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## Research Article

### Heart of Education: The Relationship of Corporate Social Responsibility on the Organizational Commitment of Senior High School Teachers in Caloocan City, Philippines

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#### ABSTRACT

The research ventures into the connection between Senior High School (SHS) teachers' organizational commitment (OC) in relation to their experiences on the dimension of Corporate Social Responsibility (CSR) done by their respective educational institutions. The study made use of the 5 CSR dimensions as basis of the experience of the SHS teachers, namely Human Rights and Labor, Environment, Economics, Product Responsibility, and Society. These were related side by side using the 3 Facets of OC which are Affective, Continuance, and Normative. Quantitative and qualitative data analyses have been used to confirm a relationship between the SHS teachers' OC and the level of experience on the dimensions of CSR. General findings of the study show that problems of scheduling, effectivity and assessment hinders the level of OC that SHS teachers have towards the CSR activities of their educational institution. To address the issue, the research provided a set of suggestions to optimize the CSR in improving the OC of teachers through proper forms of pre-evaluation procedures, post-assessment procedures and a set of effective mix of internal and external CSR program recommendations.

**Keywords:** *Affective Commitment, Continuance Commitment, Corporate Social Responsibility, Normative Commitment, Organizational Commitment, Senior High School.*

#### Introduction

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 answers the need of the Philippines for educational competitiveness as it currently provides

human resource as supplier of labor to many countries in the world and its progressive intention to improve its domestic socioeconomic standing through an intellectually enhanced human resource. The Philippines has now

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added 2 additional years into its educational system so that it may be able to improve the quality of its human resources. This brings about a new trend into the country's education structure with the inclusion of Grades 11 and 12, otherwise known as Senior High School (SHS), to the structure of the Philippines' basic education.

With the growing proliferation of private SHS in the country as a consequence of RA 10533, this paper seeks to provide a new facet of understanding about the drive of private educational institutions to continuously commit to academic excellence while providing opportunity to practice Corporate Social Responsibility (CSR) to both their internal and external stakeholders. The study will indirectly investigate how school managements are able to provide CSR to their teachers and employees and how they likewise allow them to contribute to CSR initiatives and efforts in the community.

An extension of function in the educational industry now brings about a new challenge of maintaining faculty members to fill in the problems of many start-up educational institutions offering SHS. The problem, however, is maintaining the commitment of SHS teachers towards the educational institution that they come from. Employees' commitment is easily gauge by simple compensation and benefit distribution (Vega, J., 1999). However, teachers today have grown more passionate towards their work. Each has a personality that would eventually present their preference towards non-monetary benefits (Bibi, Ahmad, & Majid, 2016).

In addition to the very old compensatory trend, the industry now must recognize that another new trend has cropped up in the Philippines which may be another push towards employee commitment. CSR is a new concept in business where companies are demanded to give back to the community as they are responsible for the public good as well (Blowfield & Murray, 2008). It should be noted that this may be a new methodology of improving the corporate commitment of SHS teachers towards the educational institution. CSR can represent the company's core values by engaging with their stakeholders and taking into account their welfare and aspirations (Welford, Chan, Man,

2007). Through this, teachers will be able to nourish a better well-being as they venture with their work in the educational institution.

Compensation has always been the forefront way of encouraging teachers to stay in the educational institution. Thus, the paper seeks to see whether CSR and their preferences could now be another way of identifying themselves towards the educational institution. The paper seeks to provide new perspectives of understanding towards the drive of teachers to continuously commit to the educational institution they are currently affiliated. The research also seeks to find a new venue for organizations to reconsider the importance of providing proper internal CSR activities to improve human resource management and at the same time allow employees to perform CSR initiatives outside of the organization.

### ***Employment Culture in Educational Institutions***

The researchers have taken note that education is also considered as a business industry (Garen, 2016). They too require manpower to ensure that they can perform as a company. The employees in the educational industry may consist of office employees working on administration of the institution, the service providers that ensure the logistics of the company and, of course, the teaching staff. Each one of the members of the educational institution provides for the company's needs and aspirations. They play different roles to fulfill key parts of the company's operations and ensure that their clientele receives the highest level of service from the institution (Kaufman-Osborn, 2017).

Central to educational institutions are the people who provide the academic expertise for the students to learn. These teachers serve as the pivotal center of the educational institution because they serve as the very image of the company towards its primary clients—the students and their parents (Matteucci, Guglielmi, & Lauer mann, 2017). The primary clients have this special inclination that the attainment of the teachers serves as the value of education that it can provide. Furthermore, the longevity of the teacher serves as their measure in understanding the quality of education that the

institution can provide to its students (Faremi, 2017).

It should be important to note that the experiences of the students towards teachers are amicable ways of assessing their teachers. The longer they share time with the teachers, the better they could gauge the knowledge and skills of their teachers (Ross, Lutfi, & Hope, 2016). As such, it is best for these teachers to stay on the company until the end of the school year. The students feel a higher level of affinity towards their teachers especially if they share a commitment with each other.

In line with this, the following discussions are needed in assessing the importance of the employee loyalty to educational institutions, namely (1) difference of educational institution to regular companies, (2) importance of employee retention and (3) the nature of SHS employment.

It should be noted that there is a big difference between regular companies and educational institutions (Garen, 2016). A major difference would be the importance of not having a turnover every school year (Faremi, 2017). It is a big requirement for companies to retain employees as much as possible. However, it becomes problematic for the educational system because the readiness of replacement does not actually exist (Subair, 2017). Remember that educational institutions do not hire more than what is required for the organization. Buffer employee does not exist in educational institutions. They do not set aside a group of people to technically wait for any possibility of positions to fill in. Doing this would entail payment for hours that did not provide any productivity. Furthermore, buffer employees, if they do exist, are also counter to the purpose of the educational institution to promote longevity of service for teachers (Tahseen, 2015).

In marketing an educational institution, the tenure of the teachers is important (Callahan, 2016). This speaks about the academic level of the institution because their longevity in staying in the educational institution is a proof of the consistency of the lessons provided to the students (Asbill et al., 2016). A client who would not check on the teacher's longevity of stay will tie up the concept of the capacity of the educational institution to maintain its core

purpose rather than filling in the positions as needed. Remember that curriculum development requires a long period of experiencing in teaching the subject matter (Asbill et al., 2016). The longevity of their stay is a proof of their knowledge regarding the teaching style that is required inside the classrooms of the educational institution. This gives the primary client an initial level of trust towards the capacity of the educational institution.

Another important concept is the fact that it also serves as a human resource measure for other incoming faculty (Callajan, 2016). The longevity of the teachers gives a common understanding that they gain satisfaction in staying with the company. Thus, the teacher who has just recently started with the educational institution gauges the treatment provided to the employees depending on the turnover rate of the company (Beutel, et al., 2017). It is basically assumed that more people that stay in the company means that the competitive advantage towards human resource development in the institution must be positive enough to encourage the old teachers to stay with the roster of faculty. It also gives out an understanding that the institution provides an employment development plan because of the perceived service improvement that can be assessed from a previous teacher's longevity of stay in the institution.

Educational Institutions should also take note that teachers must stay and keep with his services because replacements in educational institutions are highly discouraged (De Strecke, Goyette, & Robertson, 2015). Students have affinity towards the teachers that officiate the lessons in class. The possibility of making the class effective also falls under the concept that a single teacher is officiating the class for the rest of the school year. The change in teacher may cause confusion towards the understanding of the students. The smoothness of the lesson would also greatly be affected by the change of the teacher. Unlike regular companies, the educational institution's teachers are not easily replaceable (Callahan, 2016). Upon resignation, that would mean there would be classes where no officiating teacher would be able to come in and continue the lesson. The best practice has always been to send a cover

teacher that would focus more on filling in the time slot rather than continue with the lesson.

As earlier explained, the concept of buffering is not possible for educational institutions. It would be an unneeded cost towards the educational institution to keep a buffer employee that does not perform any academic work. There is also no assurance that a buffer employee would be made use of. In the first place, resigning employees are very unpredictable for any company. No one really knows when an employee is going to plan to change into a different career path.

### ***Emerging Culture of Corporate Social Responsibility***

Corporate Social Responsibility (CSR) is the act of a company to work and create an extra mile in improving the services they provide to their stakeholders (Barić, 2017). This shall include any program that they shall actively take part on which aims to give part of their own resources for the betterment of their internal and external customers. It should be noted that corporations today make use of this new scheme in various ways both as an extension of their marketing tool or as their side arm for giving back to the community. It builds a certain kind of branding for the company. Regardless of the reason, individuals see that corporate social responsibility is a way for organizations to create a better image of themselves and a way to show the advocacies and core values that they honor as a corporation (Umer & Ali, 2017).

There is constant difficulty in identifying corporate social responsibility as a major business staple because of the difference it has based on how it perceives its goal (Bansal, 2013). Companies are created to generate income and lessen the cost. However, the CSR activities should not contain any income generation aspect and must be a cost towards the company (Machan, 2017). It is a way for companies to give back to the stakeholders. Thus, very little support has been given to it and very little efforts have been seen to allow the movement.

There are various CSR activities ranging from the type of stakeholder they can affect. It can be divided between internal and external. Internal form of CSR is basing their activities to

the stakeholders that are working within the company. They are created to ensure the care provided to these employees. They may range from the different departments within the company or organizations that represent the different employees working in the company. On the other hand, external form of CSR is basing their activities to the stakeholders that are outside the company. They are not affiliated as members of the company that serves the CSR. This may range from customers, community and the society at large.

External CSR initiatives among private academic institutions are not new. Outreach programs have become an integral part of many academic institutions in the Philippines. These vary from the usual scholarship grants given to indigent students to different social and public services provided by schools to their adopted local communities or organizations. The participation of school employees in outreach projects are highly encouraged and has usually become part of the educational institutions' philosophy and mission.

### ***The Facets of Organizational Commitment***

The paper focused on the understanding of teachers' role and value in Senior High School (SHS). It measured how teachers identify themselves and their values with the educational institution that they belong to. In doing this, the industry needs to identify which structure should represent their fundamental ideology.

In pursuing this point, the researchers used the organizational commitment model. It uses a tri-dimensional model to conceptualize organizational commitment in three dimensions, namely affective, continuance, and normative commitments. It suggests how the relationship of the member towards the organization may be the cause of their decision to continually be part of the group or choose to leave off (Jaros, 2007). It identifies key reasons both in the positive and the negative cause towards commitment.

The affective dimension is the emotional attachment of the employee towards the organization (Jaros, 2007). It speaks of how they identify themselves to be at match with the concept of the organization. The target is to ensure that the employee and the organization have a

common goal and value. The congruence of both parties will lead the employee to show commitment towards the organization that they are being matched to. This also summarizes the concept of the attitude of the member towards the organization upon recognition of the perceived experience that can equate to how they themselves value in their lives.

On the other hand, continuance dimension concerns the costs that the person will receive upon removal from the current position (Jaros, 2007). This may speak regarding the compensations received by the person. The research, however, would want to point out that this part of the dimension may be primary towards the commitment of the employee. However, it is not the only basis of commitment towards the organization. There are other non-monetary and straight up benefits that may also cause us to gear towards being committed to the organization.

Finally, the normative dimension is the obligatory requirement of a person to continue with his job (Jaros, 2007). This would like to point out the very importance of a person towards the organization and how they see themselves as integral part of the organization. They would now recognize that the removal from their position is going to cause the failure of the organization to serve the highest quality towards customers. There is a sense of duty that employees tend to have for having to stay with an organization.

### ***Dimensions of Corporate Social Responsibility***

The study correlated organizational commitment with the experience of the SHS teachers in terms of the CSR projects of their respective institution. To corroborate this data, the researchers used the 6 Dimensions of CSR based on the dimension framework of CSR Practices from the Global Reporting Index (2011). These consist of human rights, labor, environment, economics, product responsibility and the Society. All these dimensions represent the major forms of CSR done by private corporations.

Human rights and labor-related dimension is representative of the experiences of the

employees as they are part of the institution (Woo&Jin, 2007). It is well manifested by the treatment they receive while they are part of the company. It falls under the proper management of human resources in business organizations. It may range from generous salary grading to additional benefits provided to the SHS teachers. Major parts of researches suggest that this is the only factor considered when it comes to employment. Most specifically, previous researchers identified that salary is a primary need for employees to be motivated in their job.

Environment-related dimensions deal with projects in support of nature preservation conservation (Woo &Jin, 2007). These are projects that have been generated to ensure the safety of our natural resources – both the living and non-living components. Economic-related dimension deals mostly on the stakeholders that earn profit from the institution (Woo &Jin, 2007). The stockholders are a big factor for the institution as they provide the capital for the institution to function. The question here is how the institution provides the proper service so that they may profit accordingly and rightfully for their group of investors.

Product-responsibility-related dimensions deal with how the institution provides service to their customers and clients (Woo &Jin, 2007). For this study, the students and the parents are considered to be major stakeholders in this arena. How does the institution take care of their clientele? Do they treat them with care and provide the worth of their payment? Teachers, as front liners, now would see firsthand the effect of the services to the students. Integrity and accountability in the services provided shall be discussed accordingly in this dimension.

Society-related dimension deals with the society's needs and aspirations (Woo &Jin, 2007). As a mover in the society, it looks at how an institution plays its part in protecting the sanctity of human dignity as it is expressed in the community. The researchers would like to immerse into the idea that educational institutions find themselves part of the society as an essential contributor to its intellectual and cultural development.

## Methods

The descriptive research design was adopted in this research paper. The research made use of detailed and empirical data to properly describe the SHS teachers' capacity to gain a positive organization commitment through their CSR experience provided by their educational institutions. Surveys were conducted in several SHS educational institutions located in Caloocan City, which has 82 private educational institutions offering SHS. A purposive homogeneous sampling technique has been utilized on this research paper, with the consideration of teachers as a homogenous group.

### Quantitative Data

A survey has been conducted to 365 SHS teachers from various educational institutions in Caloocan City. The population sampling was computed for confidence level of 95%, at least 5% plus-minus precision and a z-value of 1.96% via the Cochran Formula. It consisted of 3 parts – Personal Data, Level of CSR Experience and the Level of Organizational Commitment towards their respective Educational Institutions.

Levels of Experience of the CSR Dimensions were measured through an 18-item list of CSR activities that is representing the 6 Dimensions of CSR. This was developed and validated by Hongjoo Woo and Byounghojin for private apparel corporation. It is based on the GRI dimensional framework of 2011. Revisions were done to represent the service-oriented occupation of the SHS teachers. For the human rights and labor related dimension, items offered were "Ensure the rights of employees", "Following the best labor practices according to the law", "Clarify health care benefits for employees" and "Offer education/training programs to employees". For the environment related dimension, examples of items were "Take care of water, energy, and material uses" and "Invest to protect environments." For the product responsibility related dimensions, some examples used were "Take care of customer complaints" (product responsibility). Accordingly, "Invest to develop local community welfare" is an example for the society related dimension, and "Consider the indirect impacts of marketing programs on so-

ciety" is provided for Economic related dimensions. Respondents were asked how much they agreed or disagreed with the statement provided. Responses were made using a 4-point Likert scale with 1 being Strongly Disagree and 4 being Strongly Agree. The reliability of each factor was also checked. Cronbach  $\alpha$  value for all five factors were greater than .60, which is the common criterion for usable values (Malhotra, 2010).

To measure the level OC of the SHS Teachers, this research has made use of the standardized questionnaire developed by Stephen Jaros. This tool was an improved version of the 1990 Meyer and Allen model of Organizational Commitment. For Affective Commitment, item examples are "I am very happy being a member of this organization" and "I do not feel like a part of this family in this organization." To address Continuance Commitment, example of items included are "I worry about the loss of investments I have made in this organization" and "I often feel anxious about what I lose with this organization.". Furthermore, "I feel that I owe this organization quite a bit because of what it has done to me" is part of the items for Normative Commitment. Respondents were asked how much they agreed or disagreed with the statement provided. Responses were made using a 4-point Likert scale with 1 being Strongly Disagree and 4 being Strongly Agree.

### Qualitative Data

On the other hand, for the qualitative input, a random sampling methodology has been done for the interview amongst the SHS Teacher population that the researchers surveyed in consideration of their availability and approval. This is to identify a probable common ground that the respondents have in answering the question. It was meant as a follow up with regard to their responses to the questionnaire provided in the survey. Same items have been presented to administrators and experts for their opinion regarding the matter.

Another set of 8 individuals were grouped together to assess the qualitative value of the research through a focus group discussion. This is also a better way of seeing how the commonality of thinking shall be shown as they speak

with each other in an open discussion regarding the topic.

Further, additional key source individuals have been included in the interview in relation to the interpretation of the data provided.

## Results and Discussion

The data used in this study has been identified with the following demographic details:

*Table I. Summary of the Respondents' Demographic Profile*

Profiling Variable	Frequency	Percentage
<b>Gender</b>		
Male	106	29.0
Female	259	71.0
<b>Total</b>	<b>365</b>	<b>100.0</b>
<b>Civil Status</b>		
Single	170	46.6
Married	187	51.2
Separated or Annulled	8	2.2
<b>Total</b>	<b>365</b>	<b>100.0</b>
<b>Age</b>		
Below 25 years old	68	18.6
25 to 35 years old	141	38.6
Above 35 years old	151	41.4
Unidentified	5	1.4
<b>Total</b>	<b>365</b>	<b>100.0</b>
<b>Employment Status</b>		
Full Time	346	94.8
Part Time	17	4.7
Unidentified	2	0.5
<b>Total</b>	<b>365</b>	<b>100.0</b>

In terms of gender, majority or 71% are female and only 29% are males. When age is considered, the greater proportion of the respondents landed on 25 to 35 and 35 years old and above. These ages represent the prime working age or the mid age range of the population. In terms of Civil Status, more than half or 51.2% are married, 46.6% are single and a minority of 2.2% are annulled or separated. Lastly, the employment status revealed that almost all or 94.8% are working on a full-time status. Only a minimal number of 17 or 4.7% are working on a part time arrangement.

### **Level of Experience on the dimensions of CSR**

The respondents have been asked to identify their level of experience according to the following dimensions of CSR: Human Rights and Labor-Related Dimension, Environment-Related Dimension, Economic-Related Dimension, Product Responsibility-Related Dimension and Society-Related Dimensions. The succeeding tables present the results for the different dimensions of CSR. Results for each dimension are presented and discussed. Implications and comparison to findings from existing researches are also cited from the established findings.

Table 2. Summary of Mean Ratings for Human Rights and Labor Related Dimension

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
Allow the freedom of labour union and forbid discrimination	3.13	0.84	Agree
Following best labour practices according to the law	3.39	0.71	Strongly Agree
Clarify health care benefits for employees	3.24	0.93	Agree
Offer training/ education programs for teachers	3.42	0.75	Strongly Agree
Provides equal job opportunities to all employees	3.39	0.71	Strongly Agree
<b>Overall Area Mean Rating for Human Rights and Labour Related Dimension</b>	<b>3.32</b>	<b>0.79</b>	<b>Strongly Agree</b>

Human Rights and Labor Related Dimension received an overall mean score of 3.32, which equates to a rating of strongly agree. This signifies that the respondents prevalently observe the practice of the different attributes of Human Rights and Labor Related Dimensions of CSR. Among the different facets of this dimension, the highest rating (3.42) was observed on the aspect that deals with training and education program for SHS teachers. In HR terms, this refers to Learning and Development activities. Having this item as the highest rated confirms that the institution is generous or ensures that all employees are given the necessary training and development programs. Another implication of this finding, learning and development can be considered as a dominant strength of the institution when it comes to Human Rights and Labor Related Dimension of CSR.

Providing equal job opportunities to employees and following the best labor practiced according the law also received ratings of strongly agree. This signifies that the institution is an advocate of equality and adherence to labor laws. The rating of strongly agree manifests that the respondents see such attributes being highly practiced and promoted in this institution.

Items that received the lowest ratings include allowing freedom of labor union and forbidding discrimination and clarifying health care benefits to employees. Though these items emerged as the lowest rated, the ratings still equated to a positive scale of agree. This means that such provisions are still promoted and practiced in the institution. However, it may not of the same degree with that of training, development, equality and adherence to labor laws. If there is an aspect in Human Rights and Labor-Related Dimensions that can be improved, such items can be considered for review. However, what should be pointed out is the fact that work-life balance is essential in improving the man power experience of the teachers.

Environment-Related Dimension received an overall mean rating of 3.36 or strongly agree. This signifies that the institution also promotes care for the environment, as perceived by the respondents. Even all the item components received a rating of strongly agree. This signifies that all aspects of Environmental concern are widely and intensely practiced by the institution. The consistent high rating on the area and items can also signify that the institution can be a model for promoting the aspect of environmental care.

Table 3. Summary of Mean Ratings for Environment Related Dimension

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
Take care of water, energy and material uses.	3.45	0.73	Strongly Agree
Minimize pollutions during service	3.31	0.68	Strongly Agree
Invest to protect the environment	3.33	0.68	Strongly Agree
Ensures the rights of employees	3.35	0.74	Strongly Agree
<b>Overall Area Mean Rating for Environment Related Dimension</b>	<b>3.36</b>	<b>0.71</b>	<b>Strongly Agree</b>

As mentioned, all item components of Environmental Dimension received ratings of strongly agree. The highest among the four components (3.45) dealt with taking care of water, energy and material uses. This signifies that the employees see the institution to be at its best when usage of such resources is considered. Meanwhile, other components such as minimizing pollution, investing to protect the environment and ensuring rights of employees

also received remarkable ratings of strongly agree.

Economic-Related Dimension received an overall area mean score of 3.20 or agree. This relates that the Economic aspect of CSR is still, practiced and observed by the respondents. However, this area received the lowest among other CSR dimensions. Relatively, it can be said that Economic Related aspect is the least observed by the respondents.

Table 4. Summary of Mean Ratings for Economic Related Dimension

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
Provide information on revenues, profits and cost to the public	3.18	0.78	Agree
Provide information on economic and wage standards to the public	3.17	0.76	Agree
Consider the indirect impact of services to society	3.26	0.65	Strongly Agree
<b>Overall Area Mean Rating for Economic Related Dimension</b>	<b>3.20</b>	<b>0.71</b>	<b>Agree</b>

Among the specific components, considering the indirect impact of the services to the society received the highest item mean score of 3.26 or strongly agree. This signifies that that the respondents see a mindful and considerate employer. The institution has practices and activities that manifest the practice of this dimension.

The two remaining items received a rating of agree. Providing information on revenues, profits, cost to the public, economic and wage standards received ratings of agree. While there may be practices that address this economic dimension of CSR, such is not as intensified relative to other aspects. In effect, if the management of the institution aims to look for

CSR aspects for improvement, these items can be considered.

Product Responsibility received an overall area mean score of 3.36 or strongly agree. This manifests that the institution is evidently practicing the aspects of Product Responsibility. The respondents clearly observe the implementation of the facets of Product Responsibility.

Consistent with the overall area mean rating, all item components also received ratings of strongly agree. This signifies that all attributes of Product Responsibility are evidently practiced. Among the three item components, meeting customer health and safety regulations received the highest rating of 3.38. This

implies that health and safety are most of the time, uplifted or placed at the highest concern. The institution has practices or activities such as providing student manuals and seminars for

SHS teacher's skills that most likely caused the respondents to recognize this item as highly practiced.

Table 5. Summary of Mean Ratings for Product Responsibility

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
Meet customer health and safety regulations	3.38	0.71	Strongly Agree
Clearly informs customers of services	3.34	0.69	Strongly Agree
Take care of customer complaints	3.35	0.65	Strongly Agree
<b>Overall Area Mean Rating for Product Responsibility</b>	<b>3.36</b>	<b>0.68</b>	<b>Strongly Agree</b>

The remaining items taking care of customer complaints and informing customers of services also received ratings of strongly agree. "Teachers are the front liners when it comes to personifying the mission and vision of the school and enforcing the school's standards and policies." This can signify that the institution has an established and organized communication mechanism for customers. Activities and systems such as conferring with parents and having a process for student grievances

have most likely enabled the respondents to see a strong and powerful degree of communication, that led to emphasis on product responsibility.

Society-Related Dimension received an overall area mean rating of 3.39 or strongly agree. This conveys that the institution is, likewise, highly practicing the aspects of Society Related Dimension. As further evidence, all items received mean scores that equated to strongly agree.

Table 6. Summary of Mean Ratings for Society Related Dimensions

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
Invest to develop for local community welfare	3.32	0.69	Strongly Agree
Avoid corruption in business dealings	3.47	0.66	Strongly Agree
Obey public policy to make fair market environment	3.39	0.72	Strongly Agree
<b>Overall Area Mean Rating for Society Related Dimension</b>	<b>3.39</b>	<b>0.69</b>	<b>Strongly Agree</b>

Among the three components of Society-Related Dimension, the highest rating (3.47) was observed in avoiding corruption on business dealings. Being the highest rated component signifies a number of insights. One is the institution proves to promote a culture of honesty, morality and righteousness. It lives to the expected image among academic institutions. Being an institution that nurtures the younger generation, it has proven to uphold a model of integrity and decency to students and employees. "...a business undertakes as a way of giving back to the society and a way of ensuring that there is justice in the society."

Obeying public policy and investing to develop for local community welfare also received item mean scores that pointed to strongly agree. These signify that the institution is mindful and conscious of the law and its immediate surroundings or community. It should be noted by the statement from the teachers below.

When the area mean scores of the different CSR dimensions were compared, results showed the Society-Related dimension with the highest rating. This signifies that the institution is best known and appreciated by the respondents on the grounds of Society-Related

CSR dimension. This is, then, contrary to the belief that the focus of institutions is mainly for the personal benefit of SHS teachers. It shows how Society-Related CSR is avenues for institutions to cater to the self-fulfillment and idea of vision among SHS teachers. Also, this seems to be the easiest way for them to give back to the community as there are available avenues for

it. Furthermore, societal projects would also cater to another requirement among institutions and that is creating a marketing profile for them to bank on. It becomes a secondary tool for them to improve the face of the organization specially that the public is the one benefiting from this CSR projects.

Table 7. Comparative Area Mean Ratings of the different CSR Dimensions

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
Society Related Dimension	3.39	0.69	Strongly Agree
Product Responsibility	3.36	0.68	Strongly Agree
Environment Related Dimension	3.36	0.71	Strongly Agree
Human Rights and Labor Related Dimension	3.32	0.79	Strongly Agree
Economic Related Dimension	3.20	0.71	Agree

Meanwhile, Economic-Related Dimension has proven to be the relatively weakest aspect of CSR. The details were explained in the previous discussion. Such results prove that if the management has intentions to improve the extent of its CSR practices, the Economic-Related Dimension can be considered as a source of priority. This is also under the concept that economic related dimensions are not really a focus for SHS teachers. They are barely affected by these activities as it is more related to stakeholders who own the company (Jin & Woo, 2007). In other words, the economic projects would lead to the improvement of the admin's perceived benefit than those of the SHS teachers. Remember that some notions from the SHS teachers question why there are fewer benefits for SHS teachers than the owners (Olfasen, 2017). This is why seldom does the teacher know of the improvements done on phase of economic-related dimension. However, what is worthy to note is how active the educational institutions are with regards to CSR. The interview with the administrator speaks of this specific value: "CSR should not only be a project of the school. It should be part of the curriculum in order to inculcate values formation among students. . They cannot be separated]"

All dimensions have been identified to be above agreeableness. This is confirmation to our concept that educational institutions alike regular businesses recognize the importance of

CSR to their development (Garen, 2016). The educational institutions have found another facet of the corporate world to which they are to work on. This is specifically vital and representative of the concept that education plays a pivotal role in improving the stakeholders needs (Matteucci, et al., 2017) The SHS teachers become a centerpiece of values formation through the help of CSR projects instigated by the administrators of educational institutions.

Qualitative data also shows that the different facets have been discussed in various commitment levels. This means that all the respondents in the interview have experienced at least one of the CSR dimensions identified. This is a valuable input as it is proof that CSR in the educational institutions is a continuously developing fragment of their operation (Umer & Ali, 2017). Educational institutions may have varying ways of how they express the central concept of CSR. However, it is worthy to note that they give sincere effort to identify a CSR project they will use to identify their organization (Bansal, 2013).

### **Facets of Organizational Commitment**

The levels of organizational commitment have been categorized into the following: Affective Commitment, Continuance Commitment and Normative Commitment. The succeeding discussions present the results of

the different dimensions of Organizational Commitment.

Affective Commitment pertains to the positive emotional attachment of an individual to an organization. (Jaros, 2007) In a way, it relates how an individual feel to the organization where they work for. The overall mean score of Affective Commitment was 3.02 or agree. This relates that in general, the respondents have positive emotional attachment to the

institution. Examining the individual components of Affective Commitment provide the detail findings. Among the five components of Affective Commitment, adopting the objectives of the organization received the highest item mean score of 3.27. In general, this signifies that the respondents have accepted and imbibed the organization in their respective lives. The administration has to be open to this concept so as to improve the employees: commitment.

Table 8. Summary of Mean Ratings for Affective Commitment

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
I do not feel like "part of the family" at my organization*	2.03 (2.97) *	0.70	Disagree (Agree)*
I do feel like "part of the family" at my organization*	2.97 (2.03) *	0.70	Agree (Disagree)*
I am very happy being a member of this organization	3.01	0.69	Agree
I enjoy discussing about my organization with people outside it	3.24	0.63	Agree
I think that I couldn't easily become as attached to another organization as I am to this one	3.27	0.59	Strongly Agree
<b>Affective Commitment Overall Rating</b>	<b>3.02</b>	<b>0.43</b>	<b>Agree</b>

\*Reversely scored for the overall rating

Except for one item, the remaining three items received a positive rating of agree. These items include feeling like their job in the organization is like their own specific job, feeling proud to be an employee of the institution and feeling like a part of the family in the organization. The lone item that received a rating of disagree was feeling like a part of the family in the organization. While the respondents have positive emotional attachment with the organization, not everyone see the institution as their family. In a way, the respondents can still see the institution as a separate entity that cannot exceed or equate the degree of family. This is in

support of the role that SHS teachers see themselves as part of the organization (Olafsen, 2017).

Continuance Commitment received an overall mean rating of 2.82 or agree. As defined, Continuance is the commitment arising from the individual's need to stay in the organization (Jaros, 2007). Given the rating, it can be said that Continuance Commitment is also persistent among the respondents. In general, it can be said that a number of respondents or employees stay in the organization because of a need. Leaving the organization will be inconvenient, costly and uncertain for them.

Table 9. Summary of Mean Ratings for Continuance Commitment

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
I often feel anxious about what I have to lose with this organization	3.01	0.847	Agree

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
If I wasn't a member of this organization, I would be sad because my life would be disrupted	2.67	0.820	Agree
I worry about the loss of investments I have made in this organization	2.76	0.730	Agree
I am dedicated to this organization because I fear what I have to lose in it	2.82	0.766	Agree
Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member"	2.84	0.689	Agree
<b>Continuance Commitment Overall Rating</b>	<b>2.82</b>	<b>0.521</b>	<b>Agree</b>

Consistent with the overall rating, all items received scores that equated to Agree. This signifies that all attributes of Continuance Commitment were observed from the respondents. Among the individual components, the highest rating (3.01) focused on the item that dealt with the difficulty of leaving the organization, even if the employee wanted it. This then is a clear manifestation that part of the employees' commitment is rooted on the possible difficulties or inconveniences that leaving the organization can bring.

The basic tenet of employment is to acquire for the purpose of gaining something for one's nourishment (Bibi, et al., 2016). As SHS teachers, their primary focus is to keep the safety of their daily dealings by making sure that they have a source to pay for their needs. Some teachers would even forgo to tell on problem in the faculty to ensure their tenure and job

security. It is important to recognize that basic needs have to be provided to the teacher before he tries to enjoy or aim for higher levels of achievement. (Patterson and Joseph, 2007) The fear of not being able to earn and not being able to provide to the family becomes a major factor in assuming commitment to the institution. It is not about being part of it. Rather, it directs one to recognize the willingness to benefit from it.

Normative Commitment received an overall mean rating of 3.06 or agree. This signifies that Normative Commitment is persistent among employees. Employees are committed and remain in the organization arising from the sense of obligation (Jaros, 2007). Employees feel that they owe something to the organization; hence they are obliged to stay. Having such rating of agree, this signifies that the respondents feel a degree of obligation to the institution.

Table 10. Summary of Mean Ratings for Normative Commitment

Items of Evaluation	Mean	Std. Deviation	Qualitative Equivalent
I feel it is 'morally correct' to dedicate myself to this organization	3.21	0.619	Agree
My organization deserves my loyalty because of its treatment towards me	3.11	0.647	Agree
I feel that I owe this organization quite a bit because of what it has done for me	2.85	0.738	Agree
I feel I would be letting my co-workers down if I wasn't a member of this organization	2.89	0.622	Agree
I am loyal to this organization because my values are largely its values	3.22	0.629	Agree
<b>Normative Commitment Overall Rating</b>	<b>3.06</b>	<b>0.50305</b>	<b>Agree</b>

Consistent with the overall rating, all item components of Normative Commitment received ratings of Agree. This in effect relates that all aspects of Normative Commitment are observed from the respondents. Among the items, the highest rated (3.22) dealt with the necessity to show loyalty to the organization. This meant that for the respondents, loyalty is an expected attribute. Meanwhile, the lowest rated item dealt with feeling a degree of guilt, if they leave the organization now. Relative to other components of Normative, this transpired as the weakest. While the rating still translates to agree, being the lowest rated signifies that guilt is the least factor that the respondents will feel, if they leave the organization.

It confirms a previous study showing SHS teachers, as employees, view themselves as responsible guide to their respective students (Kaufman-Osborn, 2017). Thus, they see a level of moral obligation from having this kind of occupation. It becomes their mission to see to it that their students have not been put astray. This is because they form a parental role inside the classroom and are not easily replaceable as per a previous study (Callahan, 2016). They feel responsible for what is to happen to their students. As a matter of fact, some would even understand this case as teacher-student partnership against the administration. It should be noted that at some point, the level of familiarity to these students become so tight.

They are front liners and as such they feel the needs and problems of the primary customer (Matteucci, et al., 2017). The researcher recognizes that institutions do have conferences with the parents and the students. But it would never equal the time spent by SHS teachers with these primary customers. Thus, it becomes a moral obligation for them to stand as the bridge between all stake holders within the institution. They are the active hand that tries to connect everyone. It then equates their purpose in life as being a teacher and leads to the normative form of commitment. It is not just about them.

Table 11 presents the qualitative data from the interviews that have been done. The researcher was positive in identifying the normative commitment as a common ground for all the respondents regarding how they experienced the different CSR dimensions. All dimensions, though provided other forms of commitment, registered multiple forms of normative confirmation. As a statement from one of the interviewees, SHS teachers cannot consider only themselves whenever they make decisions in terms of employment. Even if this is a personal choice, the concept of responsibility towards the society and their primary consumers becomes an important part of discussion. Even their treatment towards their colleagues could play a role in deciding to continue employment.

*Table 11. Significance of Normative Commitment across All CSR Dimensions*

Dimensions	Categorical Representation of Normative Commitment	Certainty
Human Rights and Labour	Principle, Equality, Value	Virtual Certainty
Environment	Extra Mile	Medium Likelihood
Economics	Status Building	Medium Likelihood
Product Responsibility	Responsibility	Virtual Certainty
Society	Requirement, Rules	Very Likely

***Relationship of the level of experience on the dimensions of CSR and the facets of organizational commitment***

The fourth problem of the study aimed to determine whether the different dimensions of CSR practices is significantly related with the

respondents' level of Organizational Commitment. There were two statistical tests used for this problem. Pearson Correlation was used to determine significant relationships between Organizational Commitment and each of the

different CSR dimension. The simple linear regression was later used to establish the best model that can predict Organizational Commitment.

Table 12. Comparative Mean Ratings of the Three Forms of Commitment

Form of Commitment	Mean Rating	Qualitative Equivalent
Affective	3.02	Agree
Normative	3.06	Agree
Continuance	2.82	Agree

All three forms of Commitment registered ratings of agree. This meant that all forms of Commitment are observed by the respondents among themselves. However, the dominant form of Commitment, based on mean ratings, is Normative. As defined, Normative is the Commitment that arises from the sense of obligation. The respondents feel committed to the Organization because they feel that in one way or another, they are indebted to the institution.

Table 13. Correlation Results between and among Organizational Commitment and CSR Dimensions

Overall Organizational Commitment		Environment Related	Human Rights and Labour	Product Responsibility	Society Related	Economic Related
		Pearson Correlation	.314	.405	.330	.284
	p-value	.000	.000	.000	.000	.000

The respondents' overall degree of Organizational Commitment was tested for correlation with the five dimensions of CSR. All CSR dimensions were found to be significantly related with Organizational Commitment. As observed, all correlation coefficients generated a p-values less than the level of significance of 0.05. Thus, all correlations were considered significant.

All correlation coefficients generated a positive value. This signifies positive relationship between Organizational Commitment and the individual components of CSR. This specifically means that as the respondents' overall organizational commitment increases, the respondents' rating on Environment-Related, Human Rights and Labor, Product Responsibility, Society-Related and Economic-Related also

increases. However, such relationships were observed only to be on moderate extent.

Among the different CSR dimensions, Human Rights and Labor posted the highest correlation coefficient of 0.405. In effect, the researcher used this dimension to develop a possible regression model for Organizational Commitment and a CSR dimension.

Using Human Rights and Labor dimension as a predictor, it was found that a unit increase in the respondents' rating in this area increases their degree of Organizational Commitment by 0.252 units. This significant regression result is further validated by the t-statistics and F-ratio. As observed, the t-statistic of the beta / regression coefficients has p-values less than the level of significance of 0.05. Hence, all predictors including the constant are significant.

Table 14. Regression Results between Organizational Commitment and Human Rights and Labor Related Dimension

Predictor	Dependent Variable: Organizational Commitment			
	Beta Coefficient	t-statistics (p-value)	F-ratio (p-value)	R-squared
Constant	2.133	21.126 (0.000)	71.021 (0.000)	0.164

Predictor	Dependent Variable: Organizational Commitment			
	Beta Coefficient	t-statistics (p-value)	F-ratio (p-value)	R-squared
Human Rights and Labour Dimension	0.252	8.438 (0.000)		
Organizational Commitment =	2.133 +	0.252 Human Rights and Labor Dimension		

The F-ratio provides a measure of the overall model significance. The F-ratio also generated a p-value less than the level of significance of 0.05. This in effect suggests that the entire regression model is significant. Lastly, the R-squared provides a measure for the goodness of fit. It explains how much the dependent variable is explained by the independent variable or predictor. Results specifically relate that only 16.4% of the variations in Organizational Commitment can be explained by Human Rights and Labor dimension. Such figure is relatively low, signifying that Organizational

Commitment is not necessarily attributed from Human Rights and Labor dimension.

Collective data shown below demonstrates that the CSR Dimension induces at least 2 of the organizational commitment variables. Normative commitment is shown to have the highest level of significance in comparison to the other two. On the other hand, contrary to the qualitative data, the most discussed form of CSR is related to Product Responsibility. This appears to be because of the sense of responsibility that SHS teachers have towards their primary consumers (Matteucci, et al., 2017).

Table 15. Significance of the Experience of the CSR Dimensions with Organizational Commitment

	Human Rights and Labour	Environment	Economics	Product Responsibility	Society
Affective Commitment	83%	33%	X	100%	58%
Continuance Commitment	58%	16%	25%	X	X
Normative Commitment	91%	58%	66%	100%	91%

And, as a confirmation to the regression provided above, it shows that Human Rights and Labor can target all facets of the organizational commitment with highest optimum. This confirms that the treatment of SHS teachers is an important factor for them to be committed to the educational institution (Bibi, et al., 2017). As a consequence, and to address the hypothesis of the study, both Correlation and Regression results confirm that there are significant relationships observed between and among the dimensions of CS and Organizational Commitment. Furthermore, triangulation using the qualitative data was done using grounded theory analysis that confirms that there is a significant relationship with the experiences of the SHS teachers towards the dimensions of CSR and their level of commitment. In effect, this leads to rejection of the null hypothesis.

#### **CSR Programs that can be drawn from the results of the relationship**

In trying to address this question, the researchers made use of a grounded theory analysis approach to identify the problem that befall the SHS teachers that hinders them to appreciate the experiences they have with regard to CSR. During the interview, the interviewees opened up their idea of the kind of CSR exposure they had during their length of stay in the institutions. It was clear for them that there is significant relationship to their sense of Organizational commitment. However, they have explained to the researchers that many of the CSR activities are not appreciated due to the three major concerns of Scheduling, Effectivity and Assessment.

### *Scheduling Issues*

92% of the interviewees find scheduling issue problematic and has repeated the concern multiple times during the interview. It is considered as highly significant in the population scale. The CSR projects are mostly considered as an output for the whole institution (Umer, et al., 2017). However, there is a lack of consideration to the SHS teachers load (Callahan, 2016). People must understand that the teaching profession goes further than just the daily work. They bring home test papers from work or do lesson planning in their free time. There is an absence of identification of how the CSR activities fit into the schedule of these SHS teachers. This brings about a significant effect on their commitment. Further, they end up being discouraged to participate in CSR activities since it could reflect on their absence in their teaching schedule. Moreover, if they join in, it could also jeopardize not only their work load but also their personal time for themselves and family (Shrivastava, 2018). The CSR projects then becomes a burden to the SHS teachers rather than a source of commitment.

### *Effectivity Issues*

66% of the interviewees have considered effectiveness a hindrance to their commitment. The subject has been repeated concern over the course of the interview. It is rated as significant based on population response SHS teachers are result driven individuals that seek integrity in their teaching profession. They wanted to see that the result of their actions is highly beneficial to the cause that they are trying to aim for (Matteucci, et al., 2017). Thus, there is a disjunction for them when they see promised services are not met. They find this failure unacceptable because they see their efforts to be important (Faremi, 2017). They technically did not want to waste their time. However, the problem identified by the interviewees focuses on the concept of institutions seeing CSR as mere marketing strategy (Garen, 2016).

Repeated concerns regarding the concept of "mema" has been discussed with multiple interviewees. Mema is a concept they devised to identify activities that are intelligently documented, but, are opposite of what is happening. They have told stories of going to clean up

drives only to find the partner school was well maintained by the LGU. They would go to outreach programs which have very little impact to the local community. They would have multiple social responsibility seminars that are repeated again and again even though SHS teachers already have mastery over them. It was difficult for SHS teachers to find all of these efforts unutilized properly. It seems like school administration only wanted to do the CSR for marketing and not to really help the stakeholders (Garen, 2016).

### *Assessment Issues*

All interviewees have identified this as a major reason for them to not appreciate the CSR of their respective schools. Due to this, it has been rated as Highly Significant among all the 3 issues discussed. Evaluation is an important aspect of any project (Shrivastava, 2018). It is done both in the start and the end of the activity to make a standard of how activities should be accomplished. CSR projects are no different. It has targets and goals that should be addressed and met (Woo & Jin, 2007). The administrations of educational institutions have the same objectives. However, they fail to do it in an efficient level. As per the responses, paper trails have always been a basic requirement. It is staple to check on the activities after it was done (Umer, et al., 2017). But the major part of the CSR planning should have been done in the start. There is a lack of consultation among stakeholders on what CSR projects they would want to focus in. Most of the time, owners would simply dictate their preferred CSR and simply push people to abide by it. Due to this, CSR projects have become nothing more than abiding to the values of the organization.

The researchers had to recognize the role that SHS teachers play in the educational institutions (Callahan, 2016). They are the front liners and are in the right position to check on the preferences of the stakeholders. Their concerns are the concerns of everyone. However, they are not considered sources of information regarding this matter. In addition to this, post-assessment of CSR projects has become binary to the institute. It becomes nothing more than compliance instead of a guiding tool for improvement and development. The

SHS teachers repeatedly gave instances of administration not recognizing the contributions and suggestions of the faculty. This is also a big factor for them to lose commitment towards the organization. They see CSR as a major player in educating students. Thus, they want to also give their input as part of their responsibility as SHS teachers.

### Conclusion

Based on the results presented, the researchers arrived with following conclusions:

1. Corporate Social Responsibility (CSR) is an existing culture in educational institutions. Both internal and external projects are considered as venues for improving the employer image and their relationship to the stakeholders in general.
2. The Organizational Commitment of SHS teachers is directly related to their experience of the Corporate Social Responsibility (CSR) Dimensions on a certain level. It is most evident in their idea of being a moral agency and responsibility towards the stakeholders.
3. Corporate Social Responsibility (CSR) projects have significant issues in terms of implementation due to the lack of understanding from administrators regarding the importance of inputs from stakeholders. It is also important to note that this input can be gained by collaborating properly and intensively with the SHS teachers.

It is important to focus on improving the culture of Corporate Social Responsibility (CSR) in all industries. This gives the heart of the corporate industry to be not simply agents of profit but also, agents of change and innovation.

### Academic Recommendations

Based on the findings and conclusions of the study, the researchers recommend the following to the academic community:

1. Future Research could explore the relationship of organizational commitment and the level of experience of CSR Dimensions in other fields and industry such as manufacturing, banking, outsourcing, etc. to comparatively see the improvements needed in every working culture.

2. Future Research could determine other employment factors like job satisfaction, human resource development, etc. that they can correlate with Corporate Social Responsibility (CSR) so that everyone can add more value to building a culture of accountability.
3. Future Research could assess the concern of Corporate Social Responsibility (CSR) from the major stand point of administrators so that they may bridge the underlying gap between the concerns of SHS teachers and the administrators of educational institutions.

### Practical Recommendation

Based on the findings and conclusions of the study, the researcher recommends the following to the stakeholders:

1. Government policy makers should recognize the importance of CSR as a corporate requirement by creating new laws that shall mandatorily include CSR in business assessment and registration. They are recommended to properly assess educational institutions implementation of CSR as part of their taxation benefit. To ensure the effectiveness of CSR, they should be taken accountable of the truthfulness of their projects.
2. CSR advocates should open new measures providing emersion drives in promoting CSR in educational institutions since SHS teachers find it as part of values formation. They should take this chance to assist the SHS teachers in improving the knowledge exchange regarding CSR.
3. Educational institutions should recognize the creation of venues for CSR Development in the institutions headed by teachers themselves. They should know the importance of SHS teachers in improving their CSR activities as coordinators of the projects. This will ensure and cascade the proper alignment of teacher's availability of the SHS teachers. They are pivotal in planning and evaluating the CSR activities which will be beneficial to all stakeholders.
4. Educational institutions should have a balance of internal and external CSR activities should be provided to all SHS teachers. It should be noted that various facets of the organizational commitment can be targeted by improving all the dimensions Thus, to

ensure optimal development of the organizational commitment of the SHS teachers, it is highly suggested by the researchers to include both external and internal forms of dimensions.

5. Educational institutions should assess the CSR activities and its effectivity towards all stakeholders by providing proper audit and paper trail. They should not consider this service as mere marketing strategy as it devoid the value of the CSR activities. This could be improved better by providing a CSR Coordinator who will focus on this assessment and delivery of the projects. This is very important as commitment of SHS teachers rest highly on the effectivity of these projects.
6. SHS teachers should continue their vigilance in collaborating the CSR activities as part of their curriculum. This aligns their role and the needs of other stakeholders. They should not wither in bridging the customers, the administration and the community.
7. Primary customers should include CSR as a tool to assess effectivity of educational institutions. It is directly related to commitment of SHS teachers. Thus, the better CSR an educational institution has, the more it would lead to better forms of educational service

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