

Corporate Social Responsibility And Human Resource Development Interventions

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Abstract

Corporate Social Responsibility (CSR) is known as the ability to cooperate and deal with the society, competitors and the ability of the company to sustain and survive. Unfortunately, past studies reveal that there is always problem for the organization to understand and create awareness of CSR as different understanding of the meaning of CSR occurs. Even though there are problems in defining and understanding CSR, Human Resource Development (HRD) develops methods to assist the organization's understanding towards CSR. Therefore, the purpose of this study is to create awareness on Corporate Social Responsibilities through Human Resource Development Interventions in University XYZ. There are three dimensions of human resource development that are being measured in this study which are management support, training and development, and employee engagement. The research uses quantitative approach with the sample size of 97 respondents was selected among the academic staffs in University XYZ. There are three elements in this research that may help to promote and create CSR awareness which are management support, training and development and employee engagement. This research was analyzed using descriptive and correlation analysis via SPSS. The finding of this research is that there is a relationship between CSR awareness and HRD interventions among academic staffs in University XYZ. The other two findings are that the level of CSR awareness and HRD interventions is high among the academic staffs in University XYZ.

Keywords: Corporate Social Responsibility; Human Resource Development; Management Support; Training and Development; Higher Learning Institution

1.1 Introduction

Corporate Social Responsibility (CSR) is also known as corporate citizenship (Tai & Chuang, 2014). The idea of corporate social responsibility (CSR), i.e., businesses bearing a responsibility to society and a broader set of stakeholders beyond its shareholders, gained currency in the 1960s and since then, attention on corporate social responsibility has been growing in both academic and practitioner communities around the world (Wang, 2016). CSR requires the firms to commit to balancing and improving environmental and social impacts without damaging economic performance (Nejati, Shafaei, Salamzadeh, & Daraei, 2011).

Universities are institutions that offer knowledge, as they are the centre of learning and development in encouraging towards sustainable tomorrow. Thus, Human Resource Development (HRD) plays an important role in educating and leading CSR.

With a growing attention and focus on university world ranking, more and more universities are setting their KPIs on the number of publications, number of postgraduate students, and so on, without giving sufficient focus on the applicability of the produced research and whether or not it will be of any help to the bottom billion (Nejati et al., 2011). This shows that there is a lack of awareness of CSR among researchers or academicians in universities. These institutions should enhance their Corporate Social Responsibility's (CSR) ability to connect with community or society. These universities are also aware that it is a competitive market in terms of creating an ongoing stream of satisfied alumni, attracting new students and addressing the concerns of business supporters, a strategy, which incorporates CSR, is a start (Asemah, Okpanachi, & Olumuji, 2013).

Corporate social responsibility (CSR) is about the integrity in which an organization governs itself, fulfills its mission, lives by its values, engages with its stakeholders and measures its impacts and publicly reports on its activities (Asemah et. al., 2013). There is a wide consensus among public and private institutions that the concept of corporate social responsibility (CSR) is based on a company attaining a balance between the interests of all its stakeholders within its strategic planning and operations (Hinson & Ndhlovu, 2011). CSR expands the notion of work to go beyond a task, job, intraindividual, intraorganizational, and profit perspective and provides an ideal conduit for individuals to seek and find meaningfulness through work (Aguinis & Glavas, 2019).

It is proven by prior studies that HRD (Human Resource Development) should demonstrate their leading role in promoting CSR activities in all levels in organizations (Sharma, Sharma, & Devi, 2011). Organizations need to capitaliz their CSR investments for the sustainability of business operations (Chaudhary, 2017). They generally encounter challenges in understanding how Human Resource Development (HRD) activities can help in implementing CSR and CS initiatives and highlight a key role with respect to helping employees understand, appreciate, and value CSR and CS and in developing sustainability focused culture (Garavan, Heraty, Rock, & Dalton, 2010). Sustainable societies need education and HRD that expand human capacity to search for meaning, moral reasoning, systems thinking and compassion (Ardichvili, 2011).

In the lack of any specific law obliging universities to consider social responsibilities as their core policies, and any incentive for considering social practices as a KPI for universities' performance measurement, the social practices of universities seem to be more voluntarily based and still unexplored (Nejati et al., 2011). Thus, CSR is important and must be prioritised in academia and organization practices. The institutional of knowledge in higher learning particularly in University XYZ is seen as contribution to the field study. It shows that the universities that use technical education are also important in creating awareness of CSR, so that they can ensure sustainable tomorrow. For that reason this study examines the role played by HRD in encouraging CSR practices at Faculty Mechanical and Manufacturing Engineering Technology (FTKMP) in University XYZ.

Recently, CSR has beginning to grow its importance and its significant and becoming one of the vital topics for industries and government agency. At present, organizations need to capitalize their CSR investments for the sustainability of business operations (Chaudhary, 2017). However, there is a major problem in organizations trying to understand and implement

CSR. According to (Nejati et al., 2011) since the second half of the 20th century, a long debate on the issue of corporate social responsibility has been taking place. Although there has been a growing strand of HRD literature expresses concern for a "socially conscious" practice, little research of exploring the actual uptake of these issues in HRD practice has taken place. There are still many people who have no idea about CSR (Hussain, Fahad, Case, & Masood, 2017). Thus, HRD intervention (management support, training and development, employee engagement) may be factors that can create awareness of CSR. This includes the role of HRD practitioner in evaluating how CSR policies and practices affect workers or community.

Many higher learning institutions conduct CSR activities for the benefit of their stakeholders including administrators, lecturers, staffs, and students together with the community. University XYZ is found to have been poor in considering to publish their CSR activities as compared to other larger universities (Ahmad, 2012). As an information, University XYZ is known as a technical university where its major are engineering courses. It is crucial for University XYZ to understand CSR in their organization. It is also important for the stakeholders to understand the important role of HRD factors in creating CSR awareness. Universities have an opportunity to embrace the concerns of their stakeholders, such as students and business supporters and to lead in responding in the realm of practising and communicating CSR (Asemah et al., 2013).

1.2 Research Objective

This research aim to identify the level of CSR awareness and HRD intervention among academic staffs at FTKMP in University XYZ. Other than that, this research also aim to measure the relationship between HRD intervention and CSR awareness.

2.0 Literature Review

2.1 Human Resource Development (HRD)

This section is to find the interrelationship between HRD and CSR. Therefore it is important to identify the meaning of HRD. There have been many definitions of HRD in many perspectives. But many researchers have broadened the scope and integrated the concept of HRD by looking at it from socioeconomic aspect and giving it another dimension such as physical, intellectual, psychological, social, political, moral and spiritual development (Khan, 2015). The value of HRD can thus affect not only the employee, but also the organization itself (Grobler & Wörnich, 2016).

HRD activities include skill-based training, career development coaching and mentoring (A. Angela, 2014). According to (Werner, 2014) the dominant view in HRM is that HRD is a subset within the larger field of human resource management and if there were a "big four" in terms of critical HRM functions, most in the field would list staffing, training and development, compensating, and appraising employee performance. Based on (Khan, 2015), HRD started out as simply training, and then evolved into training and development (T&D), and then into HRD.

To sustain the performance of an organization or a company, HRD may play an important role to develop better tomorrow. Sustainable societies need education and HRD that expand human capacity to search for meaning, moral reasoning, systems thinking and compassion, such as education and development could lead, in the long run, to the creation of a pool of human resources capable of making wise choices in their personal lives, in organizational decision making, and, ultimately, in socio-political decisions (Ardichvili, 2011).

According to (Werner, 2014) HRD also has been heavily influenced by myriad psychological theories, as well as psychologists writing on topics such as training, career, and organization development. HRD is considered by scholars of Business Administration as a sub discipline of Human Resource Management (HRM), concerned with developing productive skills by imparting training (Khan, 2015).

2.2 HRD Interventions

2.2.1 Management Support

Society and many organizations have been paying increasing attention to the social responsibilities of organizations towards various stakeholder groups. To ensure the fulfillment of social responsibilities of organizations towards society, corporate social responsibility should be embedded in day to day operations and managerial decision-making (Mehralian, Nazari, Zarei, & Rasekh, 2016). In CSR, leaders and their leadership styles strongly affect how an organization approaches a CSR strategy and therefore influences organizational CSR outcomes (Du, S., Swaen, V., Lindgreen, A., Sen, 2013). A significant part of the substantial impact of leaders on an organization's CSR effectiveness is mediated by employee metrics and as leaders' perceptions and support of a company's CSR strategy seem to substantially affect employees' CSR attitudes and subsequent behaviors, leaders' CSR support (or lack of support) will amplify (or diminish) the positive impact of CSR-related training (Edinger-Schons, Lengler-Graiff, Scheidler, & Wieseke, 2018).

2.2.2 Training and Development

Over the past century, training and development in organizations have undergone a remarkable transformation and as the nature of work has changed, training objectives have broadened beyond improving efficiency on simple manual tasks to providing employees with the skills needed to perform complex and dynamic jobs (Bell, Tannenbaum, Kevin Ford, Noe, & Kraiger, 2017). In giving training to the employees, it enables or encourages them to continuous learning and to create working condition that can make them becoming successful in performance. The importance of training and development programs can only be appreciated with a clear understanding of its direct impact on employee performance (Karim, 2019). According to (Khan, 2015), David Weir, a professor of Intercultural Management in France, HRD uses training and development to identify, assure, and help to develop the key competencies that enable individuals to perform current or future jobs with planned individual learning accomplished through training, on-the-job learning, coaching or other means.

2.2.3 Employee Engagement

The number of studies that have examined the link between CSR engagement and the employer-employee relationship is limited and most of these studies are focusing on the relationship between CSR engagement and employee attitudes, rather than perceived motives of managers (Supanti, Butcher, & Fredline, 2015). Today's employees have huge expectations from their employers. They are looking for additional components like inspiration in addition to the traditional benefit offering. They expect their employer to inspire them so that they feel good about their employment choice. Consequently, it becomes important for the organizations

to portray themselves as employer of choice (Chaudhary, 2017). The examples of employee engagement are joining charitable activities or joining a committee.

Human Resource Development (HRD)

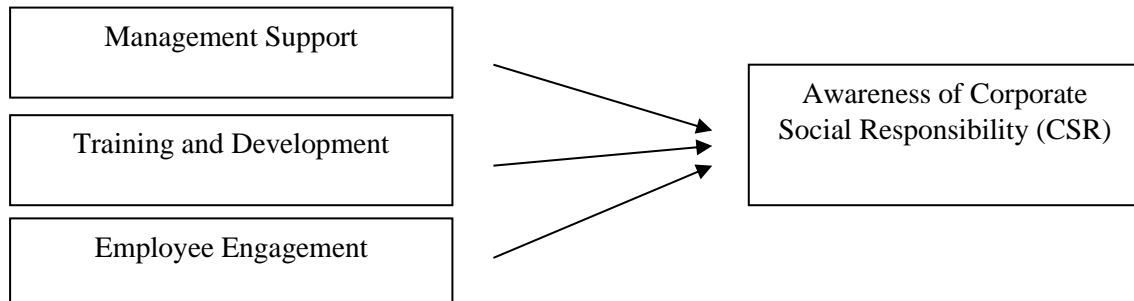


Figure 1: *Research Framework*

Based on Figure 1 Research Framework, the main purpose of this research is to find the relationship between the three HRD interventions, which are management support, training and development and employee engagement and the CSR. This is to observe whether the three HRD interventions can give or create awareness towards CSR. Therefore, it is also to identify the level of CSR and HRD interventions among academics staffs at FTKMP in University XYZ.

2.3 Corporate Social Responsibility (CSR)

Corporate social responsibility (CSR) is generally viewed as voluntary activities conducted by an organization to operate in an economic, social, and environmentally sustainable manner (Mehralian et. al., 2016). Previous studies have looked at Human Resource's (HR) contribution to CSR (Corporate Social Responsibility) which has created a wide CSR culture-oriented organization and it is crucial for HRD to take part in CSR as it helps in fostering organization and society belongingness with strong focus towards socially responsible activities (Shaari et al., 2016). CSR is known as a charity activity that can be done by anyone regardless the staff, students or practitioners.

According to (Asemah et. al., 2013) Corporate social responsibility (CSR) is about the integrity in which an organization governs itself, fulfills its mission, lives by its values, engages with its stakeholders and measures its impacts and publicly reports on its activities. One major dimension of CSR is CSR policies and practices directed at employees, or what we refer to as socially responsible human resource management (SRHRM) and SRHRM is not only an integral part of CSR initiatives but also an important tool for its successful implementation as it is through employees that the objectives of CSR are achieved. In the 1970s business managers applied the traditional management functions when dealing with CSR issues, while, in the 1980s, business and social interest came closer and firms became more responsive to their stakeholders. During the 1990s the idea of CSR became almost universally approved, also CSR was coupled with strategy literature and finally, in the 2000s, CSR became definitely an important strategic issue (Moura-Leite & Padgett, 2011).

Corporate social responsibility (CSR) can be termed as the "economic, legal, ethical and discretionary expectations that society has on organisations at a given point. The growing importance of CSR in the business world is clear, universities have an opportunity to lead in an area that most businesses have recognised as important and should build on a tradition of

the past decades of attempting to engage in positive social actions (Asemah et al., 2013)

3.0 Research Methodology

3.1 Research Design

The population of this study is among 129 academic staffs respectively in Faculty of Mechanical & Manufacturing Technology (FTKMP) in University XYZ. The determination of the sample sized based on population is according to Krejcie, R. V., & Morgan (1970), and as per that, 97 respondents were selected. The questionnaire was distributed to the respondents to find or examine the HRD interventions in promoting CSR awareness.

In this study, researchers use quantitative methods data collection through distributing questionnaire. There are five sections in the questionnaire; demographic, management support, training and development and employee engagement. Section one consists of six questions regarding personal data; section two consists of eight questions about management support; section three consists of twelve questions on training and development; section four consists of eight questions on employee engagement and section five consists of twenty questions on CSR awareness. The questionnaire is adopted from (Shaari et al., 2016). In order to obtain the required information from the sample population being chosen for the analysis purpose and the success of the questionnaire, a method largely depends on the way of drafting of the subject questionnaire which requires proper skill development, experience based and time management techniques (Arora, 2017).

To construct the good questionnaire there must be a key step in designing the questionnaire by classifying the focus of the research objectives. This questionnaire uses Likert-scale. Likert-scale is a set of statements (items) offered for a real or hypothetical situation under study, thus participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale (Joshi, Kale, Chandel, & Pal, 2015). Likert-scale is used to make a comparison or to identify the most suitable answer for the question. Before conducting the process of distributing the questionnaire, there will be a pilot test. Pilot test is the process of testing the questionnaire whether the respondents understand the requirements clearly or not. Pilot test was conducted among 30 respondents respectively. Based on (Phillips, 2002), 30 respondents is enough to conduct a pilot study. A computer programme called Statistical Package for Social Science (SPSS) is used in this research for data analysis.

Descriptive analysis can be used in calculating percentage, statistics, mean and frequency. Descriptive analysis is used to answer two research objectives of this study; to identify the level of CSR awareness and the level of HRD interventions (management support, training and development and employee engagement) among academic staffs at FTKMP in University XYZ.

Table 1 below shows the scale interval that determines the level of mean according to low, medium, and also high.

Table 1 *Extent level of mean*

| Extent | Range |
|---------------|--------------|
| Low | 1.00-2.66 |
| Medium | 2.67-4.33 |
| High | 4.36-6.00 |

Source: *JAKIM (2016)*

3.4.2 Correlation Analysis

Correlation analysis is used to measure the third objective of this study, which is to measure the relationship between HRD interventions (management support, training and development and employee engagement) and CSR awareness.

4.0 Data Analysis

This section discusses the data and information from the survey questionnaire. The descriptive analysis, reliability, normality test and the correlation test of the data are analyzed using SPSS. There were 129 questionnaires that had been sent out to the respondents. As based on Krejcie, R. V., & Morgan (1970) at least 97 respondents must answer the questionnaire to validate the research, however, a number of 109 questionnaires were answered.

4.1 Reliability Analysis

For the pilot test, the Cronbach's alpha of the 30 respondents is between 0.880 and 0.955.

Table 2 *Cronbach's Alpha Value*

| Value | Level |
|--------------|--------------|
| 0.6 | Poor |
| 0.7 | Acceptable |
| 0.8 | Good |

(Sources: *Sekaran, 2006)*

According to (Sekaran, 2006) Cronbach's Alpha value that is around 0.6 is considered poor, while 0.7 is acceptable and 0.8 is good. From the result of the Reliability Test, all the variables are accepted where the Cronbach's Alpha is in the range of 0.701 to 0.891. The overall data of the 48 items in the reliability test is 0.927 which is excellent. As for in (Shaari et. al., 2016) the research regarding the CSR awareness and HRD interventions in FTKMP, the Cronbach's Alpha is between 0.8 to 0.9 thus is considered to be strong and excellent.

4.2 Demography of Respondents

Table 2: Demography of Respondents

| | | Frequency | Percentage (%) |
|-------------------|-------------|------------|----------------|
| Age | 21-30 | 16 | 14 |
| | 31-40 | 52 | 48 |
| | 41-50 | 26 | 24 |
| | 51-60 | 15 | 14 |
| Gender | Male | 61 | 95 |
| | Female | 48 | 5 |
| Marital Status | Single | 20 | 18 |
| | Married | 89 | 82 |
| Tenure of Service | < 3 years | 15 | 16 |
| | 4-8 years | 37 | 38 |
| | 9-13 years | 43 | 45 |
| | > 14 years | 14 | 1 |
| Education | Certificate | 1 | 1 |
| | Degree | 10 | 9 |
| | Master | 36 | 33 |
| | PhD | 62 | 57 |
| Total | | 109 | 100 |

According to the results obtained, majority of the respondents is from the age of 31-40 years old, which are 52 respondents (48%), while the age of 51-60 years old has the lowest percentage, which is 14% and up to 15 respondents only. At the same time, 24% of them are from the age of 41-50 years old which are 26 respondents and another 14% are the respondent between 21-30 years old with the frequency of 16 respondents. This shows that majority of the academic staffs in FTKMP is 31-40 years old.

Out of 109 respondents, 95% of the respondents are male respondents with the frequency up to 61 people. Another 5% are among female respondents with only 48 people. The marital status result shows that 89 of the respondents are married which represents 82% from the total respondents and the other 18% are single, which are 20 respondents. The married academic staffs in the FTKMP are more than single staffs in term of their marital status.

Tenure of Service shows that majority of the academic staffs have been working for 9-13 years with the frequency of 43 respondents (45%) followed by respondents who have been working for 4-8 years with the frequency of 37 respondents (38%). The tenure of service for below 3 years with frequency of 15 respondents is 16% and the least is among academic staffs who have been working for more than 14 years with frequency of 14 respondents (1%). 62 respondents (57%) are PhD holder and 36 respondents (33%) are Masters holders. Moreover, respondents with degree are among 10 respondents (9%) and the least is the certificate holder with only one respondent (1%). Thus, majority of the academic staffs are PhD holders.

4.4 CSR Awareness

Table 3 below shows the level of CSR awareness among academic staffs at FTKMP in University XYZ.

Table 3 *Level of CSR Awareness*

| | N | Mean | Std. Deviation | Interpretation |
|---------------------------|------------|--------------|-----------------------|-----------------------|
| DV1 | 109 | 4.41 | 1.148 | High |
| DV2 | 109 | 4.72 | .848 | High |
| DV3 | 109 | 4.72 | .944 | High |
| DV4 | 109 | 4.64 | 1.032 | High |
| DV5 | 109 | 4.61 | 1.008 | High |
| DV6 | 109 | 4.56 | 1.031 | High |
| DV7 | 109 | 4.50 | 1.077 | High |
| DV8 | 109 | 4.51 | 1.102 | High |
| DV9 | 109 | 4.83 | .822 | High |
| DV10 | 109 | 4.79 | .746 | High |
| DV11 | 109 | 4.47 | .987 | High |
| DV12 | 109 | 4.68 | 1.062 | High |
| DV13 | 109 | 4.59 | .945 | High |
| DV14 | 109 | 4.74 | .821 | High |
| DV15 | 109 | 4.68 | .838 | High |
| DV16 | 109 | 4.86 | .866 | High |
| DV17 | 109 | 4.61 | .971 | High |
| DV18 | 109 | 4.59 | .955 | High |
| DV19 | 109 | 4.89 | .820 | High |
| DV20 | 109 | 4.72 | .859 | High |
| Average mean score | 109 | 4.656 | 0.894 | High |

Based on the first objective of this study, which is to identify the level of CSR awareness in University XYZ, the result of the research shows that the CSR awareness level in University XYZ is high (M= 4.66, SD=0.894).

4.5 *HRD Intervention*

The second objective of this research is to identify the level of HRD interventions. Table 4 below shows the level of HRD Intervention among academic staffs of FTKMP, University XYZ.

Table 4 *Level of HRD Intervention*

| Element | N | Mean | Std. Deviation | Interpretation |
|--------------------------|----------|-------------|-----------------------|-----------------------|
| Management Support | 109 | 4.87 | 0.892 | High |
| Training and Development | 109 | 4.99 | 0.826 | High |
| Employee Engagement | 109 | 4.834 | 0.92 | High |

The HRD intervention is classified into three independent variables that are management support, training and development and employee engagement. The data shows the figure for the management support (M= 4.87, SD= 0.892), training and development (M= 4.99, SD= 0.826) and employee engagement (M= 4.834, SD= 0.894). Thus, the HRD interventions in FTKMP, University XYZ is high.

4.6 *Correlation Analysis*

Based on the result in normality test where p is <0.05, it is non-normally distributed which uses the Spearman correlation. If the significant value of p is less than 0.05, it means that there is a statistically significant correlation between these two variables. This correlation is identified using Bivariate Analysis.

According to (Bryman & Cramer, 2004), the range of correlation between 0.31 to 0.50 is weak. Thus the result of this research can be referred to Table 3 Correlation between HRD interventions and CSR awareness. Based on Table 5, the correlation between management support and CSR awareness is 0.472. Based on (Bryman & Cramer, 2004), the strength of the relationship is low, so it shows that the relationship is weak. Furthermore, the significant value is 0.00 where $p < 0.05$, proving that these two variables are related. Thus, H1 is accepted.

The correlation between training and development is 0.395, so the strength of the relationship is low. It shows that the relationship is weak. Additionally, the significant value is 0.000 where $p < 0.05$, proving that these two variables are related thus H2 is accepted. Employee engagement correlation coefficient is 0.475, suggesting that the strength of the relationship is low. This shows the relationship between this independent and dependent variable is weak. The significance value for this correlation is 0.000 where $p < 0.05$, proving that these two variables are related. H3 is accepted.

Table 5 *Correlation Coefficient*

| HRD | | | |
|------------------------|-------------------------|-----------|--|
| Interventions | Correlation | DV | |
| Management Support | Correlation Coefficient | .472** | |
| | Sig. (2-tailed) | .000 | |
| | N | 109 | |
| Training & Development | Correlation Coefficient | .395** | |
| | Sig. (2-tailed) | .000 | |
| | N | 109 | |
| Employee Engagement | Correlation Coefficient | .475** | |
| | Sig. (2-tailed) | .000 | |
| | N | 109 | |

5.0 Discussion

The purpose of this study is to identify the level of CSR awareness, HRD interventions and the relationship between CSR awareness and HRD interventions. In this study, the respondents selected are 109 people. Respondents are among academic staffs in Faculty of Mechanical & Manufacturing Engineering Technology (FTKMP) in University XYZ.

Overall, the finding of this objective for the level of CSR awareness is high showed among the academic staffs in FTKMP. It is not only for the industrial organization, it is also important in the academic institution. CSR helps organizations, including universities to improve on their image (Asemah et. al., 2013). According to Wang (2016) attention on corporate social responsibility has been growing in both academic and practitioner communities around the world.

The research finds that the respondents are aware of their personal talent and interest and they tend to increase their skills/knowledge. This shows that the staffs in FTKMP are aware of their skills and knowledge. Consequently, they should implement their skills and knowledge in the CSR activities as according to Ahmad (2012), social responsibility is influenced by societal activities, norms and standards. This is shown by the research done by University XYZ

academic staffs about palm oil industries in Malaysia (Abdullah & Mahmood, 2015).

In the second objective which is to know the level of HRD interventions, the HRD interventions are management support, training and development and employee engagement. Based on the finding, the management support is at the high level. The support from the top management towards CSR should be expressed in tangible terms to reinforce the right kind of behavior in organization. Support of a company's CSR strategy seems to substantially affect employees' CSR attitudes and subsequent behaviors leaders (Edinger-Schons et al., 2018).

Training and development level score is found to be at the high level of HRD intervention. The respondents believe that they are helping University XYZ to create a culture that promotes diversity and makes them feel better about their physical and mental health and social interaction. This shows that training and development also give positive effect to the employees themselves. Training and development to identify, assure, and help to develop are the key competencies that enable individuals to perform current or future jobs with planned individual learning accomplished through training (Khan, 2015). Based on previous research by (Shaari et. al., 2016), training and development have the highest mean score among HRD interventions.

As for the third HRD intervention, the level of employee's engagement is high. Without employee's engagement, the CSR strategy cannot be executed. Based on the finding, majority of the respondents indicate that they are more to the involvement or cooperation with community on charity work. Thus, at present, many corporate volunteerings appear to offer a new way of mobilizing citizens to civic engagement, at least through their workplaces (Krasnopolskaya, Roza, & Meijs, 2016).

The main objective of this research is to measure the relationship between HRD interventions and CSR awareness. The results of the finding show that the correlation coefficient of the HRD intervention (management support, training and development and employee engagement) and CSR awareness is weak. The research shows that there is a significant relationship between HRD intervention and CSR awareness. Thus, the overall hypothesis is accepted.

Table 6 *Summary Result of CSR awareness and HRD interventions*

| Hypothesis | Correlation | Sig. Level | Result |
|--|-------------|------------|----------|
| Management Support → CSR Awareness | 0.472 | 0.000 | Accepted |
| Training and Development → CSR Awareness | 0.395 | 0.000 | Accepted |
| Employee Engagement → CSR Awareness | 0.475 | 0.000 | Accepted |

Table 6 shows that, there is a significant relationship among the three HRD interventions but their relationship between each other is weak. However, eventhough their relationship is weak, HRD interventions (management support, training and development and employee engagement) take place in creating awareness towards CSR. A study by (Shaari et. al., 2016), shows that training and development have the highest correlation with CSR awareness, while management support has moderate relationship with CSR awareness and employee engagement has poor correlation with CSR awareness.

(Garavan et. al., 2010) pointed the importance of the human element, that is, individual behavior, in ensuring the effective implementation of CSR. (Chaudhary, 2017) finds that CSR has significant influence on employee's engagement. The effectiveness of training formats that companies can use to turn their frontline employees into engaging CSR ambassadors would

not only further conceptual knowledge on factors that determine the success of CSR trainings but would also carry heavy weight in terms of managerial implications (Edinger-Schons et. al., 2018).

Overall, the findings of the study show the high level of three of the HRD interventions. This shows that HRD interventions play an important role in the development of CSR strategy so that it will increase the employee morale and participation.

5.2 Conclusion

This research concerns the CSR awareness through HRD interventions among academic staffs in University XYZ using SPSS software to analyze the data. The first objective of this research is to identify the level of CSR awareness among academic staffs in University XYZ which results in high level with the mean value of 4.66. The second objective is to identify the level of HRD interventions among academic staffs in University XYZ. The result of this objective is high within all the three independent variables with its mean value of 4.91.

The third objective is to find the relationship between CSR awareness and HRD interventions among academic staffs in University XYZ. The correlation coefficient shows that there is a weak relationship between CSR awareness and HRD intervention. Overall, the objectives of this study are achieved.

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