



CORPORATE SOCIAL RESPONSIBILITY AND ITS CONTRIBUTION TO THE INSTITUTIONAL PERFORMANCE OF WOLLO UNIVERSITY IN ETHIOPIA

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Abstract

Nowadays, corporate social responsibility of organizations becomes a global cross cutting issue on the assumption that organizations work with the society and the natural environment friendly. Though have great social and environmental impacts; the CSRs of higher education institutions (HEIs) are highly ignored. So, this study has been done with the objective of assessing CSR and its contribution to the institutional performance of Wollo University. Even though there is no common definition of CSR among scholars, here it is defined by economic, legal, ethical and philanthropic dimensions (Carroll, 1991) that universities or organizations either must or should do to society. Descriptive and explanatory research designs were used. Proportional stratified random sampling technique used for students and staff; and census used for higher level management bodies of the university. Primary data were collected from a total of 350 representative samples through questionnaire survey and secondary data reviewed from the university documents. Descriptive and inferential statistics with the supplement of narratives used to analyze this study. The findings revealed that economic, ethical and philanthropic responsibility practices such as the university's engagement in different community service provisions, creating democratic and non-discriminatory working environments, and accessible education were encouraging. On the other hand, legal responsibility practices such as legal conformity with the university statutes were mediocre. Regarding to inferential analysis, economic, ethical and philanthropic dimensions of CSR contributed positively and significantly, but the legal dimension contributed positively and insignificantly to the university's performance. The conclusions and recommendations of this research study provided insights to the university community and concerned bodies about the prevailing CSR practices, institutional performance and improving ways of Wollo University's social responsibilities.

Key Words: *Corporate Social Responsibility, Institutional Performance, University.*

Introduction

Background of the study

Corporate social responsibility (CSR) is a strategic tool for managing the interactions of an organization with the different stakeholders, community and environment (Amoako, 2015). In this study, CSR dimensions are expressed by economic, legal, ethical and philanthropic responsibilities (Carroll, 1991) that organizations either must or ought to do to society and natural environment. In a study made by Gabriel et al. (2009), CSR companies are better performing in BG (Effectiveness in doing business globally), "QPS (Quality of products and services), IN (Innovativeness), CC (Corporate culture) and EO (Ethical obligations) than the non-CSR companies which just to think about FS (Financial soundness)." Adam Lindgreen et al. (2007) also concluded their research made in USA on 401 organizations that "as the more organizations invest in CSR the more they realize the benefits associated with it with respect to national and international visibility, support from the government, and the well-being of people (social welfare)". However, by abusing the market economy, organizational impacts such as human right violations, unfair competition and environmental pollution (OECD, 2001) become sensitive issues regardless of the type, ownership and size of organizations. Previously CSR was exclusively seen as the responsibility of large private business companies (Bowen, 1953) but recently it has also seen as the responsibility of small and medium size companies and Higher education institutions (Atakan and Eker, 2007) due to their sound adverse impacts to the society and environment. For this reason, researches on corporate social responsibility of universities have been recently started as in the Istanbul Bilgi University, Turkey (2010), Uruguay University (2013), Kogi State and Jos Universities, Nigeria (2010), and Addis Ababa University, Ethiopia (2014). Generally, CSR recently becomes by far a global cross cutting issue on the assumption of creating win-win situations between the interactions of organizations with society and the natural environment.



Education is the leverage that transforms the world into better edge. Particularly, higher education institutions (HEIs) are expected much to act ethically, legally, socially and environmentally sound in order to create a better human, social and environmental capital that in turn contribute to the development of the country as they are “community of teachers and scholars” (Cabral, 2011) as cited in Giuffre and Ratto (2014). According to Esfijani & Chang (2012), socially responsible universities meet the expectations of the stakeholders (students, employers of graduates, funding agencies, and society) as well as internal stakeholders (administrators, faculty and staff) and environment. To the larger scope, they have been contributing the nation on social, economic and environmental development; creation of learning societies and achieving a sustainable future (UNESCO, 2007) as cited in Chen et al. (2015) and meet the vital needs of society on health, security, education, defense, communication and cultural development (Topal and Crowther, 2005). When we come to Ethiopia, the contribution of modern education to the overall development of Ethiopia has been started in 1900s, though traditional education dated back at Churches and Mosques, and grew to HEIs first by University College of Addis Ababa in 1950 (now Addis Ababa University) followed by Alemaya College of Agriculture in 1954 (now Haramaya University) to 43 public universities till 2017. Wollo University is among them started education in 2007.

But, as the size and complexity of university operations have been carried out in big compounds; and even some of them are considered as small towns, their environmental (Jabbour, 2010) and stakeholder impacts become significant. As a result, adopting CSR as one mechanism of strategy facilitates the accomplishments of their institutional objectives and builds their goodwill and competitive position. To these end, this study carried out to assess the corporate social responsibility practice and its contribution to institutional performance taking Wollo University as the case area from South Wollo Zone, Amhara Regional State, Ethiopia.

Statement of the problem

Unlike capitalists who usually give priority for their own benefits, public universities should due considerable attention to work with employees, students, society and the environment friendly. Otherwise as Keith Davis (1960) said and cited by Bowie (2012) “in the long run, those who do not use power in a manner that society considers responsible will tend to lose it”. Another problem encountered by many individuals and institutions is the challenge to make their ideas real.

That is the aspiration of many institutions to contribute to a better world is great; but translating that aspiration into reality proves to be somewhat of a challenge (D’Amato et al., 2009). Unless ones idea backed by practical undertakings, it would be simple wish that ultimately widens the gap between the aspirations expressed in codes and their practical operations (Donalson and Fafaliou, 2003). So it is important for any organization to respond genuinely to the issues of customers, employees, local community, and environment practically than mere wish.

The relevance of CSR in university perspective usually termed as university social responsibility is understudied and its impact neglected though universities have been in existence for centuries as the foundation of education and development of human sustainability (Hoffman and Woody, 2008) as cited in Asemah et al. (2013). So, the findings of this particular study can add to fill the literature gaps in this regard.

To this end, the following basic research questions were formulated to examine the prevailing social responsibility practices and their contributions to the institutional performance of Wollo University.

1. To what extent do the corporate social responsibility dimensions address in the university?
2. Do corporate social responsibility dimensions statistically have significant contributions to the institutional performance of the university?

Objectives of the study

The general objective of the study is to assess CSR and its contribution to the institutional performance of Wollo University.



The specific objectives of the study include the following:

1. To assess how much the corporate social responsibility dimensions (economic, legal, ethical and philanthropic) address in the university?
2. To examine whether corporate social responsibility dimensions statistically have significant contributions to the institutional performance of the university or not?

Review of Related Literature

Introduction

The literature review shares with the reader the results of other studies, use as benchmark for comparing the results of a study with other findings and it relates a study to the larger ongoing literature dialogue about a topic, filling in gaps and extending prior studies (Creswell, 2017).

Definitions and Concepts

CSR was defined differently by scholars and organizations. For example, Carroll (1991), who is the known researcher on CSR, defined it as the economic, legal, ethical, and discretionary expectations that society has of organizations at a given point in time and the European Commission (2001) defined CSR as a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis.

The first definition is based on both voluntarily and involuntarily and the latter one is on voluntary basis. Nowadays, organizations understand the importance of socially and environmentally driven interactions with stakeholders. Almost 90% of the Fortune 500 companies now have explicit CSR initiatives (Kotler and Lee, 2008).

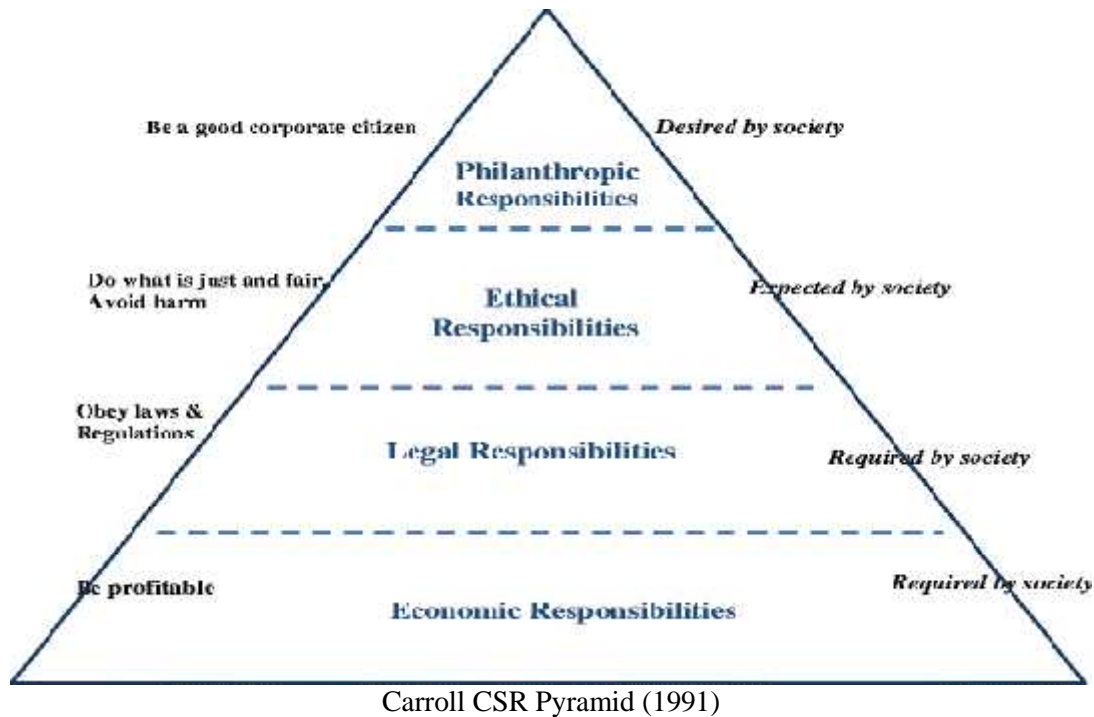
As cited in Giuffre and Ratto (2014), the declaration of UNESCO (2009) presented the contribution of universities participation in various social responsibility activities as in great interest in the principles and values of university life related to life of the society (dignity, freedom, citizenship, democracy and participation, sociability and solidarity coexistence, common good and social equity, sustainable development of the environment, acceptance and appreciation of diversity) and specifically about university values (commitment to truth, integrity, excellence, interdependence and interdisciplinary).

CSR- Historical Development

Bowen's 'Social Responsibilities of Businessman' (1953) work proceeded from the belief that the several hundred largest businesses in the United States were vital centers of power and decision making and that the actions of these firms touched the lives of citizens in many ways as cited in Carroll (1999).

This marked a humble beginning for the development of a body of knowledge, what is today referred to as corporate social responsibility (CSR).

The four-part definition of Carroll's CSR was originally published in 1979 and in 1991 he created a graphic depiction of CSR in the form of a pyramid. It is probably the most well-known model of CSR (Visser, 2006).



The pyramid was selected as a geometric design because it is simple, intuitive, and built to portray an organization's responsiveness level and its historic development. Consequently, the economic responsibility was placed at the base of the pyramid because all other responsibilities are predicated upon it in the organization. It is related to production, earning profit that can be used for reinvestment, shareholders wellbeing and charity. Complying with the law is the next step. Organizations are expected to comply with the laws and regulations promulgated by federal, state and local governments. The questions of ethical issues are debatable because they are difficult to identify which activities are considered as ethical and unethical.

Normative principles help to develop ethicality. For example, according to utilitarianism approach when the majority of the society perceived the ethical issue as positive, it is regarded as ethical. In philanthropic responsibility, organizations contribute their money, facilities, and employee time to humanitarian programs or purposes. It is a means of giving back benefit to society voluntarily on what has already been received from them. Legal and economic concerns have long been acknowledged in organizations, but philanthropic and ethical issues are more recent concerns.

The stages in the pyramid are divided by broken lines indicating that the divisions are not mutually exclusive. That is some issue may be an issue of debate for more than one category. For example producing quality product can be an issue of economic and legal responsibility. Production with efficiency is related to economic responsibility; and meeting the minimum quality standard of the product is the legal responsibility. Moreover, as one moves up in the ladder of the pyramid, organizations social responsibility declines.

Institutional Performance

Institutional performance refers to how well an institution is doing to reach its vision, mission, and goals. Leaders must know how well their institutions are performing to figure out what strategic changes, if any, to make. As performance is a very complex concept, a lot of attention needs to be paid to how it is assessed. Khandwalla (1977) developed a subjective measurement for organizational performance. These include: employee job satisfaction, employee commitment or loyalty to the firm, public image and goodwill, product quality, and employee productivity.

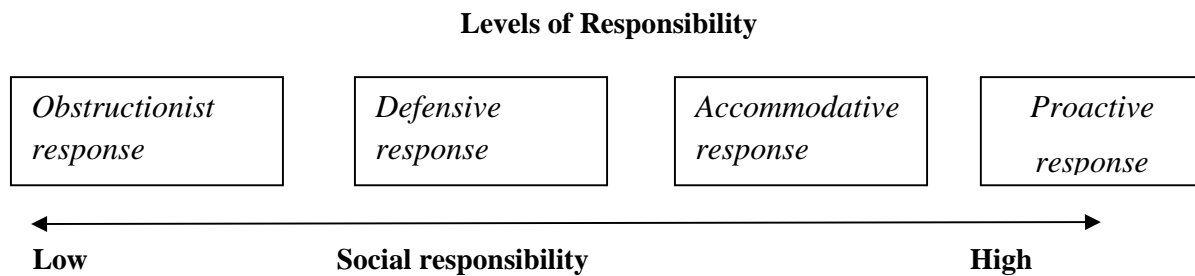


Corporate Social Responsiveness

Corporate social responsiveness is a theory of social responsibility that focuses on how companies respond to issues, rather than trying to determine their ultimate social responsibility Robert Ackerman (1976.)

Four ways managers respond:

1. Obstructionist response: managers choose not to be socially responsible. They behave illegally and unethically; and hide and cover-up problems.
2. Defensive response: managers stay within the law but make no attempt to exercise additional social responsibility. They put shareholder interest above all other stakeholders.
3. Accommodative response: managers realize the need for social responsibility and try to balance the interests of all stakeholders.
4. Proactive response: managers actively embrace social responsibility and go out of their way to learn about and help stakeholders.



Empirical Studies

A research conducted at Addis Ababa University (AAU) in 2014 on CSR uses interview and observation methods to collect data from a group of 51 respondents selected purposely from students, staff, management bodies and the nearby community. The assessment result showed that AAU had a community service policy to reach the society through the means of university - industry linkage, training and consultancy, and technology and knowledge transfer programs but did not have a direct CSR policy.

There were good democracy, female empowerment, and less discrimination against minority ensured through different committees established and lack of accommodation of buildings for special needs students. Peace and security and federalism studies programs launched to enlighten the public on how to live in harmony, integration and peace given the real differences. The university arranged platforms for the multi-party systems in the country to debate on national agenda. It worked on creating jobs for the beggars through its outreach programs, environmental impact assessment studies for different industries, providing trainings and consultancy services though failed to provide professional support to the nearby vendor shops on how to develop and manage businesses.

One can deduce that AAU was on the right track of delivering different social responsibility tasks to its internal and external stakeholders and the environment. It can be a role model for the new generation universities including WU. Working with the interest of the society has many returns. In a survey by the Economist Intelligence Unit, only 4% of respondents thought that CSR was a waste of time and money (Baruch, 2013).

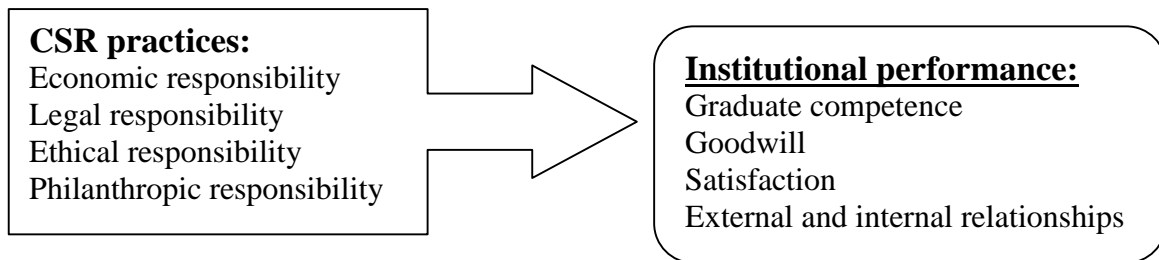
Istanbul Bilgi University, Turkey which was established in 1996 either organized conferences or hosted events on topics such as diversity, women's rights, labor conditions, sustainability, corporate social responsibility, renewable energy, living conditions of immigrants and social local governance (Atakan, 2010) as cited in Dahan and Senol (2012). The research center of the university provided social and educational support activities for women, children and youth, who live under severe social discrimination and poverty in the city to which they have migrated (ibid). Students were presented real-life examples to identify the ethical issues confronted by the Turkish and global companies' managers and learn the importance and role of social responsibility activities of companies



while taught business ethics course. In 2009 Bilgi decided to have Green Electricity Project which uses carbon and sulfur free wind energy and by 2010 January the University started to use wind energy. By the use of this environmentally friendly energy, it is estimated that the university saved 25% of its energy cost and develop good reputation. Additionally, the university was collecting all the wasted paper for recycling and donating them to a local health foundation which is using these papers as an income for free health services. Apart from these responsible actions, the university had an ethics committee in order to evaluate the ethical dimensions of the academic research conducted on human related subjects in terms of health, security, human rights, general law and ethical principles.

Vázquez et al. (2013) conducted a research on the perception of students towards university commitment of CSR at Uruguay University and founded that CSR is relatively high to internal stakeholders (i.e., employees) and proximal external stakeholders (i.e., partners, customers, suppliers and distributors) but lower for other external practices defining ethical relationships with distance stakeholders, including response to community interests and collaboration with other organizations to satisfy social needs. Moreover, Asemah et al. (2013) from Department of Mass Communication at Kogi State and Jos Universities, Nigeria used interview from 10 purposely selected public relations practitioners from the members of Nigerian Institute of Public Relations (NIPR), plateau state, to study on the need of universities to carryout CSR. Findings reveled that universities are not only corporations of training manpower but they ought to be socially responsible to attract new students, creating ongoing satisfied alumni, and addressing concerns of business supporters. The findings also added that universities are small towns liable to promote sustainable development by responding to various responsibilities such as economic, legal, ethical and philanthropic responsibilities and employees' health and wellness. Generally the findings disclosed that universities ought to be socially responsible but did not show how much they participated practically in different social responsibilities.

Conceptual Framework of the Study
(Adapted from Carroll's model (1991))



Research Methodology

Research Design

This research study applied descriptive and explanatory designs. The former design helps to assess CSR practices of the university in the existing situation. The later design examines CSR practices' directional impact on institutional performance of Wollo University (WU).

Target Population and Sample Design

To get better data and for the sake of manageability, only the second year and above undergraduate regular students, staff members and top management bodies of WU were included in this study as a primary data source. Proportionate stratified sampling technique was used for students and staff; and census used for top university management bodies intentionally.

Yamane Taro (1967:886) provides a simplified formula to calculate sample sizes.

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

Where; n = sample size, N = Population Size, e = Margin error



$$n = \frac{11622}{1+11622(0.05)^2} = \frac{11622}{30.07} \approx 387$$

So the sample proportionate rate = $\frac{387}{11622} \approx 0.033$

Informants	Target population	Sample size
Dessie Campus Students	4190	139
Dessie Campus Academic staff	539	18
Dessie Campus Administrative staff	769	26
Kombolcha Campus Students	5056	167
Kombolcha Campus Academic staff	384	14
Kombolcha Campus Administrative staff	684	23
Total	N = 11, 622	n = 387

(Source: WU Registrar and HRM offices, September, 2016)

The total number of management bodies is 36. All of them were taken as a sample. So, the total sample size of the study is $387 + 36 = 423$

Source of Data and Collection Techniques

Both primary and secondary data were used. Primary data were gathered via structured questionnaires having both open and close ended questions. The close ended items contain demographic, corporate social responsibility, and institutional performance issues. A 5 point - Likert scale questions with 1= very low, 2 = low, 3 = Medium, 4 = high and 5 = very high was prepared. Secondary data were gathered from Wollo University 2016/17 annual report and website.

Methods of Data Analysis

Descriptive statistics such as percentage, frequency, mean, standard deviation and standard error were used. The average variability of the responses from its mean range from mean - standard deviation (σ) to mean + σ . The mean perception scores of respondents were not matched with the rating values shown in the questionnaire. Due to these intervals designed in the table below with a formula developed by Vichea (2005).

$$\text{Interval} = \frac{n-1}{n} = \frac{5-1}{5} = 0.8$$

Intervals	Ratings
[1.0 - 1.8)	Very low
[1.8 - 2.6)	Low
[2.6 - 3.4)	Medium
[3.4 - 4.2)	High
[4.2 - 5.0]	Very high

The contribution of corporate social responsibility dimensions to the institutional performance of Wollo University was modeled by multiple linear regressions and tested at 5% level of significance. The quantitative analysis was assisted by the use of IBM SPSS 20 version. The qualitative data that were collected through open ended questions and university documents were analyzed descriptively.

Multiple linear regression model: $Y_i = \alpha + \beta_1 E_i + \beta_2 L_i + \beta_3 EC_i + \beta_4 P_i + e$ Where;



Y_i = Institutional performance measured by an average score of its items
 E_i = economic responsibility measured by an average score of its items
 L_i = legal responsibility measured by an average score of its items
 EC_i = Ethical responsibility measured by an average score of its items
 P_i = philanthropic responsibility measured by an average score of its items
 α = constant of the model
 e = error term

$\beta_1, \beta_2, \beta_3$ and β_4 are coefficients of economic, legal, ethical and philanthropic dimensions of CSR.

Generally validity and reliability tests carried out to increase the appropriateness of data instruments and research output credibility. The validity of the questionnaire was checked by incorporating comments from experienced colleagues and reviewing literature in detail. Reliability test was done on 36 pilot questionnaire surveys. In this case economic, legal, ethical, philanthropic responsibility and institutional performance have 0.673, 0.813, 0.862, 0.875 and 0.876 cronbach alpha values respectively. 0.7 is ideally acceptable.

Result and Discussion

Introduction

This chapter presented and discussed research results by triangulating questionnaire surveys, university documents, empirical studies and theoretical concepts. 350 questionnaires were eligible for data analysis. The other 38 questionnaires had incomplete data and hence not considered. The other 35 questionnaires were not returned at all. So, the response rate is 91.7%.

Demographic Profile of the Respondents

In this study, 57% and 43% of respondents were males and females respectively. 63%, 28%, 8% and 1% of the respondents found in the age interval of 20-29, 30-39, 40-49 and ≥ 50 years old. The greatest (91%) of respondents found between 20-40 years; this implies that the university community are found on the productive age group who can give energetically various social responsibility activities to the environment, society and nation now and in the future. 68.75%, 9.375%, 13.75%, and 8.125% of respondents were students, teachers, administrative workers and management bodies respectively. The campuses composition between dessie and kombolcha were 53.75% and 46.25%.

CSR Dimensions and Institutional Performance

CSR dimensions according to Carroll (1991) embraces economic, legal, ethical and philanthropic responsibilities that organizations are carried out in their operations. Many researchers founded that CSR organizations are performing better than non-CSR organizations (Kotler & Lee, 2004).

Economic Social Responsibility

In this study, economic social responsibility issues are expressed by accessible quality education, efficient ancillary services and income generation activities.

Table 1: Economic Responsibility Practices			
Items	N	Mean	Std. Deviation
Accessible quality education for all	350	2.64	.805
Efficient ancillary services	350	2.58	.942
Income generation activities	350	2.63	.874

Source: Survey, 2017

Wollo University is working on the motto “striding for quality education”. Creating access to education for the local community saves their time, effort and costs that would otherwise be lost when going far areas. The university teaches more than 24,000 students in 2016/17 and on the process to open distance education program.



In order to access quality education for learners, concurrently what matters is the strength of the ancillary wing of the university. In this wing, complex transactions are done so it is important to maintain a high level of operating efficiency (Carroll, 1991). Even though the fair distribution of resources to each department, properly and timely counting of fixed assets and kaizen implementation at workshops, laboratories and property rooms are done (WU report, 2016/7), there are lack of facilities and integration of different ancillary units in the university (Survey, 2017). Wollo University has generated internal income through self-sponsored students and enterprise development that in turn strengthens its capacity to address quality education to the mass of the people and offer different social responsibility activities though the main budget is allocated from the federal government of Ethiopia.

Legal Social Responsibility

In this study, legal responsibility issues are characterized by complying with hiring and discipline guidelines, affirmative action privileges, time - in and time - out hours and academic schedule.

Items	N	Mean	Std. Deviation.
Transfer, promotion, hiring and discipline guidelines	350	2.66	.736
Affirmative action for women and disabilities	350	2.66	.817
Complying with the academic schedule	350	2.61	.816
Comply with university's time - in and time - out hours	350	2.83	.740

Source: Survey, 2017

Employee transfer, promotion and hiring at Wollo University are usually done with favoritism and localization than merit based which in turn defames its goodwill. Many disciplinary cases have been jumped leniently without taking balanced action measure. This situation could not be a lesson for others not to repeat similar cases (Survey, 2017). The 2016/17 report of WU presented that for awareness creation purpose 48 copies of disciplinary manuals prepared and placed in the students' residential buildings and disciplinary measures were taken on 18 students for good and 17 students warning. Women and disabilities have gotten high attention from the incumbent government of Ethiopia (Proclamation no. 6/2000; 12:3). Consequently, the government directs universities to help and allow them to elicit their latent potentials in their works and education. However, low special consideration is given to them at WU (Survey, 2017). One thing appreciated is Wollo University has empowered highest scorer female students by giving the opportunity of being a university teacher one student from each department.

Some respondents explained that sometimes classes ended before the scheduled academic time. This can make the teaching learning process fast and shallow; and students develop tension and their academic performance affected adversely. The Ethiopian civil service office permits 8 working hours a day (Proclamation no. 515/2007, 32). So every worker should work 8 hours a day by complying with the university's time-in and time-out hours.

Ethical Social Responsibility: In this study, democracy, non-corruption, nondiscrimination, non-addictive, employee benefits and professionalism are indicators of ethical social responsibilities. ¹

¹ The Ethiopian calendar extends from September to August; that is why the annual report presented in the form 2016/17. (UNESCO: united nations, educational, scientific and cultural organization)



Table 3: Ethical Responsibility Practices

Items	N	Mean	Std. D.
Serving the university community without discrimination	350	3.26	1.011
Building a democratic culture in the university	350	2.87	.848
Motivating employees through different benefit packages	350	2.43	.949
Creating corruption free community in the university	350	2.84	.865
Normative dressing and hair styles	350	2.65	.919
Respecting professional code of ethics	350	2.74	.818
Creating addictive free community in the university	350	2.68	1.072

Wollo University is praised by respondents in creating a less discriminatory working environment among staff and students except minor recent attempts of intolerance. The suggestion boxes placed at convenient offices and gateways, student council, peace club and student feedback representatives contributed their parts to have good democratization process in the university (Survey, 2017 and WU report, 2016/17). Wollo University's democratization process is almost similar to what Addis Ababa University had achieved through good peace and democratization process (Yohannes, 2014). Ministry of education as well as the top management body of Wollo University should heartily consider employees' benefits. Except medication and delivery benefits, Wollo University has a good position in staff development and social service accessibility. For example, condominium houses and consumption commodities have been accessed to staff with reasonable cost. The key problem of Wollo University in fighting corruption is unable to create accountability (Survey, 2017). By understanding its multitudinous problems of corruption and ethical deficits that have potential drawbacks on the peaceful teaching and learning process and good governance, Wollo University has worked much on the identification and designing of advance preventive mechanisms. According to awareness creation given on wealth registration for 82 leaders of the university, 59 of them notifying their wealth for the first time and the remaining 23 have renewed their wealth even though post suspicious check up mechanisms are not installed yet (WU report, 2016/17).

When staff respecting their professional code of ethics in the university, it has many fold benefits to students, the community and university. Because producing educational professionals enrich with ethics and cognitive wisdom work with the environment and society in the most ethical basis (Valley, 2013) as cited in Chen et al. (2015). For example, Wollo University has 53 ethical professionalism rules in its senate legislation that bind sound financial management as finance is the blood for such big organization and should be managed in appropriate manner (www.wu.edu.et). In terms of holding values, some students and staff due to the influence of globalization and looking some celebrities through different media, they become susceptible to lure towards others' odd way of behaving through acting, dressing and hair styling. Addiction also causes social problems such as delinquency and robbery; personal problems such as being aggressive, prodigal and unhealthy; and economic problems such as lost the money that would be used for household consumption, medication and schooling. The peripheral khat and cigarettes' houses exposed students for addictions. Due to this, most victims are unable to meet their personal and organizational goals. Maintaining the generation from useless emulation and addiction is the responsibility of teachers, families, institutions and governments.

Philanthropic Social Responsibility

In this responsibility culture, schooling, trainings, spillover effects, environment, excellence and support for students included.



Table 4: Philanthropic Responsibility Practices

Items	N	Mean	Std. D.
Supporting the local community to promote culture and sport	350	2.81	.720
Supporting the local community for nature conservation	350	2.91	.704
Supporting the local community for school expansion	350	2.95	.742
Financially and technically supporting the local needy community	350	2.84	.603
Assisting university's economically poor students	350	2.29	.857
Providing training and counseling services to the community	350	2.89	.600
Promoting local area excellence	350	2.75	.700
Positive spillover effects	350	2.68	.713

Source: Survey, 2017

Technical, material and financial supports provided to Borena saint's monastery on heritage preservation and capacity building on different developmental programs, south wollo interfaith council to strengthen their coexistence and the surrounding towns to develop sports of volleyball, football and athletics. Some respondents replied that the forestation made on Tossa Mountain, and awareness creation and support provided to the farmers on how to maintain soil erosion were a good start. Wollo University supported model secondary schools, Nigus Michael and kombolcha, through E-STEM programs and dessie board school to start in the possible shortest period. As these supports often improve subsequent institutional objectives, the trend should change from mere philanthropy to strategic philanthropy (Carroll, 2009). Wollo University should be the first to reach the local needy community (Survey, 2017). In connection of this, with the initiative of organizing and deploying the surrounding unemployed youths in groups, it enabled them to get jobs in different organizations (ibid); and it created job opportunities for 123 permanent, 175 outsource and 30 temporary employees during 2016/17 (WU report, 2016/17). The university should also help its economically poor students. Even during the off-education period they often allowed to get full-fledged services, confirming with a supportive letter from their birth places. ²

As it has provided low support for them, respondents suggested that the university should arrange permanent means of getting jobs for them while pursuing their education side by side (Survey, 2017). On the other hand, the 2016/17 report of the university showed that 187 senior students and 82 fresh students at dessie campus and 234 female and 65 male students at kombolcha campus have gotten a free photo copy and material supports. Additionally, for 272 of its students, the university assisted clothes, soap, lotion, exercise books, pens, and menstruation preventing underpants.

After restructuring with better human resource and organization, the community service office executed 107 projects with 436 participants to the surrounding community which make 9742 people direct beneficiaries during 2016/17. It is better compared to the 87 projects executed with 235 participants that made 3343 people direct beneficiaries during 2015/16. The university's community service provisions have focused on health and education sectors. To reach more people, Wollo University (WU) has to spark quickly to carry out different trainings and councils like what Addis Ababa and Istanbul Bilgi Universities did. Specifically, Wollo University in collaboration with the Amhara Development Association (ADA) gave training skills on how to produce leather products such as shoes, suitcases and belts to the surrounding community in order to create their own jobs. Moreover, GIS/GPS trainings were given to land use management workers in south wollo zone woredas. It also ought to focus on urban development, entrepreneurship and project planning, and creativity of young people in urban areas (survey, 2017). The university has worked with its selected departments such as music and theater, health and agriculture; and promotes locally unique products: "Gabi, Safa, and Yewollo chis" (WU report, 2016/17) to foster its local excellence. And it should work more on awareness creation on illegal emigration

² GIS/GPS: Geographical information system/Global positioning system E-STEM: English, science, technology, engineering, Mathematics



repercussions as the area is a susceptible center to move to the Middle East. On the other hand, Borkena water, found near to Wollo University, is highly polluted by untreated toilet sewage of the university so that the community living below exposed to different odor and health problems (Survey, 2017). They also added that it does not support the surrounding communities in getting water, road and power access.

Institutional Performance

Graduate students' competence, relationship with stakeholders, satisfaction of employees and the goodwill of the university are indicators of university performance for this study.

Table 5: Institutional performance			
Items	N	Mean	Std. Deviation
Graduates competency	350	2.89	.610
University's goodwill	350	2.72	.702
Employees' moral, productivity and loyalty	350	2.73	.783
Relationship with external stakeholders	350	2.97	.820
Internal integration	350	2.74	.722

Source: Survey result, 2017

The primary purpose of HEIs establishment is to graduate competent students having the required knowledge, skills and attitudes. Even though the alumni competency needs a separate study, students are graduated by meeting the minimum requirements for graduation given quality education is still a big concern that the Ethiopian government is striving to alleviate. So far, Wollo University has graduated 27,000 students in different fields in regular, extension and summer programs who contribute their part in the development of the Ethiopian economy.

When the community does not get proper academic, administrative, and outreach services, they post a black spot on the performance of the university through different bad mouthing. For example, respondents mentioned that Wollo University leaders "speak like foreigners, but doing like Habesha". That means it is not doing good only for media consumption purpose. When one appeals for dissatisfaction of decisions, by creating different artificial reasons impose the person to come again and again (Survey, 2017).

The university signed quadrilateral agreement with the surrounding zones and town administrations to provide different services to the community on health, education, tax administration, leadership and management, law and new technology transfer and on these issues the university has been working good results and builds its goodwill.

Through broadening its links with local and international universities "such as Tulen University, Microsoft Company in America, South Africa, Kenya, China universities and commonwealth countries, Wollo University enabled the staff to get scholarship opportunities in master and doctoral level programs. It also offered free scholarships to those workers who did well in their sector organizations.

Even though there is good attempt as compared to its big responsibility, the real works performed by the university is not that much sounding. The industry linkages and entrepreneurship should get attention higher than what is practiced now. And the practical implementation of 1 to 5 grouping exists almost by name (Survey, 2017) though the report (WU report, 2016/17) depicted that it brings observable results by making them to learn and work together.



Descriptive Summary of CSR Dimensions And Performance

Table 6: Descriptive Summary of Variables

Variables	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	SE	Statistic	SE
Economic R.	350	2.612	.0461	.5838	.017	.192	2.059	.381
Legal responsibility	350	2.687	.0372	.4708	-.199	.192	.255	.381
Ethical responsibility	350	2.781	.0442	.5593	.009	.192	-.389	.381
Philanthropic R.	350	2.765	.0252	.3193	-.006	.192	-.193	.381
Performance	350	2.810	.0283	.3587	-.016	.192	-.141	.381
Valid N (listwise)	350							

Source: Survey, 2017

As shown in the above table, the overall mean score values of economic, legal, ethical, philanthropic responsibility practices and institutional performance of the university are found in the medium interval (2.6 - 3.4). On average, the respondents' perceptions vary from low to medium for all variables. It is found by mean + (-) standard deviation. For example, legal responsibility varies from 2.687 + (-) 0.4708 that means 2.2 to 3.15. Except for economic variable items, on average, each item show medium level of responsibility for the other variables. For economic responsibility variable, some item shows low and other items show medium because the variation is between 2.612+ (-) 0.0461; that means it is between 2.56 to 2.66. It is found by mean + (-) standard error. For all variables above, the skewness statistic values are close to zero, indicating that they have no normality problems.

The Contribution of CSR Dimensions to Institutional Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	SE. of the Estimate	Durbin-Watson
1	.730 ^a	.532	.520	.24844	1.948
1. Predictors: (Constant), Philanthropic responsibility, Economic responsibility, legal responsibility, Ethical responsibility.					
2. Dependent Variable: institutional Performance.					

The adjusted R² value is 0.52 which is good because adjusted R² value of 0.5 according to Cohen (1988) considered as a large effect size to explain the dependent variable by the independent variables. The other 48% is the error term which is explained by other variables which are not mentioned in the study. So, the regression model is good enough for this study to forecast the dependent variable from the changes of the independent variables.

Table 8: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.656	.178		3.692	.000	.305	1.007		
	Economic R.	.084	.039	.136	2.175	.031	.008	.160	.768	1.302
	Legal R.	.084	.054	.111	1.571	.118	-.022	.191	.606	1.649



Ethical R.	.197	.046	.307	4.294	.000	.106	.288	.589	1.697
Philanthropic R.	.420	.073	.373	5.741	.000	.275	.564	.713	1.403
Source: Survey result, 2017					a. Dependent Variable: Performance				

N.B.: R. refers to responsibility

The multiple regression model represented by: $Y = 0.656 + 0.084Ec + 0.084L + 0.197Eth + 0.42P$

The model is formulated by unstandardized B coefficients which are best values stem from the given observations to represent the relationship between CSR dimensions and institutional performance of the university. It says that when economic, legal, ethical and philanthropic responsibilities, measured by average scores of their items, increase by one point each, institutional performance of the university, measured by the average score of its items, increases by 0.084, 0.084, 0.197 and 0.42 points respectively. Economic, ethical and philanthropic responsibilities contributed institutional performance positively and significantly at significance values of 0.03 and 0.00 whereas legal responsibility contributed to institutional performance positively and insignificantly at a significance value of 0.118 as shown in the table above.

As the unstandardized B values do not show the entire relative effect of the independent variables on the dependent variable, standardized B values used to compare the relative contribution of independent variables on the dependent variable. Standardized distribution has a mean of 0 and standard deviation of 1. So, when philanthropic, ethical, economic and legal responsibilities increase by 1 standard deviation each, institutional performance also increases by 0.373, 0.307, 0.136 and 0.111 standard deviations, respectively with significance values of 0.00 for the first two variables, 0.03 for economic responsibility variable and 0.118 for legal responsibility variable. So, the relative entire contributions of philanthropic, ethical and economic responsibility practices to the institutional performance of Wollo University were positive and significant in descending order but for legal responsibility practices it was positive and insignificant. It suggests that the university should do more on philanthropic, ethical and economic responsibility practices with great commitment because they project superior contribution to the institutional performance of the university. On the other hand, unless a special commitment is given, legal responsibility practices will not contribute better to institutional performance of the university.

The education accessibility created for potential learners in the area develop university's goodwill and enriches graduates' competencies. The good democratic and nondiscriminatory environments created at WU increase the employee satisfaction and internal integration of the university community. Also, it requires the establishment of responsible principles for public staff recruitment and management (Vázquez et al., 2012b) as cited in Vazquez et al. (2016) to attract and retain employees, which lead them to further reduce staff turnover and associated costs (WWW consulting groups, 2010) as cited in Rasoulzadeh et al. (2013). Building employee moral satisfaction and loyalty is a central driving force for organizational success. As Billy Graham (1961) stated that "if money (wealth) is lost, nothing is lost; if health is lost, something is lost; if moral (character) is lost, everything is lost". Generally, CSR have a direct contribution to institutional performance in many researches. So, it is very important to understand that CSR is not a cost rather a means of attaining organizational objectives. It is simply "Doing Well by Doing Good".

Conclusion and Recommendation

As universities have recently carried out complex operations in large compounds, they should work highly with socially responsible corporate outlook and multiply the positive than negative effects in their interactions with students, staff members, the external community, and natural environment. Wollo University has practiced the economic, ethical and philanthropic responsibilities well, but the legal responsibility dimension needs much improvement even if the former responsibilities need further improvements. With embedding a high management



commitment, WU communities who are found on the productive age group can serve the internal and external community with full potential and energy.

Ethics and social responsibility course should be incorporated in the Ethiopian educational curricula systems besides civics and ethical education because moral philosophy education makes the people more normative. Wollo University should share experiences from other Ethiopian and international universities which have had better CSR policies and accomplished exemplary social responsibility works to customize these accordingly in the university. And to get high concern, CSR should be highly articulated in the strategic plan of the university. Lastly, policy formulators should devise different packages in order to increase the commitment and the satisfaction level of employees and students in the university including work related staff medication and delivery benefits.

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