



**IMPACT OF CORPORATE SOCIAL RESPONSIBILITY (CSR) AND
SCHOOL COMMUNITY ENGAGEMENT (SCE) ON MARKETIZATION
OF UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION (UniMAC)**

BY

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DECLARATION BY STUDENT

I hereby affirm that this research is the result of my original research and that no part of it has been submitted for another degree in this institution or any other higher education institute. I further declare that I have stated and recognized any sources that I have utilized or cited using complete references. I bear sole responsibility for any lapses identified in the document.

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CERTIFICATION BY SUPERVISOR

This dissertation has been prepared and presented under my supervision according to the guidelines for supervision and formatting of dissertation laid down by the University of Media, Arts and Communication (UniMAC).

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ABSTRACT

The study examined the influence of corporate social responsibility (CSR) and school community engagement (SCE) on the marketization of the University of Media, Arts, and Communication (UniMAC). The study is guided by stakeholder theory, legitimacy theory, and resource-based view (RBV) which indicate that corporate social responsibility (CSR) and school community engagement (SCE) have influence on marketization. The study employed a descriptive design, 100 postgraduate students, questionnaires, and descriptive and inferential statistics. The institution enhances service and education quality through resource allocation and support for students and staff, ensuring compliance with regulations. However, it lacks active promotion of student volunteering, community engagement, and sustainable practices. While maintaining academic standards and financial sustainability, communication about financial aid is inadequate, despite clear information on tuition and post-graduation employment opportunities. The study determined that corporate social responsibility (CSR) and marketization are high. The study determined that school community engagement (SCE) is moderate. The study revealed that CSR and SCE impact marketization. The Ministry of Education (MoE) should collaborate with the Ghana Tertiary Education Commission (GTEC) and the governing councils of institutions to develop regulations that regulate CSR, SCE, and marketization within the education sector. Educators and university administrators need to include CSR and SCE in their institutional missions, thus augmenting their social legitimacy, community participation, and marketization. UniMAC should do regular evaluations of its CSR, SCE, and marketization to identify deficiencies and enhance them. UniMAC needs to develop a comprehensive and formalised SCE policy to direct the university's community engagement initiatives. UniMAC needs to establish collaborations with its stakeholders to enhance its corporate social responsibility (CSR), school community engagement (SCE), and marketization.

DEDICATION

I dedicate this work to my father, Mr. Richard Dua, and my supervisor, Dr. Stanley K. M. Semarco, for their encouragement, unwavering support, guidance, and wisdom. Your belief in me has been a tremendous source of motivation and strength.

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LIST OF ABBREVIATIONS

ANN	Artificial Neural Networks
BHU	Bule Hora University
CCA	Constant Comparative Analysis
CE	Community Engagement
CFAT	Carnegie Foundation for the Advancement of Teaching
CR	Corporate Responsibility
CSR	Corporate Social Responsibility
EU	European Union
GATS	General Agreement on Trade in Services
GIJ	Ghana Institute of Journalism
GIL	Ghana Institute of Languages
HEIs	Higher Education Institutions
HESA	Higher Education Statistics Agency
HKPU	Hong Kong Public University
IBA	Institute of Business Administration
KAU	King Abdulaziz University
KNU	Korean National University
MCQs	Multiple-Choice Questions
MMDA	Metropolitan, Municipal and District Assembly
NAFTI	National Film and Television Institute
NCES	National Center for Education Statistics
NGOs	Non-Governmental Organizations
PLS-SEM	Partial Least Squares Structural Equation Modelling

RBV	Resource-Based View
SCE	School Community Engagement
SEAs	Stakeholder Engagement Activities
SPSS	Statistical Package for Social Sciences
UCE	University-Community Engagement
UIS	UNESCO Institute for Statistics
UniMAC	University of Media, Arts, and Communication
UoG	University of Gondar
UPM	Universiti Putra Malaysia
USR	University Social Responsibility
USSR	University Sustainable Social Responsibility
VRIN	Valuable, Rare, Inimitable, and Non-substitutable
WTO	World Trade Organization

CHAPTER ONE

INTRODUCTION

Corporate Social Responsibility (CSR) and School Community Engagement (SCE) have become integral to how educational institutions, particularly universities, interact with society. CSR extends beyond philanthropic activities, reflecting a broader societal role where organizations contribute to social, environmental, and economic issues, while still maintaining their core mission. In the context of higher education, CSR initiatives can improve both internal operations and external relationships through community engagement, sustainable development, and partnerships with external stakeholders. This is especially critical in Ghana, where universities face increasing pressures to remain competitive in a marketized educational environment. CSR, therefore, plays a crucial role in shaping institutional identity, strengthening community relations, and fostering a positive public image. Similarly, SCE focuses on collaborative efforts between universities and the communities they serve, enhancing educational experiences and promoting societal development. As education becomes more market-driven, with universities viewed not only as public service providers but also as market participants, the intersection between CSR and SCE offers a strategic opportunity for universities. The first chapter provides an introduction of the study, the background of the study and the problem statement. The chapter also states the research objectives and questions, as well as the scope and significance of the study.

1.1 Background of the Study

In today's global educational landscape, higher education institutions are increasingly shaped by market-driven forces that compel them to adopt corporate practices aimed at efficiency, competition, and consumer (student) satisfaction. This phenomenon, known as marketization, has led universities to function more like businesses, focusing on financial sustainability, brand building, and competitive advantage (Teixeira & Dill, 2011). Atuahene (2014) observed that in

Ghana, where universities face similar pressures amid rising student enrolment, resource constraints, and the need for global competitiveness, institutions are seeking innovative strategies to adapt. One key approach that has gained prominence is the incorporation of CSR and SCE into their operational and strategic frameworks (Moonga, 2020).

CSR in higher education refers to initiatives where universities engage in activities that positively impact society, addressing issues such as environmental sustainability, social justice, and community development. Unlike traditional philanthropic efforts, CSR in universities is increasingly integrated into their core missions, as it enhances both institutional performance and societal impact. For example, as suggested by Rahman, Rodríguez-Serrano and Lambkin (2017), CSR activities can positively affect marketing performance, particularly when linked with corporate community and environmental initiatives, leading to enhanced public image and market share. In higher education, CSR efforts can improve institutional reputation, making universities more attractive to prospective students, donors, and partners, while simultaneously addressing social inequalities and sustainability challenges.

Similarly, SCE which involves collaborative efforts between universities and their local communities, provides a platform for institutions to directly contribute to societal development. As noted by Chile and Black (2015) university-community engagement programs not only benefit students and schools but also enhance the university's standing and brand recognition. Through SCE, universities can create partnerships that promote local development while positioning themselves as socially responsible institutions. These engagements can include a range of activities, from providing educational resources to supporting public health initiatives, all of which foster goodwill and reinforce the university's role as a community leader.

The intersection between CSR and SCE presents a powerful tool for navigating the marketized educational environment. University-community engagement, according to Koekkoek, Kleinhans and van Ham (2024) is driven by a complex mix of motivations—value-driven, performance-driven, and reaction-driven and serves as both a counteraction against and an expression of marketization. This dual role positions SCE as an essential element of universities' strategies in a market-driven context to actively shape their market presence, enhance their brand, and secure a competitive edge.

In Ghana, where the higher education sector is undergoing significant transformation, the integration of CSR and SCE into universities' operations offers multiple benefits. First, it improves the institutions' societal relevance by addressing pressing community needs. Second, it enhances market positioning by aligning universities' social missions with their branding and student recruitment strategies. Lastly, it allows institutions to secure the social license to operate, as outlined by Bolton and Landells (2019) by building trust and credibility with stakeholders in a quasi-market environment.

Despite these potential benefits, there remains limited research on how CSR and SCE influence the marketization process within Ghana's higher education context. Questions remain about the extent to which these initiatives shape institutional reputation, consumer behaviour, and community relations. This study seeks to explore these dynamics, offering insights into how CSR and SCE can serve as strategic tools for Ghanaian universities navigating the challenges of marketization.

1.2 Research Problem and Gaps

The University of Media, Arts, and Communication (UniMAC) in Ghana, like many higher education institutions globally, is increasingly subject to the pressures of marketization. In the

context of Ghana, the role of CSR in higher education institutions such as UniMAC is especially relevant. Ntim (2014) and Atuahene (2014) affirm that the country's higher education sector faces unique challenges, including limited resources, increasing student enrollment, and the need to align educational offerings with societal demands. CSR initiatives that focus on community development, youth education, and sustainability can help institutions like UniMAC to build stronger community relations while simultaneously improving their market position. As Bolton and Landells (2019) suggest, stakeholder engagement and the social license to operate are critical factors in the sustainability of higher education institutions, especially in environments where marketization and competition are increasing.

Also, in an era where universities are expected to compete for students, funding, and reputation, institutions must adopt innovative strategies to differentiate themselves. CSR and SCE have emerged as critical tools for achieving these goals. However, despite UniMAC's efforts to engage in CSR and community outreach, there is limited understanding of how these initiatives influence its marketization process, particularly in terms of student recruitment, community relations, and institutional reputation.

Despite the growing emphasis on CSR and SCE in higher education globally, there is limited research on how these strategies affect marketization in the Ghanaian context. Existing research highlights how CSR activities, particularly those involving community and environmental engagement, positively influence institutional performance. Studies such as Rahman et al. (2017) and Luo et al. (2006) emphasize that CSR not only strengthens institutional reputation but also enhances marketing performance by increasing public trust and loyalty. Similarly, Koekkoek et al. (2024) and Chile and Black (2015) demonstrate that university-community engagement efforts contribute to the university's brand recognition, fostering both societal goodwill and competitive

advantage in a marketized education environment. The integration of CSR and SCE into university strategies, therefore, can serve as both a response to and a result of marketization pressures.

While some studies have explored the positive outcomes of university-community engagement on institutional reputation and social impact (Chile & Black, 2015), there remains a gap in understanding how CSR and SCE influence student recruitment, community perceptions, and competitive positioning in marketized environments such as that of UniMAC. This study aims to address this gap by investigating the impact of CSR and SCE on the marketization of UniMAC, focusing on how these strategies contribute to institutional growth, community engagement, and overall market competitiveness.

1.3 Objectives of the Research

The study aims to examine the impact of corporate social responsibility (CSR) and school community engagement (SCE) on marketization of University of Media, Arts, and Communication (UniMAC). The specific aims are to:

1. To ascertain the corporate social responsibility (CSR) practices of University of Media, Arts, and Communication (UniMAC).
2. To assess the school community engagement (SCE) practices of University of Media, Arts, and Communication (UniMAC).
3. To assess the marketization practices of University of Media, Arts, and Communication (UniMAC).
4. To evaluate the link between corporate social responsibility (CSR), school community engagement (SCE) and marketization of University of Media, Arts, and Communication (UniMAC).

1.4 Research Questions

1. What are the corporate social responsibility (CSR) practices of University of Media, Arts, and Communication (UniMAC)?
2. What are the school community engagement (SCE) practices of University of Media, Arts, and Communication (UniMAC)?
3. What are the marketization practices of University of Media, Arts, and Communication (UniMAC)?
4. What is the link between corporate social responsibility (CSR), school community engagement (SCE) and marketization of University of Media, Arts, and Communication (UniMAC)?

1.5 Research Hypotheses

H1: Corporate social responsibility (CSR) practices have significant positive relationship with marketization.

H2: School community engagement (SCE) has significant positive relationship with marketization.

1.6 Scope of the Study

The scope encompasses the impact of CSR and SCE on marketization of UniMAC. The study focuses on the CSR, SCE and marketization of UniMAC. It also focuses on the impact of CSR and SCE on marketization of UniMAC. It focused on the postgraduate students of the University.

1.7 Significance of the Study

This study holds significant value for multiple stakeholders, including policymakers, educators, researchers, and the wider community. The study provides critical insights into how UniMAC and universities can align their operations with broader societal goals. It would also help universities

take advantage of CSR and SCE to boost and improve their marketization to achieve competitive advantage and achieve their corporate objectives. For policymakers, the findings would offer evidence-based recommendations to enhance the development of supportive frameworks and policies that promote CSR, SCE and marketization in the education sector. Educators and university administrators would benefit from understanding best practices and effective strategies for integrating CSR into their institutional missions, thereby enhancing their social legitimacy, community engagement and marketization.

The researcher would gain valuable data and perspectives that can inform further studies on CSR, SCE and marketization in the educational sector. Additionally, the study would contribute to the global discourse on the role of higher education in sustainable development, highlighting the impact of CSR, SCE on marketization within the Ghanaian context. Ultimately, the research aims to support the creation of more socially responsible, environmentally sustainable and community engaged universities that contribute positively to national development goals and community well-being.

1.8 Study Organisation

The study is organized into five chapters. Chapter One is the introductory chapter, providing contextual information on the study and clearly stating the problem statement. It presents the research objectives, research questions, scope, and significance of the study. Chapter Two is the literature review, offering a comprehensive evaluation and interpretation of existing literature. This chapter starts with a thorough examination of the theoretical underpinnings of the research, followed by an exploration of the study's fundamental concepts. Chapter Three outlines the research methodologies employed in the study. This chapter details the research design, approach, population, sampling technique, data collection methods, data analysis processes, and ethical considerations. Chapter Four focuses on the analysis, evaluation, and interpretation of the collected

data, deriving the main findings and fostering discussion around the results. Chapter Five presents a thorough summary of the study results, followed by conclusions and recommendations. This chapter synthesizes the findings, providing actionable insights and suggestions for future research and practical applications.

1.9 Chapter Summary

Chapter One served as an introduction, and provided background information for the research. The chapter also provided a concise overview of the study. Additional pertinent papers from which research gaps were discerned, along with the rationale for the need for this study. The study's background, problem description, aims, research questions, scope, significance, organisation, and summary have all been thoroughly articulated. The subsequent chapter examined the literature that provided a deeper understanding of the interplay between corporate social responsibility (CSR), school community engagement (SCE), and marketization.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a comprehensive review of literature on corporate social responsibility (CSR), school community engagement (SCE) and marketization. It is divided into three sections: a theoretical review, a conceptual review, and an empirical review. The theoretical review explores the foundational theories that underpin CSR, SCE and marketization, such as stakeholder theory, the legitimacy theory, and resource-based view (RBV). The conceptual review focuses on the definitions and evolving concepts of CSR, SCE and marketization particularly in higher education, highlighting its scope, principles, and relevance. The empirical review synthesizes existing research on CSR, SCE and marketization

2.1 Theoretical Review

This section presents a review of the stakeholder theory, legitimacy theory, and resource-based view (RBV) to explain the relationship between CSR, SCE and marketization.

2.1.1 Stakeholder Theory

Stakeholders are broadly defined as any group or individual who can influence or be influenced by the achievement of an organization's goals (Freeman & Elms, 2023). In a university setting, stakeholders include students, faculty, parents, alumni, local communities, non-governmental organizations (NGOs), government bodies, and industry partners. Stakeholder theory argues that a company's primary responsibility extends beyond maximizing profits to addressing the interests of its stakeholders (Stanisavljević, 2017). In this context, social responsibility involves prioritizing the welfare of various stakeholders and society at large (Madsen & Bingham, 2014). The theory

suggests that when companies incorporate stakeholder interests into their decision-making, stakeholders respond positively by engaging more deeply with the organization.

This thesis adopts the view that corporate responsibility is a socially constructed process, emphasising the duty of organisations to consider their stakeholders. This approach aligns with existing literature, where stakeholder-oriented thinking serves as a foundational element in conceptualising CR as a comprehensive framework integrating social, environmental, and economic dimensions (Athanasopoulou & Selsky, 2015). The importance of stakeholder theory lies in its ability to interpret CSR, recognising that organisations must engage with all entities that have a stake in their operations (Brown & Forster, 2013). In the case of the universities, they must, in line with modern culture, navigate the demands of a diverse range of stakeholders with varying and often conflicting interests.

According to Mahajan et al. (2023), organisations depend on stakeholder relationships, which inherently carry ethical implications. Thus, stakeholder theory underscores the necessity for corporate leaders to understand the shared values that unite their core stakeholders, a principle that aligns closely with the notion that universities bear significant ethical responsibilities within society (Hörisch et al., 2014). This alignment of values is central to the theoretical approach adopted in this study. Langrafe et al. (2020) note that as universities face diminishing government support and increased scrutiny, they are expected to be more self-sufficient while maintaining accountability to a broader set of stakeholders. This shift has reduced government involvement and heightened market pressures, leading to greater autonomy but also increased demands from various stakeholders. The diverse and growing range of stakeholders within the education sector poses challenges to balancing academic and social responsibilities (Jain et al., 2022). As universities juggle competing stakeholder needs, questions arise about how these groups influence

and are influenced by institutional actions, particularly as societal expectations of higher education evolve.

2.1.2 Legitimacy Theory

Legitimacy theory posits that organizations must consistently engage with their environments to ensure their long-term viability (SchiopoiuBurlea& Popa, 2013). The idea posits that companies attain legitimacy—specifically, social endorsements and diminished operational threats—by synchronizing their activities and values with the overarching norms and expectations of the society in which they function (Noah, 2017). In this context, corporate social responsibility (CSR) and school community engagement (SCE) serve as strategic instruments for organizations to cultivate trust, uphold a credible reputation, and align their operations with societal values and expectations that bolster their legitimacy (Ellerup et al., 2018).

Legitimacy theory posits that organizations depend on social endorsements to maintain their operations, necessitating their responsiveness to public expectations. Ashrafi et al. (2020) observe that corporations often use CSR and community engagement programmes to rationalize and legitimize their economic actions. Organizations exhibit their dedication to society's ideals through CSR and SCE practices, therefore strengthening their legitimacy. This is essential for mitigating risks and ensuring long-term stability (Silva, 2021).

In higher education institutions (HEIs), legitimacy is essential for recruiting students, faculty, financing, partnerships, and community support (He & Wilkins, 2018). As higher education institutions increasingly function in a competitive market, they must establish their legitimacy via open methods, competent governance, and community involvement (Miotto et al., 2020; Kappo-Abidemi &Ogujiuba, 2020). The concept aids higher education institutions in achieving marketization through the implementation of corporate social responsibility and community

engagement programs, which help them stand out from competitors by showcasing their dedication to social responsibility (Makki & El-Kassar, 2021). Corporate social responsibility and community involvement programs assist higher education institutions in cultivating and promoting a favourable brand image, which enhances their attractiveness in a competitive market. By integrating their operations with social values via CSR and SCE activities, higher education institutions may cultivate robust partnerships with stakeholders, which is crucial for sustaining legitimacy in the face of market pressures (Makki & El-Kassar, 2021; Hinteş et al., 2022; Latif et al., 2022).

Legitimacy theory is pertinent to the research as it offers a significant foundation for comprehending how higher education institutions might use CSR and SCE to adeptly manage marketisation demands. By utilizing their CSR and SCE activities, institutions may bolster their credibility, thereby enhancing their market position. Institutions recognized for their social responsibility and community focus are more likely to attract students who respect these principles, resulting in higher enrollment and retention rates.

2.1.3 Resource-Based View (RBV)

The theory asserts that companies possess diverse assets to enhance service quality, minimize economic expenses, cultivate human resources, and augment human capital in both the corporate and non-profit sectors. The RBV theory posits that a firm's sustainable competitive advantage depends on valuable, rare, inimitable, and non-substitutable organizational resources (VRIN) in environments that enforce policies and procedures for resource exploitation (Hitt et al., 2020; Rantanen, 2021; Furr et al., 2021). The RBV paradigm is used by many frameworks and theories to explain things like core competencies (Nandi et al., 2020), dynamic capabilities (Sharma, 2021) for improving firm performance (Safari et al., 2020), competitive capacity, available resources (Villena Manzanares, 2019), and service quality-focused perspectives in higher education

(Camilleri, 2021). Furthermore, the human resource theory is a component of the resource-based view, emphasizing the knowledge and skills of individuals, including both employers and employees, that contribute to a competitive advantage in higher education institutions (Collins, 2021; Nguyen et al., 2021; Jayabalan et al., 2021). Consequently, the Resource-Based View (RBV) examines two distinct but interconnected attributes of persons and circumstances influencing educational quality services to get a competitive advantage (Arachchige et al., 2021). The resource-based approach integrates conventional tactics into distinctive company competencies known as diverse capabilities. The Resource-Based View (RBV) says that different resources have different values. In particular, different resources may give businesses a long-term competitive edge if they meet the VRIN criteria of being valuable, rare, uncopyable, and impossible to replace (Barney, 1991). This viewpoint redirects attention from external market circumstances to the internal capabilities of businesses, proposing that enterprises should use their distinctive resources to generate value and distinguish themselves in the marketplace (Vasudevan, 2021).

Higher education institutions can use the Resource-Based View (RBV) to understand how they can use their unique resources, like academic knowledge, institutional reputation, and community relationships, to enhance their market standing (Vasudevan, 2021). The RBV advocates for institutions to recognize and develop their unique skills, which include innovative pedagogical approaches, research proficiency, and robust community connections. By using this strategy, colleges may strengthen their educational offerings and increase their appeal to potential students, faculty, and funding sources (Vasudevan, 2021).

Through the implementation of CSR and SCE initiatives, universities may cultivate significant strategic assets that bolster their image, promote goodwill among the community, and secure a durable competitive edge over rivals. Engaging in community development initiatives can position a university as a socially responsible institution, thereby drawing students who prioritize ethical

considerations in their educational choices (Vasudevan, 2021; Gibson et al., 2021; Kisambira et al., 2024). However, CSR projects can cultivate stronger relationships with local stakeholders, including corporations, government entities, and non-profit groups, thereby creating a supportive network for financing and cooperation. Through active community engagement, colleges may get insights into local needs and preferences, therefore informing program creation and service delivery (Vasudevan, 2021; Gibson et al., 2021; Kisambira et al., 2024). Moreover, robust community connections may elevate the institution's reputation, making it more appealing to potential students and staff. The collaborative essence of SCE enables institutions to consolidate resources with community partners, resulting in new solutions to common concerns (Vasudevan, 2021; Gibson et al., 2021; Kisambira et al., 2024).

The strategic integration of CSR and SCE into a valued asset may assist HEIs in improving their reputation, establishing competitive advantage, and cultivating student and community loyalty and participation (Etikan, 2024; Prempeh & Dzansi, 2024). This emotional bond may result in elevated retention rates and augmented alumni support, further strengthening the institution.

The theory applies to the study because it gives us a solid understanding of how UniMAC creates and uses its CSR and SCE as valuable and strategic assets to reach its marketisation goals. UniMAC has VRIN resources and skills, including reputation, faculty knowledge, and community contacts within the media, arts, communication industries, and education, enabling it to attain persistent competitive advantages over its rivals.

2.2 Corporate Social Responsibility (CSR)

The concept of CSR is often used interchangeably with terms like Corporate Responsibility (CR), corporate citizenship, sustainability, business ethics, and stakeholder management (Schwartz & Carroll, 2008). Additionally, more contemporary concepts such as “corporate sustainability”

(Benn, Dunphy & Griffiths, 2007; Linnenluecke et al., 2009) and “corporate integrity” (Maak, 2008) are often linked to CR. It also encompasses ideas like business-society relations, management of social issues, public policy and corporate accountability, as well as practical frameworks like total responsibility management (Waddock & Bodwell, 2007). Scholars have made numerous attempts to outline and critique the evolution of CR and its various definitions (Carroll & Shabana, 2010; Dahlsrud, 2008; Lee, 2008; Lockett et al., 2006), offering more detailed explorations of its history.

Corporate Responsibility (CR) sits within an ongoing debate over terminology (Dahlsrud, 2008; Okoye, 2009; Schwartz & Carroll, 2008), with several terms used interchangeably in the literature, particularly corporate responsibility, corporate social responsibility, and corporate sustainability (Latapí Agudelo et al., 2019). The concept of corporate responsibility represents the moral obligations and virtues organizations owe to stakeholders and society that go beyond legal requirements (Dahlsrud, 2008).

Corporate responsibility and its related concepts generally focus on balancing three key dimensions: economic, environmental, and social considerations. The economic rationale for corporate responsibility, often referred to as the business case, has been thoroughly examined as scholars seek to establish a link between financial performance and socially and environmentally responsible behavior (Shabana et al., 2017). The environmental argument, which emphasizes minimizing negative impacts on the natural environment (Linnenluecke et al., 2009), has also gained significant traction. This emphasis is driven by stricter regulations alongside increased public and media scrutiny (Berrone & Gomez-Mejia, 2009), leading to growing expectations for businesses to take proactive roles in addressing issues like climate change and greenhouse gas emissions (Okereke et al., 2009).

Corporate Social Responsibility (CSR), in principle, involves businesses fulfilling their obligations toward the environment, stakeholders, and broader society. Bice (2011) suggests that CSR can be interpreted as a theoretical model, research framework, business strategy, or guiding principle. In this study, CSR is examined as a practical application, reflecting a company's commitment to fostering sustainable economic growth by integrating economic, social, and environmental considerations (Carlini et al., 2019; Sharma, 2019).

CSR is also defined as the economic, legal, ethical, and discretionary expectations that society holds for organizations at any given time (Valentine & Fleischman, 2008). This definition draws from Carroll's (2016) model, which outlines four dimensions of social responsibility and broadens its understanding (Popa, 2015). Carroll's framework posits that businesses must fulfill economic, legal, ethical, and philanthropic responsibilities to comprehensively address their obligations to society. Economic responsibilities involve the obligation for businesses to be productive and profitable (Maignan, 2001). Legal responsibilities entail adhering to laws and regulations while pursuing economic objectives. Ethical responsibilities encompass the expected behaviors aligned with societal norms, and philanthropic responsibilities represent the desire for businesses to actively contribute to societal betterment.

In today's global market, the pressure on businesses to prioritize CSR has intensified, with growing concerns from not only academics but also the public and shareholders (Popa, 2010). Unfortunately, many companies only recognized the importance of CSR after experiencing negative public reactions to issues they previously overlooked (Porter & Kramer, 2006). The backlash and global boycotts have prompted a trend toward integrating CSR into business strategies (de Sousa Filho et al., 2010). When implemented effectively, companies have discovered that CSR can be profitable, generating value propositions like competitive advantage and corporate reputation (Smith, 2007; Porter & Kramer, 2006)

Competitive advantage is generally achieved through internal resources and can be sustained by leveraging actions that are valuable, rare, inimitable, and non-substitutable. Accordingly, when CSR is properly executed and ingrained within an organization, it can create such advantages. Moreover, if companies align CSR projects with their core business activities, these actions can become rare and offer a distinct competitive edge (de Sousa Filho et al., 2010). Integrating CSR into corporate strategy can thus lead to a sustainable and inimitable competitive advantage, built over time through consistent actions (Smith, 2007).

In the context of corporate reputation, organizations increasingly employ CSR initiatives to enhance their image, strengthen their brand, boost employee morale, and even increase stock value (Porter & Kramer, 2006). Reputation is formed over time through repeated impressions of an organization's image, whether positive or negative. However, for a reputation to be meaningful, it must be based on genuine achievements and not merely on publicity efforts (Mohamad et al., 2007). A strong reputation is widely acknowledged as a key factor in securing competitive advantage (de Sousa Filho et al., 2010; Smith, 2007).

As a result, CSR has emerged as an essential strategy in today's competitive business environment. Beyond enhancing reputation and securing competitive advantage, CSR enables businesses to contribute to societal well-being, recognizing that successful corporations depend on a healthy society (Porter & Kramer, 2006). As higher education institutions increasingly adopt business-like practices, they too must manage their operations strategically. Implementing CSR in higher education can provide a competitive edge and bolster institutional reputation. Furthermore, aligning academic knowledge with practical application through CSR initiatives can distinguish these institutions. As the complexities of higher education increasingly intersect with societal interests, responsible practices in this sector not only benefit stakeholders but also offer long-term value for the institutions themselves.

2.2.1 Dimensions of CSR

Carroll (2016) categorised CSR into four distinct dimensions: economic, legal, ethical, and discretionary (philanthropic). The economic aspects of CSR pertain to a company's obligations towards the larger community, particularly in terms of maintaining a sustainable business model (Carroll, 2016). In line with a minimalist economic perspective, a significant interpretation of CSR is the pursuit of 'shareholder value', where corporations focus on earning profits to satisfy the interests of shareholders and investors (Friedman, 2007). Businesses have focused CSR on generating profits and prioritizing financial interests, sometimes neglecting the well-being of affected people and the environment (Banerjee, 2008). The business case for CSR is a rationale that encompasses a range of firm strategies that extend beyond a focus on shareholder profit (Boso et al., 2017; Carroll & Shabana, 2010). This involves adopting a "shared value" strategy for CSR that addresses the needs of both the business and the local community. It aims to foster community collaboration and support for the company's activities (Porter & Kramer, 2006). According to Garriga and Melé (2004), this approach views a firm as having the necessary knowledge and resources to address issues connected to its expertise and business model, hence contributing value to society. A more altruistic business case motivates a corporate citizenship strategy that links CSR with larger social, economic, and environmental requirements without expecting any immediate financial advantage for firms (Waddock, 2008). Multinational corporations, closely aligned with industry and environmental objectives, often witness this phenomenon.

The legislative components of CSR include the creation of legal frameworks that govern organizations' operations, ensuring compliance with certain minimum standards of conduct (Carroll, 2016). This entails complying with national, Metropolitan, Municipal and District Assembly (MMDA) regulations concerning operating procedures, such as labour and environmental norms, but also voluntarily conforming to wider international and industry

benchmarks (Cramer, 2005; Michell & McManus, 2013). The presence of regulatory frameworks is critical for CSR because they have a significant impact on companies' conduct and the types of CSR initiatives undertaken (Söderholm & Svahn, 2015).

Ethical aspects include the anticipation that businesses should conduct themselves in a way that aligns with society's customs and ethical standards, above mere adherence to the law. This includes acknowledging and honouring emerging or growing ethical norms (Garriga & Melé, 2004). Stakeholder theory is a crucial ethical component of CSR, emphasising the need for a corporation to consider the many requirements of its stakeholders (Esteves & Barclay, 2011). By accepting this requirement, a firm broadens the scope of CSR. For example, the ISO on CSR encompasses an intricate assortment of human rights and social, environmental, and community goals, but it is not mandatory (Asif et al., 2013). Nevertheless, cases where firms disregard the interests of stakeholders with little influence, such as local communities, have called into question companies' ability to fulfil stakeholder demands (Gilberthorpe & Banks, 2012).

The philanthropic components of CSR refer to the voluntary or discretionary actions taken by firms to give back to society. This includes contributing financial, physical, and human resources (Baden, 2016; Carroll, 2016; Masoud, 2017). Companies engage in philanthropic actions like providing financial resources, donating products and services, encouraging workers and management to volunteer, supporting community development, and making discretionary contributions to the community or stakeholder groups within the community. Companies engaging in volunteer activities that contribute to society are a fundamental part of CSR, which encompasses both the economic and ethical aspects of CSR (Dahlsrud, 2008). This volunteer action serves the purpose of either providing advantages for the immediate area or developing strategies that provide wider benefits for the region, state, or country (Söderholm & Svahn, 2015).

2.2.2 Elements of CSR

Maç and Çalış (2011) distinguished between two discrete components of CSR: explicit and implicit. Explicit CSR refers to company practices that explicitly acknowledge and express responsibility for certain public objectives. Businesses often undertake voluntary initiatives and approaches that integrate social and commercial principles, to address problems deemed within their social responsibility (Maç&Çalış, 2011). Regarding this matter, it may be a response to the demands and expectations of individuals or groups with a vested interest, which may involve forming collaborations with both governmental and non-governmental organizations, as well as forging alliances with other companies. The primary focus here is on the voluntary nature of explicit CSR (Maç&Çalış, 2011).

Implicit CSR refers to firms' involvement in broader official and informal organizations that address society's interests and concerns. Corporate governance encompasses the principles, standards, and regulations that establish expectations for companies to address stakeholder concerns and outline their responsibilities as a whole (Maç&Çalış, 2011). Business groups play an appropriate role in defining and legitimising these obligations, but individual firms are unable to express their interpretations of responsibility. Companies that engage in explicit CSR explicitly communicate their policies and practices to their stakeholders using CSR terminology. On the other hand, companies that practice implicit CSR often do not provide detailed descriptions of their actions (Maç&Çalış, 2011).

2.2.3 Corporate Responsibility in the University Sector

The concept of corporate responsibility (CR) within the university sector is complex and multi-dimensional. This complexity is partly due to the poorly defined role and understanding of CR in this context, as existing research often lacks theoretical depth or robust methodological approaches. Studies on CR in universities typically fall into four main categories: advocating for

curriculum reform or environmental initiatives, descriptive studies of CR changes within specific institutions, narrative accounts of institutional CR efforts, and audit reports of successful CR projects (Singh, 2016). As a result, much of the literature is practice-oriented and lacks substantial theoretical grounding. However, it remains valuable to consider what is already known regarding CR in higher education.

According to Mehta (2011), universities hold a unique responsibility in society, not only in educating students to become globally engaged citizens but also in addressing societal challenges. Traditionally, the university sector has been a leader in best practices and has provided research-based evidence that informs policy and industry development. Furthermore, universities are responsible for equipping graduates with the skills necessary to navigate an increasingly dynamic world. The challenge of ensuring responsible production of goods and services is one that many large organizations face (Ramos-Monge, Llinas-Audet & Barrera-Martinez, 2017), and universities are seen as exemplars of managing these multifaceted challenges (Bhattacharyya, 2020). Therefore, it is crucial to understand the potential impact that universities could have on such issues.

Universities are embedded within various communities with distinct needs and expectations, which are continually evolving. Consequently, universities must develop new ways of engaging with these communities and building lasting relationships. The social responsibilities of universities are shifting and being redefined, with an increased focus on serving a broader array of stakeholders beyond just students, government, and the academic community. The corporatization of higher education means that businesses and industries have become key stakeholders, not only as future employers of graduates but also as potential sources of funding and support (Benneworth, Young & Normann, 2017). Public accountability is also an important consideration, given the funding that universities receive from the state, which creates obligations to both government and

society at large. To navigate this complex environment, universities must adopt market-oriented behaviors and seek out financially advantageous opportunities (Henkel, 2005).

This wide range of demands has led universities to a critical juncture in determining their future purpose and direction. As argued by Gough and Scott (2008), universities and their graduates should be at the forefront of society's innovative responses to emerging challenges. Universities are expected not only to provide high-quality education and research (North 1994) but also to do so in ways that align with societal needs and stakeholder expectations (Jongbloed, Enders & Salerno, 2008). As a result, universities are under increasing pressure to offer intellectual and moral leadership on issues like economic growth, environmental sustainability, and social stability. These external pressures are prompting universities to redefine their goals, processes, and community engagement strategies (O'Meara & Petzall, 2008), which are central to their moral responsibility.

While universities recognize the need to fulfill this moral responsibility by engaging more with local communities and addressing social issues (Maurrasse, 2001), they are simultaneously challenged by the trend towards greater corporatization. This shift has led universities to be more driven by market dynamics such as competition, globalization, and profit-making. Rival institutions are increasingly seeking market opportunities, and new education providers have emerged contributing to an environment of uncertainty, instability, competition, and resource constraints (Portfolio, 2007). To succeed, universities must adapt their operations to enhance competitive advantage and maintain market share (Smith, 2008).

This research examines the balance between social goals and economic or market-driven objectives—both key components of CR—that universities must navigate. It argues that strategically leveraging the social dimension of CR as a competitive resource could help

universities achieve both moral responsibility and competitive advantage. The core argument is that the moral responsibility of universities differs from that of other organizations due to the intellectual leadership role that universities are expected to fulfill. This moral responsibility lies at the heart of the argument for a more deliberate and strategic focus on the social aspect of CR within the university sector.

2.3 School Community Engagement (SCE)

University-community engagement refers to the initiatives undertaken by universities to meet social demands through reciprocal collaborations with their local communities. From this perspective, "communities" include civil society, governmental bodies, enterprises, knowledge institutes, and cultural organizations. Students or university personnel may engage in activities that contribute to teaching, research, or university governance and administration (Koekkoek, Kleinhans & van Ham, 2024). Community engagement is a process in which universities collaborate with community stakeholders to conduct collaborative activities that provide mutual benefits, but in distinct forms for each party (Benneworth et al., 2018).

The Carnegie Foundation for the Advancement of Teaching (CFAT) (2024) characterizes community engagement as the cooperative interaction between higher education institutions and their broader communities (local, regional/state, national, or global) aimed at the reciprocal and mutually beneficial generation and dissemination of knowledge and resources. The objective of community engagement is to establish a collaboration of expertise and resources between higher education institutions and both the public and private sectors to enhance scholarship, research, and creative endeavours; improve curriculum, pedagogy, and learning; cultivate informed and active citizens; reinforce democratic principles and civic duty; tackle pressing societal challenges; and promote the public good (CFAT, 2024).

Gregorutti (2022) and Purcell et al. (2021) assert that community engagement is a specific methodology in academic research and pedagogy that involves collaboration and partnerships with external communities (including businesses, industries, educational institutions, governmental bodies, non-governmental organizations, associations, indigenous and ethnic groups, and the general populace) to address community needs and opportunities while simultaneously furthering the university's objectives in teaching, learning, and research.

2.3.1 Types of Community Engagement

Community engagement in higher education includes service learning, community-based research, outreach and partnerships, and civic participation. Service learning prioritizes the amalgamation of community service and academic studies, while community-based research focuses on collaborative research alliances. Outreach and partnerships focus on establishing and sustaining lasting ties between academic institutions and community organizations. Civic engagement emphasizes the cultivation of students' civic knowledge, skills, and values (Mwanguzi, Serunjogi, & Edward, 2023; Koekkoek, Van Ham, & Kleinhans, 2021). Other types encompass lifelong learning, volunteerism among faculty and students, service-orientated learning, participatory research, knowledge exchange, cultural and educational events, and the provision of university facilities for external use, such as art groups renting spaces for their classes (Goddard et al., 2016; Mtawa et al., 2016). These types are not mutually exclusive and often overlap in practice, each possessing distinct strengths and limitations that may be tailored to meet unique requirements and settings.

2.3.2 Advantages and Obstacles of School Community Engagement

Community engagement provides several advantages for higher education institutions. For example, it can improve educational quality by offering students experiential learning opportunities that foster deeper comprehension and critical thinking abilities (Mwanguzi et al.,

2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira, Khadijah, & Ahmed, 2024). Furthermore, it may enhance student retention and achievement by cultivating a feeling of connection and belonging to the academic institution. Community engagement may augment academic scholarship and professional growth by facilitating collaborative research and community service (Muwanguzi et al., 2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024; Farnell, 2020). Moreover, it may elevate the institution's brand and exposure by showcasing its dedication to social responsibility and civic participation. Ultimately, community engagement may bolster the financial viability of the academic institution by drawing external financing and support for community engagement initiatives (Muwanguzi et al., 2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024). Community engagement offers numerous advantages for higher education institutions, such as enhanced educational quality, elevated student achievement, improved faculty research, bolstered reputation and visibility, and increased financial sustainability (Muwanguzi et al., 2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024; Farnell, 2020).

Community engagement in higher education helps both the institutions and the communities they serve. Community engagement may result in enhanced community empowerment, better public health, and augmented social capital. Furthermore, community engagement may result in enhanced economic growth and employment creation within the community (Muwanguzi et al., 2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024; Farnell, 2020). Moreover, community engagement may foster the emergence of community leaders and enhance the ability of the community to tackle local challenges. Collaborating with community partners enables institutions to comprehend the distinct difficulties and possibilities within the community and to cooperatively solve them (Muwanguzi et al., 2023; Desta & Belay, 2018;

Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024). Community engagement provides community members with access to higher education resources and knowledge, such as research, training, and technical assistance. This may result in enhanced educational opportunities and the acquisition of new skills and information for community members. Community engagement serves as a potent instrument for fostering positive transformation within communities, including enhanced empowerment, better health and well-being, as well as augmented economic growth and job creation (Muwanguzi et al., 2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024; Farnell, 2020).

Effective community engagement in higher education can be challenging and may encounter various obstacles. A primary obstacle is the absence of support and acknowledgement from higher education institutions, potentially leading to insufficient money, inadequate resources, and restricted chances for staff and students to participate in community-based initiatives. Community engagement may be labour-intensive and require substantial coordination and preparation, which presents obstacles for academic institutions and community partners. Additionally, the power dynamics between academic institutions and community partners may serve as an impediment, as community partners may perceive a diminished level of control or influence over the engagement process (Muwanguzi et al., 2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024; Farnell, 2020). The problem of evaluating and quantifying the effects of community participation arises because of the intricate and prolonged nature of community collaborations. Ultimately, concerns over diversity, fairness, and inclusion may impede successful community participation since disadvantaged populations can be excluded or inadequately represented in the engagement process. Confronting these issues and obstacles necessitates dedication to continuous communication, cooperation, and introspection among academic

institutions and community partners (Muwanguzi et al., 2023; Desta & Belay, 2018; Ogunsanya & Govender, 2019; Bhagwan, 2017; Kisambira et al., 2024; Farnell, 2020).

2.4 Marketization

Marketization is the process of establishing higher education provision within a market-oriented framework, aiming to balance the supply and demand for student education, academic research, and other university functions through pricing mechanisms (Brown, 2015). The marketisation of higher education denotes the integration of market concepts and methods into the governance and functioning of institutions. It entails enhancing university autonomy, diversifying financing streams, establishing market-orientated graduate employment frameworks, and fostering competition among faculty and logistical service providers. The objective of marketisation is to enhance efficiency and quality in higher education, yet it also presents both beneficial and detrimental effects that need governmental support (Zhu & Lou, 2011).

The marketisation of higher education refers to the adoption of a market-orientated approach by educational institutions, seeing education as a commodity and students as consumers. It employs market-oriented strategies in the higher education industry, including pricing, competition, branding, and market positioning. Marketisation introduces free market principles into education, influencing university operations and the delivery of education (Nasim, 2024). It underscores the monetary benefits and outcomes of education, with a specific focus on employability, career opportunities, and return on investment. Consistent with the marketisation model, universities emphasise their unique competitive advantages, including course rankings, accreditation, campus facilities, and other promotional factors, to entice students. They use marketing methods to enhance and fortify their brand image, attracting prospective students via compelling language, striking design, and distinctively competitive content (Nasim, 2024).

Marketisation refers to the procedures aimed at enhancing the efficiency and effectiveness of universities in fulfilling their goals. The increasing rivalry for resources, personnel, and students, along with the rising significance of university performance league tables, has all led to the marketization of higher education. Marketisation refers to the impacts arising from three domains (Maringe, 2015; Branch & Christiansen, 2021; Alajoutsijärvi, Alon & Pinheiro, 2021).

The initial concept pertains to the global expansion of higher education systems, which has led to an increase in diversity within university campuses and higher education frameworks. The growth of higher education systems around the world can be attributed to factors such as industrialization, the rise of postindustrial societies that require advanced skills, the belief that everyone has the right to education ("Education for All"), and a global social justice imperative that calls for more people to access and participate in higher education. Globally, participation in higher education has increased by almost 40% during the last decade. In 2021, the worldwide population of overseas students exceeded 6.4 million, an increase from 2 million in 2000 (UNESCO Institute for Statistics [UIS], 2023). According to data, high-income nations enrolled 5 out of 7 overseas students in educational programs (UIS, 2023). The significance of direct marketing strategies to draw an increasing number of individuals to higher education has therefore escalated, fostering the marketisation of higher education settings (Maringe, 2015; Branch & Christiansen, 2021; Alajoutsijärvi et al., 2021).

The second element arises directly from the phenomenon of growth. Expansion resulted in variety, marked by the recruitment of a broader demographic and the enhanced movement of talent from many global regions. The landscape of higher education has grown far more diversified than in previous years. In several nations, the variety of university populations has escalated tenfold in the last 15 years. Institutional figures from UK and American colleges reveal that the proportion of overseas students has been growing each year for the last five years (Higher Education Statistics

Agency [HESA], 2022; National Center for Education Statistics [NCES], 2024). This diversity has presented various higher education sectors with both challenges and opportunities. Universities are contending with obstacles related to suitable pedagogical strategies and innovative instructional techniques that align with the culturally and demographically varied nature of contemporary higher education classrooms. Conversely, new possibilities have arisen. For instance, the need to contemplate the essence of graduate traits within a globalising higher education context has generated new possibilities (Maringe, 2015; Branch & Christiansen, 2021; Alajoutsijärvi et al., 2021).

The third influence is a broader perspective that acknowledges the necessity of reforming higher education from a model focused on national systems that educate citizens for local employment and national service to one increasingly characterised as an international service regulated by the marketplace and international trade agreements (Bassett, 2006). The World Trade Organization (WTO), operating under the General Agreement on Trade in Services (GATS), which includes higher education, proposed that higher education should be considered an integral part of free trade agreements to achieve this objective. These agreements aim to diminish or abolish governmental restrictions that hinder the provision of services across national boundaries, establish a legal framework for examining trade barriers in education, and ultimately serve as a mechanism to expand global markets and progressively liberalise conditions that foster and sustain open trade in education (Popovich, 2002). The marketization of higher education institutions emerged as a strategic approach to improving institutional performance by enhancing their effectiveness and efficiency in the evolving landscape. The performance of markets in various locations exhibits differing degrees of maturity (Maringe, 2015; Branch & Christiansen, 2021; Alajoutsijärvi et al., 2021). Despite significant progress in rationalizing the European Union's (EU) markets, such as the harmonization of qualifications and study durations, the quality of higher education exhibits

considerable variation across Europe, with the more developed markets in Western Europe offering superior quality compared to numerous countries in the broader European Union. Consequently, marketization has emerged as a result of growth, diversification, and a worldwide consensus on liberalizing higher education services amid rising globalization and internationalization.

2.4.1 Forms of Marketization in Higher Education

Three pragmatic kinds of marketization exist in higher education (Toderoiu, 2021). The first form is autonomy. The trend of university autonomy results in market orientation and adaptability. European universities have always maintained significant autonomy in teaching and research, yet they lack a contemporary understanding of market dynamics. Current university autonomy, which encompasses issues related to production processes and structure, markedly differs from classical academic autonomy; this so-called process autonomy specifically targets the market. This autonomy affords colleges considerable flexibility to swiftly react to market signals (Toderoiu, 2021).

The second form involves a transition in funding, particularly from governmental sources, from a functional budget to a behavioural goal budget. This transition aligns with the prevailing trend of college autonomy, which facilitates market orientation and process autonomy. This is evident as an additional market feature of higher education, specifically the management doctrine (Toderoiu, 2021). Process autonomy and management ideology prioritize output-oriented and behaviour-focused budgeting, significantly diminishing the hierarchical link between government and university administrators while enhancing university administration's accountability. University administrators have the expertise to oversee and regulate all manufacturing techniques and processes. Bureaucratic oversight should not hinder their autonomy and capacity to allocate resources. Product accountability will replace hierarchies. The distinction between process control

and product control lies in the government's gradual withdrawal from process regulation rather than a diminishment of product oversight. The marketization of higher education manifests in the transition of finance for higher education institutions from direct government support to reliance on private investment (Toderoiu, 2021). Marketization requires students to contribute to the training costs, thereby establishing consumer power from the customer's perspective. Consumer authority indicates that students have the right as consumers to assess the price-quality ratio and make decisions about their educational service purchases. The conclusion is that the revenues of institutions are contingent upon customer decisions. This demand reliance compels colleges and universities to focus on cost accounting and necessitates the establishment of a competitive system to enhance educational services (Toderoiu, 2021).

The third version involves the establishment of a "quasi-market" in the public sector, where "competitive independent providers" replace monopolistic government suppliers. To build a competitive "quasi-market" in higher education, the following three prerequisites must be met: An open market framework. New suppliers must have access to markets, and there must be adequate incentive mechanisms in place. Both consumers and producers must possess sufficient financial incentives to express their preferences (students and other consumers) and to enhance the efficacy of research and teaching; and (3) information on the quality of teaching and research. Consumers and higher education institutions must have straightforward access to precise information on the quality of teaching and research (Toderoiu, 2021).

2.5 Empirical Studies

2.5.1 Corporate Social Responsibility (CSR) Practices

Abdul Rahman (2018) and Rahman, Castka, and Love (2019) investigated the process of incorporating CSR into six Malaysian institutions. The study used data from university research performance and CSR reports spanning 2011 to 2015. The results indicate that there is a negative

relationship between research performance, the benefits derived from CSR, and the quality of reporting. Additionally, organisations with more stable CSR practices tend to experience greater benefits from CSR. The study also found that the initial driver of CSR, whether it is a leading or following role, impacts the quality of CSR reporting. Furthermore, a higher level of CSR maturity is linked to higher-quality reporting. Lastly, the pace at which CSR initiatives are implemented affects the quality of CSR reporting, with faster implementation leading to higher-quality reporting.

Kucerová, Formánková, and Prísažná (2016) evaluated the CSR of the economic faculties at three public institutions in the Czech Republic. The findings reveal the presence and development of CSR in the tertiary education industry. However, it lacks consistent integration into school plans, effective communication, and adequate reporting. Furthermore, this is one of the evaluated departments' primary disadvantages. The results indicate that HEIs that have included the CSR idea in their strategy plans are more extensively involved in the majority of the main categories assessed according to ISO 26000. The examination encompasses the following areas: organisational governance, human rights, labour practices, the environment, fair operating procedures, consumer concerns, and community engagement and development. The findings further validate the hypothesis that incorporating corporate social responsibility into university strategic management is essential for adequate CSR development at the institution.

Pitoska, Katarachia, and Giannakis (2018) investigated the perceptions of CSR and its actual implementation by key stakeholders at 18 Greek HEIs. The findings revealed differences in CSR perception and comprehension across the stakeholders polled. The majority of participants understood CSR's true purpose and potential benefits. The majority of stakeholders see CSR as a modern term that encompasses environmental and social concerns, firm profitability, the regulatory framework, volunteer labour, charity, and sustainable development. Furthermore, the

study emphasised the need for Greek HEIs to integrate CSR, or business ethics, into their curricula. Ultimately, the study also elucidated the rationales for implementing CSR in higher education and the strategies for its implementation. This knowledge would empower HEIs to cultivate a suitable mindset towards CSR.

Modreanu and Andrişan (2021) analyzed the social responsibility of a well-regarded institution in Bucharest, focusing specifically on the viewpoint of a legitimate stakeholder, namely the student. The results indicate that the Romanian academic setting has endeavoured to promote and foster responsible behaviours.

Cruzem et al. (2016) evaluate the CSR of six schools and institutions located in Batangas City. The study revealed that the evaluation of CSR strategies by both public and private colleges and universities relied heavily on the principles of the United Nations Global Compact and the significant level of acceptance within the local community. The prominent presence of philanthropic, economic, legal, ethical, cultural, and managerial considerations, as well as discretionary variables, characterizes CSR implementation. Private and public schools use distinct strategies when it comes to implementing the UN Global Compact guidelines on CSR.

Ayele (2022), using Bule Hora University (BHU), developed a theory, model, and terminology appropriate for CSR in Ethiopian universities. The research included interviews with 8 participants and used constant comparative analysis (CCA). The study reveals obstacles to applying the CSR idea in the context of BHU, including limited awareness, the absence of detailed frameworks to guide the activities, and the lack of a specialised theory and model for universities. Consequently, this research presents three models: the University Sustainable Social Responsibility (USSR) pyramid, the USSR stakeholders' model, and the USSR model.

In their study, Kumar et al. (2019) used the concepts of "explicit" and "implicit" CSRs to examine the variations in stakeholder management practices and programmes between the United States and Japan. The study included a sample of 227 firms, including 119 from Japan and 108 from the United States. The research methodology involved the use of a questionnaire and factor analysis. The research revealed that American firms' stakeholder engagement activities (SEAs) are characterised by a prominent emphasis on "explicit CSR," while Japanese companies' SEAs demonstrate a significant focus on "implicit CSR." The variations in the SEAs were attributed to disparities in the political, economic, and market systems present in each nation. The results indicate that while CSR is a worldwide phenomenon, stakeholder management differs in interpretation and implementation due to variations in country-specific institutional frameworks.

Binsawad (2020) examined the impact of CSR factors on the competitive position of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia, compared to other Saudi Arabian institutions from 2018 to 2019. The research included 205 participants and used two statistical techniques: partial least squares structural equation modelling (PLS-SEM) and artificial neural networks (ANN). The results indicate that CSR factors, including market-orientated CSR activities, society-orientated CSR activities, and workforce-orientated CSR activities, have a notable and beneficial effect on enhancing the competitiveness of Saudi Arabian institutions. Nevertheless, the results obtained from the ANN analysis indicate that CSR focused on society has the most impact on enhancing a university's competitiveness. This is followed by CSR initiatives that prioritise the staff and, lastly, by CSR efforts that target the market. The report suggests that Saudi universities should prioritise community-orientated CSR to preserve and enhance their competitive edge over other institutions.

Ismail and Shujaat (2019) examined the influence of internal stakeholders' perceptions of the CSR of the Institute of Business Administration (IBA), Karachi, on their satisfaction levels. The study

included 304 participants (229 undergraduate students and 75 staff). The research methodology included using a questionnaire and applying descriptive and inferential statistical analyses. The findings demonstrated a robust correlation between the perception of university social responsibility (USR) and the level of satisfaction among stakeholders. The findings indicated that students, particularly those enrolled in business programs, and workers expressed the highest level of satisfaction when they saw their institution as offering high-quality education, strong relationships with industry, and equal opportunities for all stakeholders. Employee satisfaction levels and USR perceptions had a positive correlation with the length of their university tenure. Nevertheless, after 10 years, there was a marginal decline in employee satisfaction and USR perceptions.

Chan and Mohd Hasan (2018) examined how workers perceive the CSR practices of Universiti Putra Malaysia (UPM). The researchers used a sample size of 285 participants, a questionnaire, and descriptive statistics for analysis. The results indicate a significant understanding of CSR and its many aspects, including human rights, community-driven initiatives, and labour rights.

2.5.2 School Community Engagement (SCE) Practices

Chile and Black (2015) provide a case study on university-community collaboration with schools and their communities via youth engagement programs aimed at promoting democratic ideals in student leadership and elevating expectations for higher education among students from underprivileged backgrounds. The research used 1,249 surveys, 121 interviews, and 73 focus group talks. The results indicate that university-community interaction has favourable effects on individual student participants, educational institutions, and their communities while also enhancing the university's brand recognition and reputation within the community.

Desta and Belay (2018) examined the characteristics, advantages, obstacles, and prospects of university-community engagement (UCE) at the University of Gondar (UoG) in Ethiopia. The research included 32 individuals, using informant interviews, focus group discussions, and theme analysis. UCE at UoG encompasses activities and procedures in education and research aimed at addressing challenges pertinent to community development objectives, benefiting both the community and the institution. UCE encompasses community service initiatives and student outreach activities. Nevertheless, these engagement programs often function independently and lack synergistic collaboration or strategic guidance. The results showed that both the institution and the community viewed UCE at UoG as advantageous. The advantages encompass educational opportunities, knowledge and resource exchange, curriculum development, sharing of educational and non-academic resources, collaboration in resource sharing, expertise acquisition for community initiatives, community problem-solving, and capacity-building prospects. The challenges encompass power imbalances between the university and the community, misconceptions regarding the mission and roles of partnerships, institutional bureaucracy, resource constraints, absence of measurable outcomes, lack of sustainability, community fatigue, attitudinal obstacles, and cultural incompetence among faculty.

Hutson et al. (2019) investigated the correlation between community participation and several institutional factors across 48 higher education institutions in a Southeastern state. The results demonstrated a pattern of involvement among the institutions. The results showed that both public and private higher education institutions were implementing substantial involvement initiatives. The results indicated that the community involvement goals of institutions were mostly consistent with the Furco et al. (2009) model of institutionalized community participation.

McGeough, Leitch, and McGeough (2022) studied the essential variables required for the operationalization of community engagement (CE) in 14 higher education institutions (HEIs). The

research used a literature review, semi-structured interviews, and theme analysis. The elements included a dedicated CE individual or team, acknowledgement of CE initiatives, a strategic methodology, support from senior management, stakeholder engagement, staff education on the significance of CE, integration into the organisational culture, identification and development of personnel in the CE domain, and assessment of CE activities. The results indicate substantial consensus on the essential elements of operationalizing community involvement among the literature and the questioned managers; nonetheless, some components represent future aspirations rather than the present circumstances encountered by certain managers.

Kisambira et al. (2024) examined the impact of university-community engagement programs on higher education outcomes and community development at one public and one private institution in Uganda. The research demonstrated that communities benefit from university engagement as members and organizations exchange and assimilate their knowledge with that of faculty and students, leading to an enhanced comprehension of community issues and the cultivation of the collective capacity to tackle them, yielding either short-term effects or long-term transformative change. Participation in the university community helps students by augmenting learning opportunities, which may lead to enhanced academic achievements, skill and competency development, leadership, and responsible citizenship. Improving pedagogical and learning opportunities, increasing student enrollment and retention, generating new knowledge and ideas collaboratively, facilitating research opportunities, and enhancing the university's reputation are all benefits for the higher education institution. Despite the benefits mentioned above, some criticise community engagement as more challenging, costly, and potentially harmful than traditional methods of information dissemination and education. Improved methodologies for documenting and conveying academic advancement are necessary, along with an enhanced understanding of significant community involvement results outside the academic domain.

2.5.3 CSR, SCE and Marketization

According to Gupta (2018), market ideology has significantly shaped colleges, which have the obligation of nation-building. Traditional colleges globally are becoming corporate institutions, with students seen as 'customers' or 'clients' and educators as service providers. Market ideology has prompted students to view higher education as a means to secure meaningful work, achieve professional advancement, and achieve social prestige in a commodities economy. Underestimating the significant importance of higher education for social and character development is common. Higher education has evolved from a 'public good' to a 'consumer good'. Market dynamics have increased the need for and accessibility of professional and technical education for commercial purposes. Financial considerations, not meritocratic principles, guide admissions. The increasing market and commercialization have resulted in a decrease in demand for liberal education. This commercial conduct in higher education has exacerbated the issue of unequal educational possibilities, particularly for the socio-economically underprivileged. Increasing the number of government-funded colleges is crucial for economic and equitable reasons, as opposed to private higher education institutions that provide questionable quality of education.

Song, S.Y (2021) examined the organizational responses to the marketization of higher education institutions in South Korea (Korean National University (KNU)) and Hong Kong (Hong Kong Public University (HKPU)). The research used 20 individuals, semi-structured interviews, and cross-case synthesis. The results indicated that marketisation and entrepreneurial activity were significant in South Korea and Hong Kong, but to varying extents. The trend toward marketization is more recent in Hong Kong than in South Korea. The results indicated that the governments in both education systems are actively influencing market competition in the higher education sector to improve regional competitiveness. Both campuses have been impacted by the marketization

process, but South Korea has experienced more significant alterations in terms of university performance and professional evaluation of academic work. The results indicate that varying governance systems directly influence organizational developments and management practices on campuses.

Schiff et al. (2024) evaluated the influence of community participation on the social responsibility attitudes, both personal and professional, of 128 students. The data reveal that views towards social responsibility have remained unchanged, with students increasingly prioritising pay above aiding others when evaluating employment preferences. However, the findings indicate that heightened community participation forecasts an enhancement in social responsibility views, even when accounting for students' pre-college social responsibility attitudes and demographic factors.

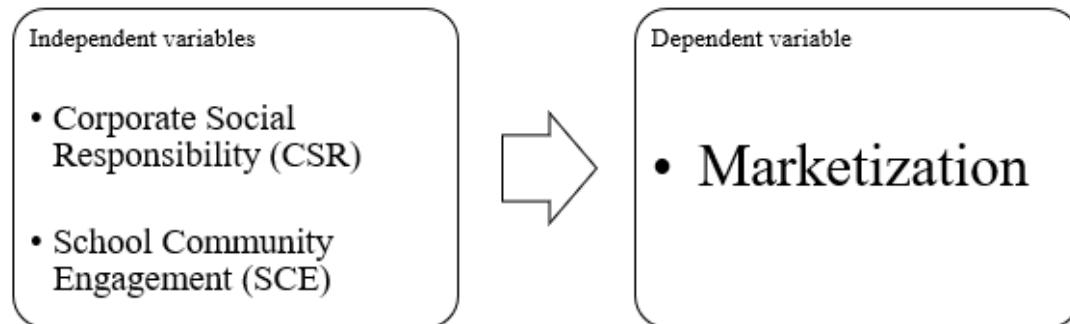
Koekkoek et al. (2024) elucidated the determinants influencing universities' community participation in the Netherlands, with a specific focus on the impact of marketisation and corporate social responsibility. The research included four Dutch institutions, eighteen participants, semi-structured interviews, and theme analysis. The research uncovered several similarities between university-community involvement and corporate social responsibility, rooted in a complex combination of value-driven, performance-driven, and reaction-driven motivations. The study identifies three linkages between marketisation and university-community involvement: university-community engagement as a counteraction to marketisation, an expression of marketisation, and a consequence of marketisation.

2.6 Conceptual Framework

This research aims to examine the correlation between the dependent variable (marketisation) and the independent variables (corporate social responsibility (CSR) and school community engagement (SCE)). Changes in corporate social responsibility (CSR) and school community

engagement (SCE) have the potential to impact marketization, and vice versa. This highlights the strong correlation between these factors.

Figure 2.1: Conceptual Framework



Source: Researcher's construct (2024)

2.7 Chapter Summary

This chapter has examined the concepts of corporate social responsibility (CSR), school community engagement (SCE), and marketisation. The study included the theoretical framework, a comprehensive literature review, and the conceptual framework that informed the research. The study was guided by stakeholder theory, legitimacy theory, and resource-based view (RBV). The theoretical framework and empirical evidence indicate that corporate social responsibility (CSR) and school community engagement (SCE) influence marketisation. Consequently, increasing corporate social responsibility (CSR) and school community engagement (SCE) will facilitate marketisation. Furthermore, it indicates that studies on this subject have mostly centred on countries other than Ghana, necessitating a focus on Ghana. The subsequent chapter discussed the study's research technique.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research methodology is the focus of this chapter. The structure comprises study design, research strategy, population, sample size and sampling technique, research tools, data collection process, data analysis, and ethical issues.

3.1 Research Design

A research design encompasses the methodologies for gathering, analysing, interpreting, and disseminating data in research investigations (Leavy, 2022; Agarwal et al., 2024). It is the comprehensive strategy for linking conceptual research issues with relevant and feasible practical investigations. The study design delineates the technique for obtaining the necessary data, the methodologies used for data collection and analysis, and how these elements will address the research question (Leavy, 2022; Agarwal et al., 2024). This research used a descriptive design. Descriptive research design is the best approach for social researchers seeking to gather original data to characterise a population that is too extensive for direct observation (Leavy, 2022; Agarwal et al., 2024). Researchers favour this approach because it clearly outlines the factors and attributes of the population in their current state (Leavy, 2022; Agarwal et al., 2024). The study used a descriptive approach, allowing detailed analysis and representation of occurrences in their natural context while reducing researcher bias (Leavy, 2022; Agarwal et al., 2024).

3.2 Research Approach

The research employed a quantitative approach to investigate the numerical characteristics of the data, necessitating the collection and analysis of the data using statistical methods. The methodology above facilitated the examination of the interplay of corporate social responsibility

(CSR), school community engagement (SCE), and marketisation at UniMAC. The technique improve objectivity, facilitates large sample size, and allows for extrapolation of results (Leavy, 2022; Agarwal et al., 2024).

3.3 Research Method

The study used a survey methodology, with structured internet questionnaires as the primary tool for data collection. The focus on quantitative analysis distinguished this study's research technique. Moreover, the used approach offers benefits regarding temporal efficiency, economic viability, feasibility, adaptability, and the potential for result generalisation (Leavy, 2022; Agarwal et al., 2024).

3.4 Population

The population consisted of postgraduate students from the University of Media, Arts, and Communication (UniMAC). The University was founded by the University of Media, Arts and Communication Act, 2020 (Act 1059), which consolidated the Ghana Institute of Journalism (GIJ), founded in 1959, the National Film and Television Institute (NAFTI), established in 1978, and the Ghana Institute of Languages (GIL), founded in 1961, into a single public university. The University seeks to provide higher education, disseminate information pertinent to the advancement of the media, arts, and communication sectors within the nation, conduct research, and cultivate external ties (UniMAC, 2024).

There are more than 6,000 students enrolled at the institution pursuing degrees in a variety of fields, including communication, journalism, public relations, media management, languages, bilingual secretaryship, film directing, television production, sound production, and multimedia production (UniMAC, 2024). While the University encompasses several stakeholders, including teaching and non-teaching personnel, parents and guardians, suppliers, and government entities,

the research concentrated on students due to their pivotal role in the University's establishment and operations. Their involvement facilitated engagement and interaction among various stakeholders within the University. The research selected postgraduate students due to their adequate experience and knowledge of CSR, SCE, and the marketization of the University.

3.5 Sample Size and Sampling Technique

Sampling involves selecting a subset from the study population to participate in the research, which may be categorised as either probability or non-probability sampling (Leavy, 2022; Agarwal et al., 2024). In probability sampling, each unit in the population has an opportunity to be included in the sample, allowing for precise generalisation of the findings to the broader population. Non-probability sampling selects respondents based on practical considerations, such as the study's information requirements and the nature of the research (Leavy, 2022; Agarwal et al., 2024). Convenience sampling is a non-probability sampling technique that entails choosing participants based on their accessibility and availability to the researcher.

The sample comprised of 100 conveniently chosen postgraduate students from the University of Media, Arts, and Communication (UniMAC). The study selected the student population for the research based on their expertise, experience, availability, accessibility, and willingness to participate. The students were selected based on their increased engagement with the brand and community, as well as the significant impact their post-school success has on the brand and its marketability.

3.6 Data Collection Instrument

The research used primary data sources. The study obtained data through administering structured online surveys to the participants. The researcher used a questionnaire because it was efficient in terms of time and cost for collecting data from large samples. Moreover, its compliance with

recognised criteria and objectivity facilitates the global applicability of its findings. The questionnaire had four components. Section A collected the participants' demographic information. Section B collected information on corporate social responsibility (CSR). Section C collected data on school community engagement (SCE). Section D collected data about marketization. Section A used multiple-choice questions (MCQs), while Sections B through D utilised 5-point Likert scale statements. The Likert scale ranged from a rating of 1, indicating strong disagreement, to a rating of 5, denoting strong agreement. The questionnaire was conducted in English.

3.6.1. Validity and Reliability

The study developed the questionnaire from prior research, including inspections by the supervisor to ensure its validity and reliability, and conducted a pretest with 20 respondents, excluding the pretest sample and its analysis from the main inquiry.

3.7 Data Collection Procedure

The questionnaire gathered data from October 29 to November 15, 2024, using the Google Forms platform. The study administered the survey in English and estimated that it would take approximately 10 minutes to complete. The data was collected promptly to improve reaction time. The respondent's privacy and confidentiality were protected by not collecting any identifying information, such as name or student identification number. The data was used only for scholarly purposes.

3.8 Data Analysis

The questionnaires were verified for accuracy and completeness before data entry into Microsoft Excel 2019. The data in the Excel spreadsheet were examined and validated before its importation into Statistical Package for Social Sciences (SPSS) version 27 for statistical analysis. The study

generated descriptive and inferential statistics using SPSS and presented the findings in tables. The mean and standard deviation were used to summarise the CSR, SCE, and marketisation of UniMAC. Correlation and regression analyses were conducted to summarise the relationship and impact of CSR and SCE on marketisation.

3.9 Ethical Issues

Before initiating the study, ethical permission was secured from the Directorate of Research, Innovation and Development(DRID). The researcher explained the study to the participants and obtained their express consent. Participation was optional, and individuals could refuse or withdraw from the study without consequence. The respondents received no type of compensation for their participation. The study safeguarded the confidentiality and identity of the respondents from sampling until the dissemination of results. The study did not gather information such as names and student identification numbers. Only the researcher and the supervisor had access to the data. The data was used only for scholarly reasons.

3.10 Pilot Data Analysis

3.10.1 Demographic Profile (Pilot)

Table 3.1: Demographic Profile (Pilot)

Demographics	Description	Frequency	Percentage (%)
Gender	Male	12	60
	Female	8	40
Age	18 – 25	5	25
	26 – 35	8	40
	36 – 45	6	30
	46 and above	1	5
Student category	Regular	13	65
	Evening	2	10

	Weekend	5	25
Study Programme	Journalism	3	15
	Devt Communication	3	15
	PR with Marketing	11	55
	Strategic PR Management	3	15
Employment status	Self-employed	6	30
	Public sector	7	35
	Private sector	2	10
	Unemployed	5	25

Source: Field survey (2024)

Table 3.1 indicates that 60% of the respondents are male and 40% are female. This arises from the researcher's desire for equitable gender representation. 40% were aged 26 to 35; 30% were aged 36 to 45; 25% were aged 18 to 25; and 5% were aged 46 and older. 65% were full-time students; 25% were part-time weekend students; and 10% were evening students. 55% pursued public relations with marketing; 15% in journalism; 15% in development communication; and 15% in strategic public relations management. 35% were engaged in the public sector; 30% were self-employed; 25% were unemployed; and 10% were employed in the private sector.

Table 3.2: Reliability Test Results (Pilot)

Variables	Original		Modified	
	N	α	N	α
Corporate Social Responsibility	12	0.477	9	0.825
School Community Engagement	8	0.869	8	0.869
Marketization	15	0.648	11	0.821

Source: Data Analysis (2024); N = Number of items; α = Cronbach Alpha

Table 3.2 indicated that the Cronbach alphas for corporate social responsibility (0.477) and school community engagement (0.648) in the original questionnaire fell below the acceptable threshold

of 0.7. The study of the pilot data indicates that items 10, 11, and 12 of CSR exhibit a negative correlation with the overall scale, whilst items 5, 8, 9, and 10 of marketisation also have a negative correlation with the total scale. The alphas and analysis guided the removal of those items from the questionnaire. The Cronbach alphas for the variables in the revised questionnaire exceed 0.7. This indicates that the questionnaire was consistent and reliable, given that the Cronbach alphas of the variables were above the minimal requirement of 0.7 (Hair et al., 2019; Saunders et al., 2023).

Table 3.3: Normality Test Results (Pilot)

Variable	Skewness	SE	Kurtosis	SE
Corporate Social Responsibility	-0.517	0.512	0.285	0.992
School Community Engagement	0.090	0.512	-0.367	0.992
Marketization	0.306	0.512	-0.600	0.992

Source: Data Analysis (2024); SE = Standard Error

Table 3.3 indicates that CSR has the lowest skewness at -0.517, whereas marketing displays the greatest skewness at 0.306. Marketization has the lowest kurtosis at -0.600, while CSR shows the greatest kurtosis at 0.285. The skewness and kurtosis of the variables are within the acceptable range of 1.96. This signifies that the data adheres to a normal distribution. Refer to Table B1 in Appendix B for the comprehensive normality test findings of the pilot research. The table indicates that the skewness and kurtosis of the variables are within the acceptable range of 1.96. This signifies that the data adheres to a normal distribution.

3.11 Chapter Summary

The study used a descriptive design and a quantitative methodology. The study involved 100 postgraduate students, questionnaires, descriptive and inferential statistics. The following chapter describes the data collected and the results of the data analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the study's results and discussion. It is divided into two main parts: results and discussion. The results section is divided into demographic information, corporate social responsibility (CSR), school community engagement (SCE), marketization, and the effect of CSR and SCE on marketization. The discussion section is divided according to the study objectives.

4.1 Results

4.1.1 Demographic Profile (Actual)

Table 4.1: Demographic Profile (Actual)

Demographics	Description	F	%
Gender	Male	51	51
	Female	49	49
Age	18 – 25	10	10
	26 – 35	48	48
	36 – 45	34	34
	46 and above	8	8
Student category	Regular	55	55
	Evening	3	3
	Weekend	42	42
Study Programme	MA Development Communication	15	15
	MA Journalism	10	10
	MA Media Management	9	9
	MA Public Relations with Marketing	23	23
	MA Strategic Public Relations Management	30	30
	MPhil Strategic Public Relations Management	10	10

	MPhil Political Communication Management	2	2
	MPhil Political Communication Management (Top-Up)	1	1
Employment status	Self-employed	13	13
	Public sector	51	51
	Private sector	28	28
	Unemployed	8	8

Source: Field survey (2024); F = Frequency; % = Percentage

Table 4.1 indicates that 51% of the respondents are male and 49% are female. This stems from the researcher's desire for equitable gender representation. 48% are aged 26 to 35; 34% are aged 36 to 45; 10% are aged 18 to 25; and 8% are aged 46 years and above. 55% are full-time students; 42% are part-time weekend students; and 3% are evening students. 30% are pursuing a Master's in Public Relations Management; 23% in Journalism; 15% in Public Relations with Marketing; 15% in Development Communication; 10% in Journalism; 10% in MPhil in Strategic Public Relations Management; 9% in Media Management; 2% in MPhil in Political Communication Management; and 1% in MPhil in Political Communication Management (Top-Up). 51% work in the public sector; 28% in the private sector; 13% are self-employed; and 8% are unemployed.

Table 4.2: Reliability Test Results (Actual)

Variables	Original		Modified	
	N	α	N	α
Corporate Social Responsibility	12	0.838	9	0.858
School Community Engagement	8	0.879	8	0.879

Marketization	15	0.902	11	0.852
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Source: Data Analysis (2024); N = Number of items; α = Cronbach Alpha

Table 4.2 demonstrated that the Cronbach's alpha values for the variables in both the original and amended questionnaires exceeded 0.7. This indicates that the questionnaire demonstrated consistency and reliability, with the Cronbach alpha of variables above the minimal level of 0.7 (Hair et al., 2019; Saunders et al., 2023). Nevertheless, the study used the revised questionnaire to ensure consistency and comparability between the pilot and real data analysis. The analysis of the pilot data indicates that items 10, 11, and 12 of CSR, as well as items 5, 8, 9, and 10 of marketization, have a negative correlation with the overall scale. Therefore, we excluded those items from the pilot data analysis.

Table 4.3: Normality Test Results (Actual)

Variables	Skewness	SE	Kurtosis	SE
Corporate Social Responsibility	-0.266	0.241	-0.318	0.478
School Community Engagement	-0.310	0.241	-0.231	0.478
Marketization	0.376	0.241	-0.525	0.478

Source: Data Analysis (2024); SE = Standard Error

Table 4.3 indicates that CSR has the lowest skewness (-0.266), while marketization displays the greatest skewness (0.376). Marketization has the lowest kurtosis at -0.525, while CSR shows the greatest kurtosis at -0.231. The skewness and kurtosis of the variables are within the acceptable range of 1.96. This signifies that the data adheres to a normal distribution. Refer to Appendix B for the complete normality test findings of the pilot (Table B1) and main (Table B2) studies, respectively. Appendix B presents the outcomes of the normality (Figure B1), linearity (Figure B2), heteroscedasticity (Figure B3), multicollinearity (Tables B3 and B4), and independence

(Table B5) assessments of the primary study. The findings indicate that the data meet the acceptable requirements.

4.1.2 Corporate Social Responsibility (CSR)

Table 4.4: Corporate Social Responsibility (CSR)

Statements	A	N	D	Mean	SD
	%				
1. The university has continuously improved the level of its service/education	69	11	20	3.670	1.049
2. University invests in making studying conditions better	82	7	11	3.940	0.988
3. University makes sure that work of students and staff is fully supported and they have a decent working environment	72	14	14	3.840	1.027
4. The university provides full, accurate, and all required information to its students when required	65	14	21	3.640	1.082
5. The university is fulfilling its legal obligations towards its stakeholders	67	21	12	3.740	0.934
6. The university keeps its procedures and policies under regular review to ensure compliance with current legislation	56	33	11	3.610	0.915
7. University has comprehensive code of conduct	84	11	5	4.090	0.814
8. University tries to perform in a manner consistent with expectations of societal and ethical norms	80	16	4	4.020	0.836
9. Students are educated regarding their social responsibility in their area of specialization	85	10	5	4.210	0.887
Average	73	15	11	3.862	0.948

Source: Field study (2024); A = Agree; N = Neutral; D = Disagree

Table 4.4. answers research question 1, which seeks to find out the corporate social responsibilities practices of UniMAC. The analysis indicated that 69% of respondents agreed that the institution had consistently enhanced the quality of its service/education; 11% remained neutral; and 20% expressed disagreement. 82% agreed that the institution allocates resources to enhance studying conditions; 7% remained neutral; and 11% expressed dissent. 72% said that the institution provides comprehensive support for the work of students and staff, creating a satisfactory working

environment; 14% remained indifferent, and 14% expressed disagreement. 65% agreed that the institution provides comprehensive, precise, and all necessary information to its students upon request; 14% remained neutral; and 21% expressed disagreement. 67% said that the institution is meeting its legal responsibilities to its stakeholders; 21% remained neutral; and 12% expressed disagreement. 56% said that the institution routinely evaluates its processes and policies to guarantee adherence to current legislation; 33% remained neutral; and 11% expressed disagreement. 84% said that the institution had a thorough code of conduct, 11% remained indifferent, and 5% expressed disagreement. 80% agreed that the institution strives to operate in alignment with social and ethical standards; 16% remained neutral, and 4% expressed disagreement. 85% agreed that the institution informs students about their social responsibilities within their field of specialization, while 10% remained indifferent and 5% expressed disagreement. An average of 73% indicates a high level of corporate social responsibility (CSR).

Table 4.4 indicated that the respondents agreed ($M = 3.670$, $SD = 1.049$) that the institution had consistently enhanced the quality of its service/education. The participants agreed ($M = 3.940$, $SD = 0.988$) that the institution allocates resources to enhance study circumstances. The participants agreed ($M = 3.840$, $SD = 1.027$) that the institution provides comprehensive support for the work of students and staff, creating an adequate working environment. The participants agreed ($M = 3.640$, $SD = 1.082$) that the institution provides comprehensive, precise, and all necessary information to its students upon request. The participants agreed ($M = 3.740$, $SD = 0.934$) that the institution is meeting its legal responsibilities to its stakeholders. The participants agreed ($M = 3.610$, $SD = 0.915$) that the institution consistently reviews its processes and policies to guarantee adherence to current regulations. The participants agreed ($M = 4.090$, $SD = 0.836$) that the institution had a thorough code of conduct. The participants agreed ($M = 4.020$, $SD = 0.836$) that the institution endeavours to operate in alignment with social and ethical standards. They agreed

(M = 4.210, SD = 0.887) that students are informed about their social responsibilities within their field of specialization. The mean (M = 3.862, SD = 0.948) suggests that corporate social responsibility (CSR) is high. According to these findings, the corporate social responsibility practices of UniMAC include a dedication to high-quality education and services, a supportive environment, community support, transparency and communication, adherence to legal and ethical requirements, and regular policy review.

4.1.3 School Community Engagement (SCE)

Table 4.5 as presented below tackles research question two, which is to access what the school community engagement practices (SCE) of UniMAC are.

Table 4.5: School Community Engagement (SCE)

Statements	A	N	D	Mean	SD
	%				
1. The university promotes opportunities for student volunteering (and associated fundraising), in support of community projects, thereby broadening the student experience	19	32	49	2.390	1.139
2. The university engages with community groups, including supporting social events which are relevant to achievement of the university's mission	20	33	47	2.530	1.109
3. The university promotes within local communities the opportunities for employment within the University	26	30	44	2.590	1.132
4. The university undertakes research projects proposed by, or relevant to, local and regional communities	37	26	37	2.830	1.209
5. The university understands and respects the needs of community and endeavours to work in consultation whenever appropriate	48	25	27	3.150	1.152
6. The university is trying reduces the waste generated and disposed, and is making possible efforts to reuse and recycle	39	44	17	3.230	0.978

7. The university manages development work in a sustainable manner and in consultation with local communities wherever possible	40	27	33	3.010	1.044
8. The university assists projects that enhance a community's "Quality of life"	37	37	26	3.140	1.000
Average	33	32	35	2.859	1.095

Source: Field study (2024); A = Agree; N = Neutral; D = Disagree

Table 4.5 indicated that 19% of respondents agreed that the institution facilitates possibilities for student volunteering and related fundraising for community initiatives, thereby enhancing the student experience; 32% remained neutral; and 49% expressed disagreement. 20% agreed that the university collaborates with community organizations, including endorsing social activities pertinent to achieving its goal; 33% remained neutral; and 47% dissented. 26% agreed that the institution fosters job possibilities within local communities; 30% remained neutral; and 44% dissented. 37% concurred that the institution engages in research initiatives offered by or pertinent to local and regional communities; 26% remained neutral; and 37% disagreed. 48% said that the institution understands and respects the community's concerns and strives to engage in collaboration where appropriate; 25% remained neutral; and 27% expressed disagreement. 39% agreed that the institution is endeavouring to minimise waste generation and disposal while taking steps to promote reuse and recycling; 44% remained neutral; and 17% expressed disagreement. 40% agreed that the institution conducts development initiatives sustainably and in conjunction with local communities where feasible; 27% remained neutral; and 33% expressed disagreement. 37% concurred that the institution supports initiatives that improve a community's "quality of life"; 37% remained neutral; and 26% disagreed. An average of 33% indicates that school community engagement (SCE) is moderate.

Table 4.5 revealed that the respondents (M = 2.390, SD = 1.139) disagreed with the university's promotion of opportunities for student volunteering and related fundraising to support community initiatives, thereby enhancing the student experience. The participants disagreed (M = 2.530, SD = 1.109) that the university's engagement with community organizations, particularly its support for social activities, was pertinent to achieving the university's goal. The respondents expressed disagreement (M = 2.590, SD = 1.132) with the university's efforts to promote job opportunities within local communities. The participants exhibited ambivalence (M = 2.830, SD = 1.209) about the university's engagement in research initiatives offered by or pertinent to local and regional communities. The participants disagreed (M = 3.150, SD = 1.152) that the university understands and respects the community's requirements and strives to engage in consultation when suitable. The participants were ambivalent (M = 3.230, SD = 0.978) about the university's efforts to mitigate waste generation and disposal, as well as its initiatives to promote reuse and recycling. The participants disagreed (M = 3.010, SD = 1.044) that the institution conducts development initiatives sustainably and engages with local communities wherever feasible. The participants disagreed (M = 3.140, SD = 1.000) that the university supports initiatives that improve a community's "quality of life." The mean (M = 2.859, SD = 1.095) indicates that school community engagement (SCE) is at a moderate level. The findings indicate that the school community engagement (SCE) of UniMAC is at a moderate level and the practices are student volunteering, community collaboration, research and knowledge sharing, community consultation and improving quality of life of the community.

4.1.4 Marketization

Table 4.6: Marketization

Statements	A	N	D	Mean	SD
	%				

1. The university makes independent decisions that reflect its mission and values.	12	14	74	2.210	0.931
2. The university has the freedom to innovate its educational offerings.	78	9	13	3.860	0.959
3. The university prioritizes academic standards over market pressures.	77	15	8	3.900	0.922
4. The university effectively balances financial sustainability with educational quality.	66	19	15	3.710	1.013
6. The university competes effectively with other universities for students.	63	11	26	3.550	1.195
7. The competition among universities enhances the quality of education students receive.	62	17	21	3.550	1.143
11. Tuition fees at the university are justified by the quality of education provided.	68	20	12	3.700	0.985
12. Students have access to sufficient information about the costs associated with their education.	81	9	10	3.960	0.894
13. Price comparisons between different institutions are clear and straightforward for prospective students.	76	15	9	3.870	0.934
14. Financial aid options are adequately communicated to students of the university.	53	12	35	3.220	1.361
15. Students are well-informed about the career prospects of graduates from the university.	83	11	6	4.240	0.873
Average	65	14	21	3.615	1.019

Source: Field study (2024); A = Agree; N = Neutral; D = Disagree

Table 4.6 answers research question three, which is the marketization practices of UniMAC. The above indicated that 12% of respondents agreed that the institution takes independent decisions aligned with its purpose and values; 14% remained neutral; and 74% expressed disagreement. 78% agreed that the institution had the autonomy to reinvent its educational programs; 9% remained

neutral; and 13% dissented. 77% agreed that the institution prioritises academic standards above commercial demands; 15% remained neutral, and 8% dissented. 66% agreed that the institution successfully reconciles financial sustainability with educational quality; 19% remained indifferent; and 15% dissented. 63% concurred that the university competes well with other institutions for students; 11% remained neutral; and 26% disagreed. 62% agreed that competition among institutions enhances the quality of education students receive, while 17% remained neutral and 21% disagreed. 68% of respondents believed that the institution's tuition fees justified the quality of education it offers, while 20% remained neutral and 12% expressed disagreement. 81% agreed that students had enough knowledge about costs related to their education; 9% remained neutral; and 10% expressed disagreement. 76% said that price comparisons across other universities are transparent and uncomplicated for prospective students; 15% were indifferent; and 9% disagreed. 53% agreed that university students receive sufficient disclosure of financial assistance options, while 12% remained neutral and 35% disagreed. 83% said that students had enough knowledge about the career prospects of university graduates; 11% remained indifferent, and 6% expressed disagreement. An average of 65% indicates a high level of marketization.

Table 4.6 indicated that the respondents disagreed ($M = 2.210$, $SD = 0.931$) that the institution independently makes decisions according to its goals and values. The participants agreed ($M = 3.860$, $SD = 0.959$) that the institution had the autonomy to develop its educational programs. The participants agreed ($M = 3.900$, $SD = 0.922$) that the institution emphasises academic standards rather than commercial demands. The participants agreed ($M = 3.710$, $SD = 1.013$) that the university's capacity to properly reconcile financial sustainability with educational excellence. The participants agreed ($M = 3.550$, $SD = 1.195$) regarding the university's effectiveness in competing with other institutions for students. The participants agreed ($M = 3.550$, $SD = 1.143$) that rivalry among institutions improves the quality of education provided to students. They agreed ($M =$

3.700, SD = 0.985) that the justification of university fees was about the quality of education offered. They agreed (M = 3.960, SD = 0.894) that students had enough knowledge about the costs related to their education. The participants agreed (M = 3.870, SD = 0.934) about the clarity and straightforwardness of price comparisons across various schools for prospective students. The participants were ambivalent (M = 3.220, SD = 1.361) on the sufficiency of communication about financial assistance options to university students. The participants agreed (M = 4.240, SD = 0.873) that students had enough knowledge of the employment opportunities available to graduates from the university. The global mean (M = 3.615, SD = 1.019) suggests that marketisation is high. According to these findings, UniMAC's marketization practices include autonomy, mission alignment, educational innovation, academic integrity, financial sustainability, quality education, cost transparency, and career preparedness.

4.1.5 CSR, SCE and Marketization

Table 4.7 to 4.9 answers research question four, thus, the link between corporate social responsibility (CSR), school community engagement (SCE) and marketization of UniMAC.

Table 4.7: Descriptive Statistics and Correlation Analysis of Marketization

Variables	Mean	St. Dev.	M	CSR	SCE
Marketization (M)	3.615	1.019	1		
Corporate Social Responsibility (CSR)	3.862	0.948	0.470**	1	
School Community Engagement (SCE)	2.859	1.095	0.318**	-0.035	1

Source: Data Analysis (2024); **. Correlation is significant at the 0.01 level (2-tailed).

Table 4.7 indicated that corporate social responsibility (CSR) and marketization had averages of 3.862 and 3.615, respectively. This indicates that CSR and marketization are high. The average score for school community engagement (SCE) is 2.859. This indicates that CSR is moderate. The findings indicate that the student believes the CSR and marketisation activities of UniMAC are of

a high standard. However, the SCE currently stands at a moderate level and needs further enhancement. In conclusion, the results suggest that UniMAC must sustain and enhance its CSR, SCE, and marketisation strategies to achieve superior performance outcomes.

Table 4.7 indicates that CSR and SCE exhibit moderate positive correlations with marketization, as their values of 0.470 and 0.318 fall within the range of 0.3 to 0.49.

Table 4.8: Regression Analysis of Marketization

Variables	Coefficients	Std Error	t Stat	p-value
Constant	1.121	0.384	2.918	0.004
Corporate Social Responsibility	0.483	0.083	5.799	<0.001
School Community Engagement	0.271	0.067	4.028	<0.001
F = 24.144		R ² = 0.332		p-value = <0.001

Source: Data Analysis (2024)

Table 4.8 indicates that the R-squared (r^2) value is 0.332. R-squared indicates that 33.2% of the variance in marketization is attributable to corporate social responsibility (CSR) and school community involvement (SCE). This indicates that 66.8% of the variance is attributable to other factors. The p-value (0.000) is below the significance threshold (0.05), indicating that the model is significant. This indicates a failure to reject the null hypothesis, which posits that there is no correlation between corporate social responsibility (CSR), school community engagement (SCE), and marketization.

Corporate social responsibility ($\beta = 0.483$; $p < 0.001$) and school community engagement ($\beta = 0.271$; $p < 0.001$) exhibit substantial positive correlations with marketization since their p-values (0.000) are below the significance threshold (0.05). The constant ($\beta = 1.121$; $p\text{-value} = 0.004$) signifies that the average marketization is 1.121 when all other variables are set to zero (0). The

findings demonstrate that a unit increase in corporate social responsibility (CSR) and school community engagement (SCE) would result in a rise of 0.483 and 0.271 in marketization, respectively, assuming all other factors remain constant. This outcome indicates that high corporate social responsibility (CSR) and moderate school community engagement (SCE) combined contribute to UniMAC's high marketization. This indicates that the link between CSR, SCE and marketization of UniMAC is positive, hence the university must pay more attention its CSR and SCE practices to improve its marketization level.

Table 4.9: Hypotheses Results

Hypothesis	Beta	p-value	Results
H1: Corporate social responsibility (CSR) practices have significant positive relationship with marketization.	0.483	<0.001	Supported
H2: School community engagement (SCE) has significant positive relationship with marketization.	0.271	<0.001	Supported

Source: Researcher's construct (2024)

Table 4.9 indicates that the results substantiate the hypothesis that corporate social responsibility (CSR) and school community engagement (SCE) exhibit significant positive correlations with marketization.

4.2 Discussion of Findings

4.2.1 Corporate Social Responsibility (CSR)

The findings indicated that corporate social responsibility (CSR) is high in the study organization. The research indicated that the university has continually enhanced its services and educational offerings. This shows a dedication to continuous improvement, which is crucial for sustaining high standards in education and guaranteeing student satisfaction. The university adeptly distributes and employs its resources to improve study conditions. This indicates that the university

emphasizes creating an environment that supports teaching and learning, including investments in infrastructure, technology, and educational resources. The university fulfills its legal obligations toward stakeholders. This indicates a dedication to compliance and ethical governance, essential for maintaining trust among employees, students, and external stakeholders. The university regularly evaluates its procedures and policies to guarantee compliance with current legislation. This reflects a proactive strategy in governance and risk management, ensuring the university stays current, relevant, and consistent with legal and societal requirements. The results demonstrate that the university's CSR is effective and influential in quality improvement, resource distribution, support mechanisms, legal adherence, and ethical standards. This indicates that the university is successfully fulfilling its objectives in these domains, potentially resulting in enhanced satisfaction among students, engagement, marketization, and attaining its educational goals (Larrán Jorge & Andrades Peña, 2017; Latif, 2018; Santos et al., 2020; Latif et al., 2021; Abdul Rahman, 2018; Ahmad et al., 2024).

AbdulRahman (2018) and Rahman et al. (2019) identified an inverse correlation between research performance, benefits gained from CSR, and the quality of reporting. Organisations with more consistent CSR policies often get greater benefits from CSR initiatives. The primary driver of CSR, whether it has a leading or subordinate position, affects the quality of CSR reporting. Higher-quality reporting is associated with a higher level of CSR maturity. Kucerová et al. (2016) discovered that the implementation and advancement of CSR within the higher education sector are characterised by inconsistent integration into institutional planning, ineffective communication, and insufficient reporting. Institutions of higher education that have included the concept of corporate social responsibility in their strategic plans demonstrate greater engagement across most of the primary areas evaluated by ISO 26000. Pitoska et al. (2018) identified disparities

in the perception and understanding of CSR across the surveyed stakeholders. Most individuals comprehended the genuine objective and possible benefits of CSR.

Modreanu and Andrişan (2021) discovered that the Romanian academic environment has sought to encourage and cultivate responsible behaviours. Cruzem et al. (2016) discovered that the assessment of CSR initiatives by public and private colleges and universities were mostly based on the principles of the United Nations Global Compact and the substantial level of acceptability within the local community. Private and public schools use different approaches in the execution of the UN Global Compact principles of corporate social responsibility (CSR). Ayele (2022) identified that barriers to implementing the CSR concept within BHU include insufficient awareness, a lack of comprehensive frameworks for direct initiatives, and the absence of a specialized theory and model for universities.

Binsawad (2020) discovered that CSR factors, including market-oriented, society-oriented, and workforce-oriented activities, significantly and positively influence the competitiveness of institutions in Saudi Arabia. Nonetheless, CSR oriented toward society significantly enhances a university's competitiveness. Ismail and Shujaat (2019) identified a strong connection between perceived university social responsibility (USR) and stakeholder satisfaction. Students, especially those in business programmes, and workers reported the most satisfaction when their school provided high-quality, strong relationships with industry and equal opportunities. Employee satisfaction and USR perceptions had a positive correlation with university tenure length; however, after a decade, there was a marginal decrease in both satisfaction and USR perceptions.

4.2.2 School Community Engagement (SCE)

The findings indicated that school community engagement (SCE) is at a moderate level within the study organization. The survey revealed that the institution exhibits inefficient community

engagement through promoting student volunteerism and fundraising, collaboration with community groups, enhancement of career possibilities, research projects, and understanding of community needs. The university inadequately encourages student participation in community service, which might enrich their educational experience and cultivate a sense of civic responsibility. Students perceive the university's community engagement initiatives as ineffective due to poor communication. The institution does not aggressively advocate for employment opportunities in local communities. This indicates a possible disconnection between the university's career services and local employment possibilities, implying that they may lack sufficient information on existing job vacancies or internships in their vicinity. Mitigating these issues might augment student experiences, fortify connections with local communities, and elevate views of the university's position as a responsible and involved university. By aggressively advocating for volunteer opportunities, improving communication about employment opportunities, understanding community needs, and emphasizing sustainable practices, the university may cultivate a good image and a significant presence in the local region. Involving students in these projects may foster a culture of civic responsibility and community development, therefore enhancing their educational experience and social contributions (Kisambira et al., 2024; Desta & Belay, 2018; McGeough et al., 2022; Latif et al., 2021; Huddleston, 2018).

Chile and Black (2015) discovered that university-community engagement (UCE) has beneficial results for individual student participants, educational institutions, and communities and enhances a university's brand reputation and position within the community. Desta and Belay (2018) discovered that university community engagement (UCE), which includes community service initiatives and student outreach activities, frequently lacks synergistic collaboration or strategic guidance. UCE enhances the university and community through the provision of educational opportunities, knowledge transfer, curriculum development, resource sharing, expertise

development, problem-solving, and capacity building. Challenges include power disparities, misconceptions about mission and roles, institutional bureaucracy, resource constraints, lack of tangible outcomes, sustainability issues, community fatigue, attitudinal barriers, and cultural ineptitude among faculty. Despite its mutual benefits, UCE faces obstacles such as power imbalances, misunderstandings, and institutional bureaucracy.

Hutson et al. (2019) identified a pattern of interaction among the institutions. The results indicated substantial engagement initiatives at both public and private institutions of higher education. The results indicated that the community engagement goals of institutions were mostly consistent with the Furco et al. (2009) model for institutionalised community engagement.

McGeough et al. (2022) identified key factors for higher education institutions (HEIs) to implement community engagement (CE). These factors include a dedicated CE team or person, recognition of CE initiatives, a strategic framework, support from senior management, stakeholder engagement, staff education on the value of CE, integration of CE into the organisational culture, staff identification and development, and assessment of CE activities.

Kisambira et al. (2024) found that university community engagement enhances communities by integrating knowledge from community members and organisations with that of faculty and students, resulting in a better understanding of community issues and a collective capacity to tackle them. This may lead to short-term impacts and long-term transformational change. Participation in the university community helps students by enhancing learning opportunities, leading to enhanced academic performance, skill acquisition, leadership development, and responsible citizenship. Furthermore, it enhances educational opportunities, boosts student enrollment and retention, generates new knowledge, offers research prospects, and improves the university's reputation.

4.2.3 Marketization

The findings indicated that market penetration is high within the studied organization. The research indicated that the university had the autonomy to develop its educational programmes. The institution places its educational standards above the commercial demands of its stakeholders. This indicates a dedication to educational integrity since the institution prioritises providing high-quality education over market demands. The institution excels in recruiting and maintaining students due to its marketing techniques, programme offerings, and reputation. This indicates that competition has resulted in enhancements in educational quality, curriculum, and teaching methods. The level of education students receive justifies the university fees. This indicates that students see their educational investments as valuable, which is essential for sustaining enrollment rates. However, the communication about the financial support options available for students is inadequate and needs improvement. The results demonstrate that students possess knowledge of the career prospects available to university graduates. This indicates the efficacy of the university's career services in equipping students for success after graduation. The results demonstrate that the marketisation of the university is both effective and influential regarding autonomy in educational programme development, prioritisation of academic standards, financial sustainability, educational quality, cost transparency, and knowledge of career prospects. The university must enhance its independence in decision-making, communication about financial aid, and community participation. Addressing these issues might improve perceptions of institutional integrity and responsiveness to student needs and community expectations. By enhancing communication about financial assistance options and demonstrating a commitment to community engagement, the university can strengthen its reputation as an independent institution committed to educational excellence and effectively meet market demands (Simpson & Marinov, 2016; Teixeira, 2020;

Chankseliani, 2022; Cotterill, 2017; Gupta, 2018; Hall, 2018; Branch & Christiansen, 2021; Mogaji et al., 2020).

Gupta (2018) argues that universities, entrusted with the responsibility of nation-building, are being influenced by market ideology. Conventional universities are becoming corporate universities, with students and teachers viewed as customers and service providers. This "commodity economy" has led students to view higher education to gain employment, professional growth, and social status. The crucial role of higher education for social and character development has been undervalued. Market forces have increased the demand for professional and technical education to cater to commercial interests, resulting in a decline in the demand for liberal education. This business behaviour in higher education has contributed to the inequality of educational opportunities, particularly for the socio-economically disadvantaged. It is crucial to increase government-funded universities over private universities.

Hall (2018) discovered that proponents of marketisation contend that this process would transform universities into more adaptable, efficient, and responsive to the needs of society, the economy, students, and parents. Opponents focus on the cultural, philosophical, and pedagogical implications of this process. Both camps claim that this process is irreversible and unavoidable. The escalation of university marketing is acknowledged by representatives of both public and private Polish institutions. No substantial discrepancies were seen in statements given by representatives from various kinds of institutions. The decision-making freedom of non-public institutions was sometimes highlighted, along with their superior utilisation of information technology in communications with potential and present students, enhanced familiarity with IT tools, and a marginal increase in promotional activities.

4.2.4 Effect of Corporate Social Responsibility (CSR), School Community Engagement (SCE) on Marketization

The findings indicated that corporate social responsibility (CSR) and school community engagement (SCE) positively correlate with marketization. The research indicated that corporate social responsibility (CSR) and school community engagement (SCE) may improve the corporate image and reputation of universities, therefore making them more appealing to prospective students. The university's CSR and SCE could bring financial benefits through donations, sponsorships, and partnerships with organisations and communities that support socially responsible initiatives. Financial assistance enables educational institutions to maintain educational quality while controlling operating expenses. SCE and its community relationships provide institutions with mentoring, internships, and scholarship opportunities, in addition to financial assistance, therefore enriching the educational experience of students.

Universities that effectively integrate CSR into their operations and promote strong community engagement may distinguish themselves in a competitive market. This distinction might appeal to students who prioritize both academic performance and social responsibility in community engagement. Universities that prioritize CSR and actively engage with their communities often achieve higher levels of student recruitment and retention. Prospective students are increasingly seeking universities that align with their values about social impact and community involvement. By matching their goals with community needs via SCE and exhibiting a commitment to social responsibility through CSR efforts, universities may secure long-term sustainability in a more competitive landscape. This alignment enables institutions to adjust to evolving market needs while preserving their fundamental educational principles (Miotto et al., 2020; Simpson & Aprim, 2018; Koekkoek et al., 2024).

Song, S.Y (2021) noted that marketisation and entrepreneurial activity were significant in South Korea and Hong Kong, but to varying extents. The trend toward marketization is more recent in Hong Kong than in South Korea. The results indicated that the governments in both higher education systems are actively influencing market competition in the higher education sector to improve regional competitiveness. In both cases, the marketization process has impacted campuses, with South Korea experiencing a more significant impact on university performance and the professional evaluation of academic work. The results indicate that varying governance frameworks significantly influence organisational transformations and management methodologies on campus.

Schiff et al. (2024) discovered that views toward social responsibility have remained unchanged, with students increasingly prioritising pay above altruistic considerations in their employment preferences over that timeframe. However, the findings indicate that heightened community participation forecasts an enhancement in social responsibility views, even when accounting for students' pre-college social responsibility attitudes and demographic factors.

Koekkoek et al. (2024) found that university-community involvement shares several similarities with corporate social responsibility, stemming from a complex combination of value-driven, performance-driven, and reaction-driven motivations. The study identified three linkages between marketisation and university-community involvement: university-community engagement as a counteraction to marketisation, an expression of marketisation, and a consequence of marketisation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

5.1 Summary of the Study

The study aimed to determine the influence of corporate social responsibility (CSR) and school community engagement (SCE) on the marketization of the University of Media, Arts, and Communication (UniMAC). The study employed a descriptive design, a quantitative methodology, a convenient sample of 100 postgraduate students, questionnaires, and descriptive and inferential statistics.

The institution has consistently improved its service and education quality by allocating resources for better study conditions and providing comprehensive support for students and staff. It ensures that students receive all necessary information, and it meets legal responsibilities to stakeholders. Regular reviews of processes and policies ensure compliance with regulations. A thorough code of conduct is in place, and the institution aligns its operations with social and ethical standards. The university informs students about their social responsibilities within their field.

The university lacks active promotion of student volunteering and fundraising for community projects, which limits student experiences. The university does not engage with community groups or support relevant social events, nor does it promote employment opportunities within local communities. The university moderately undertakes research projects related to local needs. The university shows a limited understanding of community needs and rarely consults with them. Efforts to reduce waste and promote recycling are moderate. Sustainable development practices

and community consultation are lacking in the university's operations. UniMAC does not assist projects that enhance the community's "quality of life."

The institution maintains autonomy in developing educational programmes while prioritising academic standards over market pressures and balancing financial sustainability with educational quality, effectively competes with other universities, thereby enhancing the overall quality of education. Tuition fees are justified by the quality of education provided, and prospective students have clear information on costs and price comparisons. However, communication regarding financial aid options is inadequate, despite students being well-informed about employment opportunities post-graduation.

The research indicated that corporate social responsibility (CSR) and marketization are high. The study also revealed that school community engagement (SCE) is moderate. The study stated that corporate social responsibility (CSR) and school community engagement (SCE) positively correlate with marketization. This suggests that an increase in corporate social responsibility (CSR) and school community engagement (SCE) increases marketization within the studied organisation.

5.2 Conclusions

The institution has improved service and education quality by enhancing study conditions and supporting students and staff, ensuring compliance with regulations and ethical standards. However, it lacks active promotion of student volunteering and community engagement, limiting student experiences and understanding of local needs. The institution moderately undertakes research projects related to community needs. However, there is insufficient focus on sustainable practices and community consultation. While the institution maintains autonomy in educational programme development and balances financial sustainability with quality, communication about

financial aid options is inadequate. Tuition fees are justified by the quality of education, and prospective students receive clear cost information.

The study determined that corporate social responsibility (CSR) and marketization are high while school community engagement (SCE) is moderate. The study revealed that CSR and SCE impact the marketization of UniMAC.

5.3 Recommendations

The Ministry of Education (MoE) should collaborate with the Ghana Tertiary Education Commission (GTEC) and the governing councils of universities to develop regulations that regulate CSR, SCE, and marketization within the education sector. Educators and university administrators need to include CSR and SCE in their institutional missions, thus augmenting their social legitimacy, community participation, and marketization. UniMAC should do regular evaluations of its CSR, SCE, and marketization to identify deficiencies and enhance them. Given the modest SCE level, UniMAC should cultivate a culture of community engagement by motivating students, faculty, and staff to initiate and actively participate in community service and engagement programmes. Alongside enhancing the SCE levels of UniMAC, the organisational SCE cultural enhancement will elevate the university's corporate image, reputation, and marketization. UniMAC and other educational institutions must implement awareness programmes to enhance stakeholders' (particularly students') awareness of the institutions' CSR initiatives and their respective fields of study. UniMAC needs to develop a comprehensive and formalised SCE policy to direct the university's community engagement initiatives. The official SCE policy will enhance SCE levels, corporate image, reputation, and marketization of the university. UniMAC needs to establish collaborations with businesses, governmental and non-governmental organisations (NGOs), and its local community to enhance its corporate social responsibility (CSR), school community engagement (SCE), and marketization. This may be

accomplished by developing mutually beneficial programmes that meet corporate and community needs while improving student learning experiences. Universities need to establish evaluation frameworks for the assessment of their corporate social responsibility (CSR) and school community engagement (SCE). The CSR and SCE framework must delineate explicit criteria for assessing staff, students, and institutional performance while promoting career progression and marketization. The university's CSR and CSE initiatives should be accorded equal prominence as academic endeavours, including teaching, learning, and research.

5.4 Suggestions for Further Research

Since this study focused on a public institution, it does not apply to all universities in Ghana. Further studies may concentrate on public and private universities in Ghana. The research is quantitative and focused on a single university. Further studies may use qualitative and mixed-method methodologies, concentrating on three or more institutions. Researchers may conduct a comparative analysis between public and private institutions, as well as between public universities and private universities. Researchers can also conduct a comparison analysis between Ghanaian universities and those in countries like Nigeria, South Africa, the United States, and the United Kingdom. The research focused on a small group of 100 respondents. Future research may concentrate on a sample size of 1000 or more, given the large population of universities. The research focused on postgraduate students. Future research may concentrate on certificate, diploma, undergraduate, and postgraduate students. Future research may include other educational stakeholders, including administrators, faculty, government agencies, companies, and community groups, alongside students.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION (UniMAC)

INSTITUTE OF JOURNALISM

SCHOOL OF GRADUATE STUDIES AND RESEARCH (SoGSaR)

I am a graduate student pursuing a Master's degree in Strategic Public Relations Management. As part of my research, I am conducting a study to examine the impact of corporate social responsibility (CSR) and school community engagement (SCE) on marketization of University of Media, Arts, and Communication (UniMAC). Your participation in this questionnaire is crucial to the success of my research. The information you provide will be treated with the utmost confidentiality and used solely for academic purposes.

Section A: Demographic Information

1. What is your gender?
 - a. Male []
 - b. Female []

2. How old are you?
 - a. 25 years or less []
 - b. 26 – 35 years []
 - c. 36 – 45 years []
 - d. 46 years and over []

3. What is your student category?

a. Regular []

b. Evening []

c. Weekend []

4. Which programme are you pursuing?

a. Master of Arts in Development Communication

b. Master of Arts in Journalism

c. Master of Arts in Media Management

d. Master of Arts in Political Communication Management

e. Master of Arts in Public Relations with Marketing

f. Master Arts in Strategic Public Relations Management

g. Master of Philosophy in Strategic Public Relations Management

h. Master of Philosophy in Political Communication Management

i. Master of Philosophy in Political Communication Management (Top-Up)

5. What is your employment status?

a. Self-employed []

b. Private sector []

c. Public sector []

d. Unemployed []

Section B: Corporate Social Responsibility

Instruction: Please tick [√] the appropriate option applicable to the statements.

Key: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

	Statement	1	2	3	4	5
1	The university has continuously improved the level of its service/education					
2	The university invests in making studying conditions better					
3	The university makes sure that work of students and staff is fully supported and they have a decent working environment					
4	The university provides full, accurate, and all required information to its students when required					
5	The university is fulfilling its legal obligations towards its stakeholders					
6	The university keeps its procedures and policies under regular review to ensure compliance with current legislation					
7	The university has comprehensive code of conduct					
8	The university tries to perform in a manner consistent with expectations of societal and ethical norms					
9	Students are educated regarding their social responsibility in their area of specialization					
10	The university arranges for linkage with the industry in order to develop required skills in the students					
11	The university consistently offers scholarships to the needy					
12	The university participates in voluntary and charitable activities within their local community					

Source: Latif (2018).

Section C: School Community Engagement

Instruction: Please tick [√] the appropriate option applicable to the statements.

Key: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

Statement		1	2	3	4	5
1	The university promotes opportunities for student volunteering (and associated fundraising), in support of community projects, thereby broadening the student experience					
2	The university engages with community groups, including supporting social events which are relevant to achievement of the university's mission					
3	The university promotes within local communities the opportunities for employment within the University					
4	The university undertakes research projects proposed by, or relevant to, local and regional communities					
5	The university understands and respects the needs of community and endeavours to work in consultation whenever appropriate					
6	The university is trying reduces the waste generated and disposed, and is making possible efforts to reuse and recycle					
7	The university manages development work in a sustainable manner and in consultation with local communities wherever possible					
8	The university assists projects that enhance a community's "Quality of life"					

Source: Latif (2018).

Section D: Marketization

Instruction: Please tick [√] the appropriate option applicable to the statements.

Key: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

	Statement	1	2	3	4	5
1	The university makes independent decisions that reflect its mission and values.					
2	The university has the freedom to innovate its educational offerings.					
3	The university prioritizes academic standards over market pressures.					
4	The university effectively balances financial sustainability with educational quality.					
5	The university is responsive to student needs and feedback.					
6	The university competes effectively with other universities for students.					
7	The competition among universities enhances the quality of education students receive.					
8	The university actively promotes itself to attract more students.					
9	The university's reputation is influenced by its competition with other institutions.					
10	Competition among institutions leads to better educational outcomes for students.					
11	Tuition fees at the university are justified by the quality of education provided.					
12	Students have access to sufficient information about the costs associated with their education.					
13	Price comparisons between different institutions are clear and straightforward for prospective students.					
14	Financial aid options are adequately communicated to students of the university.					
15	Students are well-informed about the career prospects of graduates from the university.					

APPENDIX B: DIAGNOSTIC TEST RESULTS

Table B1: Full Normality Test Results (Pilot Data)

Variables	Skewness		Kurtosis		Shapiro-Wilk	
	Skewness	SE	Kurtosis	SE	W	p
CSR1	-0.460	0.512	-1.215	0.992	0.771	<0.001
CSR2	-0.549	0.512	-0.046	0.992	0.860	0.008
CSR3	-0.442	0.512	-2.018	0.992	0.626	<0.001
CSR4	-0.358	0.512	-0.008	0.992	0.864	0.009
CSR5	-0.151	0.512	0.082	0.992	0.855	0.006
CSR6	-0.375	0.512	-0.593	0.992	0.878	0.016
CSR7	0.396	0.512	-0.547	0.992	0.780	<0.001
CSR8	-1.245	0.512	0.783	0.992	0.671	<0.001
CSR9	-0.930	0.512	1.012	0.992	0.795	<0.001
SCE1	0.435	0.512	-0.046	0.992	0.881	0.018
SCE2	-0.107	0.512	-0.474	0.992	0.929	0.147
SCE3	-0.285	0.512	-0.416	0.992	0.907	0.056
SCE4	-0.518	0.512	-0.638	0.992	0.891	0.028
SCE5	-1.178	0.512	1.863	0.992	0.725	<0.001
SCE6	-0.482	0.512	-0.830	0.992	0.884	0.021
SCE7	-0.055	0.512	-0.734	0.992	0.887	0.023
SCE8	-0.841	0.512	1.241	0.992	0.874	0.014
M1	-0.321	0.512	-0.577	0.992	0.876	0.015
M2	-0.157	0.512	-1.144	0.992	0.864	0.009
M3	-0.375	0.512	-0.593	0.992	0.878	0.016
M4	-0.292	0.512	-0.734	0.992	0.800	<0.001
M6	-0.438	0.512	-0.187	0.992	0.909	0.062
M7	-1.247	0.512	2.288	0.992	0.711	<0.001
M11	-1.260	0.512	0.829	0.992	0.756	<0.001

M12	0.084	0.512	-0.526	0.992	0.884	0.021
M13	-0.366	0.512	-1.076	0.992	0.883	0.020
M14	-1.121	0.512	-0.281	0.992	0.704	<0.001
M15	-1.099	0.512	3.030	0.992	0.742	<0.001
CSRmz	-0.517	0.512	0.285	0.992	0.957	0.478
SCEmz	0.090	0.512	-0.367	0.992	0.959	0.522
Mmz	0.306	0.512	-0.600	0.992	0.938	0.218

Source: Data Analysis (2024)

Normality Test

Table B2: Full Normality Test Results (Actual Data)

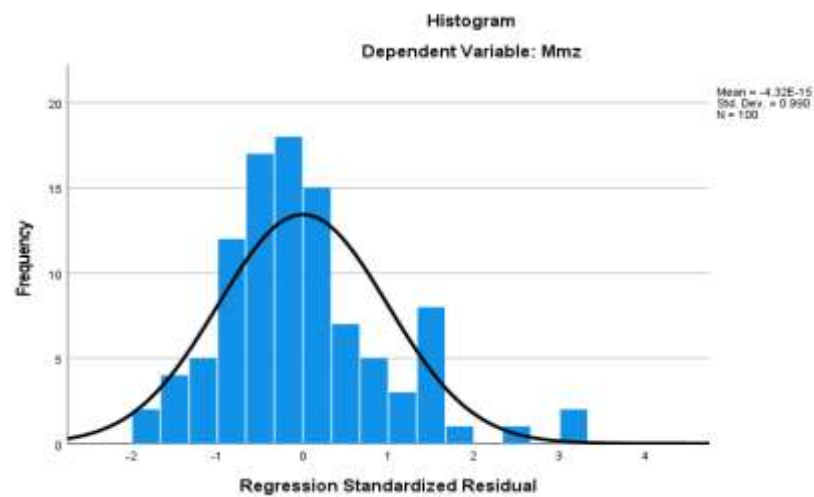
Variables	Skewness		Kurtosis		Shapiro-Wilk	
	Skewness	SE	Kurtosis	SE	W	p
CSR1	-0.671	0.241	-0.429	0.478	0.840	<0.001
CSR2	-1.330	0.241	1.735	0.478	0.771	<0.001
CSR3	-0.797	0.241	-0.015	0.478	0.846	<0.001
CSR4	-0.537	0.241	-0.690	0.478	0.860	<0.001
CSR5	-0.576	0.241	-0.134	0.478	0.866	<0.001
CSR6	-0.252	0.241	-0.358	0.478	0.888	<0.001
CSR7	-1.074	0.241	1.811	0.478	0.798	<0.001
CSR8	-1.079	0.241	2.125	0.478	0.808	<0.001
CSR9	-1.391	0.241	2.394	0.478	0.771	<0.001
SCE1	0.091	0.241	-1.272	0.478	0.857	<0.001
SCE2	0.124	0.241	-0.861	0.478	0.897	<0.001
SCE3	-0.101	0.241	-1.242	0.478	0.871	<0.001
SCE4	-0.253	0.241	-1.153	0.478	0.873	<0.001
SCE5	-0.538	0.241	-0.672	0.478	0.870	<0.001
SCE6	-0.415	0.241	0.186	0.478	0.884	<0.001
SCE7	-0.341	0.241	-0.840	0.478	0.880	<0.001
SCE8	-0.104	0.241	-0.445	0.478	0.910	<0.001
M1	-0.926	0.241	0.697	0.478	0.824	<0.001
M2	-1.024	0.241	0.747	0.478	0.804	<0.001
M3	-1.119	0.241	1.600	0.478	0.814	<0.001
M4	-0.619	0.241	-0.244	0.478	0.870	<0.001
M6	-0.531	0.241	-0.838	0.478	0.861	<0.001
M7	-0.634	0.241	-0.435	0.478	0.872	<0.001
M11	-0.893	0.241	0.663	0.478	0.847	<0.001

M12	-1.031	0.241	0.993	0.478	0.798	<0.001
M13	-1.079	0.241	1.364	0.478	0.818	<0.001
M14	-0.311	0.241	-1.215	0.478	0.875	<0.001
M15	-1.041	0.241	0.397	0.478	0.778	<0.001
CSRmz	-0.266	0.241	-0.318	0.478	0.967	0.014
SCEm	-0.310	0.241	-0.231	0.478	0.979	0.112
Mmz	0.376	0.241	-0.525	0.478	0.953	0.001

Source: Data Analysis (2024)

Linearity Test

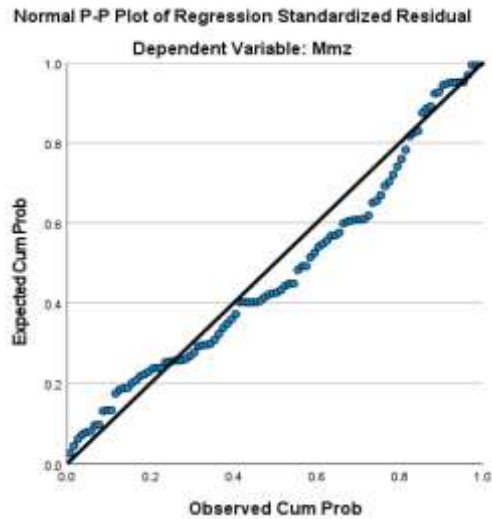
Figure B1: Histogram



Source: SPSS Analysis (2024)

Figure B1 demonstrates that the normal probability plot of the residuals follows a normal distribution.

Figure B2: Normal P-P Plot of Regression Standardized Residual

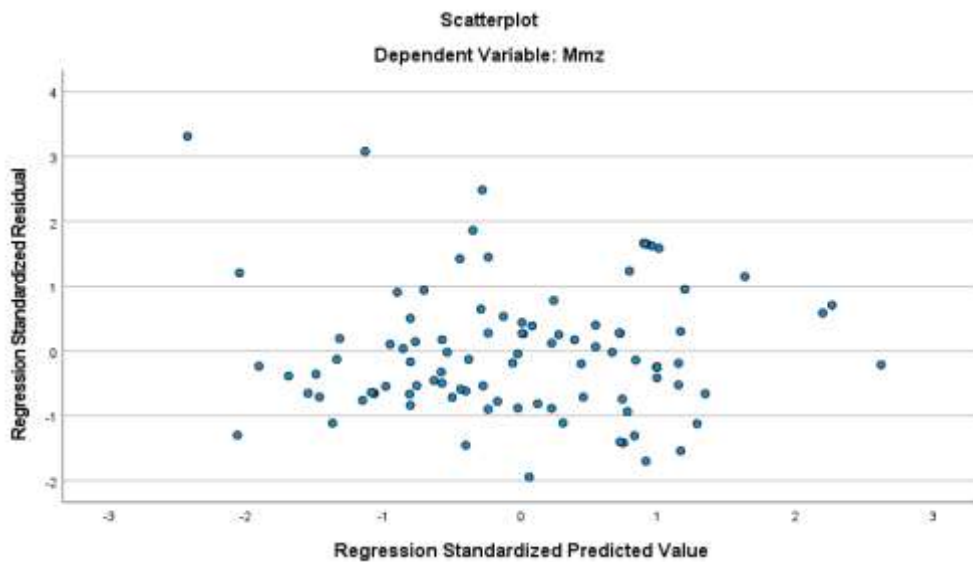


Source: SPSS Analysis (2024)

The scatter plots of the standardised residuals in Figure B2 demonstrate a normal distribution, with the points positioned around the diagonal line. Figures B1 and B2 demonstrate that the data follows a normal distribution.

Heteroscedasticity Test

Figure B3: Residual Plot



Source: SPSS Analysis (2024)

Figure B3 illustrates that the variable plot ranges from -2 to 2. Nonetheless, there is no discernible pattern when considered collectively. Consequently, heteroscedasticity is absent. As a result, the assumption of heteroscedasticity is met.

Multicollinearity Test

Table B3: Correlation Matrix (Multicollinearity Test)

Variables	M	CSR
Corporate Social Responsibility (CSR)	0.470	
School Community Engagement (SCE)	0.318	-0.035

Source: Data Analysis (2024)

Table B3 indicated that corporate social responsibility (CSR) and school community engagement (SCE) were correlated with less than 0.80. It can conclude that multicollinearity is not present.

Table B4: Multicollinearity Test

Variables	Tolerance	VIF
Corporate Social Responsibility (CSR)	1.001	0.999
School Community Engagement (SCE)	1.001	0.999

Source: SPSS Analysis (2024)

Table B4 indicates that the variance inflation factor (VIF) is below 5 and the tolerance exceeds 1.000. Consequently, multicollinearity is absent.

Independence Test

Table B5: Durbin-Watson Test

DW Statistics	1.854
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Source: SPSS Analysis (2024)

Table B5 reveals that the Durbin-Watson (DW) value is 1.854, approximately equal to 2. This signifies positive autocorrelation.