Proposed Corporate Social Responsibility Projects For Sta. Teresa College

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Abstract. In response to the demand for responsible and meaningful shared ventures amidst the realm of globalization and social transformations, this venture took the views of the primary stakeholders and described the school's considerations to its economic, legal, ethical, and philanthropic responsibilities as well as the extent of response manifested through reaction, defense, accommodation, and proaction, along with issues and concerns which were deemed critical to the successful implementation of corporate social responsibility (CSR) projects. With the use of triangulation method and descriptive and inferential statistics, 832 questionnaires were collated and analyzed aided by interviews, focus group discussion, and documentary analysis. This research worked on testing the null hypotheses by employing F-test, Scheffe's test, Pearson-r Moment of Correlation, and r-squared test. Based on the results, responses on the extent of corporate social responsibility in terms of economic and legal dimensions and on the manifestation of responsiveness vary significantly. A highly significant association and positive correlation between corporate social responsibility and responsiveness were identified. Lastly, education or information, customer relation and safety, community relations, health and safety, and environment are some of CSR issues and concerns.

Keywords: corporate social responsibility, responsiveness, CSR issues and concerns, CSR Projects, Catholic HEI

Introduction

The call for a sustainable social development venture has escalated the concern among managers to pursue projects that promote the common good. Brought by the realization that business and society co-exist in a circular system bounded by norms and expectations, more organizations apprehend that aside from the financial pursuit, they are obliged to become more innovative and responsible to their internal and external environments. For a manager of a Catholic Higher Educational Institution (HEI), the challenge is tripled by the need to balance societal concerns, extend the Catholic Church's purpose of existence, and fully leverage the research and extension functions. Faced with high anticipations, along with accreditation efforts and execution of its core functions, mission, and vision, Sta. Teresa College (STC) is being confronted to have a bigger CSR perspective and to better pronounce the effort to uphold stakeholder engagement and reach out to the community populace. As an important differentiator, a well-thought CSR project is expected to restructure perspectives and relationships. Nonetheless, the need to express participation and taking action demands for sensible bases that business leaders endeavor to uphold.

Most corporate decisions pass through social scrutiny as the organization utilizes its resources while promoting justice and conforming to civic virtues which urge them to come up with a carefully engineered response that embodies their beliefs and standpoints. Pope Francis stressed in his encyclical letter (Laudato Si, 2015) that the interdependence of social, economic, and environmental justice is justification enough to create meaningful change and to protect the planet while the impression of corporate responsibility was based on a conventional economic paradigm (Carroll & Buchholtz, 2014) with the invisible hand principle as a primary starting point. Holistically, CSR is anchored from the expectations of the society on the economic, legal, ethical, and philanthropic responsibilities fulfilled at a given point in time

(Krainz, 2015) but the idea about the profitable corporation promoting environmental quality and social justice (Tsai, Tsang, & Cheng, 2012) directed environmental CSR to reduce any harmful ecological effects of business processes (Haski-Leventhal, 2014).

CSR could be relative to function or industry (Siquete, 2016) and people are in pursuit of social responsibility because organizations are creating many of the challenges that need to be addressed (Griffin, 2013). Social responsibility advocates emphasize that while certain small and medium-sized organizations are constrained in their budget capacity, many large corporations devote a certain segment of their corporate surplus to programs that help solve social problems. CSR thus describes society, in its broadest context and at several levels, to include all stakeholders and community groups that have an active interest in the activity of the organization. As the right of a business is to make profits while its responsibility is to do nothing to harm society (Ferrell, Fraedrich, & Ferrell, 2017), businesses balance their economic needs and the demands of society.

In the academe, colleges and universities became more and more in tune with CSR applications in their industry. The term corporate social responsibility has taken the form of HEI SR or higher education institution social responsibility and USR or university social responsibility (Avelino, 2017) , which are typically tangibilized through community extension activities where varied and distinct efforts were enterprised and re-engineered. Specifically, the Commission on Higher Education Commission (CHED) recognized the importance of commitment to supporting programs and opportunities that develop social awareness, peculiar internalization, and a profound impact on nation-building. Through the issuance of memorandum orders (CMOs), HEIs are being compelled to express more concern and to advocate for society's betterment.

With HEIs tri-focal functions of instruction, research, and extension, CHED believes that HEIs are bound to refine students to use their knowledge in providing significant change that would result in better opportunities and stimulate social advancement. Schools are also confronted with parameters and paradigms to pursue and defend socially responsive plans. Specifically for private schools, the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) cited social responsibility and community involvement as among the nine criteria of HEI while the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) included the school's service to the community as one area for accreditation, which demands community extension projects that influence the formation of the students.

This research delved into stakeholders' mindset with the anticipation that their demands would be balanced by the organizational resources and capacity. This service is directed to give material utility value to research and extension services in terms of improving the quality of life of the clientele it commits to serve. Although studies have built on the idea of the participation of stakeholders and their respective concerns to the CSR evaluation and implementation process, this study took a more parochial but with a deeper understanding of the authenticity of the responsibility and responsiveness of a Catholic institution. This exercise is not just a one-shot effort but is rather intended to be a sustaining package of micro-scale projects in response to societal issues and concerns. This is conducted in the context of the argument that, by describing the apparent social responsibility and responsiveness of STC, multiple group expectations would be identified and would serve as the basis for formulating practical CSR projects.

Framework

Primarily, this research is founded on Carroll's Three-Dimensional Conceptual Model of Corporate Performance presented by Carroll, Brown, and Buchholtz (2018). This model is the output of integration of the definition of social responsibility, the philosophy of responsiveness,

and the identification of social issues. Carroll's CSR definition embraced three ethical components which are the principles of social responsibility, the process of social responsiveness, and the policies on social issues management. His model emphasized that the responsibility of business incorporates the required economic and legal, the expected ethical, and the desired philanthropic responsibilities that society bestowed to organizations at a specified instance. The model further purported that businesses respond to these responsibilities through reaction, defense, accommodation, or proaction to social issues of shareholders, consumerism, product, and occupational safety, discrimination, and environment.

Using Carroll's model, the research endeavored to discover the relationship that exists between value given and action to social issues. Although the dimensions of responsibilities have evolved and are important depending on what the corporation believes in, at the same time the dimensions of responsibilities have existed at the core of STC's operation. The model serves as a reminder that obligations can be categorized accordingly and could be further exploited and/or expressed as an organization responding to social issues and concerns. The assumption was that a company has a social responsibility, and management that accepts a moral obligation must reflect a degree or type of management action.

In addition, Haski-Leventhal's (2018) CSR Congruence Model was considered as it cited a bi-dimensional model to capture social responsibility which included CSR identity and CSR behavior. This model was set on the milieu that CSR is not just about what someone claimed to be doing but also on what they actually do. This seemed to be a perception versus action framework where identity is set against behavior. From conducting corporate philanthropy, addressing social issues, and engaging in community development, an organization exhibits CSR behavior while CSR identity was all about the firms' responsibility and sustainability anchored strategy, culture, and values. From this model, the level of CSR identity and modes of CSR behavior create four patterns. These are so-called low social responsibility, identity-based social responsibility, behavior-based social responsibility, and entwined social responsibility. Each pattern describes varying levels of commitment to social responsibility, as reflected by both the company and its employees. In some scenarios, a company might argue that they are committed to raising societal good, but that their actions could prove otherwise. Thus, if STC demonstrated a high level of CSR identity interaction and a high level of good behavior, a high level of congruence would be revealed.

Methodology

This study employed a descriptive research design to facilitate understanding and analysis of the primary and secondary data gathered. Through this method, the researcher was able to dig deeper into stakeholder views to reveal their expectations. With quantitative analyses, variations and relationships were described and interpreted. F-test was employed to determine the significant difference between the assessments of five stakeholder groups while Scheffe's test identified which among the five groups of stakeholders have significant differences when paired. Pearson-r Moment of Correlation exposed the relationship between corporate social responsibility and responsiveness while r-squared determined the proportion of the variance for responsibility dimensions that is predictable from the variance for types of responsiveness or vice versa.

Participants

The primary stakeholders of Sta. Teresa College were the subject of this study. These include the employees, parents, alumni, service providers, and government representatives. The views of these groups are considered to be vital to the success of the school, which supports the need to take them into account in the creation of the curriculum. The researcher also

believed that reaching out to stakeholders would provide a means of communication and shared expectations. To ensure that all sectors are well represented, the researcher employed probability sampling from which the sample size of 108 employees, 322 parents, 33 service providers, 176 local government unit employees, and 193 alumni were identified.

Instrumentation

The researcher utilized a structured questionnaire in a checklist format as the main data gathering instrument. The contents were based on the literature and the researcher's experiences in companies which are advocates and implementers of CSR. A series of content validation was organized by the researcher to a panel of experts including STC's administrators. The three-part, close-ended questionnaire with a 4-point scale was duly revised to adhere to the experts' advice before the conduct of the survey. Alongside, interviews were used by the researcher to ask open-ended questions and clarify some information and somehow support the findings of this study, from which analyses were drawn. Through an interview guide, the researcher was able to explore the experiences of the stakeholders and capture their insights on the dimensions of corporate responsibility and responsiveness.

Focus group discussion (FGD) was conducted to facilitate key stakeholders' views on CSR. This provided a wider spectrum of ideas and served as an eye-opener on the experiences of those people who have been with STC through the years. This tool aligned the researcher's path in setting the objectives of her output. Their inputs were used to justify discoveries and were considered in CSR projects, balanced with the researcher's judgment and foresight. Lastly, the researcher accessed some documents to further support the claim of this research. Documents from concerned offices in the form of manuals, plan of activities, news articles, and other public records were maximized to compliment the other gathering tools and promote an unbiased interpretation of data.

Data Gathering Procedure

The researcher sought the help of different offices to distribute the questionnaire. The questionnaire was self-administered to ensure that the stakeholders' assessments were not affected by the researchers' intervention. They were given some time to study the content and respond to the survey. Random, one-on-one interviews were conducted with particular inquiries on what makes an organization socially responsible and the level of attention given to corporate social responsibility and responsiveness. Interviews with other implementers of CSR in the Archdiocese of Lipa were also ventured. The focus group discussion was facilitated by the researcher on the later part of the study, during which key stakeholders were asked about their views on social responsibility and responsiveness. The researcher-facilitator promoted a free-flow of opinions but warranted that conversation drives to the topic of this research. Pertinent documents were retrieved after due permission was sought while some readily available information like the manuals and news articles were treated with careful perusal.

Ethical Considerations

The researcher secured permission and sought time availability from the subjects of the study. No deception or exaggeration about the aims and objectives was instigated. The researcher ensured that the respondents were informed on the nature of the study and that they voluntarily submit themselves to be the process. The researcher also clarified that their honesty and transparency would contribute greatly to the success of this initiative and that they had the right, under pressure, or fear of reprisal, to withdraw any data they provided particularly when their interest would be in jeopardy. The participants willfully gave their full consent as they were ensured of an adequate level of confidentiality and protection of their privacy.

Results and Discussion

Extent of Corporate Social Responsibility

Table 1. Extent of corporate social responsibility

CSR Dimension	Alumni			Employees			Government			Parents			Service Providers			Overall		
	WM	VI	SD	WM	VI	SD	WM	VI	SD	WM	VI	SD	WM	VI	SD	WM	VI	SD
Economic	2.97	ME	0.54	3.09	ME	0.76	3.18	ME	0.60	3.09	ME	0.52	3.41	ME	0.49	3.09	ME	0.58
Legal	2.99	ME	0.67	3.09	ME	0.84	3.33	ME	0.59	3.13	ME	0.59	3.45	ME	0.50	3.15	ME	0.66
Ethical	2.99	ME	0.62	3.11	ME	0.81	3.11	ME	0.70	3.12	ME	0.61	3.30	ME	0.58	3.09	ME	0.66
Philanthropy	2.97	ME	0.57	3.14	ME	0.84	3.09	ME	0.71	3.11	ME	0.66	3.13	ME	0.64	3.08	ME	0.68

Legend: WM - Weighted Mean   VI - Verbal Interpretation   SD - Standard Deviation   ME - Moderate Extent

The school's economic' legal, ethical, and philanthropic responsibilities were valued to a moderate extent. This signifies that the stakeholders are convinced that the school puts effort into valuing these responsibilities to a moderate degree. It can be contended that it is moderately evident that the school is concerned about the maximum creation of wealth, strict adherence to laws and regulations, expression of right morals and ethics, and upliftment of Catholic benevolence. Further, this finding articulates the stakeholders' high expectations and search for more efforts to maximize returns, follow legal promulgations, consider social norms, and exploit opportunities for volunteerism.

This contention is supported by the context that economic responsibilities are the groundwork of social responsibilities (Carroll & Buchholtz, 2014) which in the long-run communicates viability and social benefits (Ferrell, Thorne, & Ferrell, 2012). As legal responsibilities were mostly appreciated by the stakeholders, there could be higher sensibilities to honest legal compliance as stakeholders possess more positive association and attitude towards a Catholic institution which is congruent to the argument of Lee, Park, and Lee (2013) that a CSR-based positive association within the company contributes to a more positive attitude toward that company. On the other hand, philanthropic CSR could still be seen as a requirement in the form of mandate extension function (Mojares & Baconguis, 2015) that stakeholders are not convinced of the authenticity of its value.

With some colleges/universities in nearby locality having very high manifestations of economic, legal, ethical, and philanthropic CSR (Cruzem, Calacal, Bruce, De Alday, & Macatangay, 2016), this study exposed the different CSR level portrayed by an HEI. Seemingly, stakeholders could be focused on the responsibility to participate in society, to pursue together the common good and very well-being of all, particularly the poor and vulnerable beyond the boundaries of the market (Katona, 2014). A Catholic school could be expected to be greatly involved in volunteerism and deeply committed to corporate responsibility initiatives through pro bono service, community engagement, diversity, and environmental sustainability like what Abam (2016) discovered. During the interview, stakeholders displayed keen attention to Catholic ethics, claiming that much is expected from a Catholic institution with high regard on being morally upright and ethical in their decisions and actions.

The service providers displayed the narrowest standard deviation while the employees posted the widest distance from the mean response. This reveals that the service providers have the most uniform set of assessments while the views of the employees are most dispersed from the mean. Thus, even though there are varying impressions due to lack of awareness, the stakeholder-group embraced or recognized the value given to each CSR dimension. Such awareness was also conveyed in the interview, where it was discussed that the school may take steps to ensure that it remains largely operational and contributes a great deal to society in general. Also, even though the school is actively involved in charitable works, stakeholders

displayed 0.68 standard deviation on philanthropic responsibilities. This is following the revelation of Mishra and Awasthi (2016) that in the implementation of institutional social responsibility (ISR), awareness is also lacking. There is also a significant acceptance of the need for ISR practices like awareness drives, donations and charity, health care, environmental care, and cleanliness, and hygiene initiatives in India. In the Philippines, this claim is also the same with the discovery of Muya and Luansing (2016) that the lack of a complete understanding of CSR activities is evident despite its wide implementation in some private HEIs.

The employee-respondents standard deviation of 0.84 could also be linked to the employees' level of awareness in different standpoints of the school, as some are fully involved others are given less opportunity to fully understand the context of legal compliance. This expresses the essentiality of ensuring that everybody, particularly the employees are on board with uniform knowledge and interpretation. Further, it can be attributed to the authentic involvement in the protection rights and social welfare to induce employees' appreciation and engagement to CSR initiatives and the organization in general. This is in accordance with the argument of Glavas (2016) that authenticity positively and significantly mediates the relationship between CSR and employee engagement.

Extent of Responsiveness

Table 2. Extent of responsiveness

Responsive Stance	Alumni			Employees			Government			Parents			Service Providers			Overall		
	WM	VI	SD	WM	VI	SD	WM	VI	SD	WM	VI	SD	WM	VI	SD	WM	VI	SD
Reaction	3.04	ME	0.56	3.23	ME	0.61	3.31	ME	0.57	3.10	ME	0.56	3.55	GE	0.49	3.17	ME	0.58
Defense	2.99	ME	0.56	3.16	ME	0.83	3.31	ME	0.56	3.10	ME	0.67	3.48	ME	0.46	3.14	ME	0.65
Accommo-dation	2.90	ME	0.59	3.06	ME	0.83	3.16	ME	0.68	3.03	ME	0.67	3.23	ME	0.52	3.04	ME	0.68
Proaction	2.88	ME	0.57	2.99	ME	0.85	3.08	ME	0.79	3.00	ME	0.71	3.06	ME	0.80	2.99	ME	0.72

Legend: WM - Weighted Mean   VI - Verbal Interpretation   SD - Standard Deviation   GE - Great Extent   ME - Moderate Extent

The school manifested moderate extent reaction, defense, accommodation, and proaction. This connotes that a standard action to incorporate response when something happens could have reached the stakeholders' attention. Such action could have been taken as lesser than great collaborations and integration of some socially inclined actions to its core operation. Interactions and partnerships relative to these items could be recognized by the stakeholders. Sustainable development and public-private-partnership were evident but were felt with lesser than great response, particularly by the alumni who gave these items their lowest mean scores. The stakeholders could be looking for research-based improvement plans and partnerships. They inquired about the basis of the community outreach and expressed eagerness on establishing partnership with some non-profit organizations. This partially supports the prerogative of Zhang (2014) that schools were able to integrate CSR practices into its operation and that of Avelino (2017) on the pieces of evidence of interaction and community partnerships. On the contrary, Agarwal (2018) found that defensive strategy was highly evident and took the shape of various CSR initiatives through long-term commitment while Montalbo (2015) unveiled that CSR approaches and implementation are highly evident through institutional integration of CSR in the company's mission/vision statements, structure, decisions, activities, and communication.

The service providers perceive the school as a highly reactive institution. Their composite mean echoes their great appreciation on reaction to various social demands. They might saw a more instantaneous response to stakeholder needs. The service provider-interviewees said that they are sure that the school responds best to different issues on hand. They also highlighted that the school is most sensitive to their requests and most generous and supportive of their

corporate projects yet environmental actions were moderately expressed relative to Kim's (2018) contention that the school is viewed as relatively reactive because it has less environmental support. On a defensive stance, the service providers generated standard deviation of 0.46 which reflects most consisteny in assessments. At some point, the service providers could be united in their views but other stakeholders, particularly the employees could be looking for greater internal quality as a better expression of accountability. As what Daguang, Zuoxu, Fan, and Yanjie (2017) revealed, high manifestation of commitment to accountability is evident through internal quality assurance systems. Further, the alumni expressed their conviction that the school met minimum required actions. They also displayed the lowest ratings which pronounced less degree of appreciation. They also exhibit less interest in this response stance during the interview.

Employees standard deviation values ranging from 0.61-0.85 show less unity in their perception compared to service providers with 0.46-0.80. This can be traced to the way actions were communicated. The service providers communicate directly and in a more formal setting while employees take a more hierarchical but could be less formal route which could lead to longer responses and less appreciation. Employees are also diverse in their context of accommodation which could be brought by their varied profiles and departmental culture. They also cited that sometimes they recognized vague information from the alienating avenues portrayed by the organizational structure. It should also be noted that the research was conducted during a different organizational set-up.

Difference between the Assessments of Stakeholders

Table 3. Difference between the assessments of stakeholders on extent of corporate social responsibility

ANOVA				Scheffe's Test			
CSR	F	Prob. Values	Significance	Pair	Mean Difference	Prob. Values	Significance
Economic	5.89	< 0.001	Highly Significant	Government vs Alumni	0.22	0.012	Significant
				Service Providers vs Alumni	0.44	0.002	Highly Significant
Legal	8.52	< 0.001	Highly Significant	Government vs Alumni	0.34	< 0.001	Highly Significant
				Government vs Parents	0.20	0.034	Significant
				Service Providers vs Alumni	0.47	0.006	Highly Significant

The extent of corporate social responsibility in terms of economic and legal responsibilities obtained a computed F-value of 5.89 and 8.52 respectively with corresponding computed p-values that are less than 0.001. Such led to rejecting the null hypothesis. Thus, there is a highly significant difference between the assessment of the alumni, employees, government, parents, and service providers on the extent of economic and legal CSR. This iterates that there is enough evidence that showcase variability on the CSR picture captured by the stakeholders.

Considering that stakeholders' assessments were paired, probability values which are less than a 5 percent level of significance appeared between the government and alumni. Such difference could be related to the different roles they portray as stakeholders. Government group acts as an economic agent and law implementer which channeled social development. The government appeared to perceive legal responsibility better than the alumni and the parents. The government-respondents might be focused on the normative contribution of the

school while the alumni and the parents are more inclined to their experiences balanced by the Catholic concept that they have in mind. The service providers and alumni assessments also have a highly significant difference. The variation could be caused by the difference in involvement and communication channel. The service providers have greater involvement in economic and legal decisions and transact through a direct channel represented by the Office of the Principal, the Library, and the Accounting Office while the alumni are usually represented by their batch agents.

This study found a significant difference in economic and legal sensitivity but established no significant difference in ethical and philanthropic expression. This proves the uniqueness of CSR assessments depending on stakeholder involvement as documents revealed some participation to various ethical and philanthropic works. Notably, the employees' and parents' views are not significantly different contrary to the discovery of Ojales (2015) that a significant difference in the responses of alumni, parents, and teachers arise.

Displayed in Table 4 is the extent of STC's corporate social responsiveness relative to reaction, defense, and accommodation strategy obtained computed F-values of 10.46, 8.45, and 4.15, respectively with corresponding computed p-values that are less 1 percent level of significance that led to rejecting the null hypothesis. Thus, the stakeholders hold different perceptions of how the school reacts, defends, and accommodates social issues. STC was able to pronounce its strategic action relative to stakeholder involvement. This leads to varying notions on its reactive, defensive, and accommodating response.

Table 4. Difference between the assessments of stakeholders on extent of responsiveness

ANOVA				Scheffe's Test			
Response	F-value	Prob. Values	Significance	Pair	Mean Difference	Prob. Values	Significance
Reaction	10.46	< 0.001	Highly Significant	Government vs Alumni	0.27	< 0.001	Highly Significant
				Government vs Parents	0.21	0.004	Highly Significant
				Service Providers vs Alumni	0.51	< 0.001	Highly Significant
				Service Providers vs Parents	0.45	0.001	Highly Significant
Defense	8.447	< 0.001	Highly Significant	Government vs Alumni	0.32	< 0.001	Highly Significant
				Government vs Parents	0.21	0.020	Significant
				Service Providers vs Alumni	0.50	0.002	Highly Significant
				Service Providers vs Parents	0.39	0.031	Significant
Accommo-dation	4.148	0.002	Highly Significant	Government vs Alumni	0.26	0.009	Highly Significant

When paired, the government and alumni groups obtained Scheffe's probability values which are less than 1 percent level of significance, the government and alumni respondents have a highly significant difference in their mean assessment on reaction, defense, and accommodation. The government also has higher reception of the aforementioned response based on the generated mean difference. On the other hand, the government vs parents, service providers vs alumni, and service providers vs parents gained Scheffe's probability values which are less than 1 percent level of significance, the government and alumni respondents h which

revealed highly significant differences in their mean assessment on reaction while government vs parents and service providers vs parents obtained Scheffe's probability values which are less than 5 percent level of significance with a verbal interpretation of significant.

The government and service providers have higher mean difference when paired with alumni and parents. This gives the impression that the alumni and parents needs greater motivation in the exercise of responsiveness as the government and service providers could have more realization of reactive and defensive efforts. Interestingly, the employees' view is not significantly different from the views of the alumni, government employees, parents, and service providers. It seems that the employees take the outlooks of external stakeholders which further indicates how they recognize the responses the same way to those who are not greatly involved in the affairs of the school.

Relationship Between Corporate Social Responsibility and Responsiveness

Table 5. Relationship Between Corporate Social Responsibility and Responsiveness

Social Responsiveness	Social Responsibility	Pearson r	r Square	Probability Value	Significance
Reaction	economic	0.71	0.50	< 0.01	Highly Significant
	legal	0.71	0.50	< 0.01	Highly Significant
	ethical	0.67	0.45	< 0.01	Highly Significant
	philanthropic	0.67	0.44	< 0.01	Highly Significant
Defense	economic	0.73	0.53	< 0.01	Highly Significant
	legal	0.82	0.67	< 0.01	Highly Significant
	ethical	0.81	0.66	< 0.01	Highly Significant
	philanthropic	0.81	0.65	< 0.01	Highly Significant
Accommodation	economic	0.67	0.45	< 0.01	Highly Significant
	legal	0.78	0.61	< 0.01	Highly Significant
	ethical	0.84	0.71	< 0.01	Highly Significant
	philanthropic	0.83	0.68	< 0.01	Highly Significant
Proaction	economic	0.61	0.37	< 0.01	Highly Significant
	legal	0.74	0.55	< 0.01	Highly Significant
	ethical	0.82	0.68	< 0.01	Highly Significant
	philanthropic	0.82	0.67	< 0.01	Highly Significant

Responsiveness as to reaction and the extent of corporate social responsibility in terms of economic, legal, ethical, and philanthropic obtained computed r-values ranging from 0.67 to 0.71 with probability values less than 0.01. Since the probability values are lower than 0.01 level of significance implies that the computed Pearson-r are found to be highly significant. This could also mean that the extent of CSR is dependent on the extent of reactive response. More precisely, the positive correlation coefficient indicates that the higher the responsiveness, the higher the extent of CSR or vice-versa.

Considering the coefficient of determination, about 50 percent of the variation on the extent of corporate social responsibility in terms of economic and legal can be attributed to the variation on responsiveness as to reaction. This contention supports the theory of Carroll (Carroll, Brown, & Buchholtz, 2018) that economic responsibility is said to be parallel to the reactive stance. The remaining 50 percent may be due to other factors like CSR skepticism and stakeholder engagement and commitment. This conforms to the finding of Teixeira, Ferreira, Correia, and Lima (2018) that since CSR skepticism has a strong impact on consumers'

attitudes and perceptions, there are some less positive perceptions towards CSR that may lead people to adopt a low-level mindset when processing CSR information. Arguably, the respondents could consider that economic CSR might be affected by the financial image communicated by their corporate governance initiatives. They could be skeptical that the school could balance its organizational interest like what Fontaine (2013) cited on the balance between economic prosperity, social integrity, and environmental responsibility because it was discovered that a positive relationship between CSR and profitability exists.

Responsiveness as to defense and the extent of corporate social responsibility in terms of economic, legal, ethical, and philanthropic and responsiveness as to accommodation and the extent of corporate social responsibility in terms of economic, legal, ethical, and philanthropic all obtained probability values that are lower than 1 percent level of significance that implies that the computed Pearson-r are found to be highly significant. This could also mean that the extent of CSR is dependent on the responsiveness as to defense as well as it is dependent on accommodation. More precisely, the positive correlation coefficient indicates that the higher the defensive and/or accommodating response, the higher the extent of CSR or vice-versa. More so, based on r-square values, 67 percent of the variation on the extent of legal corporate social responsibility can be attributed to the variation on responsiveness as to defense while 71 percent of the variation on the extent of ethical corporate social responsibility can be attributed to the variation on responsiveness as to accommodation. The remaining percent may be attributed to differences in responsive mechanisms. As claimed by Cantos (2016), a responsive mechanism were influential factors which led to a diversification of actions and further corporate development. These revelations are congruent with the theory of Carroll (Carroll, Brown, & Buchholtz, 2018) that legal responsibility is parallel to the defensive approach, as well as ethical is parallel to accommodation.

Proactive response and the extent of corporate social responsibility in terms of economic, legal, ethical, and philanthropic obtained computed r-values ranging from 0.61 to 0.82 with probability values less than 0.01. Since the probability values are lower than 1 percent level of significance that implies that the computed Pearson-r values are found to be highly significant. This could also mean that the extent of CSR dimensions is dependent on the responsiveness as to proaction. A positive correlation coefficient between variables implies that as proaction increases, the extent of responsibility also increases or vice-versa. 68 percent of the variation on the extent of ethical corporate social responsibility can be attributed to the variation in proactive response. The remaining 32 percent may be brought by other factors like awareness, attitude towards the company, and the perceived organizational image.

The relationship between STC's responsiveness and responsibility is highly significant which could be taken that social responsibility has a direct association with strategic management action. This means that as the extent of responsiveness changes, the level of responsibility also changes. This is because giving value is greatly expressed through action. Thus, the school needs to portray a more visible response to represent taking greater responsibility by navigating on ways to involve internal stakeholders and stimulate a more positive reception. This is strengthened by the argument of Avelino (2017) that it becomes even more important to understand the role of students, faculty, and non-teaching staff in mobilizing HEI SR programs and Nedelko and Potocan (2014) that there is a significant relationship between CSR aspects and the level of corporate action.

Issues and Concerns on Corporate Social Responsibility

Education/information was a top concern for the alumni, employees, government, parents, and service providers. Education is also cited as crucial to stakeholders' involvement. For the employees, education is an issue because they treasure the open communication between supervisors and subordinates. This is aligned with the claim of De Silva (2018) that

the value of the investment in employees' training or education is important. Customer safety was also a top issue and concern, emphasizing the need to ensure the interest and welfare of the customers particularly the parents who were more inclined to their stand as the school's primary client. Stakeholders also agree on issues and concerns relating to establishing a relationship with the community as this is deemed contributory to the success or failure of a CSR initiative.

The employees share the same top two issues and concerns with the government employees and parents while the service providers agree that education/information, international practices, and environmental protection are top issues and concerns. The employees also recognized an issue in the execution of community relations. They agree that community work activities could post challenges for them. They cited a conflict of schedule between teaching and extension work negatively affects the conduct of extension services. Moreover, stakeholders agree that issues and concerns involving CSR disclosure, customers, safety, environment, and community service could affect the facilitation of CSR projects.

The FGD and interviews also revealed communication as one of the concerns of the stakeholders. It was highlighted as the starting point and closure of CSR initiatives where stakeholders will be communicated from beginning to end. Stakeholders raised other issues like culture and demographic, parents' confidence, employee training and development, poverty issues, and financial considerations. The participants noticed how the employees', students', and parents' behavior evolved brought by the shift in culture and differences in characteristics. Somehow, the difference affected their confidence and acceptance of CSR activities. Poverty was then seen to be the source of other social issues thus irradiating it could lessen some social problems. The participants could relate to how STC was able to uplift their economic status by providing low-cost but good quality education. The members of the group expressed their longing to continue the school's advocacy of being a "gift of the Archdiocese to the people" and thought of possible partnerships with different sectors. This signals that STC needs to give importance to these stakeholder issues and concerns by reflecting such in its CSR projects.

Financial issues and concerns like the availability of funds, sponsorship, and project feasibility were highlighted in one of the interviews. As CSR is deemed self-regulating, the organization's funding usually matters to the implementation of projects. Emphasis on the costs and limitations of funds along with internal and external sources was noted.

Proposed Corporate Social Responsibility Projects
The CSR Project Plan contains an introduction, thrust, and priorities, goal, general objectives, along with specific project title, summary, objectives, and phases. Projects will be infused in the school's core operation to maximize resources and promote an atmosphere of goodness and friendship and opportunities to grow in graciousness and nobility in the spirit under the standards of the Philippine Catholic Schools (2016) and the mandates of CMO no. 46 series of 2012 and CMO no. 52 series of 2016. Sustainable ethical and philanthropic projects which endeavor to provide actual social and human experiences and geared to utilize new platforms of research to handle real-world social, economic, and environmental challenges will be supported by community assessment and feedback system geared toward the betterment of the society in general.

The proposed CSR projects evolved on developing a viable execution of obligation and action to stakeholder needs, issues and concerns, enhancing the delivery of extension services to target clientele, improving the quality of life, and ensuring accountability, transparency, and sustainability while initiating partnerships and aligning practices to some standards. Fostering greater involvement of students, employees, parents, and alumni in partnership with service providers, LGU, and other public and private institutions in all the project phases, STC will

embark on a journey towards social action and spiritual mindfulness through a strong support system to be provided by the administration.

Conclusions

The extent of economic, legal, ethical, and philanthropic corporate social responsibility is moderate while social responsiveness as to reaction, defense, accommodation, and proaction moderately manifests. Corporate social responsibility is radiated in a variety of responses. Stakeholders view the Catholic institution as responsible in the same way they receive the message embedded in the action. Their receptions are different because they position themselves at the receiving end, cluttering the holistic nature and deeper importance of CSR. If the corporate social efforts do not show value to them, they are less likely to be interested, more so participate. Consistent efforts that provide a significant change to the lives of stakeholders could communicate a clearer message and would provide a deeper sensibility to extension services.

Translational Research

This research could be utilized by organizations that seek for information on accounting for their goodwill proposition. This could lead them to normalize their corporate social activities and/or pave the way for a successful plan to deal with stakeholder issues and develop better relationships with stakeholders. The proposed CSR projects could strengthen their contention to create a better society in general. In case their administrators decide to uphold a research-based community extension program, the findings of this study could set a starting point to identify opportunities and areas of consideration to promote mutual benefit between them and their primary stakeholders.

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