

EVALUATION OF THE PRINCIPLES OF SOCIAL RESPONSIBILITY IN A HIGHER EDUCATION INSTITUTION

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Annotation

The paper deals with the concept of social responsibility (hereinafter SR), which has become one of the most widely discussed in the context of business, science, and society development in the last few decades. Currently, the methods of evaluating the SR of organizations are quite limited - they cover only a certain area of SR (e.g. environmental) or single criteria. Therefore, **the aim of the paper** is to present and justify the social responsibility evaluation model in the public sector in the case of a higher education institution.

Research methods: analysis of scientific literature, synthesis method, generalization method, case analysis, quantitative research method – a questionnaire survey.

Keywords: social responsibility, higher education institution, evaluation, public sector.

Introduction

Under the influence of global changes, the importance of issues related to sustainable development is constantly increasing. When discussing these issues, sustainable development is usually associated with social responsibility (hereinafter SR). Previously, SR was understood as an expression of the organization's relationship with the environment (Čarnogurský, Černá, 2012), and sustainable development was understood as the result of broader societal expectations that had to be taken into account by organizations seeking to act responsibly. Thus, the main goal of SR is the effort to contribute to sustainable development (ISO 26000: Guidance on Social Responsibility, 2011). From this point of view, socially responsible behaviour is understood as a tool for ensuring sustainable development.

After all, the concept of SR has become one of the most widely discussed in the context of business, science, and society development in the last few decades. Although it is not new, it has recently been understood in a new way. Organizations, realizing the importance and need of SR, integrate its aspects into their daily activities, but problems arise when trying to assess the SR of organizations in practice. Currently, the methods of evaluating the SR of organizations are quite limited - they cover only a certain area of SR (e.g. environmental) or single criteria. In addition, the assessment of SA itself is not consistent and systematic. Business companies, especially international ones, often present themselves as socially responsible, but the public sector is only taking the first steps in this area (Gruževskis, Vasiljeviene, Moskvina, Kleinaite, 2006). Many authors (Čiegis, Gavėnauskas, Petkevičiūtė, Štreimikienė, 2008; Shnayder, Van Rijnsoever, 2018; Carroll, 2015) analyzed the level of SR in a global context. Some authors emphasized the rise in the level of SR in the public sector (Holjevac, Maskarin, 2007; Šimanskienė, Kutkaitis, 2009; Marčinskas, Seiliūtė, 2008; Lindgreen, Swaen, 2010; Fallah Shayan, et al., 2022), but it remains unclear how to assess SR in the public sector. The fact that there is no suitable tool for assessing corporate SR (Šimanskienė, Kutkaitis, 2009; Marčinskas, Seiliūtė, 2008; Öykü, 2015) can be caused by two interrelated reasons. *First*, the assessment of SR is still a new and limited area of

research. *Second*, in order to be able to systematically assess the SR of organizations, it is first necessary to define what it includes. It is important to determine the criteria that form the basis for evaluating the SR of public sector organizations, which would be relevant specifically for consumers, and to find the most appropriate way to evaluate those criteria.

After assessing this, the **research problem** is formulated as a question: *how the social responsibility of public sector organizations could be evaluated*. In principle, it is necessary to treat SR not only as a moral imperative, but as an instrument of specific actions used to solve problems related to sustainable development. It is often difficult to accurately distinguish between SR and sustainability, because SR can be considered a concept that aims to holistically combine economic, social, and environmental goals.

The object of the research is social responsibility in the public sector.

The aim of the research is to form and justify the social responsibility evaluation model in the public sector in the case of a higher education institution.

Research objectives:

1. To analyse the concept of social responsibility from a theoretical perspective and define the criteria for social responsibility evaluation in the public sector.
2. To prepare a social responsibility evaluation model through the case of a higher education institution.
3. To apply the social responsibility evaluation model to evaluate social responsibility in higher education institution.

Research methods: analysis of scientific literature, synthesis method, generalization method, case analysis, quantitative research method – a questionnaire survey.

1. Theoretical Aspect of Social Responsibility Evaluation in Organization

Social responsibility (hereinafter - SR) in an organization is not a new concept, but its biggest changes took place in the first half of the 20th century. During this period, there was much debate about what the responsibilities of organizations were and what stakeholders expected from them (Shnayder, Van Rijnsoever, 2018; Carroll, 2015). The attention paid to the concept of SR of organizations began with the development of the free market and globalization, with rapid technological changes. At the beginning of the 21st century, the SR of organizations gained even greater importance. Modern trends in economic development, the use of information technology and the globalization of the world economy pose new challenges not only for businesses and governments of various countries, but also for all of humanity (Lindgreen, Swaen, 2010; Fallah Shayan, et al., 2022). Innovative solutions dictated by the new worldview in the context of SR become necessary to solve economic, social and global environmental problems (Dhar, Sarkar, Ayittey, 2022).

Corporate SR is one of the most popular research topics in recent times. Many authors agree that the SR of organizations should be considered as the totality of efforts and obligations of organizations, which do not achieve business goals, but contribute to the welfare of social groups (Athanasopoulou, Selsky, 2015). SR is defined as conscious behaviour based on values and accountable to stakeholders (Vasiljevienė, 2006). Beneath the different concepts of SR of organizations lies the normative assumption that unites these concepts, that organizations must take into account the society, the social consequences of the activities of economic organizations and society's expectations towards organizations. Thus, the concept of SR expresses interdisciplinary integrity, individuals are characterized by multifaceted activities and the resulting duties together with responsibility. SR is a form of consciously formed economic, political, legal, moral relations between the organization and society, its various structures; readiness to answer for one's deeds and actions; the ability to perform a duty and accept public sanctions under certain conditions of justice or guilt (Laurinavičius, 2011), and it highlights the advantages of integrating CSR in a new company framework (Fallah Shayan, et al., 2022).

In summary, it can be said that the term *social responsibility* is unstable, constantly changing and often responds to the actualities of a specific period, society's concerns and expectations towards organizations. The interpretation of the term SR by different authors is presented in Table 1.

Summarizing the interpretations of the definitions of SR presented in Table 1, it can be reasonably stated that SR in business means that organizations should operate in ways that benefit society as well as increase profitability. This means organizations need to create and implement beneficial policies and procedures, while decreasing damaging or destructive impacts. When it comes to business practices and implementation, SR is referred to as corporate SR. Over the course of several decades, society as a whole has increasingly shifted their view to business practices. This shift has gone from one of maximum profitability and consumerism, to one that places more importance on equality, ethical practices, and doing things for societal benefit.

Table 1. Concept Analysis of Social Responsibility Definition (*source: made by authors*)

| Author | Definition | Main Factor |
|-----------------------------------|--|---|
| McWilliams and Siegel (2001) | SR of organizations - organizational activities that create social goods, regardless of business or organizational goals and laws. | Organizational activities that create social welfare |
| Rosam, Peddle (2004) | SR is not part of a business system - it is a unidirectional business philosophy and describes this phenomenon as a philosophical approach to organizations. | Unidirectional business philosophy |
| Kotler, Lee (2008) | SR is an organization's commitment to enhancing public welfare through independent business practices and the use of corporate resources. | Increasing public welfare |
| Acquier, Gond (2007) | SR is an organization's commitment to implement those policies, make those decisions, or perform those actions that are based on society's expectations. | Policy commitment, based on public expectations |
| Wang et al. (2016) | SR includes activities that help companies make decisions based on the social and environmental impact of their activities | Decision-making with regard to social and environmental impacts |
| Archie (2018) | SR means that entrepreneurs must follow the actions of the economic system to meet the expectations of society. | Meeting public expectations |
| Solihin, Faritsal, Hidayat (2022) | SR is decisions and actions taken by the organization, the reasons for which, at least in part, exceed the direct economic or technical interests of the organization. | Making decisions that exceed the interests of the organization |

As it was already mentioned, some of the researchers, analyzing SR, focused mainly on business organizations that initiate and support actions in order to behave responsibly, demonstrating socially responsible activities by their example. At the same time, it was noticeable that representatives of the private sector often had a rather narrow understanding of the essence of SR. They named SR as *altruism, competitive advantage or economic harmony, avoidance of corruption, organizational values* (Tauginienė, 2013), thus limiting the dissemination of its true meaning. Considering the fact that the public sector is perceived as "management of people for the benefit of people", and the SR of organizations as the turning of organizations towards society and its well-being, it can be said that the activities of public sector organizations are essentially in the implementation of SR.

All these sectors' SR encourages organizations to act responsibly and contribute to common welfare and sustainable development. However, they differ in their specific goals and context.

Business SR encompasses the efforts of companies and organizations to contribute to social welfare, environmental sustainability, and community improvement. Companies often seek to implement BSR strategies that include actions not only to ensure profit and growth but also to address social,

environmental, and ethical aspects. For example, companies may support local communities, reduce environmental impact, enhance employee well-being, and promote diversity in the workplace.

Private Sector SR includes not only businesses but also non-profit organizations, including charities, social enterprises, and the like. These organizations also aim to contribute to social welfare, environmental protection, and other social goals, but their activities may be more community-oriented rather than focused on profit maximization

Higher Education SR often has commitments not only to research and education but also to SR. This may include providing educational and training services in developing countries, promoting cross-cultural understanding, actively participating in community activities, supporting social initiatives, and more.

Higher education institutions (hereinafter HEI) may have a broader spectrum of SR because they are often committed not only to business profit or community welfare but also to actively participating in the creation and dissemination of knowledge and culture.

In scientific sources, SR is usually described as a set of five main categories whose actions or at least part of actions is combined with each other (see Figure 1). All categories are closely related and form an overall image of a SR organization. First of all, SR means that the organization should be responsible for each of its actions that have one or another impact on people, their communities and the environment (Laurinavičius and Reklaitis, 2011).



Figure 1. Components of Social Responsibility

Source: made by authors

SR in HEI encompasses many different areas including the following: the need to strengthen civil commitment and active citizenship; to provide services to the community through community engagement and outreach; to promote economic and national development; to promote ethical approaches to issues; to develop a sense of civil citizenship by encouraging the students and the academic and administrative staff to provide social services to their local community; to promote ecological or environmental commitment for local and global sustainable development; to develop local and global human resources; to expand human knowledge through quality research and education for the nation and for humanity (Vasilescu et al., 2010).

Economic responsibility in HEI can be manifested in several ways: through budget management, investment in education, transparency, efficient resource usage, accountability (see Table 2).

The outcomes of economic responsibility in HEI are multifaceted and crucial for their long-term success and societal impact. Financial stability is one of the outcomes, ensuring that HEI can effectively manage their resources and maintain operations even during economic challenges. This stability enables them to provide consistent educational services and invest in quality faculty, infrastructure, and research initiatives.

Table 2. Economic Responsibility in Higher Education Institutions *(source: made by authors)*

| Economic Responsibility | Elements of Expression |
|---------------------------------|---|
| Budget management | Institutions should manage their finances efficiently and responsibly, aiming to optimally utilize available funds and ensure long-term financial stability. |
| Investment in education | Institutions should ensure that their financial resources are used appropriately and effectively, striving for high academic and research quality. This includes investments in research, infrastructure, student support, and other areas contributing to the institution's mission. |
| Transparency | Institutions must be transparent about their financial management and operational results. This means regularly publishing financial reports to help the public understand how they utilize their financial resources. |
| Efficient resource usage | Institutions should seek to maximize the benefits from available resources, including financial, human, and physical infrastructure. This involves efficient personnel management, investments in technology and infrastructure, and creating quality teaching and learning conditions. |
| Accountability | Institutional leaders and administration should be accountable for their decisions and actions, conducting continuous monitoring and evaluation to assess their contribution to the institution's economic and academic success. These principles help ensure that higher education institutions operate responsibly and effectively, contributing to their long-term success and impact on the community and society. |

The analysis of scientific literature sources showed that legal responsibility in HEI can manifest in various ways, i.e. legal compliance, teaching and learning, rights of students and employees, financial accountability, responsibility for research and public information (See Table 3).

Table 3. Legal Responsibility in Higher Education Institutions *(source: made by authors)*

| Legal Responsibility | Elements of Expression |
|---|---|
| Legal compliance | Institutions must adhere to all applicable laws and regulations, including education and science laws, labour regulations, public procurement rules, and other relevant statutes. |
| Teaching and learning | Institutions must ensure that their activities comply with higher education standards and regulations governing the education sector. This includes program accreditation, defining student rights and obligations, ensuring the quality of teaching and learning processes, and so on. |
| Rights of students and employees | Institutions must respect the rights and legal protection of students and employees. This includes the right to equality, non-discrimination, fair wages, and conditions of work, as well as compliance with laws regarding labour rights, safety, and health protection. |
| Financial accountability | Institutions are legally responsible for their financial management and reporting, adhering to financial and audit regulations to ensure transparency and fairness in financial reporting. |

| Legal Responsibility | Elements of Expression |
|---|--|
| Responsibility for research and public information | If institutions conduct research or disseminate public information, they must comply with laws regarding intellectual property, provision of public information, and other related issues. |

The outcomes of legal responsibility in HEI are paramount for ensuring accountability, fairness, and compliance with laws and regulations. Adherence to legal standards protects the rights and safety of students, faculty, and staff, fostering a conducive learning and working environment. This includes upholding laws related to discrimination, harassment, academic integrity, and accessibility. Prioritizing legal responsibility in HEI ensures ethical governance, upholds the rule of law, and supports the institution's mission of academic excellence and societal impact.

Environmental responsibility in HEI can manifest in various ways: through infrastructure management, scientific research, education and awareness, collaboration, sustainable development (see Table 4).

Table 4. Environmental Responsibility in Higher Education Institutions (*source: made by authors*)

| Environmental Responsibility | Elements of Expression |
|-------------------------------------|---|
| Infrastructure management | Institutions may implement environmental policies and practices in their physical infrastructure, including improving building energy efficiency, reducing water and energy usage, waste management, and adopting sustainable transportation solutions. |
| Scientific research | Many higher education institutions conduct scientific research in environmental areas. This may include research on climate change, environmental pollution, natural resource utilization, and sustainable development. |
| Education and awareness | Institutions can promote environmental education and awareness both among their students and the wider community. This can be achieved through environmental courses, events, seminars, and other educational programs. |
| Collaboration | Institutions can collaborate with local communities, government agencies, businesses, and non-governmental organizations to achieve common environmental protection goals and projects. |
| Sustainable development | Higher education institutions can develop policies and practices for sustainable development, aiming to minimize negative environmental impacts and contribute to long-term environmental sustainability. |

The impact of environmental responsibility in HEI are integral for promoting sustainability, stewardship of resources, and fostering a culture of environmental consciousness. Implementing environmentally responsible practices reduces the institution's ecological footprint, conserving natural resources, and minimizing pollution and waste generation. This commitment to sustainability not only benefits the environment but also educates and inspires students, faculty, and staff to adopt environmentally friendly behaviours both on campus and beyond. Environmental responsibility in HEI contributes to building a more sustainable future while fulfilling their educational mission and societal obligations.

Ethical responsibility in higher education institutions can manifest in the following ways: through academic integrity, fair treatment, respect for diversity, research ethics, community engagement, transparency and accountability, environmental Stewardship (see Table 5).

Ethical responsibility in higher education institutions yields numerous outcomes vital for fostering integrity, trust, and social accountability. Upholding ethical standards ensures the fair treatment of students, faculty, and staff, fostering a culture of respect, dignity, and inclusivity. This commitment to ethics extends to academic integrity, research integrity, and transparency in decision-making processes, thereby safeguarding the institution's reputation and credibility. Ethical leadership and governance practices promote accountability, sustainability, and the advancement of ethical principles in higher

education and beyond. Overall, prioritizing ethical responsibility in HEI cultivates a culture of integrity, excellence, and ethical leadership essential for fostering a just and equitable society.

Table 5. Ethical Responsibility in Higher Education Institutions *(source: made by authors)*

| Ethical Responsibility | Elements of Expression |
|--|---|
| Academic integrity | Upholding standards of academic honesty and integrity is paramount. This includes discouraging plagiarism, cheating, and other forms of academic misconduct among students and faculty. |
| Fair treatment | Ensuring fairness and equity in admissions, hiring practices, promotion, and resource allocation is essential. Discrimination based on factors such as race, gender, religion, or socioeconomic status should be actively discouraged. |
| Respect for diversity | Fostering an inclusive and diverse environment where all individuals feel respected and valued is crucial. Institutions should promote diversity in their student body, faculty, and curriculum. |
| Research ethics | Adhering to ethical principles in research, including obtaining informed consent, protecting human and animal subjects, and ensuring the integrity of research data, is fundamental to maintaining trust and credibility. |
| Community engagement | Engaging with the local and global community in ethical and socially responsible ways, such as through service-learning programs, community partnerships, and outreach initiatives, demonstrates a commitment to ethical citizenship. |
| Transparency and accountability | Operating with transparency and accountability in all institutional activities, including financial management, governance, and decision-making processes, helps build trust and credibility within the institution and the broader community. |
| Environmental Stewardship | Promoting sustainability and environmental responsibility within the institution by implementing eco-friendly practices, reducing waste, and supporting environmental education and research initiatives contributes to ethical responsibility. |

These practices help ensure that higher education institutions uphold ethical standards, promote integrity, and contribute positively to society. However, philanthropical responsibility consists of funding of educational programs, support for health initiatives, charity, supporting community beautification projects (see Table 6).

Table 6. Philanthropical Responsibility in Higher Education Institutions *(source: made by authors)*

| Philanthropical Responsibility | Elements of Expression |
|---|--|
| Funding of educational programs | In order to increase the inclusion and effectiveness of education, to meet the needs of the individual and society, to increase the inclusion and accessibility of education, to ensure a safe environment for every person. |
| Support for health initiatives | In order to reduce the prevalence of health-damaging behavior among the population and improve the health of the population. |
| Charity | In order to establish or strengthen the connection of the whole community, to help them. |
| Supporting community beautification projects | In order to satisfy the public interest, to develop the community spirit of the population, by organizing cultural, sports and wellness events, holidays, and preparing various projects. |

The result of philanthropic responsibility in HEI is profound, as they extend beyond the campus to positively impact society at large. Philanthropic initiatives enable institutions to support students from diverse socioeconomic backgrounds through scholarships, grants, and financial aid, thereby increasing

access to education and promoting social mobility. Philanthropic responsibility in HEI plays a vital role in shaping a more equitable, inclusive, and sustainable future for individuals and communities worldwide.

The literature analysis provided a comprehensive understanding of the main components and outcomes associated with SR within the context of the study. By examining existing research, theories, and frameworks related to SR in various contexts, such as business, education, and governance, key elements emerged, including ethical behaviour, environmental sustainability, community engagement, and stakeholder management. These elements were found to be interconnected and influential in shaping organizational practices and outcomes. Based on this analysis, a conceptual model was developed to guide the empirical research, outlining the relationships between these elements and their impact on organizational performance, reputation, and stakeholder perceptions (see Fig. 2).

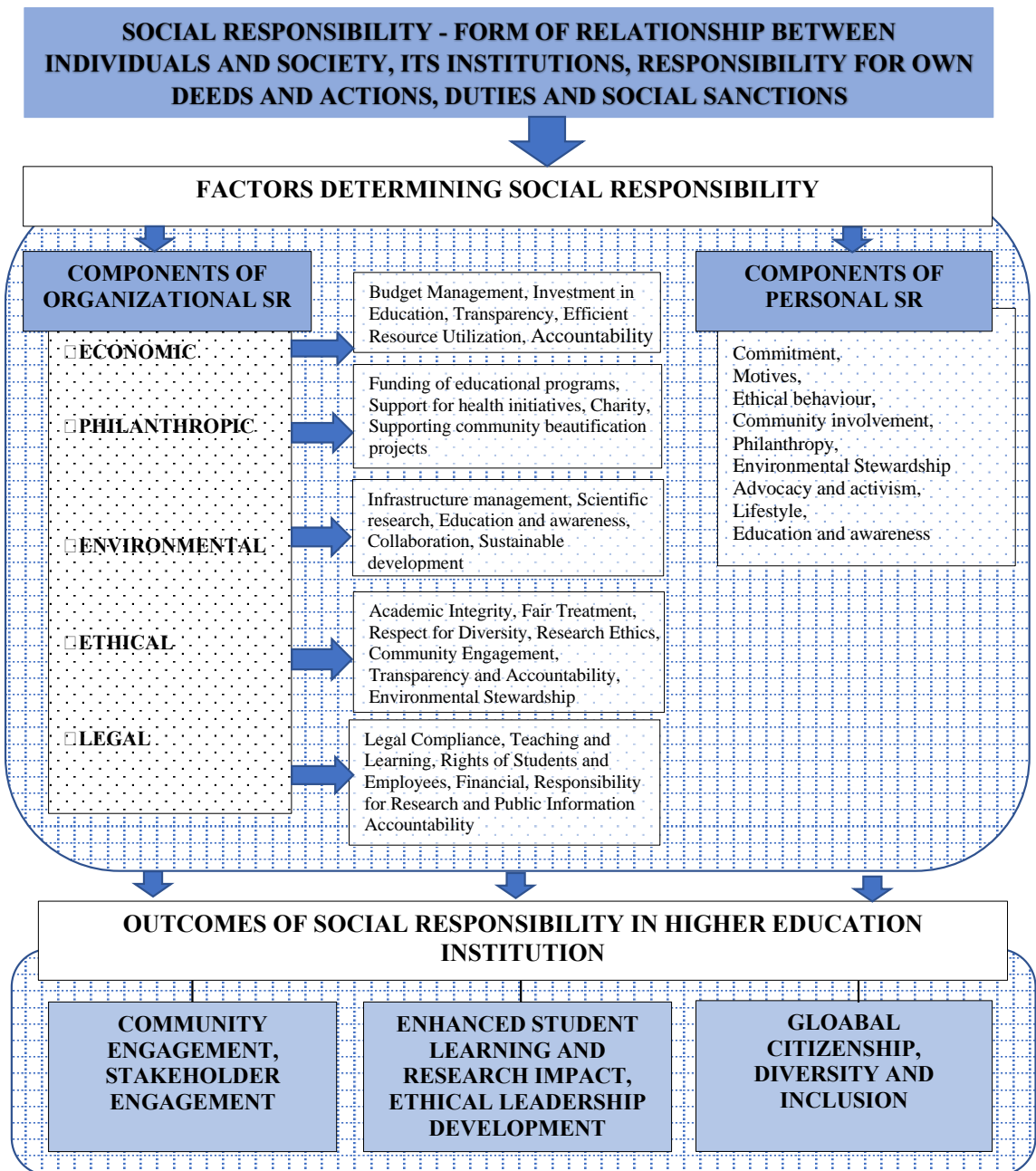


Figure 2. Factors, Determining Social Responsibility and its Outcomes in Higher Education Institutions

Source: made by authors

As it is defined in the model, SR in HEI can result in numerous positive outcomes, benefiting students, faculty, staff, communities, and society at large. Some of these outcomes include: community engagement, enhance student learning, research impact, diversity and inclusion, environment sustainability, ethical leadership development, stakeholders' engagement and trust and global citizenship. Overall, embracing SR can position HEI as catalysts for positive change, fostering a culture of service, innovation, and social impact that extends beyond campus boundaries and benefits society as a whole.

2. Results of Empirical Research on Application of Social Responsibility Evaluation Model in a Higher Education Institution

After the analysis of the scientific literature in SR in organizations and the public sector in terms of significance, the quantitative research was carried out with **the aim** to survey different stakeholders of the chosen HEI (the name of the institution is not publicly announced), i.e. students, employees and social partners and clarify the level of SR in HEI.

The research was conducted in spring of 2023. The questionnaire was made based on the created theoretical model. The questions' justification is shown in Table 7.

Table 7. The questionnaire justification (*source: made by authors*)

| Theoretical presumption | Author | Question No. | Question aim |
|---|-----------------------------------|---------------|---|
| Part I – demographical questions | | | |
| The purpose of HEI is to create conditions for people of different ages and different social, ethical, cultural groups to improve their personal and professional abilities, so that all this will help them in their lives and contribute to the creation of public welfare. | HEI | 1, 2, 3 | These questions aim to divide the respondents into 3 groups required for the study: students, employees and social partners. |
| Cooperation between teachers, students, administrative staff, parents, graduates, social partners and stakeholders is emphasized. | HEI | 4 | |
| Part II – SR of respondents | | | |
| SR is decisions and actions taken by the organization, the reasons for which, at least in part, exceed the direct economic or technical interests of the organization. | Solihin, Faritsal, Hidayat (2022) | 5 | The aim of these questions is to find out about the respondents' personal SR as a consumer, what activities are used to implement it and what motivates them to be a socially responsible person. |
| A moral personality is a socially oriented and active individual who adequately values public and private interests and is able to show solidarity in pursuit of them. | Laurinavičius ir Rėklaitis (2011) | 6 | |
| Important signs of the implementation of SR are in everyday things such as environmental protection - this is energy saving, recycling, reducing emissions, market awareness and knowledge, which includes - ethical operations, relationship with consumers. | Park (2020) | 7, 8 | |
| Part III – SR of HEI | | | |
| The purpose of higher education is to encourage people to take responsibility in all areas of life: personal, social and global (environmental). | HEI | 9, 15, 16, 17 | These questions aim to delve deeper into HEI implementation of |

| Theoretical presumption | Author | Question No. | Question aim |
|---|---|--------------|---|
| Economic responsibility is the most favourable conditions for prosperity: consistent profitability, investments, job creation, tax payment. | Laurinavičius, Reklaitis (2011), Carroll (2016) | 11 | legal, economic, philanthropic, environmental and ethical SR areas, to find out the areas that receive the most and least attention, and to make suggestions on how HEI could become more socially responsible. |
| Each institution is responsible for its activities within the limits of the law, which are determined by various laws, resolutions, standards. | Wu (2022), Stanescu (2021), Reategui and Ochoa (2021) | 10 | |
| Ethical responsibility is the obligation to do what is right and fair, without harming others, and maintaining good relations with stakeholders. | Pompper (2018) | 12 | |
| Environmental responsibility is the responsibility of organizations to prevent and reduce environmental damage that may be caused by their activities. | Xie and Yu, (2022) | 13 | |
| Philanthropic responsibility defines the organization's goal to make the world and society a better place, to behave as ethically and ecologically as possible. Organizations driven by philanthropic responsibility often donate a portion of their earnings to charity and sponsorship. | Amsami, Ibrahim and Hamid (2020) | 14 | |

The sample was calculated according to Paniotto formula and made 168 respondents.

The chosen HEI bases its activities on moral and social values. Emphasis is placed on social commitment and a SR approach. A person is a social being who bears responsibility for himself, others and the environment. Common human values and respect for persons of different cultures and religions are emphasized here. The activity strategy of HEI envisages strengthening activities in priority areas in order to carry out high-quality studies that meet the provisions of the European higher education area and the needs of the labour market, integrating the latest scientific and technological achievements, promoting awareness and principles of social education.

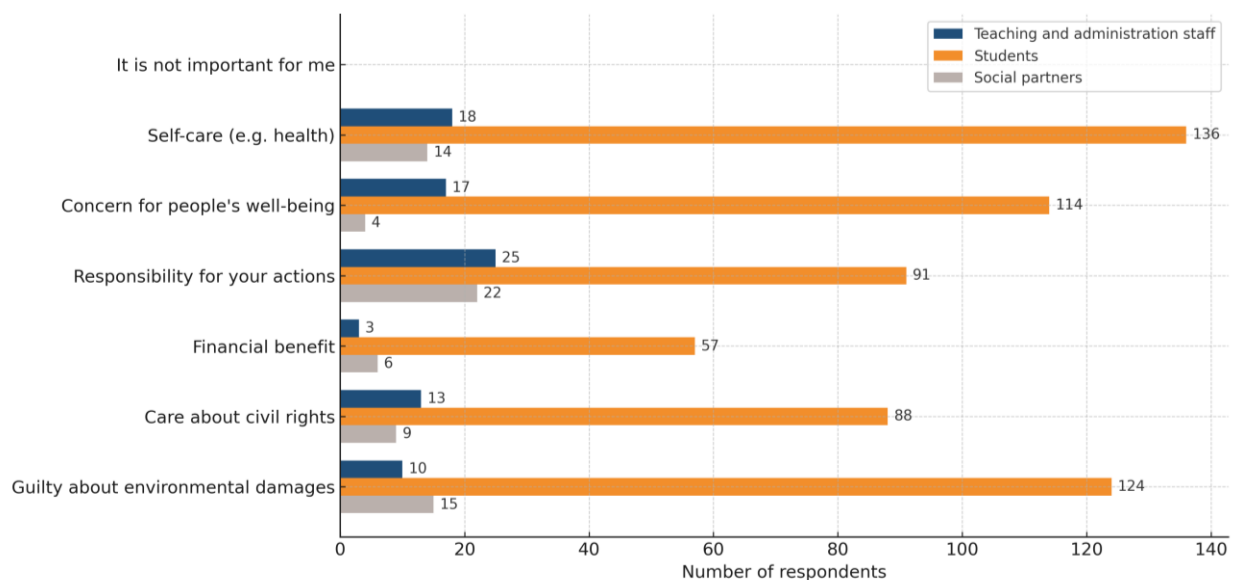


Figure 3. Motives of SR of the respondents

Source: made by authors

As research showed (see Figure 3), respondents are most motivated to behave socially responsibly because of their health and self-care, 100 per cent of respondents noted in total, in second place due to damage to the environment – 88 per cent of respondents, as well as taking responsibility for that, which received similar votes what is happening (82 per cent of respondents) and caring for people's well-being – 80 per cent of respondents. Fewer people were impressed by the financial benefit - only 39 per cent of respondents and there was 1 student who noted that he did not care about all this.

Students were consistently the most responsible group in all categories, with the largest number of them being self-care (136), being guilty of environmental damage (124) and concern for people's well-being (114). Teachers and administrative staff prioritized responsibility for their actions (25 responses), followed by self-care (18) and concern for people's well-being (17). Social partners were most supportive of "Responsibility for your actions" (22) and "Blame for environmental damage" (15), but showed limited participation in other categories. Interestingly, only a few respondents chose financial benefits as a motivating factor: 3 from employees, 57 from students and 6 from social partners – indicating that economic incentives are less compelling than ethical and emotional ones. The statement "It doesn't matter to me" was almost unanimously rejected, confirming that the vast majority of participants consider socially responsible behaviour important.

This shows a clear trend: intrinsic values such as health, accountability and caring for others and the environment are the main drivers of respondents' socially responsible behaviour, rather than extrinsic rewards.

Summarizing the personal SR of the respondents, it can be seen that the majority (three quarters) perfectly understand and understand the concept of SR. All stakeholder groups (employees, students and social partners) have recognized that they are socially responsible consumers. The manifestation of SR was most evident through waste sorting, saving water and electricity, and donating to charity. Also, all interested parties actively participate in voluntary activities, do not shy away from buying used clothes and other items, and participate in environmental activities. As the results of the study showed, respondents are most motivated to behave socially primarily by the desire to take care of themselves, i.e. one's own health and well-being, as well as feeling guilty about the destruction of the environment and caring for others and the well-being of others.

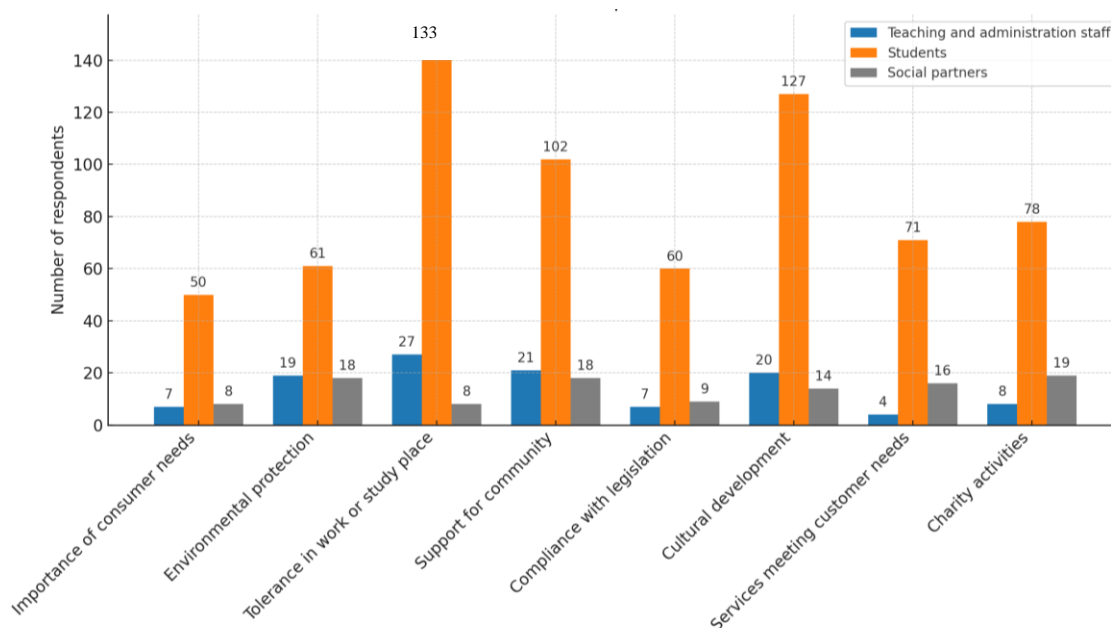


Fig. 4. Areas of SR expression in HEI

Source: made by the authors

In the presented diagram (see Fig. 4), we can see how the opinions of the employees, students and social partners of HEI were divided about the activities implemented by the SR of HEI, which are most appreciated by the stakeholders of HEI. When answering this questionnaire, it was possible to choose one or more suitable answers, so students most value tolerance in the place of study (82 per cent of all students) and the development of HEI culture, 70 per cent chose this answer, and the least number of students chose taking into account the needs of users, only 27 per cent chose this activity in total.

Summarizing the results of the SR study of HEI, we can say that SR is most reflected in the tolerance and fostered culture of HEI. HEI also actively supports the community and society and participates in charitable activities. In the field of legal responsibility, the opinion of the respondents revealed that HEI adheres to the concluded contracts, ensures the health and safety of employees and ensures data protection. In the field of economic responsibility, the most important aspects are the provision of goods and services to the public at an affordable price and the payment of taxes. Meanwhile, in the field of ethical responsibility, responsibility to customers and the environment is the most important. When analysing the data on the implementation of environmental responsibility, sustainable development received the most support. Fulfilling philanthropic responsibility is manifested through support of community beautification projects and HEI health initiatives. In the opinion of the respondents, HEI is the most successful in implementing ethical responsibility and pays the most attention to it, followed by the successful implementation of legal responsibility.

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Conclusions

1. Having analysed the concept of social responsibility and defining evaluation criteria in the public sector it was revealed that the multifaceted nature of social responsibility, encompassing various aspects of organizational behavior and its impact on society. Criteria for evaluating social responsibility in the public sector were identified, including economic, ethical, philanthropic, environmental and legal. Integration of social responsibility into public sector activities is crucial for ensuring better societal welfare.
2. The literature analyses allowed to develop a social responsibility evaluation model for a higher education institution: a model was constructed, taking into account the specific aspects of the higher education sector and the importance of social responsibility within it. The model includes predefined

criteria and metrics to evaluate the social responsibility of the higher education institution effectively. Having applied the social responsibility evaluation model in a higher education institution, the strengths and weaknesses of the institution's activities regarding social responsibility was defined. Recommendations for improvement and areas for further development were identified based on the evaluation outcomes.

3. Summarizing the results of the social responsibility study in HEI, we can say that social responsibility is most reflected in the tolerance and fostered culture of HEI. The institution also actively supports the community and society and participates in charitable activities. In the field of legal responsibility, the opinion of the respondents revealed that HEI adheres to the concluded contracts, ensures the health and safety of employees and ensures data protection. In the field of economic responsibility, the most important aspects are the provision of goods and services to the public at an affordable price and the payment of taxes. Meanwhile, in the field of ethical responsibility, responsibility to customers and the environment is the most important. When analyzing the data on the implementation of environmental responsibility, sustainable development received the most support. Fulfilling philanthropic responsibility is manifested through support of community beautification projects and health initiatives. Based on the results of the empirical research, it can be claimed that SR of HEI is at the highest level, but it can develop and improve SR by encouraging its employees, students and social partners to choose the goods and services of local or other SR companies and producers.

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SOCIALINĖS ATSAKOMYBĖS PRINCIPŲ VERTINIMAS AUKŠTOJO MOKSLO INSTITUCIJOJE

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Santrauka

Socialinės atsakomybės (SA) sąvoka per pastaruosius kelis dešimtmečius tapo viena plačiausiai aptarinėjamų verslo, mokslo, visuomenės raidos kontekste. Nors tai nėra naujiena, pastaruoju metu ji atrandama ir sovokiama naujame kontekste. Organizacijos, suvokdamos SA svarbą ir poreikį, integruoja jos aspektus į savo kasdienę veiklą, tačiau problemų iškyla bandant įvertinti organizacijų SA praktikoje. Šiuo metu organizacijų SA vertinimo metodai yra gana riboti – jie apima tik tam tikrą SA sritį (pvz., aplinkosaugos) arba pavienius kriterijus. Be to, pats SA vertinimas nėra nuoseklus ir sistemingas. Verslo įmonės, ypač tarptautinės, dažnai prisistato kaip socialiai atsakingos, tačiau viešasis sektorius šioje srityje žengia tik pirmuosius žingsnius (Gruževskis, Vasiljevienė, Moskvina, Kleinaitė, 2006). Daugelis autorių (Čiegis, Gavėnauskas, Petkevičiūtė, Štreimikienė, 2008; Shnayder, Van Rijnsoever, 2018) analizavo SA lygį pasauliniame kontekste. Kai kurie autoriai akcentavo SA lygio kilimą viešajame sektoriuje (Holjevac, Makarin, 2007; Šimanskienė, Kutkaitis, 2009; Marčinskas, Seiliūtė, 2008), tačiau lieka neaišku, kaip vertinti SA viešajame sektoriuje. Tai, kad nėra tinkamo įrankio viešų įmonių SA vertinimui (Šimanskienė, Kutkaitis, 2009; Marčinskas, Seiliūtė, 2008; Öykü, 2015), gali lemti dvi tarpusavyje susijusias priežastys. *Pirma*, SA vertinimas vis dar yra nauja ir ribota tyrimų sritis. *Antra*, norint sistemingai vertinti organizacijų SA, pirmiausia reikia apibrėžti, ką ji apima.

Įvertinus minėtus aspektus, **darbo problema** gali būti formuluojama klausimu: *kaip būtų galima įvertinti viešojo sektoriaus organizacijų socialinę atsakomybę*. Iš esmės SA būtina traktuoti ne tik kaip moralinį imperatyvą, bet kaip konkrečių veiksmų instrumentą, naudojamą sprendžiant su darniu vystymusi susijusias problemas. Dažnai sunku tiksliai atskirti SA nuo tvarumo, nes SA galima laikyti sąvoka, kuria siekiama holistiškai derinti ekonominius, socialinius ir aplinkosaugos tikslus.

Darbo objektas – socialinė atsakomybė viešajame sektoriuje.

Darbo tikslas – suformuoti ir pagrįsti socialinės atsakomybės vertinimo modelį viešajame sektoriuje aukštosios mokyklos atveju.

Tyrimo metodai: mokslinės literatūros analizė, sintezės metodas, apibendrinimo metodas, atvejo analizė, apklausa.

Tyrimo rezultatai: apibendrinant aukštojoje mokykloje atlikto SA tyrimo rezultatus, galima teigti, kad SA labiausiai atspindi tolerancija ir aukštosios mokyklos puoselėjama kultūra. Įstaiga taip pat aktyviai remia bendruomenę ir visuomenę, dalyvauja labdaringoje veikloje. Teisinės atsakomybės srityje respondentų nuomonė atskleidė, kad aukštoji mokykla laikosi sudarytų sutarčių, užtikrina darbuotojų sveikatą ir saugą bei duomenų apsaugą. Ekonominės atsakomybės srityje svarbiausi aspektai yra prekių ir paslaugų teikimas visuomenei už prieinamą kainą ir mokesčių mokėjimas. Tuo tarpu etinės atsakomybės srityje svarbiausia – atsakomybė klientams ir aplinkai. Analizuojant aplinkosaugos atsakomybės įgyvendinimo duomenis, daugiausiai palaikymo sulaukė darni plėtra. Filantropinės atsakomybės vykdymas pasireiškia remiant bendruomenės gražinimo projektus ir sveikatos iniciatyvas.

Raktiniai žodžiai: socialinė atsakomybė, aukštoji mokykla, vertinimas, viešasis sektorius.