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Corporate Social Responsibility (CSR): Pathway Towards Excellence in Maritime Education and Training (MET)

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Abstract

This study determined the level of corporate social responsibility (CSR) among faculty members and non-teaching staff of John B. Lacson Foundation Maritime University (JBLFMU)-Molo, Iloilo City, Philippines. The participants in this study were the randomly selected the forty (40) randomly selected employees of John B. Lacson Foundation Maritime University-Molo who were engaged with the university's corporate social responsibilities (CSRs) for School Year 2018-2019. The present study employed quantitative-qualitative research design. The quantitative-statistical tools used in this study were frequency count, percentage, and rank. Results reveal the following: (1) the level of corporate social responsibility of the respondents was "high," (2) the respondents agreed that the most dominant corporate social responsibilities (CSRs) were the following: graduates who have good knowledge and high social awareness, taking into consideration that the interest of its students, skills, knowledge, and technology learned inside the classrooms are transferred to the community , (3) significant differences existed in the CSRs when the respondents were grouped according to teaching and non-teaching, (4) five (5) "themes" derived from the qualitative inputs, narrative descriptions, remarks, and views about the CSR at the maritime university (JBLFMU-Molo) were: "sustainability of the programs" in CSR, "help and protect the environment," "active involvement in CSR," "regular activities to benefit the society," and "development of different stakeholders." Majority of the respondents agreed that CSR is an indicator towards the attainment of excellence in Maritime Education and Training (MET) as a maritime university (JBLFMU-Molo).

INTRODUCTION

Universities and colleges are not only called for increasing the bar and performance in education, but also embed social responsibility as part of important things in the higher education system. Helping students become more socially responsible and ethically sensitive is a substantive part or mission of any institutions to prepare as requirement for the new generation of graduates. Corporate social responsibility (CSR) in any organization is an interesting challenge and considered as value-learning process. CRS is the obligation of corporate-decision makers to take action that protects and improves the welfare of the society as a whole, along with their own interest. CSR refers to corporate policies and voluntary initiatives that assure responsibility for the interest of the society. It is an important role of any

school as to be agent in socializing students to the attitudes and values of business life. CSR deals with broader responsibility toward society such as economic, legal, ethical, and philanthropic, aside from gaining or increasing profit. It has various dimensions, one of which is ethics, this means that corporations or educational institutions shall learn to protect and enhance the society in which they are operating with (Mayasari, & Herlina, 2011).

Corporate Social Responsibility (CSR) is an important area of research among universities and colleges simply because it plays a critical role in developing the next generation of leaders and managers who will lead any nation in the future. The universities should not be profit-driven entities because they are large employers and organizations in their own right. Universities should play a special role in ensuring the moral and ethical considerations as important aspects in all their business endeavors. CSR must create a good deal of positive publicity and good will to the community. The universities should be administered based on good governance which emphasizes transparency, taking into consideration the interest of different stakeholders including students, employees, parents, alumni, and communities. Universities should be established with the aim to serve the people in the region. They should produce graduates with good knowledge and high social awareness, graduates equipped with knowledge from classrooms to solve community's problems. Universities and colleges should conduct research to develop knowledge and the passing on such knowledge to the community, should have missions for preserving and nurturing the religious, cultural heritage, and environment of any country (Kimpakorn, Prugsiganont, Waters, Promburon, & Sampet (2011). CSR refers to the obligation of organization to promote human welfare in every operation that they have. Organizations must be responsible to the society they are connected with. This obligation includes universities and colleges, which conducted activities to help the society and to develop students' mindsets about the other side of life and hence would see the world more practically. CSR attempts should be planned carefully in order to shape the students' perception and attitudes regarding the significance and benefits of CSR's activities (Tanchaisak, 2011).

CSR is an ethical and moral dimension of any organizations or firms towards their stakeholders, both internal and external that successful organizations strive to succeed in achieving healthy society that is sustainable. CRS can improve competitiveness of the company through process, product-benefit, and positive financial performance. Moreover, in higher educational institutions, this is called University Social Responsibility (USR), which in wider scale should not only meet all local, state, federal laws, and regulatory requirements, but also treat as opportunity for improvement. Schools should stress ethical behavior in all their stakeholders' transactions and interactions. Higher ethical conduct should be a requirement of the school that should be monitored seriously and regularly. The schools should address their current and future impacts in the society in a proactive manner and should accomplish ethical accomplishments and practices in all their interactions. The schools should define performance or outcome indicators to ensure that the social consciousness and responsibilities meet the basic requirements and expectations to service to the community (Shawyun, 2011).

A study of Idrus (2011) mentioned that a large part of University Social Responsibility (USR) must be the students-students who will be useful to the community in general and in their places of work in particular. But, when the universities are unable to change the teaching and learning methodology, these universities failed to deliver its USR. This dilemma requires persistence and better strategic planning by the top university's officials. To be left behind in

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the acquisition and infusion of necessary knowledge and skills in the community has direct impact on the USR, because these are considered as one of the aspects of its mission, which the administration should be looked into. The author strongly stressed that universities must render service to the community in the area of knowledge.

According to Suryani (2011), universities as part of the community have social responsibility, therefore, CSR is a normative concept, multi-level concept, which depends on a variety of perspectives and relationships. This is very important for the university sustainability through integration with community services, this would facilitate students to transfer learning in real cases, develop many soft skills, attributes, and technical competencies. This CSR permits the university to extend cooperation with community.

THEORETICAL FRAMEWORK

This study was anchored on the theoretical framework advocated by Mazo (2011) of De La Salle University, Dasmarinas, Philippines. That the universities with all their intellectual resources should be morally engaged with social responsibility endeavors. Leading universities in the world are getting in the wagon to concretize their social responsibility. University social responsibility (USR) encourages universities to take cognizant of the progress and transformation that they have undergone, they have to go down from their ivory towers and take steps in realizing genuine development through social responsibility. Universities capitalize the individuals' capacity to change people's condition, improve families' welfare, which make ripple effects of development in the succeeding levels of society. Universities can directly contribute to community by addressing poverty, where the challenge to realize social responsibility is greater. The university is one of the stakeholders in the development process of community, it means that the university has common interest and aspirations with those of the community. It is essential that the university's initiative should not be in contrast with community needs and resources. For the university to be fully effective in its social responsibility, it should implement with community programs that are integrative, inclusive, and context sensitive (Mazo, 2011; Millican & Bourner, 2011).

In the study of Kimpakorn, et al. (2011) CSR is considered as one of the important areas in research in the different universities of the world because it helps in developing the next generation of leaders and managers who will lead the nations in the future. The universities should not be profit driven, they should play special role in ensuring the moral and ethical considerations for the universities to have good reputation. The universities should produce graduates with good knowledge and high social awareness towards community's problems and nurturing the religious, cultural, and heritage environment.

STATEMENT OF THE PROBLEM

The present study determined the corporate social responsibility (CSR) of teaching and non-teaching staff of the maritime university, specifically, JBLFMU-Molo. In order to understand the study, the specific questions were advanced:

(1) What is the level of corporate social responsibility (CSR) of the respondents as an entire group and when classified according to different categories such as (a) age, (b) gender, (c) employment classification, (d) number of years in the university, (e) highest educational attainment (HEA)?

(2) What are the most dominant CSR views of the respondents?
(3) What are the least dominant CSR views of the respondents?
(4) Are there significant differences in the level of CSR among the respondents when classified according to (a) age, (b) gender, (c) employment classification, (d) number of years in the university, (e) highest educational attainment (HEA)?
(5) What are the comments of respondents on CSR of JBLFMU-Molo?
(6) What are that CSR can be considered as one of the indicators towards the attainment of excellence in MET?

CONCEPTUAL FRAMEWORK

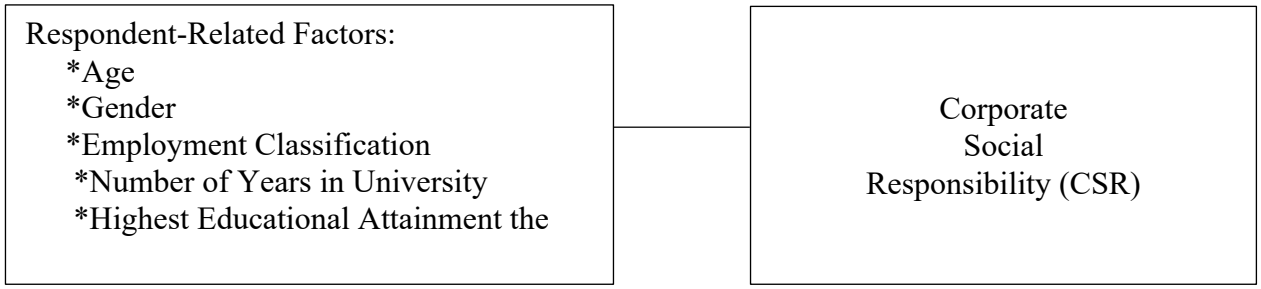


Figure 1. Corporate social responsibility (CSR) as influenced by respondent-related factors.

METHOD

Respondents of the Study

The respondents of this study were the forty (40) randomly selected employees of John B. Lacson Foundation Maritime University-Molo who had been engaged with the university's corporate social responsibilities (CSRs). The respondents were further classified according to classification of employee (teaching = 27, 68%; non-teaching staff = 13, 32%), gender (male = 19, 47%; female = 21, 53%), highest educational attainment (bachelor degree = 11, 27%; master's degree = 21, 53%; doctorate degree = 8, 20%), number of years in the university (11 years & more = 18, 45; 1-10 years = 22, 55%), and age (51 and above = 10, 25%; 50 years old & below = 30, 75%) . Distribution of the respondents is reflected in Table 1.

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Table 1 Distribution of the Respondents

Category	F	%
A. Entire Group	40	100.0
B. Classification of Employee		
Teaching	27	68.0
Non-Teaching	13	32.0
C. Gender		
Male	19	47.0
Female	21	53.0
D. Highest Educational Attainment		
Bachelor's Degree	11	27.0
Master's Degree	21	53.0
Doctorate Degree	8	20.0
E. Number of Years in The University		
11 Years & More	18	45.0
1-10 Years	22	55.0
F. Age		
51 Years and Above	10	25.0
50 Years and Below	30	75.0

As to the fields of specialization, respondents whose field of specialization is in library science were 4 (10%), professional or marine engineering were 15 (38%), math majors were 4 (10%), hospitality and tourism were 3 (7%), general education (GE) were 10 (25%), and curriculum and assessment were 4 (10%). Fields of specialization of the respondents are shown in Table 2.

Table 2 Distribution of Respondents According to Different Fields of Specialization

Field of Specialization	f	%
Library Science	4	10
Professional/Marine Engineering	15	38
Math	4	10
Hospitality and Tourism	3	7
General Education (GE)	10	25
Curriculum and Assessment	4	10

Research Instrument

To determine the level of corporate social responsibility (CSR), the 5, 4, 3, 2, and 1 scale were used to determine the level of CSR among marine engineering students. For statistical analysis, the following descriptive levels and descriptions were employed:

Scale	Description
4.21 - 5.00	Very High
3.41 - 4.20	High
2.61 - 3.40	Average
1.80 - 2.60	Low
1.00 – 1.79	Very Low

RESULTS AND DISCUSSION

Level of Respondents' Corporate Social Responsibility

The level of corporate social responsibility of the respondents as an entire group was "high" as indicated by their mean score of 4.04. As classified according to different categories such as classification, gender, highest educational attainment, number of years in the university, and age, the respondents' level of corporate social responsibility was "high" as indicated with their respective mean scores as reflected in table 3.

Table 3 Level of Corporate Social Responsibility of the Participants

Category	mean	description
A. Entire group	4.04	high
B. Classification		
teaching	4.15	high
non-teaching	3.82	high
C. Gender		
male	4.09	high
female	3.99	high
D. Highest educational attainment		
bachelor's degree	3.83	high
master's degree	4.14	high
doctorate degree	4.06	high
E. Number of years in the university		
1-10 years	4.01	high
11 years – 20 years	4.07	high
F. Age		
50 years and below	4.03	high
51 years and above	4.07	high

Legend:

Scale	*Description*
4.21 - 5.00	Very High
3.41 - 4.20	High
2.61 - 3.40	Average
1.80 - 2.60	Low
1.00 – 1.79	Very Low

Most and least Dominant CSRs (Corporate Social Responsibilities) of the Respondents

The respondents agreed that the most dominant corporate social responsibilities (CSRs) are the following: (1) produce graduates with good knowledge and high social awareness (M = 4.23,

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R = 1.0), (2) the university takes into consideration the interest of its students (M = 4.20, R = 2.0), (3) The skills, knowledge, and technology learned by the students inside the classrooms are transferred to the community (M = 4.18, R = 3.5) and university administers Corporate Social Responsibility (CSR) based good governance (M = 4.18, R = 3.5).

Table 4 Most and least Dominant CSRs of the Respondents

Items	Mean	Rank
The university administers Corporate Social Responsibility (CSR) based good governance	4.18	3.5
The university takes into consideration the interest of its students	4.20	2.0
The university looks into the welfare of its employees	4.05	11.0
The university encourages parents to participate in the activity of the school	3.98	14.0
Alumni are tapped as key speakers to give information, new trends, and development in MET (Maritime Education & Training) & other business-related topics	3.90	17.5
The university considers the surrounding communities as partners in its mission and vision	4.15	5.5
It serves the needs of the people in the region, specifically in Region 6	4.10	8.0
Produce graduates with good knowledge and high social awareness	4.23	1.0
It initiates activities for social awareness and responsibility	4.15	5.5
It conducts research for the development of new knowledge to be shared to the community	4.13	7.0
The skills, knowledge, and technology learned by the students inside the classrooms are transferred to the community	4.18	3.5
The academic courses of the university are linked to social needs of the community	4.08	9.5
The graduates of JBLFMU-Molo are trained to solve the problems of the community	3.90	17.5
JBLFMU-Molo as a university makes it clear to everybody to who are they responsible for	3.93	15.5
The students of JBLFMU-Molo are prepared to work with different kinds of people in the word	4.08	9.5
The teachers voluntarily join the projects of Corporate Social Responsibility (CSR)	3.83	20.0
Teachers are participating in activities leading that preserve and Nurture religious, cultural heritage and the environment	4.00	12.5
Corporate Social Responsibility (CSR) activities are done regularly	3.85	19.0
Teachers are engaged personally in the different civic and social missions and services activities	3.93	15.5
Teaching and no-teaching staff exercise the “green policy” for energy saving and environment protection	4.00	12.5

However, the least dominant CSRs are the following: (1) the teachers voluntarily join the projects of Corporate Social Responsibility (CSR) (M = 3.83, R = 20.0), (2) corporate Social Responsibility (CSR) activities are done regularly (M = 3.85, R = 19.0), (3) alumni are tapped as key speakers to give information, new trends, and development in MET (Maritime Education & Training) & other business-related topics (M = 3.90, R = 17.5) and The graduates of JBLFMU-Molo are trained to solve the problems of the community (M = 3.90, R = 17.5). Data are shown in Table 4.

t-test Differences in the CSR when the respondents were categorized according to Classification, Gender, Number of Years in the University, and Age

Using the t-test to determine the significant differences on CSRs of the respondents, results revealed that the only group that has significant difference in the CSRs are those respondents who belonged to teaching and non-teaching with obtained *t value* of 2.81 where $p < .05$. Other categories such as gender, number of years in the university, and age have no significant differences as indicated by their obtained *ts such as .835, .488, and .241*. Data are shown in Table 5.

Table 5 Differences in the Corporate Social Responsibility (CSR) using t-test

Category	Mean	t-value	df	Sig.
Classification				
Teaching	4.15	2.81	38	.012
Non-Teaching	3.82			
Gender				
Male	4.09	.835	38	.409
Female	3.99			
Number of Years in the University				
1-10 years	4.01	.488	38	.628
11 years – 20 years	4.07			
Age				
50 years and below	4.03	.241	38	.811
51 years and above	4.07			

Differences in the CSR when the respondents were grouped according to Highest Educational Attainment (HEA)

Using the Analysis of Variance (ANOVA), result revealed that the level of CSR of the respondents does not have influence in the educational attainment, whether, the respondents have doctorate, master's degree, or bachelor, still the respondents exhibited the same level of CSR as indicated $F(2, 37) = .31$, $p > .05$. Data are shown in Table 6.

Table 6 Differences in the Corporate Social Responsibility (CSR) using ANOVA

Highest Educational Attainment	Degree of Freedom	Sum of Square	Mean Square	F	Sig.
Between Group	2	7.42	.42	.31	.28
Within Group	37	11.36	1.59		
Total	39	18.78			

$p < .05$

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Qualitative inputs, comments, remarks, and views from the Respondents

The researchers identified five (5) themes derived from the qualitative inputs, narrative descriptions, remarks, and views about the CSR at the maritime university (JBLFMU-Molo). These are the following:

(1) "sustainability of the programs" in CSR, this means that the programs are not properly sustained as supported by the statements "it may be practiced sometimes and sometimes not," "the school must sustain what they have started, and not only for the cosmetic effect," and "not consistent in implementing rules and regulations of CSR," with 50% of the responses.

(2) The second was "help and protect the environment" with 20% of the responses:
"the CSR of JBLFMU-Molo can help our environment and this is the one way to recognize that the school is helping our environment"

(3) The third was the "active involvement in CSR" with 15% of the responses:
"activities must not only involve few or identified faculty members as much as possible "everybody" must take part"

(4) Another comment is "have regular activities to benefit the society" with 10% of the responses:
"Corporate Social Responsibility is a step to encourage teaching and non-teaching staff in JBLFMU-Molo to be able to make/ to become a responsible and social conscience organization/ individual to the social community"
"It has activities that have benefits to the society"

(5) The last comment was "development of different stakeholders" supported by the statements below:
"contributes to the development of its stakeholders"
"John B. Lacson commits to help economics by providing competitive and skilled seafarers"

The presentation of the "themes" is reflected in Figure 2.

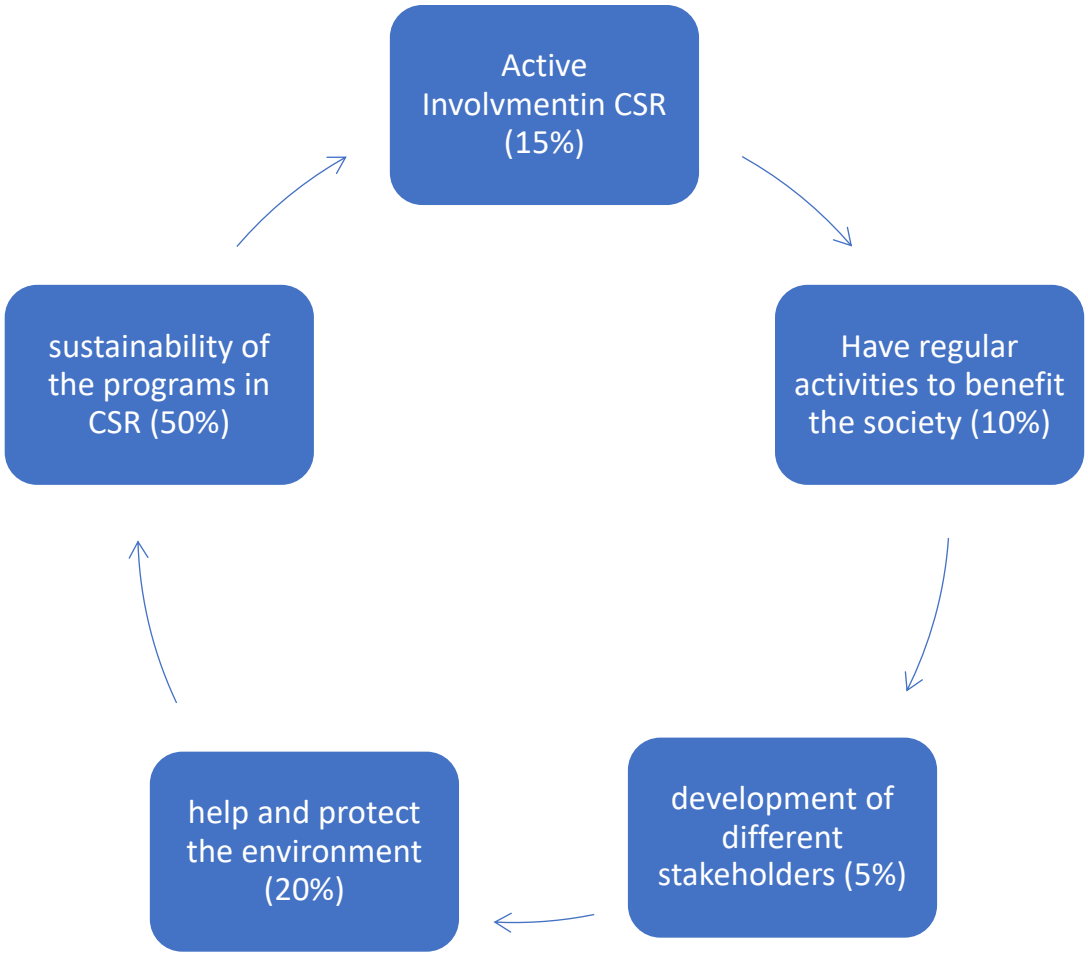


Figure 2. Qualitative inputs (comments, remarks, & views) from the respondents.

All of the respondents agreed that Corporate Social Responsibility (CSR) can be one of the indicators towards the attainment of excellence in Maritime Education and Training (MET) as a maritime university.

Data are indicated in Table 7.

Table 7 Corporate Social Responsibility (CSR) as indicators towards the attainment of excellence in Maritime Education and Training (MET) as a maritime university (JBLFMU-Molo)

Question	f	%
Is Corporate Social Responsibility (CSR) can be one of the indicators towards the attainment of excellence in Maritime Education and Training (MET) as a maritime university?		
YES	40	100
NO	0	0

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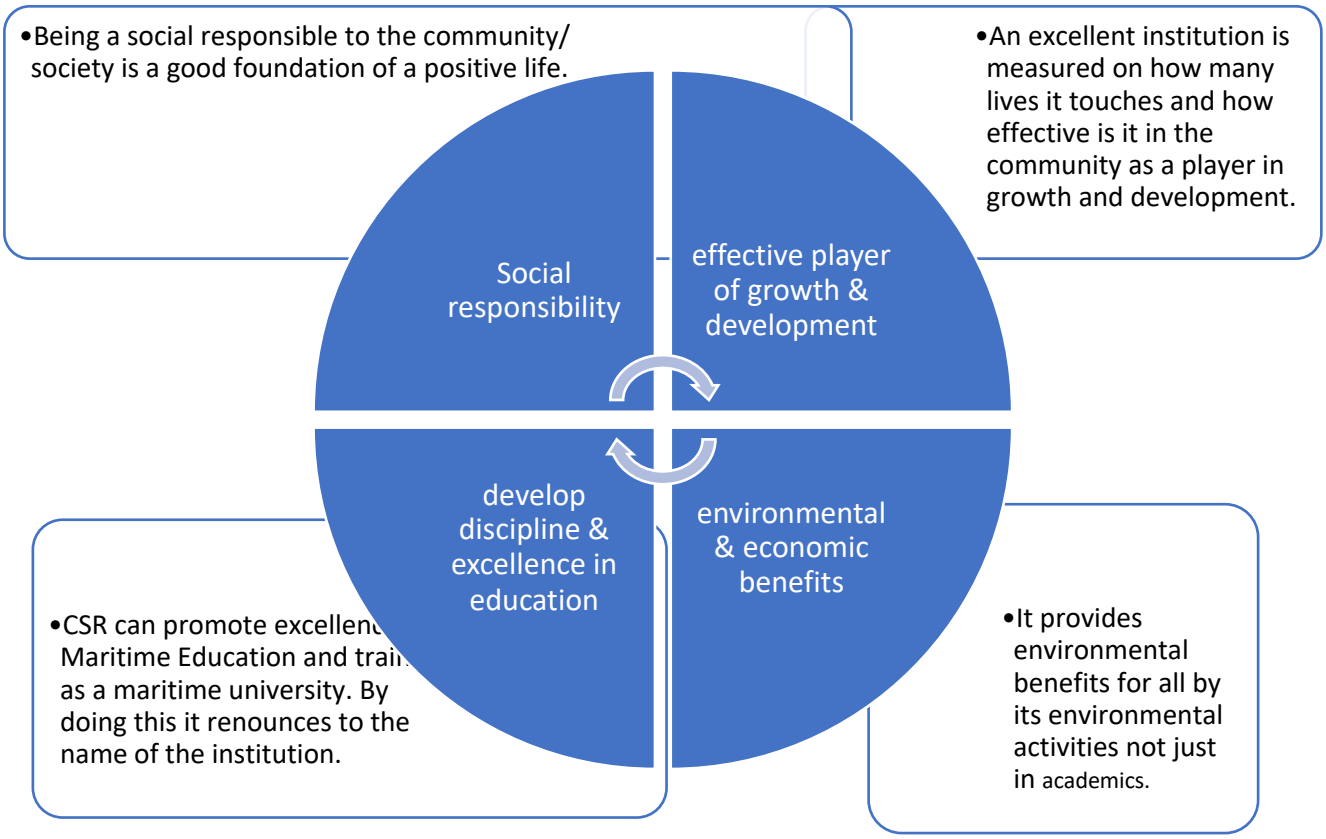


Figure 3. Indicators of Corporate Social Responsibility (CSR) towards the attainment of excellence in Maritime Education and Training (MET) as a maritime university.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

(1) The level of corporate social responsibility of the respondents was "high," which means that the faculty members and staff of JBLFMU-Molo have given high premium in serving their respective communities. They agreed that their responsibility and calling are not only teaching but also serving the less and underprivileged members of the society. Most of them have engaged in many civic and religious organizations where they can exercise their corporate social responsibility (CSR) in the community and to the country.

(2) The respondents agreed that the most dominant corporate social responsibilities (csrs) are the following: (a) produce graduates with good knowledge and high social awareness, (b) the university takes into consideration the interest of its students, (c) skills, knowledge, and technology learned by the students inside the classrooms are transferred to the community and university administers corporate social responsibility (csr) based good governance. The results signify that the faculty members and staff still value the service of teaching the students about the applied knowledge and becoming sensitive to the needs of other people. They believed that the first priority of teaching in the university is the interest and welfare of the students. They instilled in the minds of their students that the knowledge and technology that they received in the school should be transferred to the community for the country's development and progress. Most of the faculty members and staff adhered to the value of "good governance" as essential tool for the educational progress and development.

(3) The respondents expressed that in exercising the corporate social responsibility (CSR), educational attainment has nothing to influence. It means that whatever the level of educational attainment of the faculty members and staff, still they believed that exhibiting and engaging in CSR is a primary call and duty.

(4) One of the major comments of the respondents of this study was based on "sustainability of the programs" of CSR. This denotes that although the university has established CSR programs, but the problem is the continuity of the program. This means that the programs in CSR are only for the compliance not to address the needs of the community and society. They suggested that the CSR programs should be creating impacts and imprints in the lives of the people in the community rather than for accreditation or status.

(5) According to the faculty members and staff of JBLFMU-Molo, that one of the indicators of CSR towards the attainment of excellence in Maritime Education and Training (MET) as a maritime university is "touching the lives of other people" which supported by the statements such as "an excellent institution is measured on how many lives it touches and how effective is it in the community as a player in growth and development," "being a social responsible to the community/ society is a good foundation of a positive life," "CSR can promote excellence in Maritime Education and training as a maritime university. By doing this, it brings prestigae to the name of the institution." This is because majority of the employees in JBLFMU-Molo believed that "giving and helping students to become successful would bring also positive effect to the community.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were advanced:

(1) The administration of JBLFMU-Molo should sustain the initiatives and drive of the faculty members and staff in exercising their CSR.

(2) There should be more programs and activities shall be included in the operational plan of the university in order that the faculty members, staff, and students shall imbibe deeply the CSR of the maritime university (JBLFMU-Molo).

(3) The religious, civic, and social engagements and affiliations of the faculty members and staff shall be considered in the faculty development so that more participation on CSR will be surfaced.

(4) Documentation of effects and impacts of CSR on the community and society shall be conducted and recorded to show how the university had influenced the progress and development of certain place.

(5) Parallel studies on CSR shall be encouraged and facilitated by the community extension office in order to attract more employees to be active in engaging with CSR programs.

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