

Impact of Internal Corporate Social Responsibility Practices on Customer Capital with Mediating Role of Human Capital in Education Sector of Pakistan

Zahra Masood Bhutta¹

Naintara²

Khadim Hussain³

Abstract

Theories related to management clearly state that an individual cannot grow intellectually unless his/her basic needs are served. But the time has also proved that only food and shelter are not the constituents of creative and emotionally intelligent person but the individuals need more sophisticated elements which can encourage them to perform extraordinary work in their relevant field. All these refined factors of an individual achievement which lead to economic success of an organization are covered by internal corporate social responsibility practices. This study probes role of three significant internal CSR practices namely training & education, work life balance, and workplace diversity in the creation of human and customer capital. This study utilizes quantitative approach. Our sample represents faculty members of public and private sector universities. Analysis is performed on a sample of 193 self-administered questionnaires. Results reveal that three independent variables have significant effect on customer capital. Human capital has performed partial mediating role in this study. The results suggest that when faculty members of an educational organization are satisfied they create human capital which gives rise to customer capital, this customer capital reflects students' satisfaction. So in order to achieve greater satisfaction of student, it is necessary that management of educational institutes as well as government should play better role in training & education of faculty members, in creating work life balance and work place diversity within higher educational institutes.

Keyword: *CSR Practices, Training and Education, Human Capital, Education Sector*

Introduction

There is no disagreement over the fact that socio-economic development of any nation is highly dependent upon quality and extent of education available to the members of society. As Mandela (1995) said that Education is the most powerful weapon which can be used to change the world. Therefore, its promotion should be taken as challenge, as it will bring prosperity and sustainable economic advantage. This requires judicious and most efficient allocation of resources by government, private sector and civil society. Public and Private sectors have to realize their corporate social responsibility in education sector. However, Pakistan's record on the education front has not been impressive due to a number of factors. Ministry of Finance (2014) published a report in which it has included CIA

(Central Intelligence Agency) facts and figures which show patterns of spending on education in different economies, according to this report Pakistan spends very less amount on welfare of teachers working in private and public sector organizations.

Teachers are social instruments of system, through which society can direct its destiny and can shape its future. These teachers have same needs as the employees of any commercial organization can have. Advent of materialism has taught us lesson of give and take, and we want some benefits from our occupation where we spend major part of our lives. Most of the educational organizations are also realizing concept of Expectancy theory (Vroom, 1982) and Maslow's hierarchy of needs (Maslow, 1954) which clearly state that individuals cannot grow intellectually unless their basic needs are served. But the time has also proved that only food and shelter are not the constituents of creative and emotionally intelligent persons but they need more sophisticated elements which can encourage them to perform extraordinary work in their relevant field. All these refined factors of an individual achievement which lead to economic success of an organization are covered by corporate social responsibility.

The Prince of Wales International Business Leaders Forum has defined CSR as Direct, ingenuous, clear, indisputable business processes that are established on moral values, respect and admiration for employees, environment and communities (Perrini, 2006). CSR has been greatly studied in corporate sector. Immense research has been conducted in creating relationship between CSR activities and organization performance (Hill, 2007; Luce, Babe & Hillman, 2001; Moskowitz, 1972; Silberhorn & Warren, 2007). Organizational performance in the corporate sector is taken in terms of ROA, ROE, Customer satisfaction etc. But role of human resource in the CSR context is still a fairly new and unexplored domain of study, employees are most strategically important stakeholders, their involvement in CSR practices, can have great impact on organization (Inyang, Awa, & Enuoh, 2011). Organization steps towards development and welfare of employees are considered as internal CSR Practices (Mehta, 2011). These practices improve employee engagement and ultimately give rise to employees' productivity and greater customers' satisfaction.

In this research paper we have made an attempt to investigate relationship between internal CSR and human capital and its impact on customer capital. We have carried out this study in the educational sector of Pakistan. Educational sector is the most neglected sector of Pakistan that is why Pakistan comes at 180th number in literacy rate among different nations of the world, China is the world leader in producing PhDs in a year, India is producing 8900 PhDs in a year (David, 2011), while total number of PhDs in Pakistan are 8142 ("Total number of PhD", 2012) according to HEC official statement although the number of research papers and scholars are increasing but growth rate is slow. We have taken only three internal corporate social responsibility practices such as training & education, work life balance and work place diversity.

Significance of CSR has increased in workplace over past few decades. Hence, our study will try to find relationship between internal corporate social responsibility practices of different universities of Pakistan and students' satisfaction level.

Objectives of the Study

Following are the objectives of this study:

1. To analyze relationship between Internal Corporate Social Responsibility Practices such as training & education, work life balance, work place diversity and human capital
2. To determine relationship between human capital and customers' capital.

Significance of the Study

The significance of the study is that it provides an insight into the mechanism through which CSR practices can improve customer capital i.e. student satisfaction. This mechanism includes human capital; knowledge-based organizations such as universities need to identify this doctrine to enhance performance.

Literature Review and Hypotheses Development

The premise of corporate social responsibility had gained considerable interest in the 1960s and 70s, after that it hibernated for few years but in recent years businesses and corporations have experienced renaissance of CSR. CSR has two perspective, internal and external. Internal CSR is concerned with psychological and physical aspects of working environment which can influence effectiveness and efficiency of employees (Turker, 2009). HR-CSR nexus can be expressed in terms of non-discrimination and equal opportunity employer, staff development & talent identification, protection of human rights work/personal life balance, succession training input in decision making etc. (Vives, 2006). Whereas according to Commission of European Communities (2001) external CSR shows responsiveness of corporation towards suppliers, customers, local community, local regulatory authorities.

There are many researches which suggest that CSR is multi-dimensional activity. Carroll (1979) stated variety of activities, which included philanthropic activities as well as social benefits. According to his perception organizations should not only generate profit, or obey law but also act beyond expectation of society. While according to Clarkson (1995) CSR means to meet needs of all the stakeholders.

In real world, CSR is usually viewed as an external practice. Most of the past researches have been done in the context of external CSR e.g. corporate philanthropy, environmental protection etc. This leads to minimal attention towards internal CSR. So expectedly the concept of internal CSR is rather shadowy (Cornelius et al. 2008). The main purpose of internal CSR is to focus on employee satisfaction. CSR has gained significance because it addresses the problems of stakeholders, as it has acquired a strong grip

within human resource department of organization itself (Fuentes - García, Núñez- Tabales and Veroz- Herradón ,2008).

European Commission has issued Green Paper, which motivates organization for the adoption of triple-bottom-line which is concerned with the social, environmental and financial performance of an organization. In short, it focuses on people, planet and profit. It promotes nondiscriminatory behavior and continuous training of employees.

International standard organization has issued ISO 2600 to provide guidance to organization so that it can accomplish its corporate social responsibility. It provides direction for human rights, employer-employee relationship, health and safety issues, working condition, talent development etc. Literature in CSR has tried to develop link between organization's social responsibility and performance. This may have been practiced deliberately to give logical justification for investment in CSR practices. McWilliams and Seigel (2000) found a positive relationship between CSR investments and company's profitability. Orlitzky et al. (2003) also found similar relationship. But question arises how CSR can enhance performance/ profitability of a firm. Internal CSR enhances intellectual capital which in turn raises value of an organization. Intellectual capital can be considered as an intangible asset, invisible assets, knowledge assets, knowledge capital, and information assets (Bontis, 2001). Its sub categories are structural, human, customer, relational and social capital which can provide competitive advantage to organizations. These are intangible assets which can are not visible on balance sheet of a company but have crucial impact on its performance (Jelčić, 2007).

We have taken three aspects of HR-CSR nexus which can have an impact on one of the intellectual capital types that is Human capital. According to Schultz (1993), the term "human capital" is characterized as a key constituent in improving any firm's assets and employees in order to increase productivity and sustain competitive advantage. Human capitals refer to processes that relate to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values, and social assets of an employee which will lead to employees' satisfaction and performance and, eventually, to a firm performance. Training is a structured manner in which organizations develop and enhance quality of new and existing employees. Training is regarded as a methodical approach of learning and development that improves performance of an individual, group and organization (Khawaja &Nadeem 2013). Maimuna and Rashad (2013) stated that training is just like buzz word in the dynamic competitive market environment. Human capital which arises through productivity of employees differentiates a great organization from a good one. Organizations investing in effective training and development for human resource tend to achieve both short and long term benefits. So we hypothesize that:

H1: The relationship between the Training and Education and the human capital is positive and significant.

McLeod (2008) stated that work-life balance (WLB) leverages human potential. WLB is critical if workers have to achieve sustainable performance over time. Wellbeing is essential to persistent output of individuals and to the dynamics of healthy, efficient teams. Studies have suggested that work-life balance practices do not necessarily influence levels of employee work-life conflict, but instead improve organizational performance via other routes, such as reduced overheads in the case of employees working at home, improved productivity Work-Life Practices and Organizational Performance among employees working at their peak hours, or social exchange processes arising from perceptions of organizational support (e.g., Allen, 2001; Apgar, 1998; Shepard, Clifton, & Kruse, 1996). This leads us to hypothesize that:

H2: The relationship between the work life balance and the human capital is positive and significant.

Janssens and Steyaert (2003) argued that Workplace diversity is a complex, controversial, and political phenomena. Workplace diversity is the deliberate and focused creation of organizational changes that enable all employees to perform up to their maximum potential (Reiner, 2001). The South African population consists of many immigrants bringing with them the diverse ethno cultural Practices of their countries of origin. This challenged the state to convert these differences into a national asset (Hirsh, 1993). According to Thomas (1996) achieving competitive advantage through the management of diversity has become an important managerial, and hence leadership consideration. According to David et al. (2011), high level of productivity, variety of ideas, learning and growth, diverse experience are some of the advantages of WPD. Therefore, it can be hypothesized that:

H3: The relationship between the Workplace diversity and the human capital is positive and significant.

Value of the relationship that an organization builds with its customers is reflected in customers' loyalty, and satisfaction. It is evident through retention of customer (student), reduced complaints, and increase in number of students through recommendation from alumni. Most firms have embraced the notion of human capital as a good competitive advantage that will enhance higher performance (Marimuthu, Arokiasamy, & Ismail, 2009). This notion leads to following hypotheses:

H4: The relationship between the customer capital and the human capital is positive and significant.

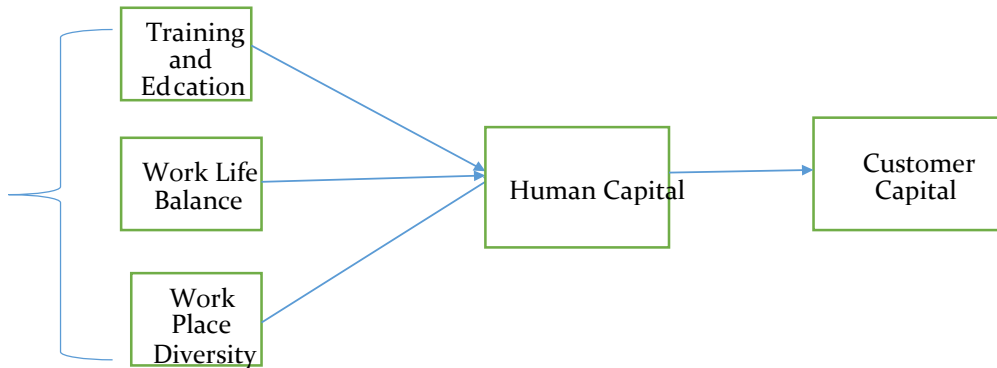
So we finally hypothesize that internal CSR practices creates customer capital

H5: The human capital mediates the relationship between Training& Education and customer capital

H6: The human capital mediates the relationship between WLB and customer capital

H7: The human capital mediates the relationship between WPD and customer capital

Theoretical Model: CSR Practices



Data Collection, Measurement Scale and Analysis

As this study examines the relationship between three elements of CSR (independent variables) and two components of Intellectual capital (dependent variable) in the higher educational institutes of Pakistan so, the data was collected from public and private educational institutes. Survey based questionnaire was used for data collection, the instruments were adapted from work of following researchers, shown in table 1.

Table 1: Adaptation of Instruments

Research Instrument	Adapted from
Training & Education	Tsui et al. (1997) and Lee & Bruvold (2003)
Work place Diversity	Magoshi and Chang (2009)
Work life balance	Young and Bhaumik (2011)
Human Capital	Bontis (1998)
Customer Capital	Bontis (1998)

Five-point likert scale was used, starting from: 1-strongly disagree, 2-disagree, 3-neutral, 4 agree, 5-strongly agree, to measure the items. Questionnaires were sent to the faculty members/ employees of universities, and colleges. A sample of 250 employees was used. Survey questionnaire distribution process was personally administered. A total of 193 usable survey questionnaires were returned leaving a response rate of 77.2%. In this study, statistical software SPSS version 17 was utilized for factor, reliability and mediation analyses. For the Mediation Analysis, Baron and Kenny (1986) three step model was used.

Results

Table 1 shows factor loadings for the first independent variable Training and Education. This variable contained 6 items. These items were analyzed through validity and reliability check. The value of Kaiser-Meyer-Olkin (KMO) is .832 which is strongly significant. The value of Cronbach

alpha for Training & Education is .813 that is also significant according to George and Mallery (2003). Total variance explained is 53.4%.

Table 2: Training and Education

<i>Construct</i>	<i>Measure</i>
T&E 1: My university provides a systematic program that regularly assesses faculty' skills and interests.	.820
T&E 2: My university provides support when faculties decide to obtain ongoing training.	.816
T&E 3: My university trains faculty on skills that prepare them for future jobs and career development.	.758
T & E 4: My university allows faculty to have the time to learn new skills that prepare them for future jobs.	.729
T&E 5: My university is fully supportive of a career-management program for the faculty.	.639
T&E 6: My university provides faculty with information on the availability of job openings inside the university.	.540

Table 2 shows factor loading of second independent variable i.e., Work Life Balance. It has five items. Cronbach's Alpha of Work Life Balance is .650.

Table 3: Work Life Balance

<i>Construct</i>	<i>Measure</i>
WLB1: My personal life does not suffer because of my work responsibilities	.773
WLB2: Work does not stop me from spending as much time as I would like with family or friends	.687
WLB 3: I never worry about my work outside working hours	.630
WLB4: My work does not suffer because of responsibilities in my personal life	.600
WLB5: I have a choice to stop working temporarily	.585

Table 3 shows factor loading of third independent variable work place diversity. It has eleven items. It had been analyzed through validity and reliability. Its Cronbach's Alpha is .864. Total variance explained is 46.005%.

Table 4: Work Place Diversity

<i>Construct</i>	<i>Measure</i>
WPD1: University encourages female faculty in managerial level positions	.814
WPD2: University encourages female faculty for training	.778
WPD3: University encourages handicapped faculty in executive level positions	.731
WPD4: University encourages female faculty in executive level positions	.730
WPD5: University provides flexible time to take care of children and family	.714
WPD6: University provides paid maternity leave	.692
WPD7: University provides financial support for family	.638
WPD8: University/department performance is important in deciding about employee promotion	.631
WPD9: University encourages handicapped faculty in manager level	.600
WPD10: seniority is important in deciding employee promotion	.582
WPD11: team performance is important in deciding employee promotion	.482

Table 4 shows factor loading of fourth independent variable Human capital which acts as mediator. It has eleven items. Cronbach's Alpha is .864. While total variance explained is 43.59%

Table 5: Human Capital

<i>Construct</i>	<i>Measure</i>
HC1: Competence level of our faculty is ideally high	.774
HC2: Our faculty comes up with new ideas	.749
HC3: Our faculty cooperate in teams	.725
HC4: University is getting most out of its faculty	.667
HC5: Faculty learns from others.	.666
HC6: Succession training program is provided to faculty	.657
HC7: Our recruitment program is comprehensive	.653
HC8: Faculty voices their opinions in group discussions.	.632
HC9: Our faculty are bright and creative	.591
HC10: Our faculty are satisfied with university	.569
HC11: Our faculty are considered as best in relevant sector	.535

Table 5 shows factor loading of dependent variable customer capital which is used as proxy to measure student satisfaction. It has seven items and Cronbach's Alpha is .793.

Table 6: Customer Capital

<i>Construct</i>	<i>Measure</i>
CC1: We capitalize on our students' wants and needs about their career by continually striving to make them satisfied.	.821
CC2: We get as much feedback out of our students as we possibly can under the circumstances.	.703
CC3: Our university prides itself on being market-oriented	.688
CC4: When it comes to new program, students have increasingly selected us versus other university	.671
CC5: Data on students feedback is disseminated throughout the university	.661
CC6: We continually get feedback from students to find out what they want from us.	.616
CC7: Our university thrives on providing value-added service to our students	.507

It has already been stated in the theoretical part of the paper that the sole purpose of this study is to examine the relationship among CSR elements and Intellectual Capital. The significant correlation results show (**correlation is significant at the 0.01) that each Element of CSR is significantly correlated with Intellectual Capital confirming initially all the hypotheses of this study.

Table 7: Correlation Matrix

	T&E	WLB	WPD	HC	CC
T&E	1				
WLB	.380**	1			
WPD	.289**	.356**	1		
HC	.478**	.272**	.220**	1	
CC	.515**	.331**	.438**	.421**	1

Table 8: Human Capital mediates relationship between Training and Development and Customer Capital

Variables	S.E	Beta	t	P
Step 1: Customer Capital				
Training and Education	.071	.414	6.896	.000
Step 2: human capital				
Training and Education	.065	.507	8.914	.000
Step3: Customer Capital				
Training and Education	.135	.113	1.961	.050
Human capital	.060	.593	10.284	.000

For testing mediation this study followed the procedure of Baron and Kenny's test. For mediation analysis between Training and/or Education and customer capital through human capital, three steps of Baron and Kenny's test were employed. In step 1, customer capital has been regressed on Training and education. In second step, Human capital has been regressed on Training and education. In step three, customer capital has been regressed on Training and education and Human capital results of each step are shown in table that reveal that Training and education has positive impact on Human capital ($B = .507$ and $p < .05$). Result also shows that Training and education has positive impact on customer capital ($B = .414$, and $p < .05$). In step 3, when Human capital is added between Training and education and customer capital, the mediation effect emerged as significant. This shows partial mediation of human capital between customer capital and training and education.

Table 9: Human Capital mediates relationship between Work Life Balance and Customer Capital

Variables	S.E	Beta	T
Step 1: Customer Capital			
Work Life Balance	.059	.465	7.967
Step 2: Human capital			
Work Life Balance	.053	.550	9.982
Step3: Customer Capital			
Work Life Balance	.060	.154	2.597
Human capital	.062	.566	9.567

For mediation analysis between work life balance and customer capital through human capital, three steps of Baron and Kenny study were followed. In step 1, Results reveal that significant association exist between work life balance and customer capital ($B=.0465$, $p> .05$). Step2 result shows that there is significant relationship between work life balance and human capital ($B=.0550$, $p< .05$). Step 3 reveals that human capital mediates relationship between work life balance and customer capital. There is partial mediation. The relationship of work life balance with customer capital has weakened due to human capital but it is still significant ($b=.550$ and $p=0.000$ to $t=.154$ and $p=0.01$).

Table 10: *Human Capital mediates relationship between Work Place Diversity and Customer Capital*

Variables	S.E	Beta
Step 1: Customer Capital		
Work Place Diversity	.073	.414
Step 2: Human Capital		
Work Place Diversity	.065	.617
Step3: Customer Capital		
Work Place Diversity	.135	.124
Human capital	.060	.593

For mediation analysis between work place diversity and customer capital through human capital, three steps of Baron and Kenny’s test were employed. In step 1, customer capital has been regressed on work place diversity. In second step, Human capital has been regressed on work place diversity. In step three, customer capital has been regressed on Work place diversity and Human capital results of each step are shown in table that reveal that Work place diversity has positive impact on Human capital ($B= .617$ and $p <.05$). Result also shows that Work place diversity has positive impact on customer capital ($B=.414$, and $p <.05$). In step 3, when Human capital is added between Work place diversity and customer capital, the mediation effect emerged as significant. This shows partial mediation of human capital between work place diversity and customer capital. So from above analysis, we can conclude results of our hypothesis as:

Table 11: *Hypotheses Results*

Hypothesis	Results
<i>H1: The relationship between the Training and Education and the human capital is positive and significant.</i>	Supported
<i>H2: The relationship between the work life balance and the human capital is positive and significant.</i>	Supported
<i>H3: The relationship between the Workplace diversity and the human capital is positive and significant.</i>	Supported

<i>H4: The relationship between the customer capital and the human capital is positive and significant.</i>	Supported
<i>H5: The human capital mediates the relationship between Training& Education and customer capital</i>	Partial Mediation but Supported
<i>H6: The human capital mediates the relationship between WLB and customer capital</i>	Partial Mediation but Supported
<i>H7: The human capital mediates the relationship between WPD and customer capital.</i>	Partial Mediation but Supported

Conclusion

It has been observed in previous literature that the leading ten Universities around the world are directly or indirectly involved in social responsibility activities and different sustainability matters. These things can be found on their websites (Nejati. et al., 2011). According to Aldrich & Fiol (1994), these corporate social responsibility practices help to form a vital agreement for public relations in communicating and establishing mutual understanding, managing potential conflicts and to get legitimacy. This behavior can be adopted by less recognized universities. While considering the cultural and social differences of the nations, it is not required that the CSR policies and practices of the world best and leading universities should be followed by other universities. But it is always very useful for other universities, working in other developing countries, to have some best practices as their benchmark and become accustomed to their operating and social context.

Results suggest that CSR is essential for the enhancement of human and customer capital. To promote human capital it is important to ensure work life balance, workplace diversity and training & education, which in turn will enhance satisfaction level of customers. Training and education contributes towards employee's growth and development; it becomes source of positive attitude and behavior. This positivity then leads towards higher productivity and greater satisfaction level of employees (Panagoitopoulous & Karamikola, 2017). It also increases efficiency and effectiveness of employees (Awang et al., 2010).

McNall et al. (2010) found that the more flexible the work hours the higher would be the job satisfaction. They conducted study to analyze the relationship between flexible work arrangement and job satisfaction. Varatharaj & Vasantha (2012) found that strong and positive relationship existed between job satisfaction and work life balance among women working service sector.

Kahnweiler (2008) found that work-life balance (WLB) system promoted positive outcomes not only for individuals but also for organizations. It created employees' satisfaction, reduced employee turnover and improved productivity. Kahnweiler (2008) argued that work-life balance (WLB) system promoted positive outcomes not only for individuals but also for organizations. It created employees' satisfaction, reduced less employee turnover and improved productivity.

According to different researchers, work place diversity is a source of

innovation and creativity. People from different cultural background and ethnicities become source of networking and knowledge sharing. It ultimately improves organization's performance. According to Ogbo et al., (2014) work place diversity has positive impact on organization's performance especially it has strong and positive effect on customer related issues.

It has become even more necessary today that educational institutes should achieve higher level of its student performance and satisfaction in the changing environment in which higher education institutes function and the challenges that these institutions have been facing such as mass expansion, decrease of governmental expenditure and support for universities, commercialization and an increase in the entrepreneurial character of institutions. Additionally, they include the changes brought by information and communication technology development, and the adaptation of curricula to accommodate and capitalize on labor market requirements (Gerholz & Heinemann, 2015). Educational organization can face the above mentioned challenges through better management of its human resource. So our study will provide an insight in how to establish human capital which ultimately becomes source of customer capital

As it has been discussed previously, CSR was considered significant only in commercial organization. But now to satisfy student and to achieve socio-economic development, CSR is a very important constituent in educational sector too. Other factors/elements of CSR should be considered for future research, in this research paper we have considered only three CSR practices, but other internal CSR practices such as flexible work schedule, encouragement of new ideas, protection of basic human rights, physical working conditions can be taken in to account. We have included only two aspects of intellectual capital, while other forms of intellectual capital are also worth considering e.g., informational and structural, social capital, etc. Our study has taken sample from few major cities of Pakistan i.e. Multan, Lahore & Islamabad. Other cities can also be included in future research.

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