

A study of Students' Understanding on Corporate Social Responsibility Concepts at Post Graduate Program Universitas Negeri Jakarta

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Abstract

The aim of this survey study is to investigate the level of awareness and prevailing attitudes of graduate students toward corporate sustainability responsibility (CSR) in a Universitas Negeri Jakarta. The importance of this study stems from the need to better understand the role of education in cultivating awareness of sustainability development, which is necessary for the students to become future responsible sustainability development. To that end, we developed a suitable questionnaire. In total, 67 respondents students filled in the questionnaire. Our results indicate the vast majority of respondents agreed that CSR should be a consideration in setting corporate strategy. According to the students' answers, the campus policies, the University's management, personal habits, peer encouragement as influence student attitude to support the sustainable campus. Majority of student showed strong positive attitudes towards sustainability, i.e. saving energy, saving water, waste minimization, reduce air pollution. This explains that the students were confident that sustainable development is a good concept.

Key words : corporate sustainability responsibility, concept, attitude, graduate students

1. Introduction

There are several bound up jurisdictional basic with social accountability Corporate Social Responsibility (CSR) firm to society, that need good been known not only by corporate but also by extent society especially the students. As follows:

- (i) The first is base jurisdictional about CSR No. 40 year 2007 section 74 sentences 1, which is copartner ship which carry on its business activity at area and or gets bearing with natural resources mandatory performs to carry the ball social (CSR) and its environment, corporate that doesn't perform to do bit hit by sanction according to legislation regulation rule.
- (ii) Second regulation that touches CSR is Statute No.25 Year 2007 about Capital Instilling, section 15 (sentence b) declare for that "each investor honor bound perform corporate social accountabilities and section 16 (sentenced.) say each responsible Capital Instilling looks after environmental continuity. Its mean is Corporate Capital Instilling honor bound programming CSR's activity, so gets to increase corporate activity directness surety because marks sense convenient relationship and interdependence among entrepreneur and society.
- (iii) Thirdly is State Owned Enterprises (SOE) State's Minister regulation No.4 year 2007 one manages beginnings of bigger fund until CSR's performing procedure. For example CSR belongs to BUMN is get bearing by Partnership Programs and Environment Build (PPEB). Besides looks for gain, SOE's role is also giving active a help guidance to faction entrepreneur runs down, a cooperative society and society.

There is no common definition of CSR. Although Steurer et al. (2005) view sustainable development as a societal concept, they mentioned it increasingly being applied as a corporate concept under the name of “corporate sustainability”. Environmental issues have spurred the manufacturing industry to gradually adopt a green imperative over the last two decades. Firms act to reduce environmental impacts and collectively contribute to improving the quality of the environment. Thus, the green imperative drives firms to not only enhance their competitiveness but also enact a transition toward corporate sustainability (CS) (Asif et al., 2013; Lin and Tseng, 2014). Lozano (2012) noted that proactively seeking to contribute to a firm's sustainability system included the economic, environmental and social (triple bottom line, TBL) aspects

CS is based on the concept of sustainable development, which specifies that “the development that meets the needs of the present without trading off the ability of future generations to address their own needs” (Shrivastava, 1995). Elkington (1998) offered a TBL approach in an attempt to increase the operationalization of sustainable development in a business context.

Van Marrewijk (2003) referred to “revealing involve of social and environment concerns in firm's activities as well as in interaction with stakeholders”. Salzman et al. (2005) stated that CS is a strategic and profit-driven corporate response to environmental and social issues caused by the organization's operational activities. In addition, Lozano (2012) defined as “corporate activity in action of seeking to contribute to sustainability equilibrium, consisting of TBL aspects as well as their inter-relations within and throughout time dimensions while addressing the firm's system and its stakeholders”

Several authors have investigated the cause-and-effect relationship between aspects related to sustainability, and their findings indicate that environmental and social performance are not necessarily associated with economic performance. On the one hand, Dowell et al. (2000) found evidence that American firms under more stringent environmental regulations have higher market values. Accordingly, Rao and Holt (2005) found that the green supply chain management can be related with competitiveness and economic performance. Empirical evidence of a positive correlation between the social and economic pillars of sustainability is also discussed in the literature (Vitezic, 2011). In their statistical research, Lo and Sheu (2007) found empirical evidence that corporate sustainability (regarding TBL performance) can be associated with market value.

Christofi et al. (2012) express corporate sustainabilities developments should be regard to economic growth, environmental regulation, social justice and equity. IISD (1992) defines corporate sustainability as adopting business strategies and activities that meet the needs of the enterprise and its stakeholders today while protecting, sustaining and enhancing the human and natural resources that will be needed in the future. As Dyllick and Hockerts (2002) define it by meeting the needs of the firm's direct and indirect stakeholders (shareholders, employees, clients, pressure groups, communities etc.), without compromising its ability to meet future stakeholder needs as well. Corporate sustainability is essential in achieving company's vision without losing competitive advantage while ensuring companywide economic growth, environmental stewardship and providing social responsibilities without contradict from its mission and goals

The integration of environmental and social issues into corporate mid-term and long-term goals demands that a careful balance is achieved between the needs of internal and external stakeholders. This is essential to maintain or improve corporate sustainability performance. As the needs of stakeholders and the environment tend to vary, both over time and according to the geographic setting, the strategic planning process must be sufficiently flexible. Basically, corporate sustainability strategies can be distinguished on the basis of whether they have an internal focus (introverted or conservative) or an external focus (extroverted and visionary). Operational and normative issues also impact the integration of sustainability (Gunasekaran and Spalanzani, 2011).

The normative management level comprises those values that are shared by the management board and embedded in the organizational culture. For example, the degree to which the prevailing culture welcomes or resists the notion of sustainable development is likely to have a huge impact (Baumgartner, 2009). At the operational level, clear, short-term, departmental goals must be derived on the basis of the corporate sustainability strategy. This means that it has to be clearly communicated throughout the organization (Gunasekaran and Spalanzani, 2011). Further cultural elements that support the adoption of a sustainable strategy are an ability and willingness to accept change, a commitment to innovation and the existence of high levels of trust within the organization (Eesley and Lenox., 2006).

Education and Corporation are two stakeholders that shall play essential role in the effort environmental quality preserve and going sustainable development concept. Educations world liabilities for example be give science and grasp stock to student about concept which concerning with environmentally sound development (*sustainable development*). Concerning with science and that grasp, will built the care and accountability the citizen about variety effort how face environmental critical issues, such as pollution, global warming, environmental quality decrease, changing climate, greenhouse effect and another. Environmental management student is expected gets to comment seriously things which concerning with human activity and natural resources damage.

CSR's discussion subject ask out the students to grasp about variety role of Corporate in extended development activity. That grasp in the end expected gets to form concept, attitude, care and responsibility of the students so gets active role look after environment continuity.

Base a fore said background description observational problem formulation this is as follows: "what is student programs study environmental management Universitas Negeri Jakarta (UNJ) to have good grasp about principle CSR in its bearing with sustainable development concept".

The following research questions are addressed in this paper: 1. How can a strategic perspective of corporate sustainability management be conceptualized? 2. How can strategic success of corporate sustainability management be defined? 3. How can corporations act more sustainably from a strategic point of view?

To benefit of research is it is:

- a. To know student grasp programs study environmental management about concept CSR in its bearing with extended development.
- b. To know student grasp programs study environmental management to a variety concept in CSR in various program and extended development movement.
- c. To form student care programs study environmental management to mark sense involvement effort various stakeholder in particular firm in development's activity going concern

2. Methods

2.1 Data collection and measures

A population of 110 environmental management students at the UNJ (Indonesia) was during the 2014/15 academic year, the target of our survey to assess the students' knowledge on a number of CSR. 67 questionnaires were returned properly completed, resulting in a response rate of 60.2%. The questionnaire was administered to students during regular class time and took around 15 minutes to complete. Participation was voluntary and anonymous. The questionnaire included two sets of items. In the first set, students assessed their perceived importance of environmental management education related to CSR. A five-point Likert scale was used in the second part of

the questionnaire, whereby a rating of 1 meant ‘totally disagree’ and a rating of 5 meant ‘totally agree’.

Table 1 shows the sample characteristics.

Table 1. Sample characteristics (n=307).

No	respondens	n
1	Female	42
2	Male	25
3	Age	26
4	year	1st year Masters

3. Research Finding

3.1. Preliminary analyses: Importance of environment management courses

Descriptive statistics were used to analyze data from the first section of the questionnaire, where students answered questions on environmental management courses at their university. As shown on table 2, among the total of 67 students who responded the survey, 52 had the willingness to enrol in an environmental management courses, although 45 students had actually taken it. What is more, among the 45 students who took an environmental management course, only 58 think that it was well designed and effective. This result sheds some doubts on the way the course is designed, including issues such as courses contents and teaching methods. In any case, although 67 of all students surveyed believed it is appropriate to have environmental management courses offered in their degree, and almost half 59 believed that such a course would help solve moral end ethics issues related to professional life, a substantial majority of students (39) reported not even knowing (or not being sure of knowing) whether environmental management courses are offered at their university. Besides, knowledge of the compulsory vs. elective nature of whether environmental management courses was rather low, since 12 of respondents reported not to be sure of the (compulsory vs. elective) status of such courses.

Table 2. Responses to questions on environmental management Courses (n= 67)

Items	Yes	No	Not sure
Previous	45	17	5
Course well designed and effective	58	2	7
Courses are offered at university	7	21	39
course compulsory in degree	54	8	5
Willingness to enrol in environmental management courses	52	10	5
Appropriateness of environmental management courses in degree	56	4	7
environmental management courses helps solve moral issues at work	59	5	3

First, our results show significant differences regarding the willingness to enrol in an environmental management courses. The data show a 26.4% for this claim among environmental management courses students vs. a 42.5% support from environmental management courses students. These findings are consistent with the previously mentioned overall poor assessment – in

our sample – of the effectiveness of environmental management courses among those students who took them.

Second, the belief that an environmental management courses is appropriate in the degree does not show any significant differences between environmental management courses students and non environmental management courses students. Despite the prior differences in the assessment of course are offered at university, the reason for not finding differences here might be explained by the fact that, even if many students would not take an environmental management courses themselves, they may well believe that is should be offered, so other students (perhaps regarded as less ethically-conscious) may take them.

Finally, and similar to Willingness to enrol in environmental management course, there are significant differences regarding environmental management course helps solve moral issues at work, on the belief that an environmental management courses helps solve moral issues at work course helps solve moral issues at work. On the one hand, the overall assessment from students, regardless of taking the course or not, is similar to previous studies: 59% believe that the course is helpful to solve moral issues at work

3.2 CSR Concept

We provided a list of items related to the various parameters of CSR culled from the literature and sought the level of agreement from respondents measured on a 5-point scale from strongly agree until strongly disagree The means for the parameters were relatively high, ranging from 3.4 to 4.6, showing that they were all perceived as relevant aspects of CSR.

Table 2 CSR concept according to student.

No	CSR concept	mean
1	Accountability,transparency(Corporate governance)	4.6 ±1.5
2	Recognize the legal rights of legitimated on stake holders(Human rights)	4.6 ±1.6
3	Sustanaible ethical behaviour(bussines ethics)	4.5 ±1.6
4	All of the activities in accordance with the relevant legal frame work(Corporate culture)	4.3 ± 2.1
5	Support of the surrounding community (environment)	4.1 ±5.8
6	Employee health & Safety	3.9 ±2.3
7	Profitability	3.7 ± 1.7

The most important constituents of CSR, characterized by the highest mean and the lowest standard deviation, were: corporate governance (M = 4.6; SD = 1.5); Human Rights (M = 4.6; SD = 1.6); Business Ethics (M = 4.5; SD = 1.6), and Corporate culture (M = 4.3; SD = 2.1. For the students in our sample, the least important CSR activities were Employee health & Safety (M = 3.9; SD = 2.3). and Profitability (M = 3.7; SD = 1.7); (M = 3.8; SD = .7). Along the same lines, 65% of respondents either strongly agreed or agreed that CSR is about making charitable contributions while 23% were neutral, a significant finding that only 12% of the respondents felt negatively about this aspect of CSR. One interviewee represented this popular attribute saying, “conceptis not enough.” As for corporate governance, because by their very nature typical family bussiness display no separation between owner and management, it was not surprising that this CSR

item was not considered to be an important component of CSR. The vast majority of respondents (82.8%) agreed that CSR should be a consideration in setting corporate strategy. Another controversial issue is the relationship between CSR and profitability. Seventy per cent of the survey respondents disagreed that CSR does not have a positive impact

3.3 Students' knowledge of the CSR Concepts

Within the research the dependence of knowledge of the CSR concept student ' measured by the number of semester was also observed. In this case, high statistical dependence was proven again, $P\text{-value} < 0.001$. From semester with more than 30 students, 79 % of respondents know the CSR concept; only 18 % of them don't know it. On the contrary, among number of students 15-20) 24 % don't know the CSR concept and only 36 % are acquainted with it. Overall, the knowledge of the CSR concept in the masters student at the rate 79% .The results of data processing on students understanding of in the five indicators (i.e explain, interpretation, compare, summarize, and classify) of the whole (there are seven) the principles of CSR.

3.4. Factors Influence Attitude Students' to support the sustainable campus

The percentage distributions of the student answers to the question, "What are the factors influence your attitude to support the sustainable campus ? are provided in Fig 1. According to the students' answers, 82% described the campus policies, 78 % described the Universitys management, while 75.% described personal habits, 54% peer encouragement as influence student attitude to support the sustainable campus.

3.5 . Attitude students towards Sustainability

Majority of student showed strong positive attitudes towards sustainability. Over half of the respondents admit that they were always advising their friends to conserve the environment. They already know that they have a major role in terms of sustainable development in campus and that they saving energy(statement 1 and 2), saving water(statement 3 and 4), waste minimization((statement 5 and 6), reduce air pollution(statement 7 and 8) , can give ideas to implement campus sustainable development programmes and activities. This explains that the students were confident that sustainable development is a good concept.

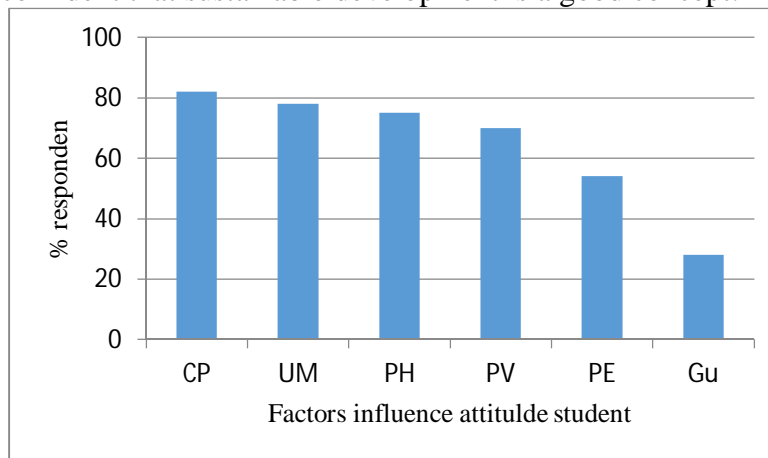


Fig 1. Attitude Students' to support the sustainable campus, CP = campus policies, UM= univercityes management, PH = personal habbit,PV = personal value, PE = peer encouragement, Gu = guility

Table 3. UNJ student's attitude towards sustainability

No	Description	Agree (%)	Uncertain (%)	Disagree (%)
1	Avoid charging mobile phones overnight	88	4	8
2	Use rechargeable batteries	84	6	10
3	Added porous parking lots in order to collect water runoff from parking lots	73	11	16
4	Try to save water	77	11	12
5	Waste minimization by recycle, and reuse	79	10	11
6	Buy products that have the minimal amount of packaging	80	8	12
7	Use renewable energy for fuel	75	20	5
8	Walk or cycle short distances instead of going by car	65	8	27
9	Sustainability has been integrated into the whole curricula and is part of the institution's research agenda	84	10	6

Table 3 shows responses to the attitudinal statements. The statements are analysed in turn relating to environmental sustainability. The majority of respondents are in agreement that saving energy : 86% and only 9% of respondents disagree with the statement from each survey. Respondents (75%) are slightly more in agreement about saving water, although many are undecided (14%). A greater respondents (70%) agree with the statement 'Walk or cycle short distances instead of going by car and Use renewable energy for fuel is a significant contributor to reduce climate change. The statement with the highest agreement was 'paying more to product minimal amount of packaging . Surveys share almost identical views on this statement, with less than one in five respondents (12%) considering students should have to not pay more to offset any negative environmental impact. For the final statement a higher proportion of respondents from (84%) agree that sustainability has been integrated into the whole curricula and is part of the institution's research agenda

4. Conclusion

Based on the study results, it was observed most of students believes that CSR have been benefit and should be a consideration in setting corporate strategy. In addition, the study also showed that environmental management courses are believe, helpful to solve moral issues at work. While the majority of the students correctly concept of the CSR, the corporate governance, Human rights, bussines ethics, corporate culture, environment, employee health & Safety and profotability as concept of CSR. This illustrated that although most of the students knew about concept CSR. The large majority of the students could mention factors influence students attitude to support the sustainable campus i.e, campus policies, univercityes management, personal habit, personal value, peer encouragement, and guiltily.

The attitudinal student are analysed in turn relating to environmental sustainability. The majority of respondents are in agreement that saving energy, saving water, reduce climate change, waste minimization can prevent damageto the environment. For the final statement a higher proportion of respondents from (84%) agree that sustainability has been integrated into the whole curricula and is part of the institution's research agenda.

Acknowledgement

This research was financially supported by a Research University Grant of Universitas Negeri Jakarta, Grant No 234, which is gratefully acknowledged

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