

Perception of university social responsibility through the eyes of students: Comparative analysis of values, organisational efficiency, and educational process in Slovak universities

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Abstract: The presented article focusses on the analysis of perception of the university social responsibility through the eyes of Slovak university students. The aim is to compare how the values, efficiency of the organisation (university), and the educational process influence the perception of social responsibility among university students themselves. The research is based on the application of quantitative methodology towards the evaluation of differences and similarities in perceptions using two types of tests for statistical analysis, comparative (Mann-Whitney U test) and correlational (bivariate correlation matrix of Spearman's rho). The results of the research provide a deeper understanding of how universities can shape students' approach to social responsibility through their values and educational processes, which has important implications for the development of university policies and practices.

Keywords: social responsibility; universities; student perceptions; comparative analysis; values in education; organisational efficiency

1. Introduction

University social responsibility is an important topic in the field of education and social development for several reasons. It represents a vital role in the education of future generations. Quality education contributes to the increase in the qualifications of the workforce, which supports economic development and the competitiveness of society. Universities are centres of research and innovation. The research carried out in universities can bring about new technologies, medical advances, and other important innovations that have the potential to solve global and local problems.

Universities have a responsibility to form ethical values and critical thinking in students. They help them develop the ability to make decisions based on evidence and ethical principles, which is important for future leaders and citizens.

Universities can contribute to the improvement of local communities through collaboration with the public and private sectors. For example, they can organise community projects that focus on solving local problems, such as improving education, healthcare, or the environment.

Universities can play an important role in promoting diversity and inclusion. By providing educational opportunities for students from diverse socioeconomic, cultural, and ethnic backgrounds, they can help reduce inequalities in society.

Universities can participate in initiatives to promote sustainable development by integrating sustainability principles into their educational programmes, research activities, and operational practices.

As institutions often funded by public funds, universities have a responsibility to the public to use resources efficiently and contribute to the general welfare of society. Universities can inspire students to become actively involved in society and encourage them to become engaged citizens who contribute to the betterment of the world around them.

In general, university social responsibility encompasses a wide range of activities and initiatives that can have a positive impact on individuals and society as a whole. These institutions are in a unique position to lead and inspire the changes needed to address current and future challenges.

The relationship between university social responsibility and corporate social responsibility lies in the similarity of their basic principles and goals, although their actors and specific activities may differ. Both concepts focus on responsible behaviour and positive contribution to society, both locally and globally.

We analyse and evaluate the pillars of corporate social responsibility (in our case, we target the universities) within the framework of activity (economic, social, and environmental).

The presented article focusses on the empirical examination of university social responsibility in the context of the influence of subjectively perceived values. The aim is to explore the following components in more depth:

- perception of the university degree value (we include the perception of the university degree value by students, the so-called subjective perception),
- perception of relationships (endogenous and exogenous) in the university environment, as part of educational values,
- perception of the social and environmental importance of education,
- perception of organizational efficiency (economic and academic).

Recently, the concept of social responsibility has been increasingly integrated into the humanities, reflecting the effort for a more comprehensive approach, which is also being promoted in the management of universities as specific institutions. It is demonstrable that an ever-increasing number of projects and research focused on social responsibility are being implemented at universities. Sponsors see a key role in this in “strengthening students’ conviction and civic determination to be socially responsible” (Šubrt et al., 2014).

Social responsibility affects the operation of universities on a global level. For example, in Sweden, the element of interaction with society was enshrined in the University Act in 1998. The Finnish Higher Education Act was amended to strengthen the social roles of universities, which are expected to engage in communication with the wider society and promote societal impacts in their research. In the US, a coalition of universities helps students develop valuable skills through participation in public and community service (Gawrych, 2024; Othman and Othman, 2014).

Vazquez et al. (2013) state that social responsibility in academic programmes is currently a priority, especially in Latin American and European countries as well. These programmes are aimed at training qualified professionals who are able to respond consistently and flexibly to new social and environmental needs.

Social responsibility has also increased the demand for qualified professionals in the business world (Imbang, 2024). Institutions show interest in social responsibility because sustainable development largely depends on the responsible behaviour of all

stakeholders (Gallo and Serluca, 2024). These factors led universities to question their own responsibility and discover their role in the education and training of professionals needed for sustainable development.

Othman and Othman (2014) point out that with increasing globalisation, both public and private schools are forced to compete for students. Universities must be innovative and creative in their marketing strategies and business skills. And social responsibility has proven to be a beneficial marketing tool in university environment, although some argue that corporate social responsibility should not be part of universities' strategies because their role is to serve the needs of the entire community.

Šubrt et al. (2014) consider university social responsibility to be part of the so-called third role of universities, which includes the impact of their activities on society. Social responsibility should be not only theoretically discussed, but also practically applied in the management of organisations. For example, the activities of the Ministry of Education, Youth and Physical Education of the Czech Republic, as stated in Šubrt et al. (2014), are aimed at universities and other entities and include support for the rehabilitation of children.

- The implementation of Open Access policy principles at Czech universities,
- the communication platforms for two-way communication between the private and academic spheres, state administration, and civil society,
- the creation of interdisciplinary master's programmes aimed at managing innovation processes and knowledge transfer,
- internships for students and academic workers in various sectors, improving the recognition of internships as part of education and professional growth,
- the participation of universities in social activities to cultivate public debate.

According to research of Larrán et al. (2015), universities with a smaller number of students are more inclined to social responsibility issues than larger universities.

In Slovakia, the issue of university social responsibility is gradually becoming a subject of interest for academics and academic institutions themselves. Although this area is still relatively new and unexplored compared to other countries, this is also evidenced by the impossibility to find relevant and up-to-date studies and research on this topic, when only the output of older data, which is Tokarčíková (2011), is available. In the field of empirical quantitative research, there are many articles on corporate social responsibility, for example Belás et al. (2024) or Skýpalová et al. (2023), however, the application of these concepts to the Slovak university environment is currently absolutely unexplored.

The authors of the presented study feel the need to examine the topic of university social responsibility from the subjective perception of students, as this view is essential for creating a socially responsible educational environment that not only meets institutional goals but also promotes a sense of community and social responsibility among future leaders. Examining university social responsibility from the perspective of students is important for several reasons.

- Involvement of key stakeholders: Students are one of the main groups that universities influence. Their perspectives and experiences can provide important information on how university social responsibility initiatives are perceived and implemented. This helps universities align their policies with the expectations

and needs of their primary beneficiaries.

- **Enhancing the educational experience:** Examining university social responsibility from a student perspective allows universities to identify gaps in how social responsibility is integrated into the curriculum and extracurricular activities. This can lead to a richer educational experience that better prepares students for the role of socially responsible citizens.
- **Support of social awareness and activism:** Students are often at the forefront of social change. Exploring their perspective on university social responsibility can promote greater awareness and involvement in social and environmental issues, which can create a culture of activism and responsibility beyond academia.
- **Feedback for improvement:** Students can provide direct feedback on existing university social responsibility initiatives, suggest improvements, and highlight areas that need more attention. This feedback cycle is key to the continuous improvement of university policies and practices.
- **Compliance with student values:** Modern students often emphasise social responsibility when choosing an educational institution. Understanding their perspective on university social responsibility can help universities attract and retain students who value ethical practices and community involvement.
- **Impact assessment:** Examining university social responsibility from the perspective of students can help assess the actual impact of university initiatives. Students can share how these initiatives affect their personal and professional development (Bočková et al., 2021), thereby providing a metric for the success of university social responsibility programmes.

And it is our research that tries to fill the gap in research on university social responsibility, especially in the context of Slovak universities from the perspective of students.

As we stated above, there are no empirical studies in Slovakia that focus on the evaluation and analysis of specific practices and approaches to university social responsibility at Slovak universities. Most of the available literature is often theoretical or focusses on a wider European or global context without a specific focus on Slovakia and the university environment. While some foreign studies, for example Pactwa et al. (2024), Coelho and Menezes (2021) or de Moraes (2024) focus on the perspective of university administration, few of them include the perspective of students, which may lead to an incomplete understanding of the efficiency and impact of university social responsibility initiatives. There are no studies comparing university social responsibility practices between different Slovak universities or between Slovakia and other countries. Such an analysis could provide valuable information on how different approaches affect the outcomes of social responsibility. Research does not often connect university social responsibility with the concepts and practices of corporate social responsibility, although this connection could offer useful insights into how universities can be inspired by practices in the business sector.

We perceive that in Slovakia university social responsibility may be perceived as a less priority area compared to other university activities, but this may ultimately limit research and discussion about its importance and ways of effective implementation.

Examining these gaps could contribute to the development of more effective university social responsibility strategies that would reflect the needs and expectations

of all stakeholders and support a sustainable and socially responsible educational environment in Slovak universities.

Therefore, the presented article focusses on values, relationships, and organisational efficiency in the context of university social responsibility.

1.1. Corporate social responsibility

Corporate social responsibility is a concept that refers to the responsibility of companies for their impact on society and the environment. This approach includes voluntary efforts by companies to behave ethically and contribute to economic development, improving the quality of life of employees, their families, the local community, and society as a whole. According to Sommerauerová and Chocholáč (2020) or Liang and Renneboog (2020), corporate social responsibility is defined as an approach that aims to operate responsibly and transparently toward sustainable development.

In the context of this definition, Anisiewicz and Wolowiec (2022) complement the need to know social and environmental structures, while not only the social-environmental need is important, but also compliance with legal standards and increased investment in human resources. As evidenced by Meseguer-Sánchez et al. (2020) in the framework of university social responsibility.

The Lisbon Summit of the European Union made significant progress in the promotion of corporate social responsibility at the European level. Today, the influence of the church and the state, i.e., the traditional guarantors of social responsibility, is weakening and this issue is being transferred to people, associations, businesses, the community, and civil society (Pavlík and Belčík, 2010). Corporate social responsibility should be planned with respect to goals and strategies, but also be aware of what not to do.

Accepting social and environmental issues in the educational strategy also requires commitment and integration of corporate social responsibility values (Jakob et al., 2022).

The roots of social responsibility go back to the 20th century; corporate social responsibility became a main topic in the field of management only in the last two decades (Moratis, 2014). The breakthrough period of corporate social responsibility occurred in 1971, when the Committee for Economic Development published the publication *Social Responsibilities of Business Corporations*, in which it defined a three-level model of corporate social responsibility.

By extending the typical corporate social responsibility in applications to universities, we encounter university social responsibility (Wigmore-Álvarez and Ruiz-Lozano, 2012). This includes the theory of value-relationship elements from corporate social responsibility by adding specific areas of research and teaching of universities (Carretón et al., 2023).

The concept of university social responsibility is becoming increasingly interrelated with the concept of corporate social responsibility because universities are key institutions for promoting private sector businesses, creating social capital, and supporting innovations. Since university social responsibility is important in promoting economic development, any corporate social responsibility programme that

is supported by university social responsibility increases the efficiency of corporate social responsibility programmes due to its support for the society and the environment, and becomes more sustainable by making the support more ethical, resourceful, and responsible. Furthermore, the incorporation of university social responsibility into corporate social responsibility will lead to more profitable companies because the brand images of these companies will be stronger (Almawi, 2024).

As part of university social responsibility, the universities themselves should focus on a responsible policy supporting the so-called whistleblowers. This model emphasizes transparency and openness to social criticism in relation to maintaining the ethical integrity (Rotengruber, 2017). A similar definition is given by Chen et al. (2015), adding that in the university environment, the social responsibility of students, lecturers, and administrative staff is specifically involved.

Based on the above definitions, we decided to divide the socially responsible university into three key components, namely:

- values (integrity, justice, personal development),
- relationships (student relationships with each other, student-teacher relationships),
- organisational efficiency (in our case, it includes the academic performance of the organisation, improvement of reputation, social projects, responsible leadership, etc.).

Our operationalised variables are taken from Values, Process, and Impact (VPI) model as proposed by Lo et al. (2017). Although this model supports universities in aligning their educational practices with sustainability and social responsibility (Tetřevová and Sabolová, 2010).

There are several studies and scholarly articles that explore the concept of university social responsibility. One notable example is Bryer and Schneider (2013). This study examines how universities can fulfil their social responsibilities and the impact of their activities on broader social goals. Explores various dimensions of university social responsibility, including community engagement, ethical practices, and contributions to the public good. The study also assesses how universities can balance their academic mission with social responsibilities and the role they play in fostering social development and innovation.

Another important paper is by Shelomentsev et al. (2017). This study looks at how universities contribute to regional development and social responsibility in different contexts.

The study by Ali et al. (2021) analyses specific practices universities engage in to fulfil their social responsibilities and the impact of these practices on their communities.

These studies provide valuable information on how universities can integrate social responsibility into their operations and the positive impacts that they can achieve by doing so. In general, it can be said that university social responsibility includes its commitment to creating a positive impact on society and contributing to its development and well-being.

1.2. Education as a social value

Universities have transformed into commercial services, and students tend to expect more value from them than from other customers in business sectors (Alcaide-Pulido et al., 2022; Moguluwa and Ewuzie, 2013; Nguyen et al., 2021).

The management of universities should include the perception of educational services by university students. Universities consider their perception to be a vital element in their management (Al-Mamary, 2022; Camilleri and Camilleri, 2022; Iqbal et al., 2022). Understanding and shaping students' perceived value is an essential key to increasing student satisfaction (Chaudhary and Dey, 2021; Sun et al., 2023; Unrau et al., 2017; Vereijken et al., 2018;). Additionally, understanding how students perceive the development of their value-orientated educational services is essential in improving marketing practices in the university environment (Barr and McNeilly, 2002; Trullas et al., 2018).

The values of education in a socially responsible university should simultaneously reflect the needs and problems in terms of social injustice, the loss of ethical and moral standards, and the irresponsible use of scientific and technological knowledge. The secondary role of universities as workplaces that aim to create erudite experts in specific fields should be the role of training individuals within the framework of improving the transformation to a more humane and sustainable world (Miranda, 2015).

In the same way, moral and ethical principles should guide the university in the commitment of social responsibility. These values and principles should include equality, justice, environmental sustainability, and community enhancement (Lo et al., 2017).

According to Ondrášik (2007), the meaning of life is a hierarchical system that consists of several interconnected parts. The main one is the meaning of life and the value that a person gives priority based on importance within different life situations (Halama, 2007).

The meaning of life is related to values and motivation, and the answer is actually what we do, what reasons we have for specific actions, and whether our activity is meaningful and what its essence (Ondrášik, 2007). In people's lives, it is not about reaching the meaning of life, but about searching and finding it (Žiaková and Žiaková, 2024).

“Value is a criterion for choosing the goals of human endeavour and, as such, it is also a norm for the interpretation of certain situations that are important from the point of view of a given person. Values can have multiple meanings in a person's life. When you get to know them, a person develops, matures, and reaches that maturity. They help him to lead a full and meaningful life, to overcome suffering, personal obstacles, and the influences of the external environment. Values make it possible to discover and consolidate the meaning of life” (Taraj, 2017).

Personal, individual values are focused on the personal life of the individual, his behaviour and actions (honesty, truthfulness, happiness, etc.), social values relate to our life among other people in society (personal and civil freedom, freedom of speech, freedom conscience, own political opinion, etc.). (Rosenzweig, 1991).

In the field of social responsibility, personal values are very important (Potočan et al., 2020) and directly shape university social responsibility. The importance of forming values is emphasized in its directional form in the university's social responsibility. On the one hand, individuals present the values of the university, on the other hand, individuals also shape how the university will subsequently develop.

In the context of healthy university values, student values and university social responsibility shape and contribute to the improvement of social advocacy and civic engagement (Coelho and Menezes, 2022; Chile and Black, 2015).

1.3. Relationships, university environment and social area of responsibility

The importance of relationships in the university environment is fully emphasised in the functioning of university social responsibility, including stakeholders such as students, faculty workers, employees, government, entrepreneurs, or other communities (Tetřevová and Sabolová, 2010). In addition to the importance of social responsibility in the area of values, social responsibility is important in ensuring the legitimacy and responsibility of the university (Godonoga and Sborn, 2023).

Similarly, the study by Shaari et al. (2018) identified a direct impact between relationships in a socially responsible university on the quality of life of the university community, also through educational, research, and social activities, in order to harden their collective. In addition to the above, Fauzi et al. (2023) identified the need for social responsibility in the area of competitiveness and excellence as well as the good reputation of the university.

If we want to succeed in life, to be successful, healthy relationships are important. Researches, for example, Tedja et al. (2024) or Giraldi et al. (2024) confirm quality relationships with people, friends, etc. reduce stress levels, promote healthy behaviour, and at the same time play a key role in how we feel. Of course, we have to realise that developing relationships is not easy at all, but we consider isolation itself to be even more difficult (Erica et al., 2024).

Similarly, in the case of organisational efficiency (academic success of the university), it is primarily the ability of operational management in the area of effective communication skills for the success of university initiatives (Calderon et al., 2024; Henning et al., 2021; Tetřevová and Sabolová, 2010)

1.4. Meaningfulness and academic performance of universities, work organisation

Creative thinking within the efficiency framework is a critical success factor (Bočková and Lajčín, 2023). It is good if we do the right things and consider how we do them. It is important to be able to look for opportunities, set goals, and look for effective ways of implementation. We can talk about the efficiency of our own work and the efficiency and behaviour of the entire team of workers (Bočková et al., 2019). All tasks must be performed in such a way that all tasks are fulfilled, while we use our intelligence, imagination, and knowledge (Bočková et al., 2019).

The value and results of the work are influenced by the leader, who is expected to plan, organise, manage, communicate, control and make decisions. Planned,

meaningful, and coordinated work helps reduce stress and increases confidence in our abilities. If we plan our time correctly, we can better apply our skills, while various applications or programmes can be helpful (Kearns and Gardiner, 2007).

Academic performance is a complex concept that refers to the efficiency and success of educational institutions, especially universities, in achieving their academic goals (Al-Okaily et al., 2024). It is the ability of universities to achieve quality results in teaching, research, and contributing to social development (Purwanto et al., 2023). It is a complex concept that includes various aspects of the university's activities and its influence on students, employees, and the wider society (Ter Bogt and Scapens, 2012). This concept includes different aspects that can be measured and evaluated using different indicators (Caldera and Debande, 2010).

Academic performance is often evaluated through various rankings, such as QS World University Rankings, Times Higher Education World University Rankings, or Academic Ranking of World Universities (ARWU). These rankings use different methodologies and indicators to measure and compare the performance of universities at a global level.

The goal of evaluating a university's academic performance is to identify areas of strength and opportunities for improvement, thereby strengthening its ability to provide quality education and research that has a positive impact on society.

2. Materials and methods

The essential article is to determine the importance of university social responsibility with an emphasis on the interconnectedness of the perception of the university education values, the relationships in the environment of Slovak universities and organisational efficiency. To identify new yet unexplored results obtained through empirical research at Slovak universities.

The research methodology is designed to allow for a detailed survey of the perception of university social responsibility through the eyes to provide a comparative analysis of values, organisational efficiency (academic performance) and the educational process at selected Slovak universities. The methodology is divided into several key parts:

- Literature review: Collection and analysis of existing literature on the topic of university social responsibility, educational values, academic performance, and the educational process. The aim is to identify relevant theoretical starting points, concepts, and previous research that will provide a basis for comparative analysis.
- Research design: Creation of a comparative design that will allow a comparison of the perception of Slovak university students. The research will be quantitative in nature to provide the deepest possible understanding of the investigated phenomenon.
- Sample selection: Definition and selection of a sample of research participants from among students of Slovak universities. The sample will be stratified with respect to fields of study, year, and possibly demographic characteristics to include the widest possible spectrum of perspectives.
- Data collection: Data collection will be done through questionnaires. The questionnaire will aim to evaluate university social responsibility, the values of

education, and organizational efficiency (academic performance).

- Data analysis: Quantitative data will be analysed using statistical methods to identify trends, patterns, and potential differences in student perception.
- Data triangulation: Integration of quantitative research results for a comprehensive understanding of the perception of university social responsibility. This approach will increase the validity and reliability of the results found.
- Discussion and interpretation of results: Comparison of the data obtained with theoretical concepts and previous research. Discussion on the importance of the results for understanding the social responsibility and the educational process in Slovak universities.

The methodology is designed to be robust enough to obtain reliable and relevant information and at the same time flexible enough to allow adaptation to unexpected research results.

Based on the current knowledge listed above and identifying the aforementioned discrepancy between current knowledge, the authors establish the following hypotheses:

- H1: We assume a difference between a) type of study, b) gender, and c) knowledge of social responsibility in the area of subjective attitudes to values, relationships and organisational efficiency in a socially responsible university.
- H2: We assume a correlation between attitudes and the importance of specific components of the responsible university, a) values x relationships; b) values x organizational efficiency; c) relations and organisational efficiency.

For our research, we used a quantitative analysis in the form of a questionnaire to examine subjective perception of the basic components of university social responsibility among Slovak university students. As part of the research, we primarily examined three components selected by operationalisation (see VPI model):

- values,
- organisational efficiency,
- relationships.

The research was aimed at finding out and comparing these components of university social responsibility based on descriptive data. Correlation analysis was also used to find out whether the subjective perception of the university social responsibility components is related to the assumed theory.

The questionnaire contained basic sociodemographic data (gender, age, year of study, field of study of the respondent), information on knowledge of the importance of the university social responsibility components (values, relationships, and organizational efficiency), and information on whether respondents have a subjective experience with social responsibility. Individual components of university social responsibility were analysed using scaling:

- Values: the scale (the scale was coded 1 Definitely yes–5 Definitely no) measures students' attitudes toward the values that a socially responsible university should have. A higher prevalence indicates that there is no need to transfer values in a socially responsible university. The reliability of the value scale was measured by Cronbach's alpha = 0.77.

- Relationships: the scale (the scale was coded 1 definitely yes–5 Definitely no) measures the subjective attitudes of respondents on how important relationships are in a socially responsible university. A higher level of the scale indicates less need for social responsibility of the university in the context of relationships. The reliability of the value scale was measured by Cronbach’s alpha = 0.85.
- Organisational efficiency: the scale (the scale was coded 1 definitely yes–5 Definitely no) measures the degree of subjective attitudes of the respondents in terms of the need to improve the efficiency of universities. A higher rate indicates less need for this interaction. The reliability of the value scale was measured by Cronbach’s alpha = 0.86.

The questionnaire was distributed to the respondents with information about anonymization of the data as well as safe storage of the respondents’ data.

As part of the importance of particular university social responsibility components, we instructed respondents to allocate 100% of the points to the components (importance of values, relationships, organisational efficiency). At the same time, we aim for greater objectification of socially responsible universities.

The data were collected at Slovak universities in 2023. The questionnaire was distributed in paper form and completed during lectures in the spring semester of the academic year 2023/2024 (March–April 2024) at 10 Slovak universities providing a university degree in social sciences and humanities. The Academy of Performing Arts in Bratislava, Constantine the Philosopher University in Nitra, Catholic University in Ružomberok, DTI University, University of St. Cyril and Methodius in Trnava, Prešov University in Prešov, Comenius University in Bratislava, Trnava University in Trnava, Technical University in Zvolen, College of Health and Soc. Work of St. Elizabeth. The representativeness of the data was ensured by the personal participation of the researcher in entering the questionnaires and collecting them from the respondents. The processing of the questionnaire was always properly explained to the respondents, any questions were answered, after the time for processing the questionnaire (20 minutes), the questionnaire was collected from the respondents.

Table 1. Descriptive analysis of sociodemographic data.

Descriptives		<i>N</i>	<i>N%</i>
Gender	Woman	154	67.0
	Man	76	33.0
Year of study	1st	79	34.3
	2nd	105	45.7
	3rd	46	20.0
Level of graduation	Bachelor	125	54.3
	Master	105	45.7
Field of study	Social	166	72.2
	Humanist	64	27.8
Familiarity with corporate social responsibility	Yes	90	39.1
	No	140	60.9

(Source: own).

The sample of respondents was randomly selected in the context of personal connections between the researcher and the teaching staff at the respective analysed university using a snowball method.

In the context of the final evaluation, the respondent’s field of study (social sciences and humanities) was taken into account. After the questionnaire was completed by the respondents, it was recoded into an MS Excel file. A total of $N = 232$ respondents participated in the investigation. Two respondents were excluded for incorrectly filling out the questionnaire, so the authors finally worked with a sample of $N = 230$ respondents (**Table 1**).

We used two types of tests for statistical analysis, comparative and correlational.

As part of comparative tests, we used the Mann-Whitney U test to examine differences between two groups (sex, experience with social responsibility, degree of study) and specific university social responsibility components.

For the case of correlation analysis, we used the bivariate correlation matrix of Spearman’s rho. In the area of correlations, we tried to find and verify whether the theoretical area (the VPI model) correlates even in the case of subjective perception by respondents. We also tried to identify which variable of the perceived university social responsibility need correlates with particular university social responsibility components.

Data analysis was performed using SPSS software.

3. Results and discussion

The variables included indicate some discrepancies in our data.

Based on the above, it is possible to observe a certain discrepancy between gender, year, field of study, and knowledge of information about corporate social responsibility (**Table 2**).

Table 2. Descriptive analysis of variables.

Item	Min	Max	M	SD
Values Importance	0	70	22.27	8.644
Relations Importance	10	60	22.12	8.554
University graduates Importance	0	50	16.45	7.255
Education Importance	5	50	22.95	9.411
Organizational efficiency Importance	5	40	16.27	6.710
Values	8	24	15.208	3.558
Relations	9	29	16.913	4.456
Organizational efficiency	13	43	26.508	6.273

(Source: own).

The low means in the case of importance indicate an important but not a key role of specific variables. From which it follows that none of the social responsibility components in terms of importance is crucial, and it seems that each of the variables is equally important.

Within perceptions, it appears that all variables are perceived as an important part of social responsibility.

Within gender, we did not identify any significant differences between the variables in the context of the variables. Thus, there is no difference between gender and values, relationships, or organisational efficiency within a socially responsible university.

In the area of experience with social responsibility, we identified significant differences between $U = \text{values} (4940.00) p < 0.01$ and $U = \text{relations} (5157.00) p < 0.05$. Based on the differences shown in **Figure 1**.

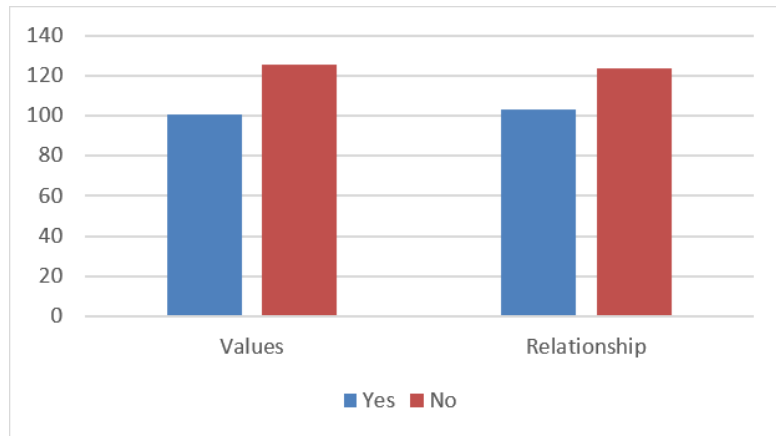


Figure 1. Analysis of values and relationship components.

(Source: own).

The respondents in social responsibility agree with the importance of values and relationships in the overall university social responsibility of the university. Respondents with subjective experience of social responsibility (either corporate or university) indicate a lower level of need for values and relationships in the case of university social responsibility.

In the context of the type of study, we identified a significant difference $U = \text{organizational_efficiency} (4164.50) p < 0.001$ (see **Figure 2**).

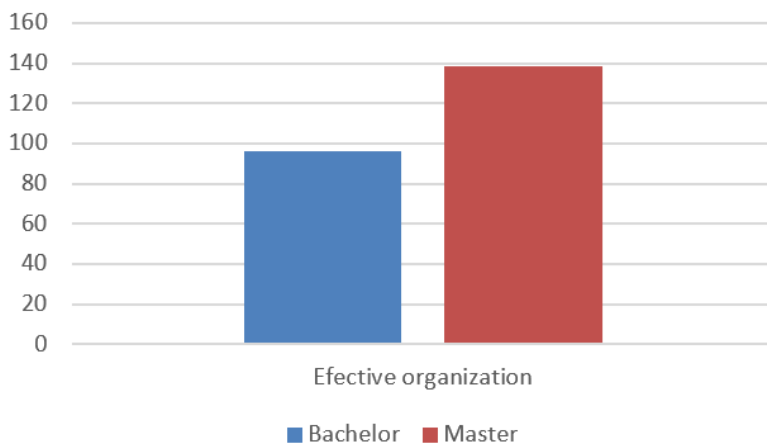


Figure 2. The difference between the type of study and organizational efficiency.

(Source: own).

Within the values ($r = 0.612$), the values and relationships appear to have a strong relationship, as does the organisational efficiency ($r = 0.461$) along with the

importance of relationships ($r = 0.181$).

In the area of relationships, we identified correlations with organisational efficiency ($r = 0.577$).

The significant correlation between relationships, values, and organizational efficiency thus confirmed hypothesis H2 postulating the VPI model of social responsibility, not only from the objective but also from the subjective perception and opinions of the respondents.

In the area of organisational efficiency, we identified a significant correlation ($r = 0.188$) in the case of the importance of relationships. The correlation indicates that students who perceive organisational efficiency as an important part of university social responsibility also consider relationships to be an important component. Indicating that an effectively organised university environment fosters positive relationships between students, staff, and other stakeholders.

The importance of values has a negative relationship with the importance of graduates ($r = -0.257$) and the importance of organisational efficiency. This could mean that, for these students, ethical and moral values are prioritized and outweigh the perceived need to focus on graduates and their success after graduation.

The importance of relationships is negatively correlated with the importance of graduates ($r = -0.396$). For these students, personal and community relationships are prioritised and outweigh the perceived need to focus on graduate success after graduation.

The results are shown in **Table 3**.

Table 3. Correlation analysis.

	Values	Relationship	Organizational efficiency	Values importance	Relationship importance	University graduate importance	Education	Efficiency
Values	1	0.612***	0.461***	-0.012	0.181**	-0.119	0.049	0.019
Relationship		1	0.577***	0.011	0.129	0.036	0.-056	0.019
Organizational efficiency			1	0.085	0.188**	-0.049	-0.031	0.105
Values_importance				1	0.000	-0.257***	0.045	-0.232***
Relationship_importance					1	-0.396***	-0.020	-0.006
University graduate importance						1	-0.111	0.065
Education							1	-0.098
Efficiency								1

*P < 0.05; **p < 0.01 ***p < 0.001.
(Source: own).

4. Discussion

The research was conducted among students of humanities and social sciences. The data show a discrepancy between gender, year, field of study, and knowledge in the framework of social responsibility. Based on the findings in the perception framework, all variables are perceived as important components of social responsibility.

In Hypothesis H1, we assumed a difference between a) type of study, b) gender,

c) knowledge of social responsibility in the area of subjective attitudes to values, relationships and organisational efficiency in a socially responsible university.

Within gender, we did not identify any significant differences between the variables in the context of the variables. Thus, there is no difference between gender and values, relationships, or organisational efficiency within a socially responsible university.

We did not identify a significant difference in the area of values, relationships, or organizational efficiency in the context of gender. Therefore, gender does not play a significant role among the differences in university social responsibility. Hypothesis H1b was not confirmed. The other two hypotheses H1a and H1c were confirmed.

However, our findings are contradicted by Reig-Aleixandre et al. (2023), who found that women show significantly higher levels of social responsibility. Next, the results of Hur et al. (2016) study showed as well that female consumers have a higher perception toward Social Corporate Responsibility (CSR) than male consumers. These findings are further complemented by del Mar Alonso-Almeida et al. (2015) who state that personal and professional backgrounds have a limited impact on women's perceptions of CSR. However, the aforementioned authors identified differences within corporate social responsibility, not university social responsibility. Therefore, it is possible that university social responsibility based on the VPI model to be differentiated.

The same findings are confirmed by other studies, adding that the female gender has a stronger inclination to search for personal values, which is related to an improvement in decision making and increases the value of the corporation (Calabrese, 2016; Droms and Stephen, 2015; Hyun et al., 2016; Lu et al., 2020). Although some studies, for example Rosati et al. (2018), Krüger (2009) or Fernandes and Randall (1992) reported the opposite, namely that men tend to have a better perception of values in social responsibility.

In the context of the degree, students of the master's degree more often "value" social responsibility (Rosati et al., 2018)! Bachelor students generally have a higher level of knowledge of social responsibility (Cao, 2012; Formankova et al., 2019).

Master's degree students more often mentioned the organisational efficiency as a subjectively perceived component of university social responsibility. Moreover, it is precisely the students of master's programmes who are more often in the role of 'thinking and caring' (Matei and Linca, 2023), even if some studies state the opposite (Paredes et al., 2021). It seems that values as well as relationships are significantly differentiated in the case of experience with social responsibility, which is also reported by Lourenco et al. (2022) or Parashar (2004).

In Hypothesis H2, we assumed a correlation between attitudes and the importance of particular components of university social responsibility a) values; b) relationships; c) organisational efficiency; d) importance of values.

Within the values ($r = 0.612$), the values and relationships appear to have a strong relationship, as does the organisational efficiency ($r = 0.461$) along with the importance of relationships ($r = 0.181$). Our finding is also confirmed by Gonzalez-Rodriguez et al. (2016) or Kujala and Korhonen (2017).

In the area of relationships, we identified correlations with organisational efficiency ($r = 0.577$). In the case of non-profit organisations, Hazzaa et al. (2024)

reported the same findings, in agreement with ours.

In the area of organisational efficiency, we identified a significant correlation ($r = 0.188$) in the case of the importance of relationships. Social responsibility thus has a positive impact on effective organisational performance and relationships as well as the reputation (Singh and Misra, 2021; Park, 2020).

The importance of values has a negative relationship with the importance of graduates ($r = -0.257$) and the importance of organisational efficiency. And for millennials, benefits, not values, are important within corporate social responsibility (Levenson and Joiner, 2014; Pelozo and Shang, 2011).

The importance of relationships is negatively correlated with the importance of graduates ($r = -0.396$).

It seems that the year and the degree of study has a significant role in organizational efficiency. Our findings are confirmed, with values, social environment, career benefits, and personal improvement emerging as significant factors.

As part of the conceptualisation of the findings, the results of our study pointed out that students in higher years of study are less likely to participate in socially responsible activities. Thus, we agree with the interpretation of Imbrisco and Tom (2020) or Tan and Chua (2012) that by increasing the level of responsibilities of the learning process, the engagement of students in a socially responsible university decrease. Likewise, this interpretation is confirmed by Chen et al. (2015), stating that lack of time is the main barrier.

Attitudes towards the values of social responsibility affect attitudes towards the relationships of the social responsibility of the organisation, the organizational efficiency, the perception of the importance of relationships in the social responsibility of organizations. In the context of our findings, it is a confirmation that the quality of relationships between individuals affects their perception of social responsibility. Research has shown that positive and negative emotional bonds can modulate the effect of certain personality traits, such as conscientiousness or general self-efficacy, on the perception of social responsibility, which Thornton (2015) and Nadeem et al. (2020) or He (2018) also confirm. Attitudes towards relationships in a socially responsible organisation influence subjectively perceived effectiveness in a socially responsible organization. The effectiveness of socially responsible organisations affects the perceived importance of relationships in such an organisation. What is associated with positive relationships that have a beneficial effect on students' behaviour and emotional engagement and vice versa. This finding of ours is clearly confirmed by Putara and Rusu (2023) or Hagenauer et al. (2023).

The importance of values of social responsibility negatively affects the perceived importance of social responsibility in the field of university graduates and organisational efficiency. Relationship importance negatively influences perceived relationship importance. As part of the findings, we state that the quality of relationships has a significant impact on the perception of general social responsibility by individuals. The quality of relations between employees has a strong influence on the perception of social responsibility. Similarly, positive relationships based on mutual respect have an impact on social responsibility, which also correlates with the findings of Thornton (2015). Hypothesis H2 was confirmed.

The university social responsibility is a concept that includes its commitment to make a positive contribution to society through education, research, and cooperation with the community. This concept can be understood in the context of values, relationships, and organisational efficiency, which together shape the university's overall approach to its role in society. The university should be the bearer of key values such as ethics, integrity, equality and sustainability. These values are reflected in all its activities, from the educational process to research activities and interaction with the surrounding world.

The relationships that the university builds with various stakeholders are essential for its social responsibility. These relationships include interaction with the community, businesses, government organisations, and other educational institutions.

The university's academic success is closely linked to its ability to fulfil social responsibility. Quality education and research are key to solving the current and future challenges that society faces.

Overall, university social responsibility is an important aspect of its mission and affects its values, relationships, and organizational efficiency. It provides a framework in which universities can contribute to positive changes in society while supporting the personal and professional growth of their students.

5. Conclusions

The correlation of values, relationships, and effective organisation as components of University Corporate Social Responsibility has significant practical implications for the activities and policies of universities. These components of CSR are crucial not only in the corporate sphere, but also in educational institutions, where they play a vital role in the development of responsible and sustainable practices.

Universities with well-articulated values of ethics, transparency, and sustainability can create an environment that promotes responsible behaviour among students, educators, and researchers. Establishing values that promote equal opportunity, inclusivity, and diversity can enhance a university's reputation and attract talented students from diverse backgrounds. The values of CSR in teaching can lead to graduates being more inclined toward sustainability and ethics, which benefits both universities and the companies where the graduates go.

CSR strategies based on maintaining good relations with communities and partners can benefit universities in the form of better connections with the local labour market, improved internship opportunities, and greater access to funding. Building strong relationships with companies that share CSR values allows universities to better prepare students for the labour market and create beneficial partnerships, for example, in the form of projects focused on social responsibility. Focusing on relationships based on transparency, mutual trust, and accountability can increase student satisfaction and loyalty to the university.

Universities that use CSR principles for effective organisation can reduce operating costs and increase efficiency through sustainable practices such as energy conservation or more efficient use of resources.

The implementation of CSR approaches in the organisation of teaching and research can lead to innovative study programmes focused on sustainability, ethics,

and responsible business, making universities better adapted to the needs of the modern labour market.

An effective organisation based on CSR principles involves improving internal processes, which can lead to better collaboration between faculties, higher employee motivation, and better communication with students.

Universities can integrate environmental sustainability into their policies, for example, through sustainable building technologies, reducing their carbon footprint, and promoting environmentally friendly behaviour among students and staff. University policy can focus on the ethical aspects of research and ensure that research projects promote CSR values, for example, in the areas of sustainability and social justice. In their policies, universities can emphasise innovative projects that bring social impact and support students in the implementation of social enterprises and projects with a focus on social responsibility. Universities can incorporate CSR into their curriculum, equipping students with the skills and knowledge needed to become responsible leaders.

The correlation of values, relationships, and effective organisation has a major impact on universities. CSR affects not only the daily operation of universities, but also their long-term strategy, reputation, and ability to prepare students for responsible roles in society. Universities that integrate CSR principles into their activities strengthen their position in both academic and social contexts.

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