & Jardali, H. A. (2021). The impact of CSR best practices on job performance: The mediating roles of affective commitment and work engagement, *Journal of Organizational Effectiveness, 8*(1), 129–148.

Carnevale, J. B., & Hatak, I. (2020). Employee adjustment and well-being in the era of COVID-19: Implications for human resource management. *Journal of Business Research, 116,* 183–187.

Carroll, A. B. (1999). Corporate social responsibility: Evolution of a definitional construct, *Business & Society, 38*(3), 268–295.

Chen, X., Hansen, E., Cai, J., & Xiao, J. (2023). The differential impact of substantive and symbolic csr attribution on job satisfaction and turnover intention. *Business Ethics the Environment & Responsibility, 32*(4), 1233–1246.

Coelho, M., & Menezes, I. (2021). University social responsibility, service learning, and students' personal, professional, and civic education. *Frontiers in Psychology*, 12, 617300.

Collier, J., & Esteban, R. (2007). Corporate social responsibility and employee commitment, *Business Ethics, 16*(1), 19–33.

DeNisi, A. S., Wilson, M. S., & Biteman, J. (2014). Research and practice in HRM: A historical perspective, *Human Resource Management Review, 24*(3), 219–231.

El-Kassar, A. N., Makki, D., & Gonzalez-Perez, M. A. (2019). Student-HEIs identification and loyalty through social responsibility: a cross-cultural analysis, *International Journal of Educational Management, 33*(1), 45–65.

Elkington, J. (1998). Cannibals with forks: Triple bottom line of 21st-century business John Elkington, *Environmental Quality Management, 8*(1), 37–51.

Evans, L. (2001). Delving deeper into morale, job satisfaction and motivation among education professionals: re-examining the leadership dimension, *Educational Management Administration, 29*(3), 291–306.

Fonseca, I., Bernate, J., Betancourt, M., Barón, B., & Cobo, J. (2019, October). Developing social responsibility in university students. *In Proceedings of the 11th International Conference on Education Technology and Computers* (pp. 215-218).

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error, *Journal of Marketing Research, XVIII (Feb)*, 39–50.

Froese, F. J., & Xiao, S. (2012). Work values, job satisfaction and organizational commitment in China. *The International Journal of Human Resource Management, 23*(10), 2144–2162.

Galbreath, J., Shum, P. (2012). Do customer satisfaction and reputation mediate the CSR–FP link? Evidence from Australia. *Australian Journal of Management, 2*(37), 211–229.

Glavas, A., & Kelley, K. (2014). The effects of perceived corporate social responsibility on employee attitudes. *Business ethics quarterly*, 24(2), 165-202.

Griffith, A. (2010). SPSS for Dummies, 2nd ed. Wiley Pub., New York, NY.

Greening, D. and Turban, D. (2000). Corporate social performance as a competitive advantage in attracting a quality workforce. *Business & Society, 39*(3), 254–280.

Górska, A. M., Korzynski, P., & Mazurek, G. (2023). The Effects of USR and Its Communication on Faculty Satisfaction. *Journal of Computer Information Systems*, 1–12.

Hair, J.F., Jr., Anderson, R.E., Tatham, R.L. and Black, C. (1995). Multivariate Data Analysis with Readings, 3rd ed. MacMillan, New York, NY.

Hair, J.F., Black, W.C., Babin, B.J. & Anderson, R.E. (2010). *Multivariate data analysis: A global perspective,* 7th edition, New Jersey: Pearson Prentice Hall.

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., 2017. A Primer on Partial Least Squares Structural Equation Modelling (PLS-SEM) (2nd ed.). Sage, Thousand Oaks, CA.

Helgesen, Ø., & Nesset, E. (2007). Images, satisfaction and antecedents: Drivers of student loyalty? A case study of a Norwegian HEIs college, *Corp Reputation Rev, 10*, 38–59.

Huempfner, L., & Kopf, D. A. (2017). Using stakeholder marketing and social responsibility for new product development in higher education: A business Spanish model. *Journal of Marketing for Higher Education*, *27(2),* 251-273.

Hsu, F. S., Liu, Y. A., & Tsaur, S. H. (2019). The impact of workplace bullying on hotel employees' well-being: Do organizational justice and friendship matter? *International Journal of Contemporary Hospitality Management, 31*(4), 1702–1719.

Kakkar, S., Kuril, S., Singh, S., Saha, S., & Dugar, A. (2022). The influence of remote work communication satisfaction and CSR association on employee alienation and job satisfaction: a moderated-mediation study. *Information Technology and People, 36*(5), 1810–1834.

Kieżel, M., Piotrowski, P., & Wiechoczek, J. (2021). Perception of social responsibility strategy in higher education: Empirical study in Poland. *Sustainability, 13*(16), 9417.

Kim, B. J., Nurunnabi, M., Kim, T. H., & Jung, S. Y. (2018). The influence of corporate social responsibility on organizational commitment: The sequential mediating effect of meaningfulness of work and perceived organizational support. *Sustainability*, 10(7), 2208.

Latif, K. F. (2018). The development and validation of stakeholder-based scale for measuring university social responsibility (USR). *Social Indicators Research, 140*(2), 511–547.

Latif, K. F., Tariq, R., Muneeb, D., Sahibzada, U. F., & Ahmad, S. (2022). University Social Responsibility and performance: the role of service quality, reputation, student satisfaction and trust. *Journal of Marketing for Higher Education*, 1-25.

Maduro, S., Fernandes, P., & Alves, A. (2018). Management design as a strategic lever to add value to corporate reputation competitiveness in higher education institutions. *Competitiveness Review An International Business Journal, 28*(1), 75–97.

Marique, G., Stinglhamber, F., Desmette, D., Caesens, G., & De Zanet, F. (2013). The relationship between perceived organizational support and affective commitment: A social identity perspective. *Group & Organization Management*, 38(1), 68-100.

Martínez-Valdivia, E., Pegalajar-Palomino, M. D. C., & Burgos-García, A. (2020). Social responsibility and university teacher training: Keys to commitment and social justice into schools. *Sustainability, 12*(15), 6179.

Mascarenhas, C., Mendes, L., Marques, C., & Galvão, A. (2020). Exploring CSR's influence on employees' attitudes and behaviours in higher education. *Sustainability Accounting, Management and Policy Journal, 11(4)*, 653-678.

Ministry of Education and Training (2021). Statistics on School year 2019–2020, https://moet.gov.vn/thong-ke/Pages/thong-ko-giao-duc-dai-hoc.aspx?ItemID=7389

Musa, U. A., & Rahman, A. A. (2015). Employee Perception of CSR Activities, Job Attachment and Organizational Commitment. *Pertanika Journal of Social Sciences & Humanities*, 23.

Nave, A., & Ferreira, J. (2019). Corporate social responsibility strategies: Past research and future challenges. *Corporate Social Responsibility and Environmental Management, 26*(4), 885-901.

Nunnally, J.C. (1978). *Psychometric theory,* 2nd Edition, McGraw-Hill.

Palacio, A. B., Meneses, G. D., & Pérez, P. J. P. (2002). The configuration of the HEIs' image and its relationship with the satisfaction of students, *Journal of Educational Administration, 40*(5), 486–505.

Păunescu, C., Drăgan, D., & Găucă, O. (2017). Examining obligations to society for QS Stars best ranked universities in social responsibility. *Management & marketing. Challenges for the knowledge society*, 12(4), 551-570.

Plungpongpan, J., Tiangsoongnern, L., & Speece, M. (2016). University social responsibility and brand image of private universities in Bangkok, *International Journal of Educational Management, 30*(4), 571–591.

Rimkutė, D. (2020). Building organizational reputation in the European regulatory state: An analysis of EU agencies' communications. *Governance, 33*(2), 385–406.

Rupp, D., Shao, R., Thornton, M., Skarlicki, D. (2013). Applicants' and employees' reactions to corporate social responsibility: The moderating effects of first-party justice perceptions and moral identity. *Personnel Psychology, 4*(66), 895–933.

Sánchez-Hernández, M. I., & Mainardes, E. W. (2016). University social responsibility: A student base analysis in Brazil, *International Review on Public and Nonprofit Marketing, 13*(2), 151–169.

Santos, G., Marques, C. S., Justino, E., & Mendes, L. (2020). Understanding social responsibility's influence on service quality and student satisfaction in higher education, *Journal of Cleaner Production, 256,* 120597.

Shafique, O. and Ahmad, B. (2020). Impact of corporate social responsibility on the financial performance of banks in Pakistan: serial mediation of employee satisfaction and employee loyalty. *Journal of Public Affairs, 22*(3).

Statt, D. A. (2004). *The Routledge Dictionary of Business Management,* Third edition, Routledge Publishing, Detroit, p.78.

Stets, J. and Burke, P. (2000). Identity theory and social identity theory. *Social Psychology Quarterly, 63*(3), 224.

Story, J. S., & Castanheira, F. (2019). Corporate social responsibility and employee performance: Mediation role of job satisfaction and affective commitment. *Corporate Social Responsibility and Environmental Management, 26*(6), 1361–1370.

Vallaeys, F. (2007). Responsabilidad social universitaria. Propuesta para una definición madura y eficiente, *Recuperado el, 12*(06), 2014.

Vallaeys, F. (2008). Responsabilidad Social Universitaria: Una nueva filosofía de gestión ética e inteligente para las universidades, *Revista educación superior y sociedad: nueva época, 13*(2), 191–220.

Vallaeys, F., De la Cruz, C., & Sasia, P. M. (2009). *Responsabilidad social universitaria: manual de primeros pasos*. Inter-American Development Bank.

Vázquez, J. L., Aza, C. L., & Lanero, A. (2014). Are students aware of university social responsibility? Some insights from a survey in a Spanish HEIs, *International Review on Public and Nonprofit Marketing, 11*(3), 195–208.

Vázquez, J. L., L Aza, C., & Lanero, A. (2015). Students' experiences of university social responsibility and perceptions of satisfaction and quality of service. *Ekonomski Vjesnik: Review of Contemporary Entrepreneurship, Business, and Economic Issues, 28*(S), 25–39.

Vázquez, J. L., Aza, C. L., & Lanero, A. (2016). University social responsibility as antecedent of students' satisfaction, *International Review on Public and Nonprofit Marketing, 13*(2), 137–149.

Vidaver-Cohen, D. (2007). Reputation beyond the rankings: A conceptual framework for business school research. *Corporate Reputation Review, 10*, 278–304.

Wigmore-Álvarez, A., & Ruiz-Lozano, M. (2012). University social responsibility (USR) in the global context: An overview of literature, *Business and Professional Ethics Journal, 31*(3/4), 475–498.

Wigmore-Álvarez, A., Ruiz-Lozano, M., & Fernández-Fernández, J. L. (2020). Management of university social responsibility in business schools. An exploratory study, *International Journal of Management Education, 18*(2), 100382.

Wisse, B., Eijbergen, R., Rietzschel, E., & Scheibe, S. (2015). Catering to the needs of an aging workforce: The role of employee age in the relationship between corporate social responsibility and employee satisfaction. *Journal of Business Ethics, 147*(4), 875–888.

Zhu, Q., Yin, H., Liu, J., & Lai, K. (2012). How is employee perception of organizational efforts in corporate social responsibility related to their satisfaction and loyalty towards developing a harmonious society in Chinese enterprises? *Corporate Social Responsibility and Environmental Management, 21*(1), 28–40.

Appendix 1

Reliability and Validity of Items in Questionnaire

Constructs and items	Code	Loading (λ)	Cronbach's (α)	Composite Reliability (ρ)	AVE
Environmental responsibility	**eUSR**		**0.91**	**0.94**	**0.84**
Teaching environment-friendly habits and sustainable values.	USR1	0.93			
HEIs aware of environmental problems.	USR2	0.94			
Vocational training to solve environmental problems.	USR3	0.88			
Research and partnership responsibility	**rUSR**		**0.95**	**0.95**	**0.76**
Collaboration with companies, public services, or NGOs in social projects.	USR13	0.81			
Sensitizing educational campaigns on social responsibility in areas of HEIs influence.	USR14	0.86			
Collaboration with public services and NGOs in sustainable initiatives.	USR15	0.92			
Sensitizing educational campaigns on environmental protection in areas of university influence.	USR16	0.87			
Organization and sponsoring of performances committed to both local and regional socioeconomic development.	USR17	0.86			
Transferring knowledge to companies.	USR19	0.85			
Integrating HEIs campus into city design planning.	USR20	0.80			
Sponsoring research on social responsibility and sustainability.	USR44	0.84			
Organizational and Internal management	**oUSR**		**0.97**	**0.97**	**0.71**
Electing authorities and management bodies using a transparent, democratic process.	USR26	0.80			
Work-life balance for professors and staff.	USR27	0.85			
Efficient and reasonable resource distribution.	USR28	0.87			
Preserving HEIs eco-areas.	USR29	0.83			

Having a plan and reducing the consumption of natural resources.	USR30	0.81			
Using clean energy and reducing pollution emissions.	USR31	0.84			
Career development and continuous training for professionals and staff.	USR32	0.85			
Preventing career risks and promoting employee safety and health.	USR33	0.85			
Economic transparency in the management process.	USR35	0.87			
Evaluating the Quality of Activities at HEIs	USR36	0.84			
Integrating sustainable values into scientific research.	USR37	0.85			
Scientific research on social problems and knowledge generation	USR38	0.85			
Integrating values such as respecting individual and social rights when conducting scientific research.	USR41	0.86			
Educating and teaching responsibilities	**tUSR**		**0.90**	**0.92**	**0.65**
Adding job ethics to the syllabus	USR4	0.81			
Adapting the syllabus to the needs and demands of all economic sectors.	USR5	0.80			
Fostering entrepreneurship among students.	USR6	0.77			
Collaborating with employers to improve vocational training and hiring (internships).	USR7	0.83			
Organization of volunteering programs for students, professors, and staff.	USR18	0.79			
Collaborating with employers to improve students' capacity to enter the labor market after graduation.	USR23	0.84			
General Perceptions of USR	**SUSR**		**0.93**	**0.96**	**0.88**
My HEIs have a high potential to contribute to environmental respect	SUSR1	0.91			
My HEIs have a high potential to contribute to economic development	SUSR2	0.95			
My HEIs have a high potential to contribute to the resolution of social problems	SUSR3	0.95			
HEIs' image	**IMA**		**0.92**	**0.94**	**0.72**
My HEIs provide a wide range of courses of good quality.	IMA2	0.85			

My HEIs are concerned about the benefits of all stakeholders.	IMA3	0.85			
My HEIs are prestigious.	IMA4	0.82			
My HEIs are close to me.	IMA5	0.87			
My HEIs are exciting.	IMA6	0.89			
My HEIs are active.	IMA7	0.83			
HEIs' reputation	**REPU**		**0.95**	**0.96**	**0.58**
My HEIs produce high-quality human resources for societies.	REPU2	0.73			
It has growth perspectives.	REPU3	0.78			
It adapts quickly to change.	REPU4	0.79			
It uses innovative teaching methods.	REPU5	0.72			
It exerts a positive influence on society.	REPU6	0.79			
It supports non-profit social activities with good causes.	REPU7	0.72			
It cares about its stakeholders' well-being.	REPU8	0.79			
The formative offer responds to market trends.	REPU9	0.74			
It trains competent students.	REPU10	0.76			
It has good value for money.	REPU11	0.79			
There is a clear vision of the objectives that guide my HEIs.	REPU12	0.82			
It is managed with ethics and transparency.	REPU13	0.76			
It takes its stakeholders into consideration in their management decisions.	REPU14	0.76			
My HEIs professors are competent.	REPU15	0.76			
The administrative personnel are competent.	REPU16	0.75			
In general, my HEIs is an excellent place to work.	REPU17	0.80			
Teachers' satisfaction	**SAT**		**0.92**	**0.93**	**0.58**
Relations with colleagues	SAT2	0.73			

Work undertaken	SAT4	0.72			
Autonomy	SAT6	0.78			
Time available for research	SAT7	0.75			
Work compatibility with experience	SAT8	0.72			
Relations with a department head	SAT9	0.75			
Job security	SAT10	0.79			
Work hours	SAT11	0.75			
Physical working conditions	SAT12	0.80			
Overall satisfaction	SAT13	0.83			