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**ANALYSIS OF RESULTS FROM SURVEY REPORT ON SOCIAL  
RESPONSIBILITY'S LEARNING NEEDS**

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**Abstract:** *The social responsibility of companies has become a hot topic during the last decade in Europe and Bulgaria as well. As a result, the need for specific education for students in that regard has become imminent and many Higher education institutions have started their own researches in that field. The conducted study in the University of Ruse "Angel Kanchev" aimed to fill the void in that regard too.*

*The main goal of the presented study was to analyze students' attitudes and perceptions, and to collect relevant learning needs with respect to Social Responsibility and to Responsible Educational Management (REM). The answers of the students have been treated confidentially with utmost importance. Participants in the study were students from Bulgaria. This report regards only the results received from 40<sup>ty</sup> Bulgarian students.*

*The survey have been conducted in two phases, the first results were collected during March, the second during April 2017.*

*The questionnaires, which have been completed and submitted on-line by the participants during March and April, are totally 40<sup>ty</sup>. The report aims to present students perception of their learning needs in regard of social education as well as the new perspectives in front of REM.*

**Keywords:** *Social Responsibility, Responsible Educational Management, undergraduate sustainability education*

## **INTRODUCTION**

Following the world trends some representatives of business in Bulgaria have started to realize the importance of Corporate Social Responsibility (CSR) concept. , Bulgaria As a member of European Union has accepted a CSR strategy for the last two program periods. As a result CSR Bulgaria network and many other initiatives have been created and followed in Bulgaria and worldwide (2016). The scholars have also realized that more researches and changes in curriculum need to be done in order to achieve better results in business education (Kotler, Ph. & N. Lee 2005); (Schuetze, C.F., 2013) (Deer, Sh., & J. Zarestky 2016); (Fleaca, E. 2017); ( Antonova, D. & Stoycheva, B 2018).

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## EXPOSITION

### Summary of the study panels

The results from the **first panel** *Defining Profile of Respondents* show the profile of the students from the University of Ruse “Angel Kanchev” participating in the project survey. As it could be seen from Fig. 1, the students that have been engaged in the survey are mostly enrolled in Bachelor study - 36 students (90%), the other 10% counting for 4 students are enrolled in Master study.



Fig. 1 and 2. Students' profile

Some further information about the profile of the participants is drawn from Fig. 2 and Fig. 3, the results show that they are from the Business and management faculty with area of specialization “Business management and organization”. About the gender profile - 34 of the participants are female (Fig.4) and 6 are male.

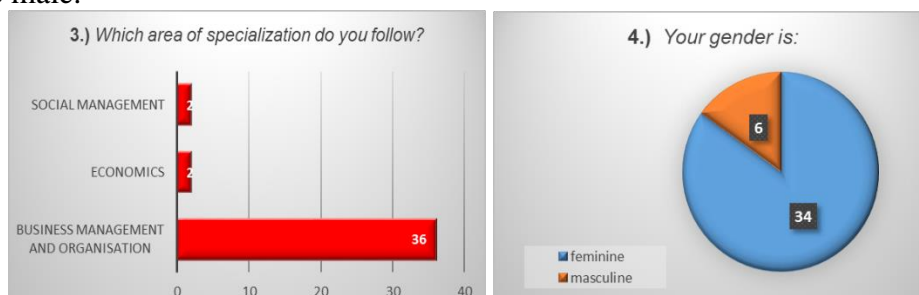


Fig. 3 and 4. Students' profile

The results from **the second panel** demonstrate students' values towards different aspects of social responsibility concept.

The data on Fig. 5 show that the majority of the respondents consider that *helping community and people in needs* is important (19 students) and very important (14 students). That result corresponds with the fact that the initial perception of students of CSR as a discipline correlates with volunteering.

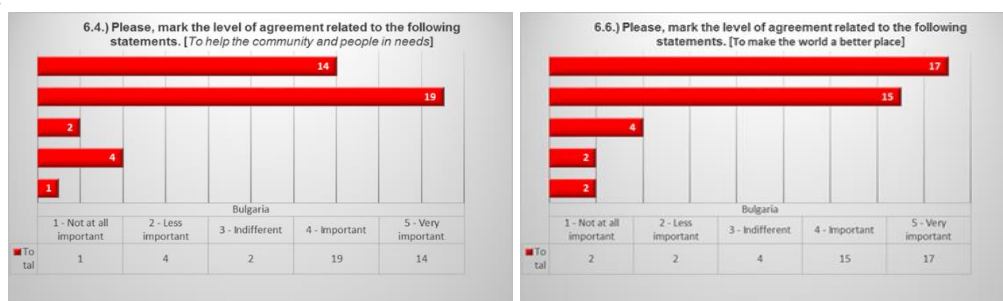


Fig. 5 and 6. Students' values of social responsibility concept

The result from the statement shown on Fig. 6 also leads to the same conclusion where it could be seen that 15 students think that it's important and 17 very important *to make the world a better place*.

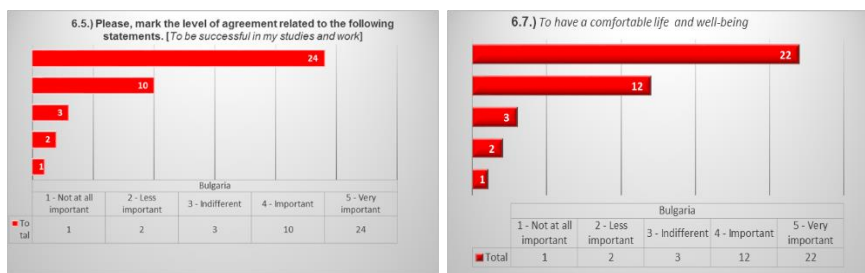


Fig. 7 and 8 Students' values of social responsibility concept

Naturally the number of students that think that self-realization is important and very important is also very high (34 students). The results demonstrated on Fig. 7 confirm the wish of the respondents for a successful academic and careerwise development. That result coincides with the same number of respondents that want *to have a comfortable life and well-being* and is shown on Fig. 8.

As a conclusion of the second panel regarding **Defining Values of Respondents** it could be said that the respondents are highly motivated Individuals who are inclined to be socially responsible.

The results from **the third panel** demonstrate students' values towards different aspects of social responsibility concept

From the results shown on Fig. 9 we may conclude that 53% of the respondents have been acquainted with the 4 elements of the Social Responsibility Model (Economic responsibility; Legal responsibility; Ethic and Philanthropically responsibility) and have some Knowledge about Social Responsibility Concept.

Not surprisingly 13 respondents ( Fig. 10) have listed Corporate Social Responsibility course as their source for information, a very small number (1 students per each) has chosen Erasmus programme, Marketing, Organisational Behaviour courses. As a conclusion to this panel we could say that students that a very large number of students – 19 (47%) have no idea about the Social Responsibility Concept or just were lazy and didn't want to type the required information on the next question.

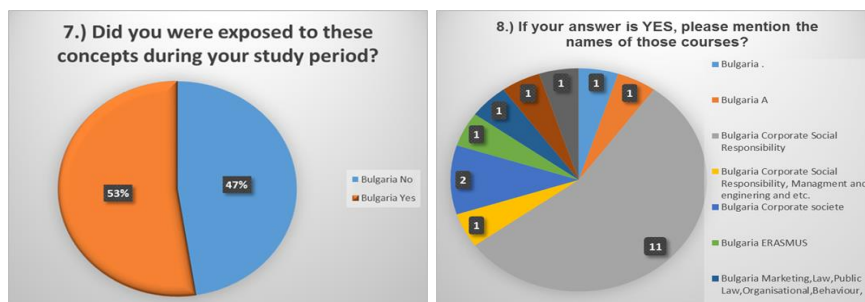


Fig. 9 and 10 Students' values of social responsibility concept (from third panel)

The results from **the forth panel** demonstrate the **Learning expectations regarding Social Responsibility themes of the participants in the survey.**

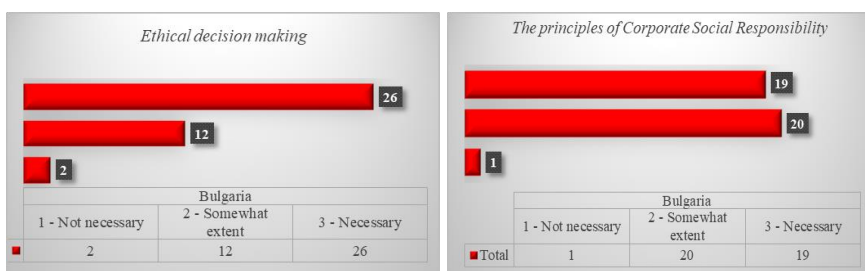


Fig. 11 and 12 Learning expectations of students regarding CSR

As can be seen on Fig. 11 the majority of the respondents (65%) think Ethical themes need to be included in the learning process, and only 5 % of the respondents are on the opinion that it's not

necessary. Almost the same high number of students 25 (63 %) consider obtaining knowledge of legislation important for their realization 37% consider it important to a certain percent. The importance of this theme for the respondents is stress by the fact that no one considers it useless (Fig. 14).

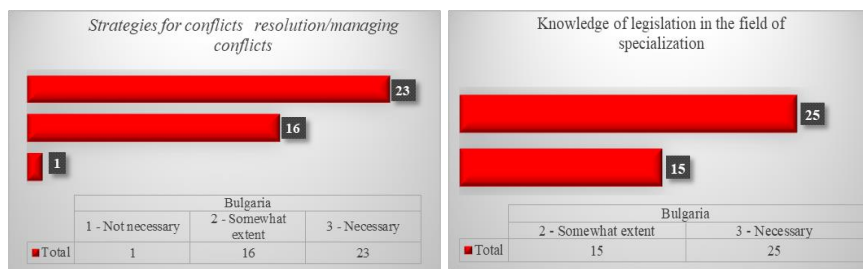


Fig. 13 and 14 Learning expectations of students regarding CSR

A very high number of student think that it would be helpful if they learn more for different strategies for managing conflicts (Fig. 13). The results from Fig. 12 lead is to believe that the opinion of the students is divided in half to the degree of necessity for the principles of CSR to be incorporated in the learning process. A possible interpretation of this result might be the fact that some of the students have already gone through such course and don't see big advantages of including such theme again.

As far as the **question 10** is concerned “Which of the following actions would improve your knowledge and skills in Social Responsibility field?” we have received some valuable information that could be commented. As it could be seen on Fig. 15 and Fig. 17 almost identical number of students want to have both elective and compulsory courses included in their education. From these result we can judge that for the respondents is important to have a choice.

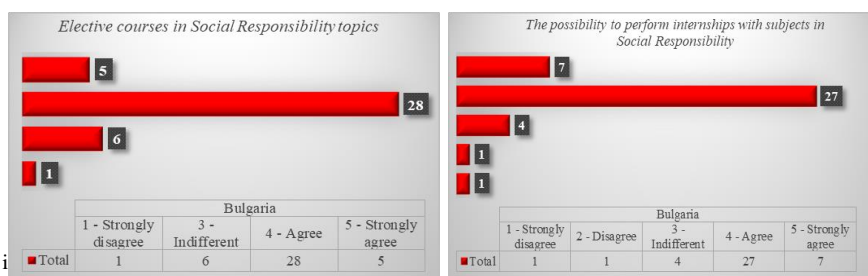


Fig. 15 and 16 Learning expectations of students regarding CSR

The result shown on Fig. 16 and Fig. 18 demonstrates the wish of the students their learning process to be practically oriented. A very high number of 34 respondents have stated that they consider having internship with subjects in Social Responsibility and applying practical case studies as important.

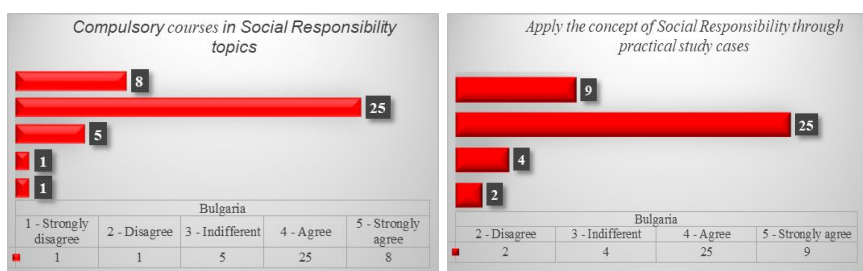


Fig. 17 and 18 Learning expectations of students regarding CSR

On Fig. 19. are shown the courses that are considered most interesting and valuable by the students. The highest number gets “Human rights” which corresponds with the results shown above, also a very high number of “likes” are for “Standards in Quality Management and Risk Management”

and “Social Responsibility Standard (ISO 26000)” equally 20 students think that they would be important for them.

As it could be seen from Fig. 20 the majority (48%) still prefer face-to-face as a learning method, 27% of the respondents prefer blended and the other 25% go for e-learning channel. From this result we could draw the conclusion the new electronic channels haven't yet fully been accepted by the students.

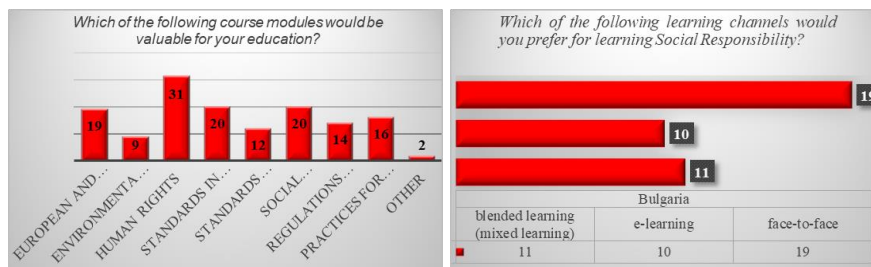


Fig. 19 and 20 Learning expectations of students regarding CSR

The results from *the fifth panel demonstrate Attitudes of Respondents* in the survey

Through the answers of the respondents in this panel we're aiming to identify the degree of importance for the students of the implementation of different CSR concepts by the companies. 13.6. Employees health and safety 13.7. Supporting innovation and individual creativity, 13.8. Philanthropy and donations to schools, universities etc. *Which of the following factors should be taken into consideration by the companies operating their businesses?* According to the received data we could summarize that for the respondents social and ethical aspects are the most important factors that should be taken into the account when companies develop their CSR strategy.

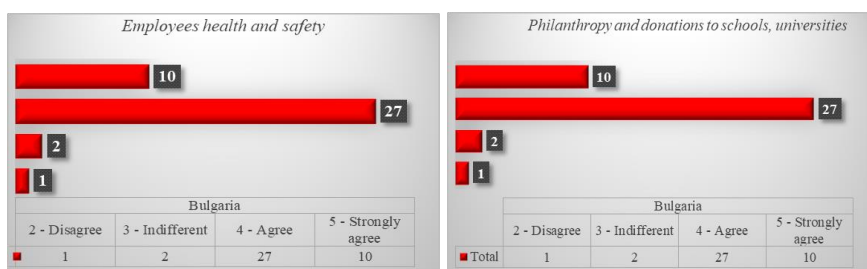


Fig. 21 and 22 Students evaluation of CSR for business

For example the results shown on Fig. 21 and Fig. 22 illustrate the best our conclusions, as it can be seen for the majority of the respondents (93%) it's important matters like Employees health and safety; Philanthropy and donations to schools, universities etc. to be taken into consideration. As can be seen on Fig. 23 another 96 % of the respondents think that companies should pay attention to personal development and overall wellbeing of their employees.

The same very high result (93%) is received for such ethical issues like respecting the law, the data shows that for the majority of the students it's very important to be implemented into the company strategy ( Fig. 24).

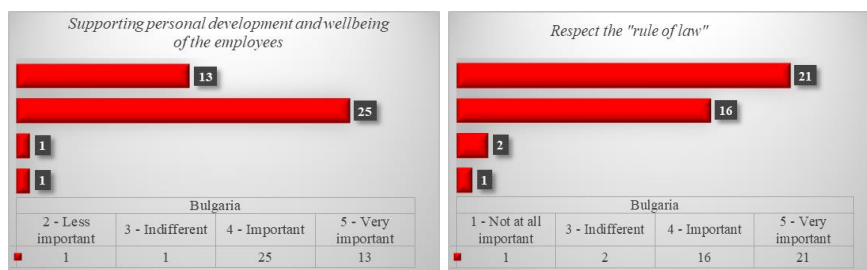


Fig. 23 and 24 Students evaluation of CSR for business



On the next couple of lines we're going to present respondents' *level of agreement related to the statements like "Social Responsibility behaviour could be in the economic benefit of shareholders"; "A company willing to build strong reputation has to display a social responsibility behaviour"; "Companies have already too much social power and should not engage in other social responsibility activities", etc.* The results from their answers give us another confirmation on the presented above views.

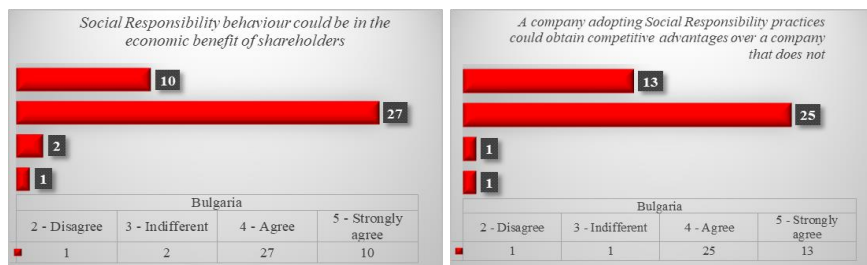


Fig. 25 and 26 Students evaluation of CSR for business

The results shown on Fig. 25; Fig. 26 and Fig. 27 give us the right to conclude that the respondents are very aware of the economic benefits for a company which behaves socially responsible. The very high number of 37 students (93 %) share this opinion.

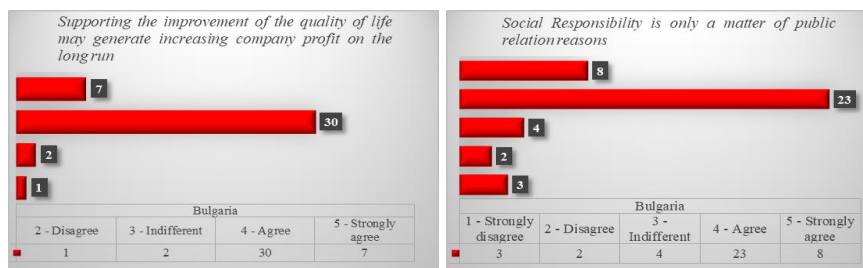


Fig. 27 and 28 Students evaluation of CSR for business

On the other hand the results illustrated on Fig. 28 also give us the right to conclude that the respondents are quite familiar that some companies might use CSR as an instrument for a manipulation (31 respondents). Obviously a certain aspect of hypocrisy that surrounds CSR hasn't escape from their sight.

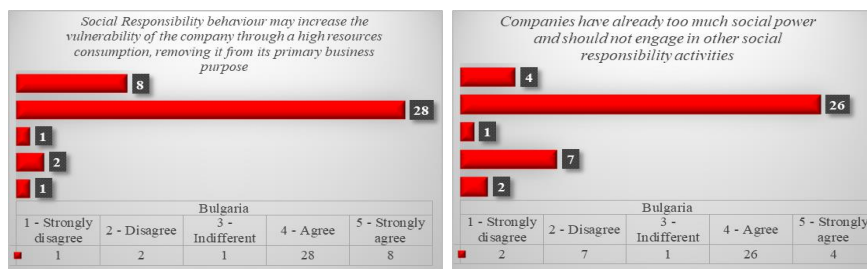


Fig. 29 and 30 Students evaluation of CSR for business

The data presented on Fig. 29 and Fig. 30 illustrates very well the fact that the respondents from the survey have clear idea on the negative side of CSR for the companies as well. 36 students (Fig. 29) agree that its implementation into company strategy might hinder companies' chances for a business success. Another 30<sup>ty</sup> respondents share the opinion that company should restrict its activities in the socially responsible field (Fig. 30).

## CONCLUSION

**Instead of conclusion** to this paper we could say some final words.

Based on the students answers we have manage to analyze students' attitudes and perceptions which was the main goal of the conducted study we also manage to collect some valuable information regarding learning needs of the respondents in Bulgaria with respect to Social Responsibility and to

Responsible Educational Management which we hope to enable us to prepare good teaching materials for the next phases of the project.

## ACKNOWLEDGMENTS

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<sup>i</sup> Panels	Statements/ Questions	Grading scale
<b>Defining Profile of Respondents</b>	1. You are enrolled in: 2. You are the student of the faculty of: 3. Which area of specialization do you follow? 4. Your gender is: 5. Please, choose your country:	5 – Very important 4 – Important 3 –Indifferent 2 – Less important 1 – Not important
<b>Defining Values of Respondents</b>	6. Please, mark the level of agreement related to the following statements: 6.1. To be involved in volunteering project during the faculty 6.2. To be able to do what I like/want 6.3. To earn a lot of money 6.4. To help the community and people in needs 6.5. To be successful in my studies and work 6.6. To make the world a better place 6.7. To have a comfortable life and well-being	5 – Very important 4 – Important 3 –Indifferent 2 – Less important 1 – Not important
<b>Knowledge about Social Responsibility Concept</b>	The Social Responsibility Model is based on 4 elements: - Economic responsibility – to make profit	

	<ul style="list-style-type: none"> <li>- Legal responsibility – to follow the rules</li> <li>- Ethic – to do what is correct and fair</li> <li>- Philanthropically responsibility – to support the community, to improve the quality of life.</li> </ul> <p>7. Did you were exposed to these concepts during your study period?</p> <p>8. If your answer is YES, please mention the names of those courses?</p>	<p>Yes / No</p> <p>Yes / No</p>
<b>Learning expectations regarding Social Responsibility</b>	<p>9. Please, mention which of the following themes should be developed by the area of your specialization?</p> <p>9.1. Ethical decision making</p> <p>9.2. The principles of Corporate Social Responsibility</p> <p>9.3. Strategies for conflicts resolution/managing conflicts</p> <p>9.4. Knowledge of legislation in the field of specialization</p> <p>9.5. Knowledge of ethical and moral aspects of management</p> <p>10. Which of the following actions would improve your knowledge and skills in Social Responsibility field?</p> <p>10.1. Elective courses in Social Responsibility topics</p> <p>10.2. The possibility to perform internships with subjects in Social Responsibility</p> <p>10.3. Compulsory courses in Social Responsibility topics</p> <p>10.4. Apply the concept of Social Responsibility through practical study cases</p> <p>10.5. Attending to workshops with business practitioners and experts on different themes in Social Responsibility</p>	<p>5 – Strongly agree</p> <p>4 – Agree</p> <p>3 – Indifferent</p> <p>2 – Disagree</p> <p>1 – Strongly disagree</p>
<b>Attitudes of Respondents</b>	<p>13. Which of the following factors should be taken into consideration by the companies operating their businesses?</p> <p>13.1. Customer satisfaction by producing useful and high-quality goods and services</p> <p>13.2. The community in which companies operate</p> <p>13.3. Reduction of energy consumption</p> <p>13.4. Environmental concern and climate changes</p> <p>13.5. Making profit for shareholders</p> <p>13.6. Employees health and safety</p> <p>13.7. Supporting innovation and individual creativity</p> <p>13.8. Philanthropy and donations to schools, universities etc.</p> <p>13.9. Organizing internships for students</p> <p>13. 10. Establish the code of conduct in doing business</p> <p>13.11. Equal opportunities for each employee</p> <p>13.12. Improving the quality of life for the community in which they operate</p> <p>13.13. Supporting personal development and wellbeing of the employees</p> <p>13.14. Respect the "rule of law"</p> <p>14. Please, mark the level of agreement related to the following statements:</p> <p>14.1. Social Responsibility behaviour could be in the economic benefit of shareholders</p>	<p>5 – Strongly agree</p> <p>4 – Agree</p> <p>3 – Indifferent</p> <p>2 – Disagree</p> <p>1 – Strongly disagree</p>



	<p>14.2. A company adopting Social Responsibility practices could obtain competitive advantages over a company that does not</p> <p>14.3. A company willing to build strong reputation has to display a social responsibility behaviour</p> <p>14.4. Supporting the improvement of the quality of life may generate increasing company profit on the long run</p> <p>14.5. Social Responsibility is only a matter of public relation reasons</p> <p>14.6. Social Responsibility behaviour may increase the vulnerability of the company through a high resources consumption, removing it from its primary business purpose</p> <p>14.7. Companies have already too much social power and should not engage in other social responsibility activities</p>	<p>5 – Strongly agree</p> <p>4 – Agree</p> <p>3 – Indifferent</p> <p>2 – Disagree</p> <p>1 – Strongly disagree</p>
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