Research Paper

Impact of Corporate Social Responsibility on Job Satisfaction of Teaching Personnel in a Private Educational Institution in the Philippines

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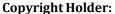[4]Southern Luzon State University, Philippines

Abstract

Corporate social responsibility (CSR) has evolved into a strategic framework for institutional development that integrates ethical practices, social welfare, and environmental stewardship across various sectors, including education. This study evaluated the impact of CSR dimensions – namely awareness, implementation, community impact, environmental accountability, and institutional commitment – on job satisfaction's facets including work environment, compensation and benefits, career growth and development, employee engagement, and tenure, focusing on 151 teaching personnel in a private educational institution (PEI) in the Philippines. Employing a descriptive-quantitative design, data were collected through a validated questionnaire distributed via Google Forms and in person, and analysed using frequency distributions, percentages, weighted means, and Pearson correlation coefficients (r). The findings revealed that the institution's CSR implementation is well-executed, implying that CSR practices are deeply embedded in the institution's culture. Furthermore, the study revealed that teaching personnel are delighted across all dimensions of job satisfaction, which highlights that the institution successfully fosters a work environment conducive to faculty loyalty, professional fulfilment, and emotional commitment. Consequently, the Pearson's correlation coefficient (r) revealed that CSR implementation is strongly and significantly related to job satisfaction. This finding suggests that authentic CSR practices not only enhance external reputation but also play a crucial role in faculty motivation, engagement, and retention. Theoretically, the study reinforces Stakeholder's Theory, affirming that internal stakeholders must be central in designing and implementing CSR initiatives to achieve sustainable institutional growth.

Keywords: *Career Growth and Development, Compensation and Benefits, Corporate Social Responsibility, Employee Motivation, Job Satisfaction, Organizational Commitment, Private Educational Institution in the Philippines*

INTRODUCTION

Corporate social responsibility (CSR) has evolved into a strategic organisational philosophy that integrates ethical practices, social welfare, and environmental stewardship across various sectors, including education (Varghese, 2022). In recent years, academic institutions—whether public or private higher education institutions or even those offering basic education—have increasingly recognized the value of CSR in enhancing both the external community engagement and internal organizational development (Amani, 2023; Aversano et al., 2022). Traditionally associated with corporate enterprises, CSR is now strategically embedded within the educational sector to cultivate positive institutional culture, strengthen social responsibility awareness among stakeholders, and improve employee satisfaction and well-being (Che et al., 2025; Mascarenhas et al., 2020).

CSR has evolved from a peripheral initiative to a fundamental element of institutional

excellence and sustainability within the education sector. CSR efforts enhance employees' psychological ownership and align their values with those of the institution, leading to increased motivation, more substantial organisational commitment, and greater job satisfaction (Ahsan & Khalid, 2024; Zhang, 2024). When educators perceive their institution as socially responsible, they are more inclined to embrace its mission and view their roles as socially impactful, thereby deepening their engagement and professional fulfilment. Additionally, the International Education Accreditation Council (n.d.) asserts that integrating CSR into the strategic core of academic institutions not only bolsters their reputation but also drives innovation, strengthens community relationships, and fosters the development of global citizenship among students and staff.

While substantial international research links CSR practices to employee satisfaction in corporate settings, studies in educational institutions remain limited. In Malaysia, Hossen et al. (2020) found that CSR practices enhanced faculty engagement through increased job satisfaction. Similarly, Ikram et al. (2021) highlighted that the internal CSR activities of higher education institutions in Pakistan increase employee commitment, which ultimately enhances employee retention. However, these studies are often context-specific and influenced by corporate interests, necessitating further exploration within the academic sector. In the Philippines, research on CSR within private educational institutions (PEIs) remains fragmented and limited in scope. Existing local studies have primarily explored CSR in terms of community outreach and corporate image-building, with limited attention to its internal organisational impacts. For instance, Abilgos and Naval (2021) focused on CSR awareness among stakeholders, while Echavia et al. (2021) examined CSR-driven community engagement programs. Further, the relationship between CSR initiatives and organisational commitment was investigated by Lumbang and Martin (2022). Based on the researchers' knowledge, no study has extensively examined the direct connection between CSR practices and the job satisfaction, motivation, or professional development outcomes of teaching personnel, which has led to this research gap. Given the evolving role of CSR as a strategic tool, this study aims to address this gap by providing a more comprehensive evaluation of how the dimensions of CSR impact the various facets of job satisfaction.

The PEI under study is distinguished by its commitment to sustainability, inclusive education, and community service. Despite strong CSR orientations and significant budget allocations for community programs, the organisation encounters challenges in mobilising consistent faculty participation, suggesting potential gaps in CSR communication, engagement, or alignment with internal stakeholders. The conduct of the study is crucial in providing evidence-based insights that will enable the institution to refine its CSR strategies, enhance faculty engagement, and align organizational initiatives with the professional and motivational needs of its teaching personnel. By illuminating the connection between CSR practices and job satisfaction, the study contributes to improving faculty retention, elevating institutional loyalty, and ensuring that the institution's mission for social responsibility is deeply rooted in community service and inwardly within its educational workforce.

This study investigated the impact of CSR on the job satisfaction of teaching personnel in a PEI in the Philippines. Specifically, it evaluated CSR activities across five dimensions - awareness, implementation, community impact, environmental accountability, and institutional commitment. This study also assessed the level of job satisfaction among teaching personnel based on work environment, compensation and benefits, professional growth, employee engagement and motivation, and tenure. Moreover, it sought to determine the relationship between CSR activities and teaching personnel's job satisfaction in order to provide insights into how socially responsible practices could enhance faculty motivation, retention, and overall organisational performance. By identifying the specific CSR dimensions that significantly affected faculty satisfaction, this research proposed data-driven and context-sensitive strategies to enhance employee well-being and

promote institutional sustainability. Findings from this study offered critical insights for educational leaders seeking to align organizational culture with socially responsible practices while fostering a motivated, engaged, and committed academic workforce. Based on the results, the study recommended developing an action plan that enhances CSR implementation and job satisfaction.

LITERATURE REVIEW

Aligned with the research objectives, the researchers conducted a comprehensive review of related literature from diverse sources to better understand the selected topic. This section presents the underlying theory of the study, CSR, and job satisfaction in the context of PEIs.

Stakeholder Theory

This study is grounded in Stakeholder Theory, initially introduced by R. Edward Freeman, who emphasised that organisations must consider the interests of all parties affected by their operations, not solely those of their shareholders (McCance, 2024). In educational settings, stakeholders extend beyond students to include faculty, parents, administrators, and surrounding communities, each contributing to and impacted by the institution's activities and culture. As internal stakeholders, teaching personnel play a particularly crucial role in shaping institutional values, organisational performance, and student outcomes (Watkins, 2022).

Contemporary literature reinforces the enduring relevance of Stakeholder Theory. According to Bach et al. (2022) and Briones (2020), organisations that engage in ethical, sustainable, and socially responsible practices tend to foster stronger stakeholder trust, loyalty, and long-term sustainability. In PEIs, CSR initiatives—such as community engagement programs, environmental stewardship, and ethical leadership—serve as strategic mechanisms for cultivating faculty trust, motivation, and satisfaction (Amani, 2023). Moreover, socially responsible practices enhance an institution's reputation both externally and internally by aligning employees' values with the organisation's mission (Gidage & Bhide, 2024).

Stakeholder Theory directly informs the framework of this study by providing a lens through which to understand the relationship between CSR activities and the job satisfaction of teaching personnel (Zhang, 2024). By examining CSR dimensions—awareness, implementation, community impact, environmental accountability, and institutional commitment—the study aimed to investigate how the institution's responsiveness to internal stakeholders affects faculty perceptions, morale, and engagement. Grounding this research in Stakeholder Theory justifies the investigation into CSR as an external branding exercise and an essential internal strategy for strengthening human capital and achieving sustainable educational excellence (Hossen et al., 2020).

CSR in PEIs

CSR has become integral to higher education, aligning institutional missions with broader social development goals. CSR integration enhances stakeholder engagement, crisis resilience, and sustainable reputation (Glavas & Visentin, 2024; Rehman et al., 2024). Similarly, CSR contributes to institutional trust, innovation, and the development of global citizenship, particularly when implemented holistically across key operational dimensions (International Education Accreditation Council, n.d.). To fully understand the impact of CSR, it is crucial to explore its key dimensions—awareness, implementation, community impact, environmental accountability, and institutional commitment—that shape and define its effectiveness within higher education institutions (Gazi et al., 2024).

Awareness, as a foundational element in the successful implementation of CSR initiatives, has

been emphasised by De Zoysa et al. (2021) to be an important dimension in enhancing faculty engagement. As further emphasised by Roldan et al. (2023), employees should have full knowledge of the institution's programs to provide excellent customer service to their stakeholders. Implementation, on the other hand, is a crucial dimension for enhancing internal management, aligning with strategic goals, and fostering a culture of social responsibility that benefits both the institution and the wider community (Varghese, 2022). Expanding the discussion to community impact, Dalangin (2021) found that CSR-linked outreach programs in Philippine private universities significantly improved alumni engagement and institutional reputation. Environmental accountability has also become a key focus of CSR in education. Almetramia et al. (2024) highlighted the growing emphasis on environmental accountability in CSR initiatives within higher education, underscoring its importance in fostering sustainable practices and pro-environmental behaviours among faculty members. Finally, Chopra et al. (2024) underscored the importance of CSR commitment as part of modern business practices, highlighting the need to incorporate CSR into business education to teach students to develop ethical values and foster sustainable practices in future leadership.

CSR in educational institutions must be understood as a multi-dimensional strategy encompassing awareness, implementation, community impact, environmental accountability, and institutional commitment. When aligned and integrated, these dimensions serve as catalysts for enhancing faculty satisfaction, organisational loyalty, and sustainable institutional development.

Job Satisfaction in PEIs

Job satisfaction among teaching personnel remains a critical factor for faculty retention, institutional productivity, and educational success. In PEIs, job satisfaction is shaped by several key dimensions: work environment, compensation and benefits, professional growth, employee engagement and motivation, and tenure stability. The work environment plays a foundational role in influencing teacher satisfaction. Bhardwaj et al. (2021) emphasized that various aspects of the work environment, including physical conditions, remuneration, social interactions, job security, and safety, significantly influence employee job satisfaction. Moreover, a positive environment fosters psychological safety and collaboration, which are essential for maintaining faculty morale. In relation to compensation and benefits, Memon et al. (2020) revealed that equitable remuneration, sufficient health benefits, and incentives directly impact faculty motivation and organizational loyalty, with findings consistent across Malaysian and Philippine PEIs. Competitive salaries and robust benefits packages signal institutional recognition of teachers' professional worth.

Regarding professional growth, opportunities for career advancement and continuous development are essential. Gutierrez (2023) stressed that professional development programs, as well as structured tenure-track systems and fair evaluation practices, are essential in sustaining faculty trust, enhancing skill acquisition, and encouraging long-term commitment within higher education institutions. In addition, employee engagement and motivation also critically affect satisfaction levels. Silva and Briones (2022) and Susilo (2024) demonstrated that employee well-being initiatives, including mental health support, wellness programs, and flexible work arrangements, significantly improve job satisfaction, reduce burnout, and boost employee engagement. Alghamdi (2024), advocated for establishing faculty councils and participatory governance models to solidify emotional commitment. As further emphasized by Almendras et al. (2025) highly engaged and motivated employees are more likely to perform their jobs well. Collectively, the literature affirms that job satisfaction among teaching personnel is multifaceted, rooted in tangible benefits and emotional, relational, and professional dimensions. Strengthening these areas is critical for building a resilient and committed academic workforce in PEIs.

Relationship of CSR Implementation and Job Satisfaction in Educational Contexts

Integrating CSR into academic systems has been widely associated with positive outcomes among teaching personnel. Zhang (2024) found that teachers in CSR-active institutions reported a stronger emotional attachment and intrinsic motivation, while Hossen et al. (2020) demonstrated that CSR participation fostered psychological ownership and dedication among Malaysian faculty members. Similarly, Lumbang and Martin (2022) affirmed that Filipino faculty involved in CSR initiatives experienced heightened institutional pride and professional satisfaction. Furthermore, it encouraged collaboration across departments, fostering a shared sense of purpose and trust among employees, which in turn enhances workplace harmony and morale (Kluijtmans et al., 2024; Ispiryan et al., 2024). Other studies have further established that CSR participation can serve as a psychological buffer against burnout (Kim et al., 2024) and promote a stronger sense of relevance and ownership among faculty members (Blanco & Feito, 2021). Locally, Soverano (2020) highlighted that CSR is a strategic tool for enhancing faculty morale, professional identity, and organisational loyalty. Additionally, Stojanovic et al. (2020) confirmed that CSR-aligned missions have been linked to improved tenure and retention, while Wu (2024) emphasised the role of CSR in providing a payoff for mental health and an indirect payoff through a positive educational institution culture.

While most of the literature supports a positive relationship between CSR practices and job satisfaction, some studies present contrasting evidence. For instance, Shahzadi et al. (2024) revealed that CSR initiatives had little to no significant impact on employee satisfaction in specific Asian educational settings, particularly when CSR programs were perceived as superficial or disconnected from employee needs. Likewise, an investigation by Tan et al. (2022) in Malaysian colleges found that CSR activities enhanced external branding but did not significantly translate into improved faculty satisfaction. These findings suggest that the effectiveness of CSR in influencing internal stakeholders can vary depending on the relevance of the program, the effectiveness of communication, and the perceived authenticity of the program. Considering the contrasting relationship of CSR to job satisfaction, the following hypothesis was formulated:

Ho: There is no significant relationship between the dimensions of CSR and job satisfaction.

RESEARCH METHOD

The researchers used descriptive-quantitative research methods to conduct a clear and systematic analysis of the specific variables related to CSR and job satisfaction within a particular PEI in the Philippines. This method is suitable for investigating a variable within a specific population and collecting data about it (Siedlecki, 2020). Therefore, a population, situation, or phenomenon can be accurately and systematically described. The study considered a target sample size of 151 employees from the overall population of 248 teaching personnel in the subject PEI. The sample size was calculated using the Raosoft sample size calculator, with a 95% confidence level and a 5% acceptable margin of error. According to Garg et al. (2024), this online calculator, which requires inputs for a study's population size, confidence level, and margin of error, helps determine a sufficient sample size for social science research, such as the one described in this study. Therefore, the computed sample size is sufficient to describe the population accurately. The study also employed a simple random sampling technique to select participants. This method ensured that every teaching personnel of the PEI, specifically those performing varied duties and responsibilities, had an equal chance of being selected (Noor et al., 2022). The rationale behind targeting these employees was based on the assumption that their extensive experience and exposure to the institution's CSR activities would provide a deeper understanding of their

responses regarding job satisfaction.

A self-structured questionnaire served as the primary research instrument that included items designed to gather data on the profile of the respondents (age, sex, educational attainment, length of service and faculty ranking), assessment of CSR (awareness, implementation, community impact, environmental accountability, and commitment) and job satisfaction (work environment, compensation and benefits, career growth and personal development, employee engagement and motivation, and tenure) dimensions. The self-structured questionnaire is influenced by prior studies where some items of CSR (De Zoysa et al., 2021; Varghese, 2022; Dalangin, 2021; Almetramia et al., 2024; Chopra et al., 2024) and job satisfaction (Bhardwaj et al., 2021; Memon et al., 2020; Gutierrez, 2023; Silva & Briones, 2022; Alghamdi, 2024) dimensions were taken. As the primary data collection instrument, self-report surveys may introduce limitations, such as response bias, social desirability, and subjective inaccuracies, as respondents may provide answers that reflect favourable views (Durmaz et al., 2020).

The study comprised 50 items designed to capture respondents' perspectives on the ten identified dimensions. Before the data gathering, the researchers sought approval to conduct the study from the PEI's Research and Knowledge Management Institute. A 4-point Likert scale was used to evaluate the respondents' responses: 1.00 – 1.75 = Strongly Disagree (SD); 1.76 – 2.50 = Disagree (D); 2.51 – 3.25 = Agree (A); and 3.26 – 4.00 = Strongly Agree (SA). Two experts evaluated the questionnaire for content quality and construct validity, and their feedback was incorporated to refine the final version. A pilot test was conducted involving 15 non-respondents from the PEI. The Cronbach's Alpha test was used to determine the instrument's consistency and reliability. This statistical metric ensures that the questionnaire items accurately represent the measured intended constructs. With Cronbach's alpha greater than or equal to 0.7, which is considered adequate for establishing reliability (Forero, 2024), the indicators in each variable demonstrate internal consistency, indicating that the reliability of the questionnaire is achieved. This is demonstrated by the average Cronbach's Alpha of 0.865 and 0.841 for the CSR and job satisfaction dimensions, respectively (Table 1).

Table 1. Reliability Statistics

Indicator	Cronbach's Alpha	No. of Items
Dimensions of CSR		
Awareness	0.930	5
Implementation	0.821	5
Community Impact	0.919	5
Commitment	0.888	5
Average	**0.865**	
Dimensions of Job Satisfaction		
Work Environment	0.848	5
Compensation and Benefits	0.861	5
Career Growth and Professional Development	0.824	5
Employee Engagement and Motivation	0.828	5
Tenure	0.846	5
Average	**0.841**	

The distribution and collection of the questionnaire were conducted from April 7 to 15, 2025, using Google Forms and in-person distribution via printed questionnaires. During the survey, research ethics were upheld through the use of informed consent forms that included clauses regarding voluntary participation, confidentiality, and respondent anonymity. The data gathered from the questionnaires were tallied, tabulated, and analysed using frequency distributions and percentages, weighted mean, and Pearson correlation coefficients (r). The latter was preferred

because it effectively measures the linear associations between CSR and job satisfaction variables. According to Wubante (2020), this test provides meaningful statistical evidence on the strength and significance of the relationships examined in the study.

FINDINGS AND DISCUSSION
This section presents the study findings of the PEI teaching personnel, including the demographics, dimensions and impact of CSR on job satisfaction.

Demographic Profile
The demographic profile presents the respondents' age, sex, level of educational attainment, length of service, and faculty rank. Table 2 presents the demographic characteristics of the 151 teaching personnel surveyed.

Table 2. Demographic Profile of the Respondents

Indicator	Frequency	Percentage
Age		
21 – 30 years old	48	31.79
31 – 40 years old	21	13.91
41 – 50 years old	43	28.47
51 years old and above	39	25.83
Total	**151**	**100.00**
Sex		
Male	77	50.99
Female	74	49.01
Total	**151**	**100.00**
Highest Educational Attainment		
Bachelor's Degree	51	33.78
Master's Degree	68	45.03
Doctorate	32	21.19
Total	**151**	**100.00**
Length of Service		
Less than 1 year	22	14.57
1-5 years	42	27.81
6-10 years	15	9.93
11-15 years	29	19.21
16 years and above	43	28.48
Total	**151**	**100.00**
Faculty Rank		
Lecturer	79	52.32
Senior Lecturer	18	11.92
Visiting Lecturer	9	5.96
Professional Lecturer	41	27.15
University Professional Lecturer	4	2.65
Total	**151**	**100.00**

At a glance, the demographic profile shows a dynamic and diverse faculty composition. Most respondents are young educators, indicating a workforce that is more receptive to institutional innovations, such as CSR initiatives (Munda, 2021). Males and females are almost equally represented, reflecting a strong commitment to gender inclusivity, which enhances collaborative work environments and diversifies perspectives (Memon et al., 2020). The majority hold a master's degree, which demonstrates that a highly qualified teaching force likely holds high

expectations for professional development and ethical practices (Bihu & Dachi, 2025). In terms of length of service, a significant group have been with the institution for less than five years, suggesting a rejuvenating workforce. Finally, lecturers comprise the largest faculty group, indicating that many are at entry- or mid-level academic ranks, underscoring the importance of career growth and development programs that focus on individualised goals to emphasise clarity on institutional expectations and norms (Pifer et al., 2024). This profile highlights a balance between innovation, experience, and diversity, essential for supporting CSR implementation and enhancing faculty job satisfaction within the institution.

CSR Implementation in PEI

Evaluation of CSR dimensions covers awareness, implementation, community impact, environmental accountability, and organization commitment. These interconnected dimensions should be considered when developing and implementing CSR strategies. Effective CSR implementation requires clear communication with internal and external stakeholders while maintaining integration across the organization. Table 3 summarizes the assessment of the current level of CSR implementation in the PEI.

Table 3. Evaluation of CSR Implementation

Dimensions	Mean	Descriptive Rating
Awareness	3.64	Strongly Agree
Implementation	3.59	Strongly Agree
Community Impact	3.57	Strongly Agree
Environmental Accountability	3.59	Strongly Agree
Commitment	3.59	Strongly Agree
Composite Mean	**3.60**	**Strongly Agree**

The findings suggest that teaching personnel perceive the institution's CSR initiatives as highly effective, with consistently strong agreement across all dimensions. The high rating on Awareness indicates that CSR programs are well-communicated and visible within the institution, ensuring that faculty members are fully informed about ongoing efforts, opportunities for involvement, and the broader goals of the institution's social initiatives. These results align with previous findings by Agustina et al. (2023), who noted that effective CSR in academic institutions involves participation from the academic community and transparent communication with the stakeholders. The strong evaluation of Implementation reflects the perception that CSR activities are planned and executed efficiently and inclusively, aligning with the faculty's expectations for meaningful engagement, which is consistent with Sulasula (2024), who underscored CSR's contribution to strengthening governance and culture within Philippine universities.

High scores for Environmental Accountability suggest that the institution actively promotes environmental responsibility, demonstrating tangible efforts toward sustainability that faculty members recognise and appreciate. This reflects a comparable result to the study by Kamthornphiphatthanakul et al. (2024), which notes that environmental responsibility aligns employee values with organisational ethics, enhancing overall job satisfaction. Strong agreement on Commitment implies that the administration consistently supports CSR programs through resource allocation, strategic leadership, and policies that encourage faculty participation, aligning with the study by Ahsan and Khalid (2024), which reveals that organisational commitment plays a role in employee job satisfaction. Meanwhile, the favorable rating for Community Impact indicates that faculty members observe a clear and positive effect of institutional initiatives beyond campus boundaries, strengthening their sense of professional purpose and institutional pride. These results align with Khanal and Arora (2024), who noted that universities and colleges must recognise that,

in pursuit of their primary teaching goals, they must also consider their obligations to society and the environment. Overall, the consistently high ratings affirm that CSR efforts are not only present but also meaningfully integrated into the institutional culture, thereby enhancing employee engagement, organisational trust, and faculty satisfaction.

Job Satisfaction of Teaching Personnel in PEI

Job satisfaction involves multiple dimensions, including intrinsic and extrinsic factors such as work environment, compensation and benefits, career growth and professional development, employee engagement and motivation, and tenure. Table 4 presents the dimensions of job satisfaction assessed by the PEI teaching personnel.

Table 4. Evaluation of Job Satisfaction

Dimensions	Mean	Descriptive Rating
Work Environment	3.57	Strongly Agree
Compensation and Benefits	3.43	Strongly Agree
Career Growth and Professional Development	3.60	Strongly Agree
Employee Engagement and Motivation	3.61	Strongly Agree
Tenure	3.63	Strongly Agree
Composite Mean	**3.56**	**Strongly Agree**

The findings in Table 4 reveal that teaching personnel responded with a 'strongly agree' rating across all five dimensions of job satisfaction. Tenure received the highest mean score, indicating that many faculty members feel secure and committed to their long-term roles and is aligned with the study of Ghimire et al. (2023) highlighting that tenure security and length of service are positively associated with organizational commitment, emphasizing the importance of stable employment conditions in fostering employee loyalty. High ratings for Employee Engagement and Motivation indicate a strong emotional connection to the institution's goals and enthusiastic performance, aligning with Luthra et al. (2024), who highlighted engagement and growth as key to faculty satisfaction. Similarly, Career Growth and Professional Development scored highly, indicating that the institution offers ample opportunities for skill advancement and academic progression, which enhances teaching effectiveness. This supports the finding that academic development investments directly influence faculty retention (Mampuru et al., 2024). The favourable rating for Work Environment highlights satisfaction with workplace relationships, facilities, and administrative support, contributing to an overall climate of professional well-being (Mohamed et al., 2024). However, Compensation and Benefits, though still rated as "Strongly Agree," showed the lowest mean, indicating that while monetary rewards are satisfactory, this is an area that could be further strengthened to sustain morale and retention (Memon et al., 2020; Saludes et al., 2025).

These results imply that faculty members see themselves as vital stakeholders in institutional success, with intrinsic motivators such as engagement, growth opportunities, and professional stability driving their performance and commitment. Moreover, the study findings align with the assertion of Arendon et al. (2023) that employees provided with these intrinsic motivators are more likely to be satisfied with their jobs and are expected to perform well in their job assignments despite adversity. Improving compensation and benefits could further enhance their sense of value and satisfaction, ultimately boosting productivity and faculty retention.

Relationship between CSR Implementation in PEI and Job Satisfaction of Teaching Personnel

The relationship between CSR and job satisfaction dimensions was analyzed using the Pearson correlation coefficient (r) test. Table 5 presents the results of the relationship between CSR

and job satisfaction.

Table 5. Relationship between CSR and Job Satisfaction

CSR Dimensions	Job Satisfaction Dimensions	r	Interpretation*	p-value	Interpretation**
Awareness	Work Environment	0.674	Strong Positive	< .001	Highly Significant
	Compensation and Benefits	0.624	Strong Positive	< .001	Highly Significant
	Career Growth and Development	0.590	Strong Positive	< .001	Highly Significant
	Employee Engagement and Motivation	0.748	Very Strong Positive	< .001	Highly Significant
	Tenure	0.708	Very Strong Positive	< .001	Highly Significant
Implementation	Work Environment	0.724	Very Strong Positive	< .001	Highly Significant
	Compensation and Benefits	0.595	Strong Positive	< .001	Highly Significant
	Career Growth and Development	0.557	Strong Positive	< .001	Highly Significant
	Employee Engagement and Motivation	0.706	Very Strong Positive	< .001	Highly Significant
	Tenure	0.675	Strong Positive	< .001	Highly Significant
Community Impact	Work Environment	0.647	Strong Positive	< .001	Highly Significant
	Compensation and Benefits	0.537	Moderate Positive	< .001	Highly Significant
	Career Growth and Development	0.563	Strong Positive	< .001	Highly Significant
	Employee Engagement and Motivation	0.674	Strong Positive	< .001	Highly Significant
	Tenure	0.665	Strong Positive	< .001	Highly Significant
Environmental Accountability	Work Environment	0.731	Very Strong Positive	< .001	Highly Significant

CSR Dimensions	Job Satisfaction Dimensions	r	Interpretation*	p-value	Interpretation**
	Compensation and Benefits	0.631	Strong Positive	< .001	Highly Significant
	Career Growth and Development	0.727	Very Strong Positive	< .001	Highly Significant
	Employee Engagement and Motivation	0.749	Very Strong Positive	< .001	Highly Significant
	Tenure	0.802	Very Strong Positive	< .001	Highly Significant
Commitment	Work Environment	0.751	Very Strong Positive	< .001	Highly Significant
	Compensation and Benefits	0.614	Strong Positive	< .001	Highly Significant
	Career Growth and Development	0.713	Very Strong Positive	< .001	Highly Significant
	Employee Engagement and Motivation	0.775	Very Strong Positive	< .001	Highly Significant
	Tenure	0.769	Very Strong Positive	< .001	Highly Significant
CSR Activities	**Job Satisfaction**	**0.838**	**Very Strong Positive**	**< .001**	**Highly Significant**

Correlation matrix: -.7 to 1 – Very Strong Negative; -.5 to -.7 – Strong Negative; -.3 to -.5 – Moderate Negative; 0 to -.3 – Weak Negative; 0 – None; 0 to .3 – Weak Positive; .3 To .5 – Moderate Positive; .5 to .7 – Strong Positive; .7 to 1 – Very Strong Positive

** Significance level: p > 0.05 – Not Significant; p ≤ 0.05 – Significant; p ≤ 0.01 – Very Significant; p ≤ 0.001 – Highly Significant*

The findings reveal that the composite correlation between overall CSR activities and overall job satisfaction suggests a very strong relationship; thus, the null hypothesis — stating that there is no significant relationship between CSR dimensions and job satisfaction — is rejected.

Among the CSR dimensions, Commitment and Environmental Accountability consistently demonstrated the strongest relationships with faculty job satisfaction, implying that faculty members highly value visible, consistent commitment and environmental initiatives, which reinforces their long-term loyalty and professional attachment to the institution. These findings align with Nnamdi (2023), noting that organisational commitment and a sense of purpose improve employee engagement. Awareness and Implementation also exhibited strong positive correlations, particularly with Employee Engagement, indicating that transparency and effective CSR execution strengthen faculty emotional investment and workplace satisfaction. This supports the study conducted by Al-Ghazali and Sohail (2021), which mentions that CSR implementation occurs only when employees are involved in CSR policies. Meanwhile, Community Impact yielded moderately

strong to strong correlations, suggesting that while community outreach is important, internal CSR initiatives, which directly involve employees, can lead to greater job satisfaction and a stronger sense of contribution (Al-Ghazali & Sohail, 2021). The strong correlations observed are also directly supported by Stakeholder Theory, which posits that organisations thrive when they prioritise the well-being of all internal stakeholders, including employees (Gutterman, 2023). In the context of this study, as critical internal stakeholders, teaching personnel respond positively when the institution actively demonstrates its commitment to social responsibility. The evidence that CSR engagement correlates with higher faculty motivation, satisfaction, and tenure confirms Stakeholder Theory's principle that organisations sustain success through ethical treatment, inclusion, and empowerment of their human capital. In summary, the findings reinforce the critical role of CSR as an internal cultural strategy — not just an external branding effort — and highlight its effectiveness in fostering a satisfied, motivated, and committed faculty base.

Based on a comprehensive analysis of the impact of CSR on job satisfaction, this section proposes an action plan that serves as a practical extension of the research findings, offering strategic recommendations to enhance job satisfaction related to CSR initiatives.

Proposed Action Plan for Enhancing Job Satisfaction Related to CSR Initiatives

This proposed action plan was developed to address the significant and positive relationship between CSR practices and various dimensions of job satisfaction among teaching personnel in a PEI. Although the respondents rated all CSR dimensions and satisfaction outcomes strongly, continually strengthening initiatives must be considered, as this is an excellent quality management strategy for maintaining a highly productive and committed workforce. According to Rao (2024), excellence has no boundaries; organisational success is a continuous journey, and organisations must consistently seek ways to sustain momentum and foster continuous improvement. When actively engaged and supported, delighted employees are more likely to sustain peak performance, organisational citizenship behaviours, and long-term loyalty (Memon et al., 2020). Therefore, this action framework maintains current levels of satisfaction and provides proactive strategies further to enhance employee engagement, retention, and organisational reputation.

The rationale for aligning each CSR dimension with specific job satisfaction outcomes is threefold: (1) strategic alignment of CSR with institutional identity, (2) empowerment of faculty through participatory planning and recognition systems, and (3) evidence-based risk-aware program implementation. These strategies translate research results into actionable initiatives, ensuring that CSR is deeply embedded into institutional culture and faculty professional life.

The proposed action plan outlined in Table 6 directly responds to the strong positive relationships between CSR dimensions and faculty job satisfaction. Each strategy was carefully aligned with the areas of satisfaction where CSR had the highest influence, ensuring that interventions are evidence-based and context-sensitive. These strategies are grounded in Stakeholder Theory, which emphasises that addressing internal stakeholder needs is essential for institutional sustainability (Gutterman, 2023). Additionally, drawing on Memon et al. (2020), the plan acknowledges that continuous reinforcement of both intrinsic and extrinsic satisfaction factors is crucial for maintaining high faculty performance and organisational resilience. Overall, this action plan ensures that CSR becomes a lasting pillar of academic life, directly benefiting faculty well-being and supporting the institution's long-term mission.

Table 6. Proposed Action Plan for Enhancing Job Satisfaction Related to CSR Initiatives

CSR Dimension	Job Satisfaction Area Targeted	Objective	Strategy	Persons Involved	Budget Allocation/Source	Time Frame	Expected Output	Risk
Awareness	Work Environment; Employee Engagement	Enhance faculty awareness and alignment with CSR initiatives	Conduct quarterly CSR information campaigns, workshops, and faculty forums	CSR Office, HR Department, Marketing	Institutional CSR Fund, Internal Communication Budget	Quarterly	Increased faculty CSR awareness and morale	Information fatigue; inconsistent messaging
Implementation	Career Growth and Development	Integrate CSR participation into academic advancement and evaluation	Embed CSR participation into performance reviews, faculty awards, and promotion criteria	HR Department, Academic Affairs, Faculty Development	Faculty Development Fund	Annual review cycle	CSR recognized in promotion system; improved participation	Faculty workload issues; monitoring gaps
Community Impact	Employee Engagement; Tenure	Strengthen faculty engagement through community programs	Develop faculty-led outreach projects linked to teaching and research functions	Extension Services Office, Faculty Council	Outreach Fund, LGU Partnerships	Biannual	Greater faculty-community involvement; enhanced retention	Limited faculty time; project sustainability
Environmental Accountability	Work Environment; Employee Motivation	Foster eco-friendly practices and campus pride	Launch green campus initiatives (e.g., recycling, green classrooms, sustainability research)	Sustainability Office, Campus Management, Student Affairs	Green Campus Initiative Fund	Ongoing	Eco-conscious faculty culture; stronger institutional pride	Resource limitations; resistance to change
Commitment	Tenure; Compensation and Benefits;	Institutionalize CSR support and budget	Establish CSR-linked policy frameworks and	Executive Management, Budget Office,	Annual CSR Allocation in General Budget	Annually	Embedded CSR culture; increased	Budget constraints; leadership

CSR Dimension	Job Satisfaction Area Targeted	Objective	Strategy	Persons Involved	Budget Allocation/Source	Time Frame	Expected Output	Risk
	Engagement	integration	dedicated CSR budgets in strategic planning cycles	Institutional Planning			faculty satisfaction	changes

CONCLUSIONS

This study examined the relationship between CSR implementation and job satisfaction among teaching personnel in a PEI in the Philippines. The findings revealed that the institution's CSR implementation is well-executed. All CSR dimensions—awareness, implementation, community impact, environmental accountability, and institutional commitment—were rated "Strongly Agree" by teaching personnel. This implies that CSR practices are well-embedded into the institution's culture, promoting a socially responsible and employee-centred environment. Furthermore, the results showed that teaching personnel are generally satisfied across all dimensions of job satisfaction, with the highest ratings observed in Tenure, Employee Engagement, and Career Growth and Development. This finding highlighted that the institution successfully fosters a work environment conducive to faculty loyalty, professional fulfilment, and emotional commitment.

Consequently, the Pearson correlation coefficient (r) analysis revealed that CSR implementation is strongly and significantly related to job satisfaction. All CSR dimensions demonstrated strong positive correlations with different facets of job satisfaction, particularly with tenure and engagement, confirming that robust CSR practices enhance faculty well-being, performance, and retention. Consequently, the null hypothesis was rejected. As a practical extension of the research findings, an action plan was proposed to maintain and enhance the firm's foundation for CSR initiatives. Strategies focused on strengthening awareness, promoting faculty involvement in CSR, embedding CSR into professional growth pathways, encouraging environmental sustainability practices, and institutionalising CSR in governance and planning frameworks. Lastly, this study significantly contributes to filling the research gap by providing empirical evidence on the direct relationship between CSR and job satisfaction within the PEI in the Philippines.

The managerial implication of the study emphasises the need for institutional leaders to continuously integrate CSR into organisational policies, human resource development, and strategic planning to maintain high faculty engagement and satisfaction. Theoretically, the study reinforces Stakeholder Theory, affirming that internal stakeholders, particularly faculty members, must be central in designing and implementing CSR initiatives to achieve sustainable institutional growth.

LIMITATION & FURTHER RESEARCH

While this study provides significant insights into the relationship between CSR practices and job satisfaction among teaching personnel, several limitations must be acknowledged. First, the research was conducted within a single PEI in the Philippines, which limits the generalizability of the findings to other institutional types and geographic locations. Examining the impact of CSR across different types of educational institutions, such as public, private or basic education versus higher education, may further add contextual variations. Second, the descriptive-correlational design used in the study identifies relationships but does not establish causality; therefore, other factors, such as leadership style, organisational climate, or administrative support, which may also influence job satisfaction, were not considered. Employing mixed-methods approaches that combine quantitative surveys with qualitative interviews can provide deeper insights into how CSR influences employee attitudes and organisational culture. Additionally, the reliance on self-reported survey data introduces the possibility of social desirability bias, as respondents may have provided favourable, yet less critical, answers. Furthermore, the study's cross-sectional nature limits the ability to observe changes over time or assess the long-term effects of CSR initiatives on job satisfaction.

Given these limitations, future research is encouraged to expand the study across multiple

institutions, including public and private higher education settings, to enhance the generalizability of findings. Longitudinal designs should be employed to examine how CSR perceptions and their impact on job satisfaction evolve. Mixed-methods approaches that integrate surveys with interviews or focus group discussions are recommended to obtain more profound and nuanced insights into faculty experiences. Future studies may also explore mediating and moderating variables, such as organisational culture, leadership effectiveness, psychological safety, and work-life balance, to build a more comprehensive understanding of the relationship between CSR and job satisfaction. The inclusion of the perspectives of non-teaching personnel and administrative staff in future studies is also recommended to develop a more comprehensive CSR framework for educational institutions.

Additionally, based on the significant findings of this study, future research could investigate which specific CSR activities, such as environmental programs, community engagement projects, and employee-centred policies, most strongly predict various dimensions of job satisfaction. It would also be valuable to examine the long-term impact of institutionalised CSR practices on faculty retention, promotion rates, and academic performance outcomes. Further studies could investigate how CSR-linked career development programs impact faculty professional loyalty and organisational citizenship behaviours. Moreover, understanding the role of CSR initiatives in shaping faculty identity, institutional pride, and emotional attachment across different academic disciplines could provide richer insights. Analysing the effectiveness of CSR communication strategies in promoting transparency, strengthening faculty trust, and aligning individual aspirations with institutional missions is recommended to deepen the practical applications of CSR within the academic environment. Lastly, a study to determine how CSR-linked career development programs and communication strategies influence faculty retention, professional loyalty, organisational citizenship behaviours, and emotional attachment across various academic disciplines is recommended for future empirical inquiry.

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