

The Impact of Social Responsibility on Students' Perceptions in Higher Education Institutions: A Theoretical Synthesis of Recent Research and Bibliometric Analysis

Autoria

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Resumo

The objective of this study is to analyse international scientific publications related to Corporate Social Responsibility and higher education institutions, providing a map of the connections found in the studies published on those areas. CSR is a topic that has been discussed in the management area, becoming increasingly important for the creation of value in an organization. Aiming to understand how universities act in order to build a responsible approach in their management activities, and also in their education and research programs, this study focuses on the impact of social responsibility in HEI, and the satisfaction of their students. It was possible to analyse the maps by constructing and visualizing bibliometric networks based on VOSviewer. The results make it clear that growing HEI need to invest in CSR to attract and retain their stakeholders. The impact of social responsibility maximizes the relationship between them, having a positive impact on students' perceptions, as well as a better reputation and competitive advantage. Today there is a very strong relationship between innovation and market orientation in HEI, and it is necessary to identify not only the perceptions of the students, but also of other stakeholder groups.

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Abstract

The objective of this study is to analyse international scientific publications related to Corporate Social Responsibility and higher education institutions, providing a map of the connections found in the studies published on those areas. CSR is a topic that has been discussed in the management area, becoming increasingly important for the creation of value in an organization. Aiming to understand how universities act in order to build a responsible approach in their management activities, and also in their education and research programs, this study focuses on the impact of social responsibility in HEI, and the satisfaction of their students. It was possible to analyse the maps by constructing and visualizing bibliometric networks based on VOSviewer. The results make it clear that growing HEI need to invest in CSR to attract and retain their stakeholders. The impact of social responsibility maximizes the relationship between them, having a positive impact on students' perceptions, as well as a better reputation and competitive advantage. Today there is a very strong relationship between innovation and market orientation in HEI, and it is necessary to identify not only the perceptions of the students, but also of other stakeholder groups.

Keywords: corporate social responsibility, students' satisfaction, higher education institutions, bibliometric analysis.

1. Introduction

The importance of studying the impact of social responsibility in HEI is due to the worldwide discussion on social responsibility, which leads to the generation of value for companies, positively impacting both the social performance and the satisfaction of its stakeholders, and it is becoming more pronounced in all types of organization. Some authors, such as Galvão et al. (2019) affirm that HEI have a direct impact on students' education by promoting

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professional qualification focused on ethics, sustainable behaviour, and visionary leadership, in the context of social responsibility.

Intense competition is inevitable in a market environment where institutions are very similar. To survive and thrive in this challenging competition, institutions implement important and different strategies, adds Atakan and Eker (2007). It is therefore necessary for managers with the necessary skills to introduce a positive change, responding directly to the growing transformation of society in this 21st century, with the capacity to manage complex environmental and social issues faced by the economy, whether in the public sector, or in the private sector. According to Lii and Lee (2012, p.78) “CSR initiatives are difficult to manage, however, and must be implemented carefully to avoid possible consumer scepticism”. Ali et. al (2016) suggest that dimensions of HEI service standards, might contribute to student’s fulfilment, which on the other hand influences institutional image, and together, they influence student loyalty. Therefore, “the general attitudes towards a corporation mediate the impact that perception about CSR has on consumer behaviour”, complete Kang and Hustvedt (2014, p.255).

Nowadays the idea of CSR has some utility for universities interested in exploring how they can act in very new circumstances and how they can understand the impacts on society and the region in which they are located, states Brown and Mazzarol (2009). UNESCO's World Declaration on Higher Education recognizes in its preamble the great transformation of HE over the centuries and its capacity to adapt to the new society through radical change and renewal, and emphasizes the mission of HE, reinforcing the importance of its contribution for sustainable development. Brito et al. (2018, p. 2) affirm that “according to UNESCO, education for sustainable development fosters learning to make decisions that secure the economic, environmental and social future. It is perceived that the responsibility of the university is exacerbated, since in it there is the formation of the professional, and the citizen, who will act in the organizations, in the performance of a role that goes far beyond ‘to train, inform and transform’”. HE is thus an important aspect of revealing beneficial relations between the university and society, confirming the thinking of Tauginienė and Žvinienė (2013, p.84) which states that "the University's mission often refers to the

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satisfaction of individual and societal needs, from the educational perspective, creating a competitive advantage based on the development of personal knowledge”.

Although some studies have already been carried out, the increase in competition in the education sector has been observed in a special way in HE in recent years, and the need to professionalize the management of these organizations is accompanied by mechanisms and instruments that make it possible to assist in the competence of managerial processes, positively impacting their performance on society. Thus, Atakan and Eker (2007, p.55) state that "facing greater competition, universities are driven to project a positive image for internal and external stakeholders. Therefore, some of these institutions have begun to develop and implement corporate identity programs as part of their corporate strategies”.

However, there is little knowledge about students' perceptions of CSR and scarce investigation on how HEI are promoting these perceptions (Alonso-Almeida et al., 2015). According to Larrán et al. (2016, p.969) “few studies to date have been undertaken to determine the extent to which universities are incorporating practices on sustainability”. At the same time, ethics and social engagement aspects of business development remain unclear and out of the mind-set of business managers, and of their university education and the role of HEIs is not sufficiently explored Brown and Mazzarol (2009). Additionally, most of the investigation on HEIs' CSR ignores the voice of one of the most important stakeholders, students (Haski-Leventhal et al., 2017), their experiences (Høgdal et al., 2019) and the role of demographics (Galvão et al., 2019). Finally, literature is scarce and diverse (Høgdal et al., 2019) and integrative research is needed. To fill these gaps, the research question of this study points to the evidence in international scientific production and to the trends they evidence. The purpose of this study is to analyze international scientific publications related to CSR and HEI, providing a map of the connection found in the studies published on those areas. Thus, the present document makes it possible to identify new research opportunities through a combination of qualitative and quantitative methods, based on a bibliometric approach. The option for this approach was based on the opportunity of producing an intensive and extensive analysis of a vast array of international scientific publications in this area, to make a point of the research carried out and to identify new opportunities of investigation. A bibliometric analysis was conducted, initially, based on the studies published

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from 2000 to 2021 in the Web of Science – Social Sciences Citation Index (SSCI) database. According to Torre-Salinas et al (2009), traditionally the Web of Science has dominated the world of multidisciplinary citations, and in the case of the classification of citations both WoS and Scopus produce similar results. Thus, we opted to select the research that were published, considering the publications category of the WoS of management, because “WoS finds its corpus on practical application” (Torre-Salinas et. al, 2009, p.762) considering ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines, and education educational research. The results have shown how the current literature conceives the studies of CSR in HEI, including journals and authors with more citations, presenting insights for future research.

The main contributions of this study are focused on a thorough delineation of CSR in HEI based on the analysis of the existing gap between studies related to these themes, as well as the identification of new investigation opportunities in this field.

The structure of this article includes the introduction, the theoretical background section, the methodological procedures adopted and the presentation of the main results. The last section presents the final considerations and suggests a discussion about several concepts related to CSR and HEI, followed by the list of references used in this paper.

2.Theoretical Background

2.1 Corporate Social Responsibility and High Education

There is a variety of definitions of the term CSR, and there is no consensus among the various authors. Friedman (1970) considers that the fact that the company is profitable is already capable of fulfilling social responsibility, generating employment, paying wages, thus contributing to social welfare. The author clarifies that, “The doctrine of ‘social responsibility’, taken seriously, would extend the scope of the political mechanism to all human activities.” Carrol (1991), in his studies on CSR, affirms that it should not be restricted only to the economic and legal obligations of the organization, but also to ethical and philanthropic responsibility, proposing a "pyramid", base of which is composed of all the economic aspects, which give support to the other obligations that the companies have before the society. “Compared to other types of business-nonprofit relationships, corporate

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philanthropy requires the least commitment in terms of business resources and managerial involvement.” Complement Wymer Jr. & Samu (2003, p.5).

From a classical point of view, companies are seen as economic entities, while in contemporary times they are seen as part of society. In this sense, Quazi and O'brien (2000) conceive that the role of companies in modern society is seen narrowly by the classical models, thus, companies must not only ensure profit, but customer satisfaction as well, and the well-being of society. According to Lee et al. (2013 p.1721), “Managers need to understand that the satisfaction of other stakeholders is important to the firm's success, and they need to consider this when planning strategic CSR”. Research that ignores customer emotions may fail to catch the full after effects of customer behavioural intentions regarding the company, add Su et. al (2014).

Authors such as Pendersen (2006) consider that social responsibility goes beyond the organization, because it must concern itself not only with its internal interests, but with stakeholders linked to it, developing citizenship actions. Pendersen (2006) points out that a company must be careful and meet the expectations of its stakeholders. Finally, Sierra-García et.al (2015) show that stakeholders are increasingly aware of the CRS reports issued in recent years and increasingly demanding a more active function of governments.

The changes related to this evolution point to a perspective of business management, focusing on the generation of value shared between the companies and the different stakeholders. “Collaborating with these stakeholders provides many benefits, including potentially helping marketers develop foresight regarding the markets of the future and providing the impetus for innovation”, complement Smith et al. (2010, p.5). In addition, the dissemination of social responsibility actions is fundamental, so that all involved can become aware of these practices and perceive a positive image of the organization. Amaladoss (2013, p.65) points out that, "A company may be active in CSR programs, either as a charity act or as a strategic driver, but unless the company makes an effort and chooses the right means to communicate them to its stakeholders, CSR efforts will not have an impact on the business".

The literature recognizes that for firms engaging in CSR, this represents an opportunity to distribute positive information to a diversity of stakeholders (Groza et al., 2011) and considers that all stakeholders, however, are usually unified in their hope that a

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firm must answer to and “right” their social transgression. According to Lin et al. (2011), whenever CSR activities are carried out, managers must identify both client affective identification and negative publicity. Thus, the image of the reputation of these companies that care about the diversity of social issues is considered positive, between the stakeholders, consumers, suppliers, local community, clients, employees and all those involved, directly or indirectly.

In the educational sector, Social Responsibility is not as new a subject as it is in the corporate world. The university, because it is also an organization, has its economic, political and social importance, and is still special because of its character as a citizen. The Institutions of HE are expected to perform functions of social responsibility, since it is part of their values and specific mission before the society. In recent years, there has been some consensus on the fundamental role of universities in terms of the impact of incorporating social responsibility into their teaching and research, as well as their corporate mission, vision and strategy (Sánchez et al., 2013). Thus, the possibility of educating, with social responsibility, as well as instituting its practices, through its students, is in the area of competence of HEIs. Pendersen (2006, p.178) adds "over the last decade, a growing number of academics and practitioners have embraced the CSR discourse" and Barrena-Martínez et al. (2015) complete, emphasizing that when CSR actions are implemented, the process of seducing, preserving, and motivating employees becomes more effective, generating a competitive advantage for entrepreneurs and managers in this area.

As in companies, the application of social responsibility to the HE context implies, among other things, the identification of the expectations of different groups of stakeholders, the establishment of mechanisms for dialogue with these actors, and the promotion of responsibility in universities (Sanchez et al., 2013). To do so, it is necessary to identify who the real beneficiaries of the actions of social responsibility of HEIs are, and who are involved in this process, identifying their mission, and how they intervene in society. The main reason for an organization be socially responsible is the opportunity to provide it with knowledge or a perception of its situation, and of its performance in society. Fernández and Quintero (2012) emphasize that the knowledge acquired in HEI returns to society thanks to the provision of a flexible learning curriculum in universities. Amaladoss (2013), reinforces the idea that a

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company must choose the right means to communicate its CSR programs to its stakeholders to drive its business, whether as a strategic enabler or as a beneficent organization. From this perspective, it is necessary to carry out a planned and organized action, through alliances and partnerships, capable of provoking profound socioeconomic and environmental changes (Lohn, 2011). The author continues to suggest the measurement of Social Responsibility, for HEIs, through indicators, which "... can measure the impact of HEI on local development, which can result in implementing socially responsible management, disseminating information on good social management - extension projects and principles of commitment to sustainable development, social, economic and environmental, with a view to future generations." (Lohn, 2011, p.124).

Thus, Social Responsibility must be inherent to the very nature of the organizational activity, including social impact management, and sustainable local development, the author concludes. Sánchez et al. (2013) complements that universities, when implementing social responsibility in their strategic planning, serve as a model of ethical behaviour for society. In addition, when good corporate governance practices are implemented, supporting sustainability practices, social objectives are achieved with profit maximization (Hussain et al., 2018). Governance also encourages setting goals in relation to social responsibility (Rao and Tilt, 2016).

It is worth mentioning that social responsibility can take different forms, depending on the choice of strategic focus and the social commitments assumed, such as strengthening the institutional brand, the relationship with its stakeholders, of insertion in the community, or even of environmental preservation, encouraging ecological awareness and promoting environmental education programs. As for universities, establishing identity and maintaining their reputation in the competitive market can be a very important factor for CSR (Othman and Othman, 2014), and we have to pay attention to the central function of consumers in marketing, and professionals need to pay particular care to consumers' sights on CSR, complete Öberseder et al. (2013). Thus, socially responsible HEIs can build a positive image vis-à-vis their target audience, when they express their interest for the environment where they are inserted, with a commitment to transform and induce change and progress in society.

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The relationship between all those involved in the management of a HEI, however, is complex and interests are not always convergent. Thus, the interest in the results of the management of an HEI under the aspect of its Social Responsibility is shared by several actors, since these results impact different audiences and dimensions of society. This requires constant investment in improving management. According to Tiana and Villarreal (2016), social commitment involves a proposition to change the HE curriculum, which looks at the relationship between university and society. "Thus, one of the main challenges for the university is to rethink the curriculum, which in this process requires the participation of managers, teachers, students and the entire university community," complete Brito et al. (2018, p.14).

In the HEIs, it is necessary to create a positive image and a differentiated value, before its stakeholders, according to Dabijaa and Babutb (2014, p.907), "Because a lot of time and effort is needed to produce competitive advantages and to properly differentiate their products and services, it is imperative that companies operating in this field instil a strong, positive image in the consumer's mind so that there is a lasting relationship with consumer". A large part of the literature argues that managers of companies need to take into account the interests of stakeholders and not just the interests of the owners (Phillips et. al., 2015).

Sánchez-Hernández & Mainardes (2016) expresses that the universities must change their strategies and build a responsible approach in their management activities and also in their education and research programs to impact their student satisfaction and consequently optimize their positive impact on society. Therefore, some of these institutions have begun to develop and implement corporate identity programs as part of their corporate strategies. Therefor they might be "considered a source of competitive advantage, and students have to be at the centre of CSR as the main stakeholder, as well as supporting the process as social intrapreneurs in the field of responsible university strategies" (Sánchez-Hernández & Mainardes, 2016, p. 163). According to the authors, supported by the scarce academic literature in the field, the selected indicators are determined to construct relationships to University Social Responsibility and to develop a structural model capable of explaining their causality relation with students' satisfaction. From this perspective, Perić and Delić (2016, p.78) affirm the importance of a socially responsible university, transforming citizens of the

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community in which they are inserted: "Socially responsible universities help students develop a sense of responsibility to the community, and the awareness that with their proactiveness and innovation they can truly change the community in which they live. That's why integrating knowledge, applying skills in addressing real problems, and creating a responsible citizen is becoming imperative in the work of many universities." Thus, students who are involved more extensively in the social activity were more satisfied with the work done and the results obtained, regarding the acquisition of social, specific, and generic competences, concludes Cabedo (2018).

Finally, Rahman, et al., (2019, p. 916) affirms that "HEIs have faced intense institutional pressures to adopt socially responsible practices". Even though being socially responsible might be very 'trendy' (Idowu, 2008), there are problems related to HEIs implementing the principles of CSR in their management (Sánchez-Hernández and Mainardes, 2016), as they are forced to adjust permanently to a changing world, bringing additional complexity to their strategy and operations (Dahan and Senol, 2012). Moreover, it was previously recognized that HEIs were not corporations, as their aim is not to make a profit (Asrar-ul-Haq et al., 2017). Consequently, the implementation of business sector models to HEIs has been sometimes rejected (Mourad et al., 2011). However, there is a cultural shift, as HEIs are behaving as businesses and students are regarded progressively as customers (Asrar-ul-Haq et al., 2017). In fact, some HEIs are adopting different strategies to attract students (i.e. customers) due to financial pressure (Asrar-ul-Haq et al., 2017). On the other hand, a competitive market requires HEIs to adapt and develop management competences, as the mission of HEIs goes far beyond teaching and research. Currently, it incorporates partnerships and service to the community and other stakeholders (Stanislavská et al., 2014). Additionally, the CSR activities of some HEIs are similar to the ones that are performed by businesses, and in a similar business context (Al-Ghazali and Sohail, 2021). However, besides disseminating knowledge, HEIs have the moral function to positively impact society, and, to that end, they are the appropriate receiver and the disseminator par excellence of the benefits of CSR engagement.

3. Methodology

3.1 Research Methodology

The research is characterized as a bibliometric analysis and a systematic review of literature; the focus is to investigate the most cited articles and the most recent articles in the Web of Science (WOS), which contain abundant academic production, as well as their authors and citations, and compared with other methods of analysis, this method is easier and provides a deeper analysis of the relationships between articles, citations and authors. The principal objective is to identify relevant articles on the present research. Thus, the present work has, as its objective, to carry out a bibliometric analysis of the scientific field (Costa et. al, 2019) of CSR and Students' Perceptions in HEI. Bakker et. al (2011) states that the bibliometric methods expand to obtain an overview of the intellectual structure of the fields of CSR that are directed at finding meaningful structures and standards as authors, journals, citation patterns, and epistemological orientations. Pritchard (1969) defines the bibliometric method as a quantitative analysis of discourse, which is the "quantitative (mathematical and statistical) properties and behaviour of registered information". The activities of producing quantitative indicators and bibliometric indicators are useful and important for understanding the dissemination of science and its improvement. According to Lin Xie et al. (2020) bibliometric analysis using Web of Science and VOSviewer software provides us with a better understanding of global trends. "The basemap should provide the option of using any set downloaded from the Web of Science (WoS) and visualize the sets esthetically in terms of a global map of Science", complement Leydesdorff and Rafols (2012, p.318). At the same time, we didn't found significant differences on the publications found in other databases like scopus or google scholar.

3.2. Data Collection

This search analysed international scientific publications giving a map of studies published in Web of Science. The bibliometric analysis found 13.925 articles related to Corporate Social Responsibility or CSR, written by 23.300 authors, linked to 5.950 organizations, from 139 countries and regions, including the period from 2000 to 2021.

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Regarding CSR students' perceptions in HEI, the bibliometric analysis found 2.267 articles, including the period between 2000 and 2021, written by 6.218 authors, linked to 2.137 organizations, from 112 countries. These researches were analysed considering the publications category of the web of science of management, ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines, and education educational research, that we considered important for our study. First, the keywords used in the database search were: “corporate social responsibility”, “Students' Perceptions in HEI”. Then, we opted to apply “Corporate Social Responsibility in High Education Institutions” to enrich the research. It was possible to analyse the maps by constructing and visualizing bibliometric networks based on VOSviewer 1.6.18_exe. In accordance with Liuyong et. al (2019), “document information, including [...], keywords, abstract, [...], document type, and address(es) of author(s), were stored for further analysis. Chain et. al (2019, p.63) affirms that “this method organizes the existing literature, demonstrates the trajectory of publications, the traditional and emerging research fields and their development over time”.

3.3. Initial Search Results

Initially, only articles in English were considered in this study. The Web of Science database was used in this study for a systematic and objective literature review. After using the terms “Corporate Social Responsibility” and “Students' Perceptions in HEI”, articles were returned for the period between 2000 and 2021. Graphic 1 shows the evolution of publications on CSR, with 13.925 articles, and Graphic 2 shows 2.137 articles on Students' Perceptions in HEI and 162 articles on CSR in HEI. Research results have been saved.

Thus, in a first phase, many articles were downloaded from WoS to the database, which contained the cited references, author, journal and title. Due to the large number of articles dealing with CSR, it was decided to analyse only the articles from 2010 to 2021. Secondly, the Vosviewer software was used, identifying areas with a high density of the most relevant areas of study in CSR in HEI.

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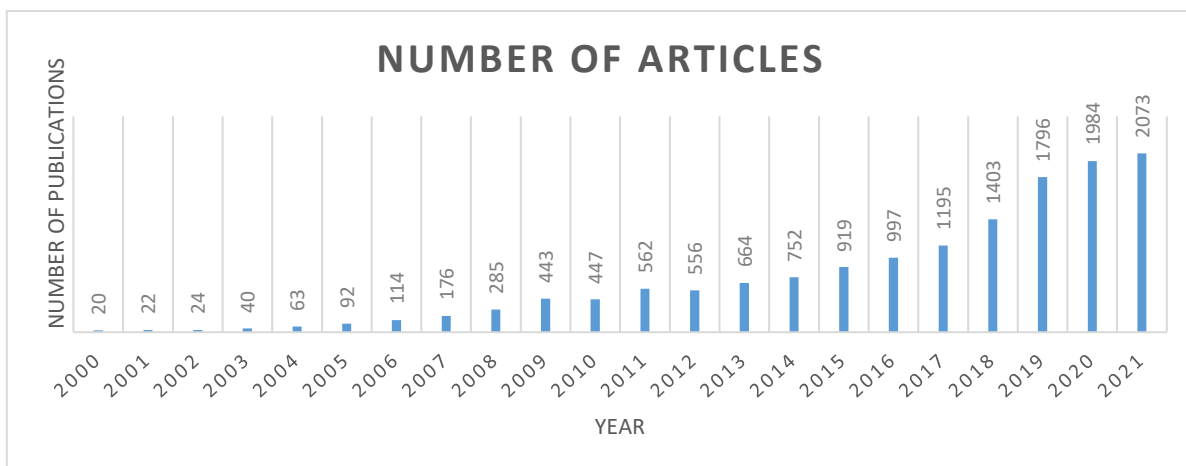
4. Results

4.1 Analysis and Evolution

We found a total of 13.925 articles on CSR and Students' Perceptions in HEI. Those research were published considering the publications category of the web of science of management, ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines and education educational research and their respective number of annual citations for the period between 2000 and 2021. Graphic 1 presents the distribution of publications on CSR, and Graphic 2 presents the distribution of publications on Students' Perceptions in HEIs.

Graphics 1, 2 and 3 consider the number of publications category of the web of science of management, ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines, and education educational research; number of annual citations for the period between 2000 and 2021, considering Social Science Citation Index(SSCI), Emerging Sourcing Citation Index (ESCI) and Science Citation Index Expanded (SCI-Expanded), in English Language.

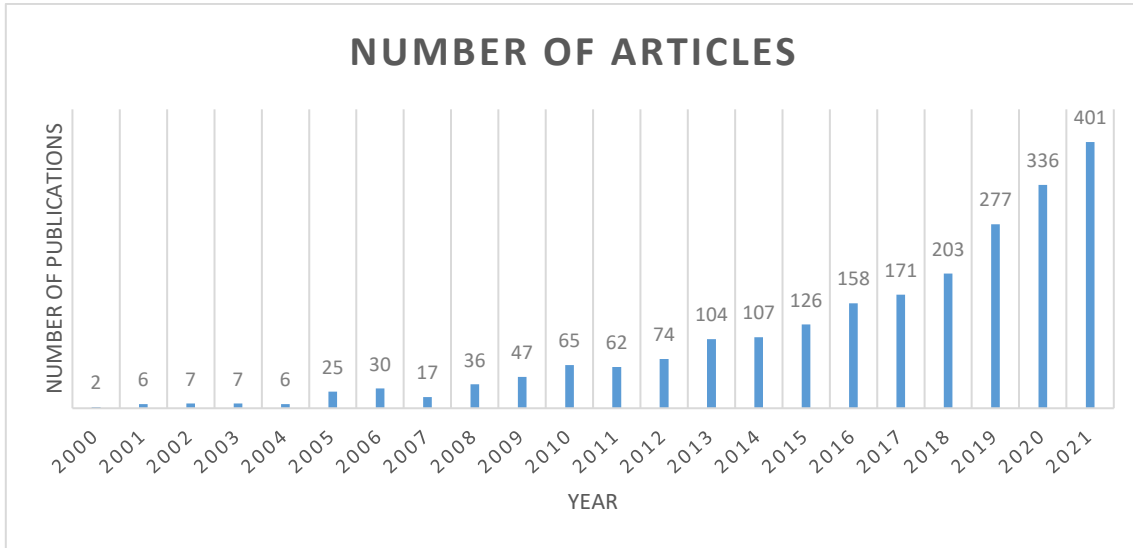
Graphic 1:



Evolution of Publications on CSR

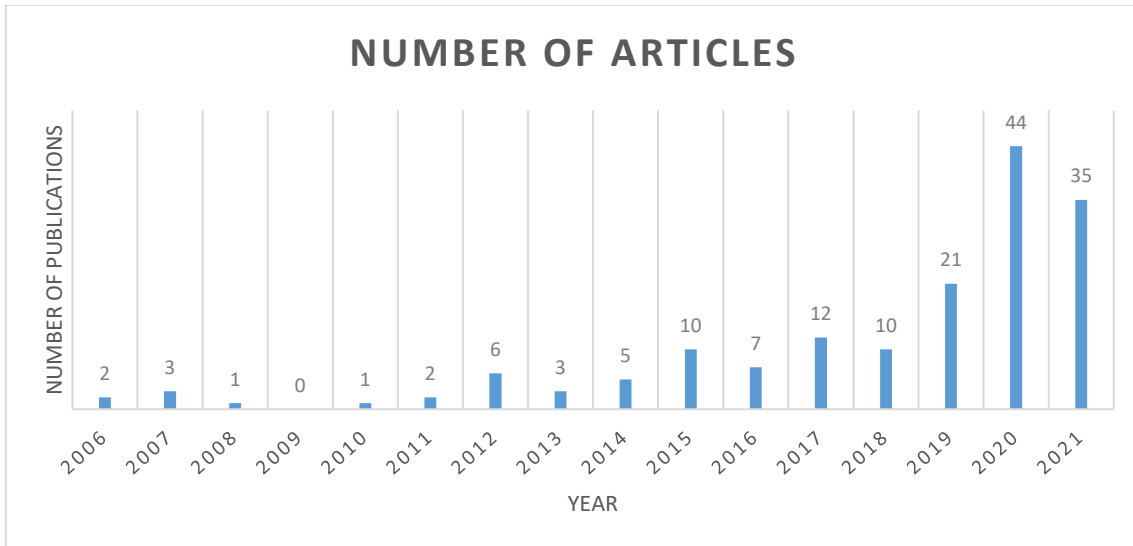
Graphic 2:

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Evolution of Publications on Students' Perceptions in HEI.

Graphic 3:



Evolution of Publications on CSR in HEI.

The table below represents the percentage of the number of articles and the number of citations on the field of this study. We considered 9.782 articles focused on CSR, for the period between 2015 and 2021, because WoS only generates the citation report below 10.000 articles. So, 83.84% of these articles (9.782) focus on CSR with 90.72% of the total citations (143.907 citations). Regarding the perception of students from HEIs, we can observe that

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there are 1.746 articles (14,96%) dealing with the subject, with 13.155 citations (8,29% of the total citations). Finally, when we link CSR with HEIs, we can observe only 139 (1,19%) articles with 1.550 (0,97%) citations.

Tabel 1:

Keywords	Number of Articles	Number of Citations
“Corporate Social Responsibility”	9.782 (83,84%)	143.907 (90,72%)
“Students' Perceptions in HEI”	1.746 (14,96%)	13.155 (8,29%)
“Corporate Social Responsibility in HEI”	139 (1,19%)	1.550 (0,97%)
Total	11.667 (100%)	158.612 (100%)

Table 1 - Number of articles and citations for the period between 2015 and 2021

4.2 Corporate Social Responsibility: Evolution of Publications

Looking for relevance criteria, as indicated in Table 2 below, we examined the most cited scientific articles on CSR Bibliometric Analysis collected from the Web of Science, including the terms management, ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines, and education educational research, considered relevant to this study. These bibliometric indicators provide an immediate result and impact effects by the scientific community. Additionally, the increase of publications on CRS is inevitable nowadays and is an expected trend, in order to ensure its validity and consistence. According to Frank et al. (2005) literature reviews may serve several functions, such as to access different journals, and the bibliometric methods are being extended to obtain an overview of the intellectual structure of the fields of CSR for the period from 2015 to 2021.

Tabel 2:

Author	Journal	Title	Citation
Lins, Karl V.; Servaes, Henri; Tamayo, Ane (2017)	JOURNAL OF FINANCE	Social Capital, Trust, and Firm Performance: The Value of CSR during the Financial Crisis	586
Post, Corinne; Byron, Kris (2015)	ACADEMY OF MANAGEMENT JOURNAL	Women on Boards and Firm Financial Performance: A meta-Analysis	508

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Author	Journal	Title	Citation
Flammer, Caroline (2015)	MANAGEMENT SCIENCE	Does Corporate Social Responsibility Lead to Superior Financial Performance? A Regression Discontinuity Approach	395
Hahn, Tobias; Pinkse, Jonatan; Preuss, Lutz; Figge, Frank (2015)	JOURNAL OF BUSINESS ETHICS	Tensions in Corporate Sustainability: Towards an Integrative Framework	328
Krueger, Philipp (2015)	JOURNAL OF FINANCIAL ECONOMICS	Corporate goodness and shareholder wealth	297

Top 5 most cited scientific articles on CSR Bibliometric Analysis

Through the review carried out, we can perceive that the five most cited articles about corporate social responsibility demonstrate first, that recently emerging environmental issues influence marketing assets, although social responsibility actions continue to be more influential (Chabowski et al. 2011). Second, Lenidou and Lenidou (2011) refer that the study about environmental marketing/management identified how market research and environmental management grow worldwide, showing an interdisciplinary relationship between the authors. Linnenluecke and Griffiths (2013) demonstrate the evolution of corporate sustainability over fifty years, emerging, among others, from the stakeholder theory. Fetscherin et al. (2010) argue that social questions are a subcategory of CSR, and Fetscherin and Usunier (2012) suggest that the bibliometric analysis identified in the research reveals a great importance of the corporate image, besides, the main approaches are related to the brand. Today, due to the growing interest in social responsibility, it is necessary to align research with management practices, affirm Calabretta et al. (2011).

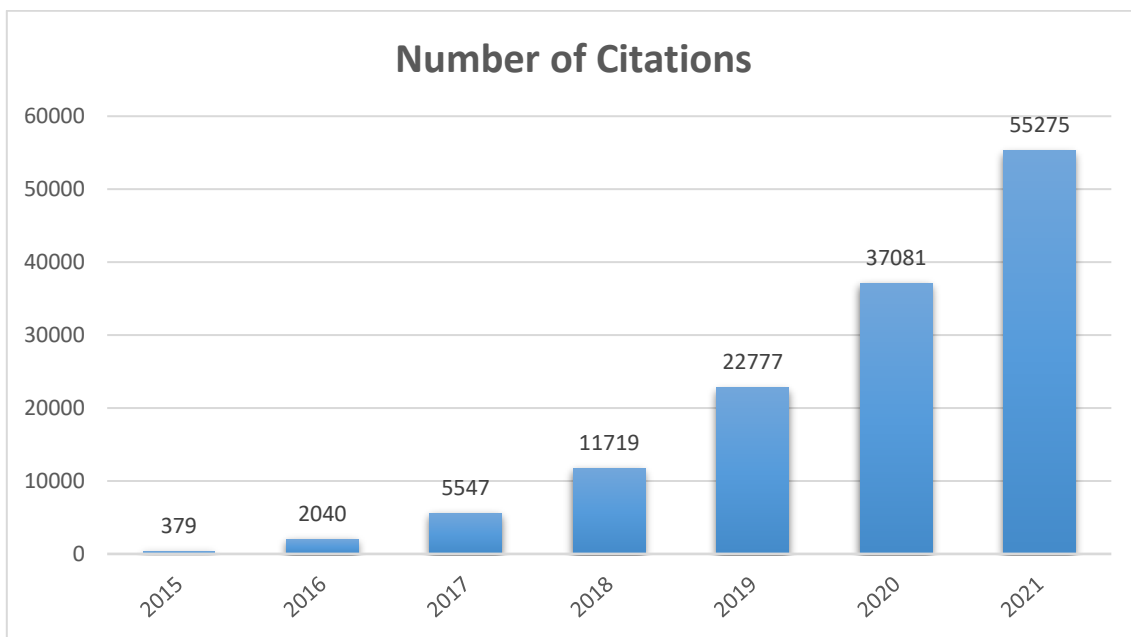
It is possible to observe that the most cited articles focus on performance, sustainability issues and competitive advantage to satisfy the society. Porter & Kramer (2006) affirm that there are four prevailing justifications for CSR: moral obligation, sustainability, license to operate, and reputation. According to McWilliams & Siegel (2001, p.118) "The ethical behaviour of firms will enable them to achieve a competitive advantage, because they will develop lasting, productive relationships with these stakeholders", Waddock and Graves (1997) declare that strategic resource allocation decisions have always been complex, but "the implementation of CSR initiatives into their strategic goals has the potential to change not only the organizations' corporate culture, but also to impart true social change," argue Aguilera et al. (2007, p.6). Campbell (2007, p. 962) defends that "Economic conditions

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specifically, the relative health of corporations and the economy and the level of competition to which corporations are exposed—affect the probability that corporations will act in socially responsible ways”. Finally, Sánchez et al. (2013) present some implications for CSR strategy that contribute to reflect about the theme: When there is a commitment of corporate resources to CSR, the attention changes to the strategic formulation, implementation, and measurement of the market returns on CSR initiatives.

The Graphic 4 below illustrates the evolution of the number of annual citations on CSR, where we can observe a growing evolution with a significant number of studies.

Graphic 4



Number of annual citations on CSR

Based on this analysis, we did a search using the filter “corporate social responsibility” as keywords. Figure 1 represents the map of relations around CSR:

Figure 1:

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has been expanding, and during the last two decades it has had especial care, argues Brochado (2009). In this context, Tsinidou et al. (2010, p.227) considers “education services are often intangible and difficult to measure, since the outcome is reflected in the transformation of individuals in their knowledge, their characteristics, and their behaviour” and according to Aleixo et al (2018) scholars argue that HEIs must lead to play a significant role in promoting social responsibility. Comprehension or the capacity to gain an accurate and deep intuitive understanding of student loyalty and conductors of student loyalty should be of great significance when determining the most significant management strategy, suggest Helgesen and Nettet (2007). Finally, Hu and Kuh (2002, p.571) conclude that “student engagement is a function of the interaction of student and institutional characteristics”. According to Aristovnik et al. (2020) there are numerous factors that influence student satisfaction with the university. Therefore, it is necessary to deepen the studies related to the high-level institutions, to have an understanding of the questions of perception of the students' experiences.

Table 4 presents the most cited scientific articles on Students' Perceptions in HEI, considering the fields of management, ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines, and education educational research for the period from 2015 to 2021.

Tabel 4:

Author	Journal	Title	Citation
Aristovnik, Aleksander; Kerzic, Damijana; Ravselj, Dejan; Tomazevic, Nina; Umek, Lan (2020)	SUSTAINABILITY	Impacts of the COVID-19 Pandemic on Life of HEI: A Global Perspective	209
Wanner, Thomas; Palmer, Edward (2015)	COMPUTERS & EDUCATION	Personalising learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course	154
Tomlinson, Michael (2017)	BRITISH JOURNAL OF SOCIOLOGY OF EDUCATION	Student perceptions of themselves as 'consumers' of HE	125
Aleixo, Ana Marta; Leal, Susana; Azeiteiro, Ulisses Miranda (2018)	JOURNAL OF CLEANER PRODUCTION	Conceptualization of sustainable HEI, roles, barriers, and challenges for sustainability: An exploratory study in Portugal	123

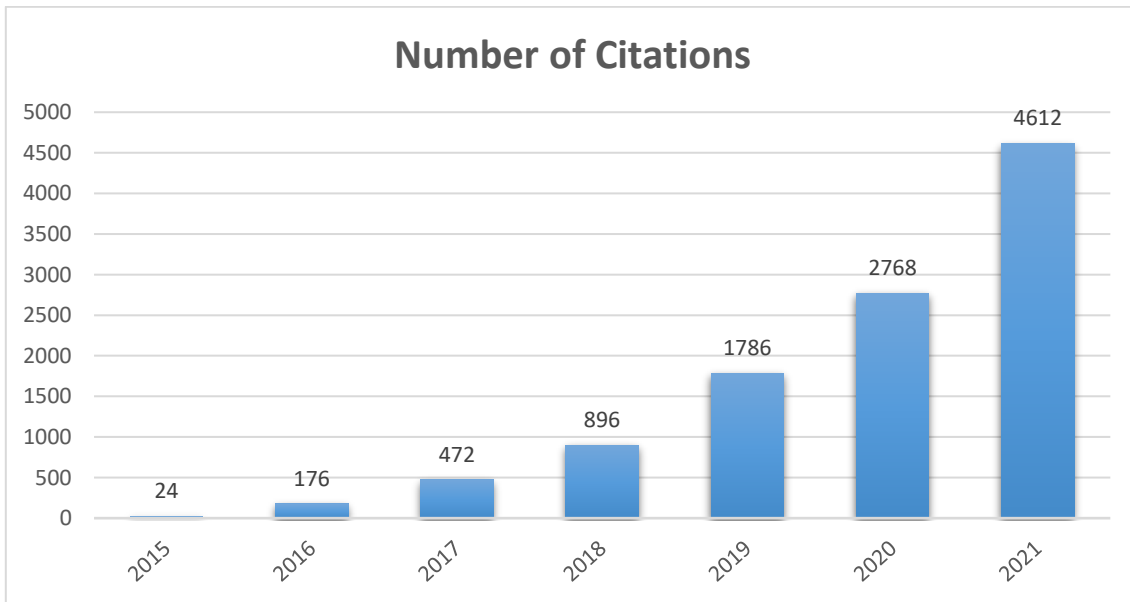
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Author	Journal	Title	Citation
Filho, W. Leal; Raath, S.; Lazzarini, B.; Vargas, V. R.; de Souza, L.; Anholon, R.; Quelhas, O. L. G.; Haddad, R.; Klavins, M.; Orlovic, V. L.(2018)	JOURNAL OF CLEANER PRODUCTION	The role of transformation in learning and education for sustainability	109

Top 5 most cited scientific articles on Students' Perceptions in HEI

The results show that some authors consider that students should be part of the teaching-learning process, since education is student-centred. In addition, institutions need to meet customer expectations from an outside-in approach, tailoring their approaches, and many theories try to explain why students drop out of school. (Park & Choi, 2009 Brown & Mazzarol, 2009).

Graphic 5:



Number of annual citations on Students' Perceptions in HEI

It is possible to perceive in Graphic 5 for the period from 2015 to 2021, that after 2017 there was an increase in publications and citations on Students' Perceptions in HEI.

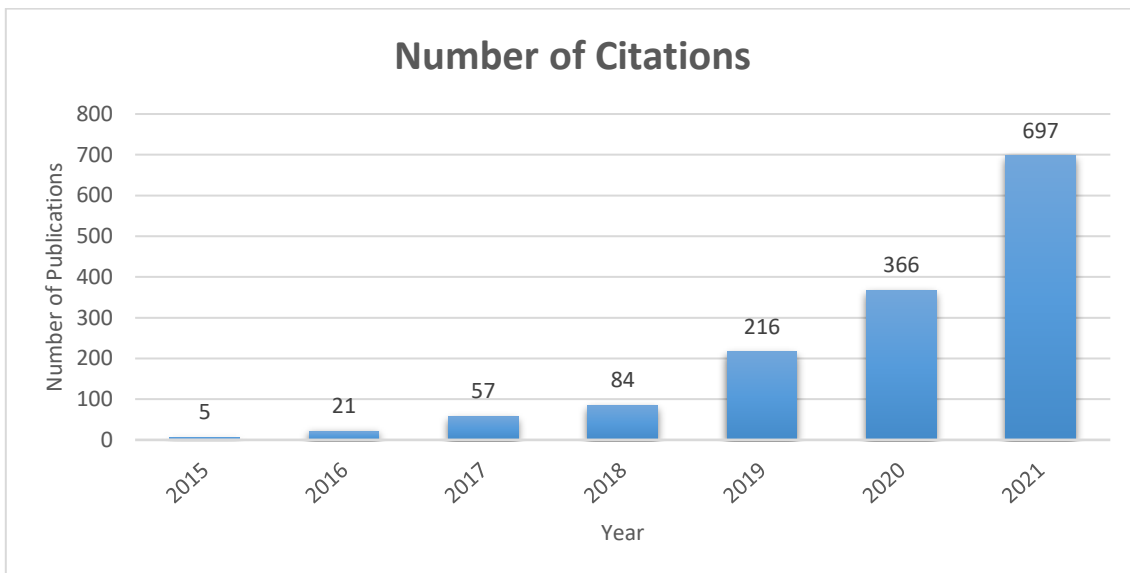
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HEIs include in their formal structure, representatives of society, as well as students, managers, and different types of employees (Ferrero-Ferrero et al., 2018). Important to note that in HEI, sustainability issues attract the attention of both the public and investors, as well as public policy makers (Larrán, 2016). Thus, it is possible to observe that few articles deal with CSR in HEI, and some of them deal with the impact of CSR and sustainability in HE.

When we link CSR in HEI, considering the fields of management, ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines, and education educational research from the same period 2015 to 2021, and we found few publications. Only after 2017 did the first publications appear with no major growth until 2021.

Graphic 6 sets out a summary of the most cited scientific publications, and the wide relevance:

Graphic 6:



Evolution of Publications on CSR in HE

Table 7 presents the 5 most cited scientific articles on CSR in HEI, considering the fields of management, ethics, economics, environmental studies, environmental science, interdisciplinary social sciences, scientific education disciplines, and education educational research for the period from 2015 to 2020.

Table 7:

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Author	Journal	Title	Citation
Su, Weichieh; Peng, Mike W.; Tan, Weiqiang; Cheung, Yan-Leung (2016)	JOURNAL OF CLEANER PRODUCTION	The Signaling Effect of CSR in Emerging Economies	102
Larran Jorge, Manuel; Herrera Madueno, Jesus; Calzado Cejas, Maria Yolanda; Andrades Pena, Francisco Javier (2015)	JOURNAL OF CLEANER PRODUCTION	An approach to the implementation of sustainability practices in Spanish universities	85
Ma, Peng; Shang, Jennifer; Wang, Haiyan (2017)	JOURNAL OF ENVIRONMENTAL MANAGEMENT	Enhancing corporate social responsibility: Contract design under information asymmetry	75
Cockx, Lara; Francken, Nathalie (2016)	ENERGY POLICY	Natural resources: A curse on education spending?	60
Peng, Benhong; Tu, Yu; Elahi, Ehsan; Wei, Guo (2018)	JOURNAL OF ENVIRONMENTAL MANAGEMENT	Extended Producer Responsibility and corporate performance: Effects of environmental regulation and environmental strategy	53

Top 5 most cited scientific articles on CSR in HEI

Through the analyses it is possible to recognize that the most cited authors, Christensen et al. (2007), investigate ethics, CSR, and sustainability separately in MBA programs and identify HEI efforts for innovation and integration, as well as student involvement as potential drivers for possible change. Luttar and Karri (2005) reinforce that the effects of individual characteristics when linked to ethical education create, in practice, organizational ethical results. Hesselbarth and Schaltegger (2014) analyze the practices adopted by universities to increase CSR teaching and sustainability management in response to a worldwide trend as an agent of change for the sustainability of institutions.

Figure 3:

The Impact of Social Responsibility on Students' Perceptions in Higher Education Institutions: A Theoretical Synthesis of Recent Research and Bibliometric Analysis

of social responsibility and how it is perceived by the students of HEI, and it suggests opportunities for future research and empirical studies.

Concern about stakeholder perceptions with companies is growing, and HEI are no different. When integrating the social responsibility approach into these institutions, it is clear that their students' perceptions become a fundamental part of this process. Thus, this study highlighted important items related to social responsibility and analyzed the most cited contents of the relevant literature.

Our research was motivated by two reflections: initially, that CSR has remained a much discussed topic in the academic literature during decades. Afterwards, we could observe that there are different views that can be discerned through academic literature evolution, and only in the last decade have the studies involving Students' Perceptions in High Education Institutions been growing. In an additional analysis, we decided to link CSR and HEI. We could observe a positive association between them, but very few publications about this connection. Chandra et al. (2019) confirmed in their study on the influence of service quality, university image on student satisfaction and student loyalty that there is a positive influence both of the quality of the service and of the image of the institution on student satisfaction and loyalty. Therefore, it is necessary to deepen these studies, and increase the publications dealing with CSR in HE, because "HEI impact opportunities to contribute to build a better world.", reinforce Salvioni (217, p.23).

The investigation supplies an overview of the most important international scientific publications and their authors, and the main contributions of these publications over the period from 1990 to 2018. The analysis identified the most influential journals, the most cited and the most recent articles, in the Web of Science database contents. The constructing and visualizing bibliometric networks based on VOSviewer make it possible to analyze the results of studies like this one and are also important for decision-making and the establishment of alternative solutions for possible problems. Although many studies address the evolution of social responsibility over time, and student perceptions in HEI, few bibliometric studies address this issue together. Moreover, there are few bibliometric studies that quantify the information contained in this study, and through the analysis we identified a gap in this emerging field.

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Thus, among the bibliographical references, this study uses the most cited by the authors in this field of investigation, and the most influential, which explore the evolution of social responsibility research in HEI.

This paper has included several studies and scientific publications, as well as evaluated the evolution of this bibliometric representation over the years. To explore CSR, we analyze a period of 28 years. Observing Graphic 1, we can affirm that only after 2006, CSR had an increase in publications and an evolution in the number of annual citations, considering the number of publications of the category of WoS management, ethics, economics, environmental studies, scientific education disciplines, environmental science, interdisciplinary social sciences, and education educational research.

It is possible to observe that the most cited articles focus on performance, sustainability issues and competitive advantage to satisfy the society. Thus, this paper identifies a significant group of studies and authors in CSR, and up to the present day, this theme has grown. Table 3 presents the 20 most cited scientific articles on CSR, based on Web of Science registers. To explore Students' Perceptions in High Education Institutions, we noted that there was little transparency about the level of advancement that has been made in this field. Many articles deal with CSR, and some of them deal with the impact of institutional image on students' satisfaction and the measurement of service quality in HE, to create student loyalty. When we analyze Graphic 2, which considers the number of publications, it is clear that there are few publications in this area. There was little progression over the second decade of this century. This evaluation may reflect societal challenges.

The results of this study make it clear that the implementation of social responsibility in HEIs leads to a greater involvement of students, who become leaders of new changes. The practices adopted in universities to grow social responsibility make these institutions sustainable.

In addition, this study allowed us to understand which areas are most interesting for future research in order to reveal new approaches to HEI, such as (i) how to identify the corporate image of the institution through its stakeholders, or (ii) strengthening the competitive advantage of HEI, and (iii) corporate governance in HEIs, which may be areas of future interest for further studies.

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Some research opportunities are suggested, with this study:

Tabel 8:

STUDY OPPORTUNITIES	SUGGESTED ARTICLES
(i) Future work may analyze the effects of social responsibility on the sustainability of HEI	Mendoza, Joan Manuel F.; Gallego-Schmid, Alejandro and Azapagic, Adisa. (2019). A methodological framework for the implementation of circular economy thinking in HEI: Towards sustainable campus management. <i>Journal of Cleaner Production</i> , 226, 831-844.
(ii) Future studies may also deal with the assessment of student learning outcomes based on the skills acquired through responsible education	Olalla, Consuelo Benito and Merino, Amparo. (2019). Competences for sustainability in undergraduate business studies: A content analysis of value-based course syllabi in Spanish Universities. <i>The International Journal of Management Education</i> , 17, 239–253.
(iii) Similar studies may be carried out in other types of HEI, such as polytechnic universities.	Galvão, Anderson; Mendes, Luis; Marques, Carla and Mascarenhas, Carla. Factors influencing students' CSR orientation in HE. <i>Journal of Cleaner Production</i> 215 (2019) 290-304.
(iv) Studies on perspectives of individual and institutional interaction through the identification of students' perception.	Junior, Annor da Silva et al. (2019). Sustainability and CSR in the opinion of undergraduate students in management programs: Between the concrete and the abstract. <i>Journal of Cleaner Production</i> , 207, 600- 617.
(v) Studies that may address students' social responsibility in the process as transformers of institutional outcomes	Gatti, Lucia; Ulrich, Markus; Seele, Peter. (2019). Education for sustainable development through business simulation games: An exploratory study of sustainability gamification and its effects on students' learning outcomes. <i>Journal of Cleaner Production</i> , 207, 667-678.

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(vi) Studies that can explore sustainability reports in HEI as well as their image and stakeholder perception in their social responsibility initiatives.	Eizaguirre, Almudena; Feijoo, María García- and Laka, Jon Paul. (2019). Defining Sustainability Core Competencies in Business and Management Studies Based on Multinational Stakeholders' Perceptions. <i>Sustainability</i> , 11, 2303.
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Table 8: Study Opportunities and Suggested Articles

Research in the field of social responsibility of HEI is recent and deserves further investigation in order to improve the understanding of the area for scholars and managers, providing a better understanding and ideas for new directions in this field.

Additionally, if we recall figure 2, we may identify a few attractive areas for future studies in this field like shareholder value, the role of gender and women, the role of structure and managers, the impacts on assurance, sustainability reporting, green supply chain management, ethics, satisfaction, trust, identification, among others, providing a vast array of gaps and opportunities to investigate on CSR on high education institutions.

5.2 Contributions

With this methodology, we can identify and analyze past and present literature, identifying new areas of study, and explore possible future studies. This work helps to verify the importance of social responsibility in institutions and to identify that students are part of the teaching-learning process, internally, and their expectations must be met, from an external approach. This investigation presents 3 major contributions: 1) Presenting a literature review in the area of social responsibility in HEI 2) Provide a guide to the work of researchers investigating the social responsibility field 3) Identify the most important research opportunities and gaps in the literature.

This analysis indicates that there is a gap in the literature and promotes the discussion about the importance of the Impact of Social Responsibility on Students' Perceptions in HEI. There were two important reasons for this gap: first, we found few empirical studies focused on analyzing CSR practices in HEI and second, the possibility of universities to improve their commitment to social responsibility, by using their students' perceptions. Although a great number of studies have described several concepts related to CSR, only a few of these articles

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address CSR in HEI, and bibliometric studies. Finally, our analysis suggests future studies selecting a large number of universities and compares how university leaders deal with CSR incorporating sustainability practices to satisfy their stakeholders.

It is clear that growing institutions must invest in CSR areas to attract and retain their customers/stakeholders, the impact of social responsibility maximizing the relationship between them. Integrating CSR in HEI, CSR will have a positive impact on students' perceptions with better reputation and competitive advantage as consequence.

5.3 Limitations

Despite some limitations in the study, we believe we have achieved the desired goals. This article admitted some limitations: The first one of the study refers to data collection having been performed on a single base (WoS) and may have a less representative impact on data analysis. Secondly, it is necessary to ensure that, for better results, the measurement of the bibliometric data of the study is constantly updated, so that the time lapse between the date of collection and the date of publication of the research is not very long. Thus, it is suggested to integrate more databases in the research collection, and further improve the methodologies used to evaluate the time lapse between the date of research and the date of its publication.

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