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**ORGANISATIONAL APPROACHES TO THE
FORMATION OF SOCIAL RESPONSIBILITY
OF HIGHER EDUCATION INSTITUTIONS IN
THE MARKET OF EDUCATIONAL SERVICES**

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BACKGROUND AND OBJECTIVES.

Social responsibility is a system of innovative working relationships that acts as an essential technology that enhances the effectiveness of a higher education institution with employees, partners, customers and the community, and ultimately contributes to its prosperity and civil society. Social responsibility should focus on enhancing the image of the higher education institution, recognising its successes in society by civil institutions and individual citizens. This will increase the social value of the higher education institution, its competitiveness, sustainability and efficiency, allowing society to use the resource voluntarily provided by the higher education institution to balance organisational and social interests.

METHODS. The methods used to conduct the research were: interview, expert. The questions selected for this study were taken either from the literature or from individual interviews. The literature helped to identify important dimensions of the concept of social responsibility. The interviews helped to identify new points and possible dimensions to contextualise organisational approaches to shaping the social responsibility of higher education institutions.

FINDINGS. Organizational approaches to the formation of social responsibility of higher education institutions in the market of educational services are proposed. Mechanisms to increase socio-commercial value of socially responsible higher education institutions are argued: creation of public institutions to identify, formulate public interests and present them to corporations; selection of social projects taking into account stakeholder expectations.

CONCLUSION. In order to increase the efficiency of using the principles of social responsibility in HEIs, to improve their ratings, students' competitiveness in the labour market and their involvement in the task-setting and decision-making process, it is necessary to develop a programme of corporate social activity, which can become the basis for developing the HEIs' development strategy. The formation and adoption of such a strategy should be based on the interests of all stakeholders, based on the core values of the university to achieve the indicators at micro-, meso- and macrolevels.

KEYWORDS: social responsibility; stakeholders; higher education institution.

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ОРГАНІЗАЦІЙНІ ПІДХОДИ ЩОДО ФОРМУВАННЯ СОЦІАЛЬНОЇ ВІДПОВІДАЛЬНОСТІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ НА РИНКУ ОСВІТНІХ ПОСЛУГ

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ПОСТАНОВКА ПРОБЛЕМИ ТА РЕЗУЛЬТАТИ. ЗАВДАННЯ. Соціальна відповідальність – це система інноваційних трудових відносин, що виступає як найважливіша технологія, що підвищує ефективність роботи вищого навчального закладу зі співробітниками, партнерами, клієнтами та населенням, і сприяє, зрештою, його процвітанню та громадянському суспільству. Соціальна відповідальність має бути спрямована на підвищення іміджу вищого навчального закладу, визнання його успіхів у суспільстві з боку громадських інститутів та окремих громадян. Це підвищить соціальну цінність вищого навчального закладу, його конкурентоспроможність, стійкість та ефективність, дозволить суспільству використати ресурс, добровільно представлений вищим навчальним закладом, для забезпечення балансу організаційних та соціальних інтересів.

МЕТОДИ. Для проведення досліджень було використано методи: інтерв'ю, експертний. Питання, відібрані для цього дослідження, були взяті або з літератури, або з індивідуальних інтерв'ю. Література допомогла визначити важливі виміри концепції соціальної відповідальності. Інтерв'ю допомогли визначити нові пункти та можливі виміри, щоб контекстуалізувати організаційні підходи щодо формування соціальної відповідальності закладів вищої освіти.

РЕЗУЛЬТАТИ. Запропоновано організаційні підходи щодо формування соціальної відповідальності закладів вищої освіти на ринку освітніх послуг. Аргументовано механізми підвищення соціокомерційної цінності соціально відповідальних вищих навчальних закладів: створення громадських інститутів, що дозволяють виявляти, формувати суспільні інтереси та пред'являти їх корпораціям; відбір соціальних проектів з урахуванням очікувань стейкхолдерів.

ВИСНОВКИ. З метою підвищення ефективності використання принципів соціальної відповідальності у вузах, підвищення їх рейтингів, конкурентоспроможності студентів на ринку праці та залучення їх до процесу постановки завдання та прийняття рішень необхідно розробити програму корпоративної соціальної діяльності, яка може стати базою для розробки стратегії розвитку вузу. Формування та прийняття такої стратегії має будуватися з урахуванням інтересів усіх зацікавлених осіб, виходячи з основних цінностей університету для досягнення показників на мікро-, мезо- та макрорівнях.

КЛЮЧОВІ СЛОВА: соціальна відповідальність; стейкхолдери; вищий навчальний заклад.

INTRODUCTION.

The idea that an organisation has a responsibility to society has been around for a long time. However, the concept of social responsibility is evolving: not least in terms of to whom and what responsibility should be to (Closon and Leys, 2012). From the outset it is important to understand what social responsibility is. In fact, the concept of social responsibility has been increasingly used in the economic sphere for decades. Until now, however, the concept has been hampered by the lack of a definition with which all actors in the world can agree (Acquier and Grond, 2005). The term itself creates problems of understanding and interpretation. Responsibility in the philosophical sense is to be considerate of others. Furthermore, the term 'social' covers both human rights, labour relations and working conditions, environmental protection, consumer protection, community involvement and the management of organisations, as well as ethical issues of business practice (Battaglia et al., 2014).

Today, the definition of social responsibility is leaving the field of theoretical confrontation. Despite the existence of several definitions, scientists agree on the existence of two main perspectives: the social effectiveness model (E. Balemba, T. Bugandwa, B.M. Akonkwa and N. Mutabazi (2019) – how to be responsible) and stakeholder theory (D. Bugandwa, E. Balemba and M. Bakomeza (2014) – to whom to be responsible). It is these theories that underlie corporate social responsibility (Emese, 2020).

Social performance can be understood using Carroll's (1979) three-dimensional conceptual model. The first dimension is based on the organisation being profitable, legitimate, fair and philanthropic. The second dimension refers to the societal areas in which responsibility should be applied. Finally, the third and final dimension of Carroll's model concerns the philosophy of giving answers. These can be rejection (no change), challenge (responds only to what is stated in the law), acclimatisation (slow but gradual integration) and expectation (forward-looking position).

Stakeholder theory asks which groups deserve or have the right to demand management attention and which do not (Granget, 2005). A company needs to define stakeholders as people or groups of people who have a legitimate interest in the company (Kennedy et al., 2002). Corporate social responsibility is not and should not be separated from the company's strategy and activities: it is about integrating social and environmental issues into the company's strategy and activities, and its important aspect is how companies interact with all stakeholders (Shcherbak et al., 2019).

In such a tough competition universities should implement the principles of social responsibility, which is vital in the competition. Moreover, the actions of universities are directly oriented towards society: their mission is not only to

promote knowledge and research, but also to develop society. UNESCO even stresses that the development and well-being of nations is closely linked to the quality of higher education institutions. As a result, social responsibility becomes one of the main pillars of the entire university's mission and vision. It is inseparable from the mission of universities (Rizkallah, 2017). This explains the importance that universities should attach to corporate social responsibility.

The purpose of the study was to substantiate organisational approaches to the formation of social responsibility of higher education institutions in the market of educational services. The study was conducted in 2021 based on data from Kyiv National University of Technologies and Design (KNUTD).

MATERIALS AND METHODS.

The methods used to conduct the research were: interview, expert. The questions selected for this study were taken either from the literature or from individual interviews. The literature helped to identify important dimensions of the concept of social responsibility. The interviews helped to identify new items and possible dimensions to contextualise organisational approaches to social responsibility formation of higher education institutions. To this end, qualitative interviews were conducted with 80 KNUTD students and 30 teachers.

RESULTS AND DISCUSSION.

The concept of social responsibility first emerged in the commercial sector and was later extended to non-profit enterprises. There are two reasons for extending social responsibility to higher education. The first is the growing trend of commercialisation of higher education. The growing involvement of private companies in the education sector and the importance of human capital in production means that universities are developing marketing factors in order to remain competitive. The second reason is that all companies are encouraged to implement a social responsibility strategy and staff are trained by universities. Universities then incorporate social responsibility into their strategy and even into their curricula. It is believed that companies should commit themselves to encouraging universities to develop their curricula to train quality staff.

An educational institution that implements the principle of a socially responsible institution has, in our view, the following functions:

1) reproduction of public intelligence – provision of educational services to society aimed directly at serving the individual and free development of the individual;

2) preparation of highly qualified personnel (society elite) – one of the decisive factors in the development of the education system as a whole, as well as ensuring scientific and technological and socio-economic progress of the country;

3) formation of the labor market – new knowledge created in an educational institution has a direct impact on the labor market, forcing to

reassess the importance of certain skills, changing the quantitative and qualitative requirements for labor resources;

4) development of culture and norms of behaviour, the existence and observance of which largely determines the psychological climate in higher education institution and its market capitalisation;

5) stabilisation of social relations – an educational institution acts as an active participant in social interactions with stakeholders and many representatives of the regional social environment.

The main partners for universities, as the researchers point out, are regional governments, businesses and the business community. This tandem demonstrates a coherent partnership to address other important objectives: improving the quality of education, meeting labour market needs, and meeting the research and development needs of businesses to develop a particular economic sector or cluster (Figure 1).

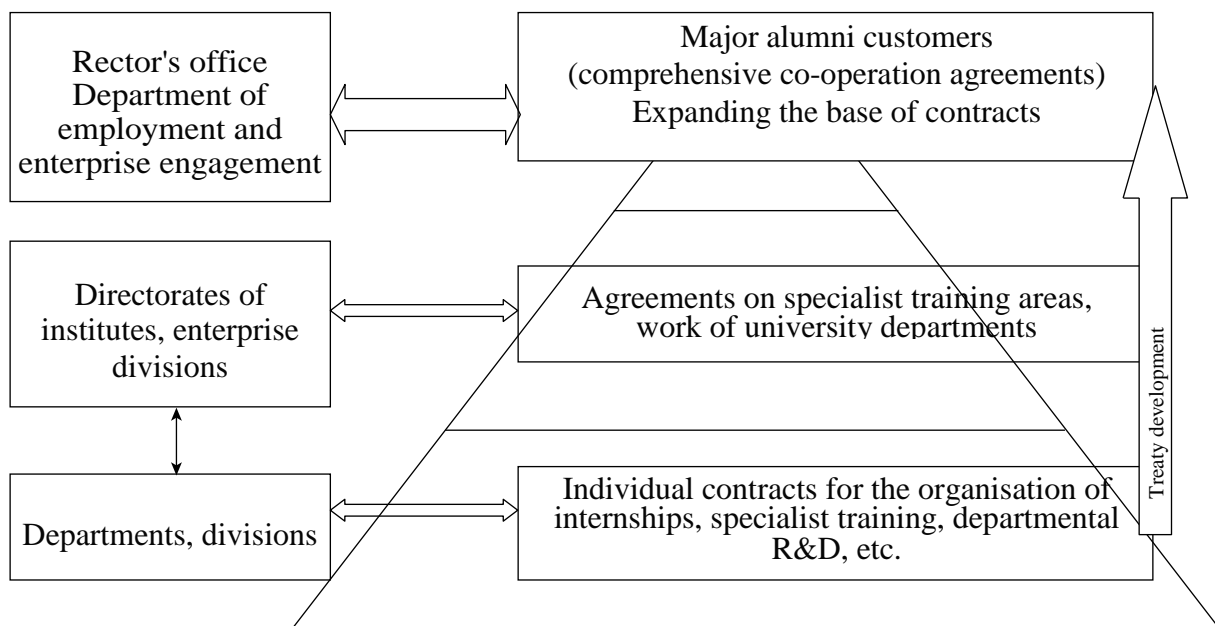


Figure. 1. Structure of the university's relationship with companies

Many scholars argue that universities as a special type of organisation should adopt a social responsibility strategy in the same way as other organisations in order to meet the expectations of stakeholders. E. Balemba, T. Bugandwa, B.M. Akonkwa and N. Mutabazi (2019) put it this way: "Universities do not have a customer base in the commercial sense that they must attract as companies. However, commitment to a social responsibility approach is well promoted, especially to attract new students, in a competitive environment between institutions. It also undoubtedly helps to attract and retain staff, whether professors or administrative staff".

Assessment of employers' satisfaction with the quality of graduates' training is carried out in a comprehensive way, including:

- Direct communication with the representatives of companies at the ongoing events on employment of graduates. At the same time the issues of university's interaction with production representatives and maintaining feedback (work planning for the year, companies' feedback on students' internships, quality of specialists training) are discussed in order to improve practical training of future young specialists, use dual training and adaptation to the conditions of real production of bachelors and masters.

- Annual events (master classes, methodological seminars, round tables, conferences), including in cooperation with companies, institutions and organisations.

- Expert surveys in the form of questionnaires. To assess the level of training of university specialists, expert surveys are organised for the heads of companies or divisions where graduates work.

CONCLUSION.

Integrating the considered scientific-theoretical and practical approaches in the aspect of problems, it is logical to conclude that the category "social responsibility" determines the essence and meaning of the concept "social responsibility of HEIs". Hence, it is possible to propose the principles of social responsibility of higher education institution in solving the problems of training quality and employment of graduates:

- unconditional observance of legislation, international agreements, generally accepted ethical norms of educational and social activities;

- contributing to the economic development of the region and state by training highly-qualified specialists;

- provision of educational services to ensure the competitiveness of graduates in the labour market;

- continuous improvement of the quality of corporate governance and greater transparency of educational programmes;

- conducting a systematic dialogue with stakeholders (employers) and making decisions related to educational activities based on a reasonable balance of the parties' interests;

- improvement of professional qualification and personal level of participants of the educational process (teaching staff);

- formation of social protection measures for graduates by facilitating their employment;

- contributing to the social development of the regions through the implementation of research projects and design solutions.

The aspect considered in the paper is an important, but not the only element of the system of social responsibility of a modern higher education institution.

Universities are not institutions that exist outside the social system. They are interacting elements localised in space. More precisely, universities are embedded in different types of communities, some of which are local, some of which are global. From this perspective, universities are an integral part of the local, national and global social systems that form part of what is commonly called society.

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ABBREVIATIONS:

HEI Institutions of higher education
SR Social responsibility

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