

Corporate Social Responsibility Awareness as a Predictor of Organizational Commitment among Clinical Instructors in a Private Higher Education Institution in Davao City

Earl John R. Trinidad, RRT, MBA-HP

Davao Doctors College

Abstract

This study examined the predictive relationship between Corporate Social Responsibility (CSR) Awareness and organizational commitment among clinical instructors in allied health programs at a private higher education institution in Davao City, Philippines. Guided by Stakeholder Theory, the research addressed a critical gap in understanding how CSR initiatives influence faculty retention and engagement in healthcare education. Using a descriptive-predictive quantitative design and complete enumeration of 85 clinical instructors employed at the time of the study, data were collected through validated instruments. Results indicated moderate levels of CSR Knowledge, high CSR Awareness, and moderate organizational commitment across affective, normative, and continuance dimensions. Statistical analysis found no significant correlations between CSR Knowledge or Awareness and commitment dimensions, and kernel regression confirmed CSR Awareness was not a significant predictor of organizational commitment. The findings underscore the importance of moving beyond Awareness to meaningful CSR engagement to foster faculty loyalty, with practical recommendations for academic policy and human resource management.

Keywords: *Corporate Social Responsibility, Organizational Commitment, Predictive-Correlational, Davao City*

Corresponding email: earljohnttrinidad@davaodoctors.edu.ph
ORCID ID: 0009-0002-2907-8090

Introduction

Corporate Social Responsibility (CSR) is widely recognized as an organization's commitment to integrate ethical, social, and environmental considerations into business practices, addressing stakeholder expectations while contributing to sustainable development (McWilliams, 2020; Gutterman, 2023). Globally, CSR has become integral to organizational strategy, with scholars emphasizing its potential to align business goals with community well-being (Lee et al., 2023; Lu et al., 2020). In the wake of the COVID-19

pandemic, CSR practices have increasingly focused on employee welfare, with companies adopting measures that support retention and well-being (Tworzydło et al., 2021; Hassan et al., 2021).

In the healthcare sector, CSR plays a vital role in enhancing both patient and employee outcomes. Positive perceptions of CSR improve employee commitment, satisfaction, and organizational identification (Hassan et al., 2021; Aman-Ullah et al., 2022). CSR initiatives in healthcare have also addressed health inequalities and strengthened patient

satisfaction, underscoring the sector's unique ethical obligations (Ali & Grant, 2023; Deselaers et al., 2023). Locally, research in the Philippines has linked CSR Awareness to employee retention in sectors such as aviation (Soriano & Castaño, 2020) and among young professionals in Davao City (Dayap et al., 2024).

However, despite this growing interest, most studies focus broadly on corporate sectors or teaching staff in general, leaving a critical gap in understanding how CSR Knowledge and Awareness influence organizational commitment among clinical instructors in higher education.

Recognizing this, Adhikariparajuli et al. (2020) explicitly recommend further investigation into CSR's impact on faculty commitment, particularly in higher education institutions. This study responds to that recommendation by examining whether CSR Knowledge and Awareness predict organizational commitment among clinical instructors in allied health programs at a private higher education institution in Davao City.

This study sought to answer the following research questions:

1. What is the sociodemographic profile of clinical instructors (in terms of program affiliation, age, sex at birth, highest educational attainment, and employment status)?
2. What is the level of CSR Knowledge among clinical instructors?
3. What is the level of CSR Awareness among clinical instructors?
4. What is the level of Organizational Commitment among clinical instructors in terms

of affective, normative, and continuance commitment?

5. Is there a significant relationship between CSR Knowledge and Organizational Commitment as perceived by clinical instructors?

6. Is there a significant relationship between CSR Awareness and Organizational Commitment as perceived by clinical instructors?

7. Does CSR Awareness predict Organizational Commitment of clinical instructors?

Review of Related Literature

Corporate Social Responsibility (CSR) Knowledge and Awareness

CSR is conceptualized as organizations' voluntary commitment to ethical behavior and societal well-being by integrating social, environmental, and economic responsibilities into their operations (McWilliams, 2020; Gutterman, 2023). In healthcare, CSR initiatives can enhance job satisfaction and loyalty among staff, strengthen patient satisfaction, and address health inequalities (Hassan et al., 2021; Deselaers et al., 2023).

Locally, CSR Awareness has been shown to promote employee retention in the Philippines (Soriano & Castaño, 2020) and strengthen employee commitment among young professionals in Davao City (Dayap et al., 2024). However, studies on CSR Knowledge and Awareness among clinical instructors remain scarce, despite evidence that positive CSR perceptions improve employee well-being and

institutional loyalty (Ali & Grant, 2023; Aman-Ullah et al., 2022).

Organizational Commitment

Organizational commitment is defined as the psychological attachment employees have toward their organization, often conceptualized across three dimensions: affective (emotional attachment), continuance (cost-based reasons for staying), and normative (sense of obligation) (Allen & Meyer, 1990; Dominguez et al., 2020).

High affective commitment has been linked to increased productivity and job satisfaction (Anand & Dhamija, 2019; Abbas & Ahmed, 2023), while continuance commitment reflects employees' evaluations of the costs of leaving (Gilbert & Sukanebari, 2020). Normative commitment is driven by perceived obligations to remain, often influenced by shared values and social norms (Oh & Sawang, 2021; McCormick & Donohue, 2019).

Despite robust global evidence connecting CSR perceptions with commitment (Shaikh et al., 2022; Asrar-Ul-Haq et al., 2017), there is limited understanding of how CSR Knowledge and Awareness specifically influence these dimensions among healthcare faculty in higher education.

Methods

A descriptive-predictive quantitative research design was used to examine the relationship between CSR Knowledge, CSR Awareness, and organizational commitment among clinical instructors. The sample consisted of all 85 clinical instructors employed at the time of the study in allied health programs of a private higher education institution in Davao City. This complete enumeration approach ensured comprehensive coverage of the target population, minimizing sampling error and improving representativeness.

Data were gathered through self-administered surveys using two validated instruments: the CSR Awareness and Perception Survey (Pal & Sarker, 2022; Cronbach's $\alpha = 0.93$) to measure both CSR Knowledge and awareness, and the Organizational Commitment Questionnaire (Allen & Meyer, 1990) to assess affective, continuance, and normative commitment.

Descriptive statistics (frequency, percentages, means, standard deviations) summarized respondent profiles and levels of CSR Knowledge, CSR Awareness, and commitment. Spearman's rho was employed to analyze relationships between CSR Knowledge and Awareness with commitment dimensions.

Kernel regression analysis was chosen to examine the predictive influence of CSR Awareness on organizational commitment. This non-parametric method does not assume a specific distribution and provides flexible estimation of complex relationships in the data.

Results and Discussions

Table 1. Sociodemographic Profile of Respondents

	Profile	Frequency	Percentage (%)
Program	BS Radiologic Technology	12	17.65
	BS Nursing	18	26.47
	BS Pharmacy	4	5.88
	BS Occupational Therapy	3	4.41
	BS Physical Therapy	6	8.82
	BS Medical Laboratory Science	22	32.35
	BS Psychology	1	1.47
	Doctor of Optometry	2	2.94
	Total	68	100.00
Age	15-24	6	8.82
	25-39	48	70.59
	40 and above	14	20.59
	Total	68	100.00
Sex	Male	30	44.12
	Female	38	55.88
	Total	68	100.00
Highest Educational Attainment	Undergraduate	33	48.53
	Graduate/Post Graduate	35	51.47
	Total	68	100.00
Current Employment Status	Full-time Probationary	21	30.88
	Full-time Regular	47	69.12
	Total	68	100.00

Table 1 shows that while the study targeted all 85 qualified clinical instructors for complete enumeration, only 68 respondents completed the survey within the allotted timeframe. These respondents represented a diverse mix of allied health programs, with most aged 25–39 years, a slight majority of female instructors, and the majority holding undergraduate or master's degrees. Employment status was primarily full-time probationary. This demographic profile aligns with local allied health education trends, suggesting a faculty population in early career stages, navigating teaching and clinical service demands (Hamzah & Nordin, 2022; Mascarenhas et al., 2022).

2. CSR Knowledge

Table 2. The Level of Knowledge of the Clinical Instructors on Corporate Social Responsibility

Variable	M	SD	Descriptive Level
Knowledge	2.99	0.7	Moderate

The study revealed that clinical instructors generally had a moderate understanding of corporate social responsibility (CSR), with an average score of 2.99 and a standard deviation of 0.70. Interestingly, almost half of the participants (44.1%) reported they had not undergone any formal education on CSR. This highlights a gap in structured learning opportunities related to CSR. The moderate level suggests that while clinical instructors have basic familiarity, their understanding may be insufficient for meaningful CSR engagement.

3. CSR Awareness

Table 3. The Level of Awareness of the Clinical Instructors on Corporate Social Responsibility

Variable	M	SD	Descriptive Level
Awareness	4.03	0.75	High

The study revealed that CSR Awareness among clinical instructors was notably high, with a mean score of 4.03 (SD = 0.75), indicating recognition of the institution's visible CSR commitments. Faculty acknowledged activities such as community outreach and environmental initiatives, aligning with global findings that CSR communication enhances stakeholder trust (Lee et al., 2023; Lu et al., 2020).

4. Organizational Commitment

Table 4. The Level of Organizational Commitment of the Clinical Instructors

Organizational Commitment	M	SD	Descriptive Level
Affective Commitment	3.12	0.71	Moderate
Continuance Commitment	3.25	0.68	Moderate
Normative Commitment	3.31	0.81	Moderate
Over-all Mean	3.23	0.65	Moderate

The results showed that clinical instructors generally displayed a moderate level of commitment to their institution. Among the three types of organizational commitment, normative commitment was the highest ($M = 3.31, SD = 0.81$), meaning many instructors felt a sense of moral duty to stay. Continuance commitment was also relatively strong ($M = 3.25, SD = 0.68$), suggesting that instructors weighed the potential costs of leaving. However, affective commitment—the emotional connection to their institution—was the lowest ($M = 3.12, SD = 0.71$). This indicates that although instructors may remain out of obligation or practicality, their emotional attachment to the organization is limited.

5. Relationship between CSR Knowledge and Organizational Commitment.

Table 5. Test of Relationship Between the Knowledge on Corporate Social Responsibility and the Organizational Commitment of Clinical Instructors

Profile	r_s	p-value	Remarks	Decision
			Organizational Commitment	
Heard of CSR	0.101	0.414	Not Significant	Reject Ho
Level of education hearing about CSR	0.099	0.420	Not Significant	Reject Ho
How much study they have on CSR	0.257	0.543	Not Significant	Reject Ho

Note: $p < .05$ (Significant); DV- Organizational Commitment

Spearman’s rho analyses showed no significant relationships between CSR knowledge measures and organizational commitment among clinical instructors. Correlations were weak ($r_s = 0.101, 0.099, 0.257$) and not statistically significant (all $p > 0.05$), indicating that CSR knowledge was not associated with organizational commitment in this sample.

These findings suggest that improving clinical instructors’ CSR knowledge alone may not enhance their organizational commitment. Despite varying levels of familiarity and education about CSR concepts, no significant associations were observed with commitment levels. This aligns with research emphasizing that knowledge must be paired with meaningful engagement and institutional support to influence staff retention and loyalty (Loor-Zambrano et al., 2022; Soriano & Castaño, 2020).

6. Relationship between CSR Awareness and Organizational Commitment.

Table 6. Test of the Relationship Between CSR Awareness and Organizational Commitment Among Clinical Instructors

Variable	r_s	p-value	Remarks	Decision
			Organizational Commitment	
Awareness on CSR	0.157	0.201	Not Significant	Reject Ho

Note: $p < .05$ (Significant); DV- Organizational Commitment

The result shows that there is no significant relationship between the level of Awareness on corporate social responsibility and the level of organizational commitment of the clinical instructors ($r_s=0.157$, $p=0.201$). This implies that an increase in CSR Awareness is not correlated with an increase in organizational commitment among clinical instructors.

7. Predictive Influence of CSR Awareness on Organizational Commitment.

Table 7. Test of the Prediction of CSR Awareness on Organizational Commitment among Clinical Instructors.

Domains	Observed Estimate	Bootstrap SE	z	p-value	Remarks	Decision
Mean Organizational Commitment Effect	3.227	0.728	44.290			
Awareness on CSR	0.181	0.101	1.790	0.074	Not Significant	Reject Ho

Note: $p < .05$ (Significant); R-squared = 0.043; DV- Organizational Commitment

Kernel regression analysis results show that the level of Awareness of corporate social responsibility does not significantly predict organizational commitment ($p > 0.05$). Hence, CSR Awareness does not directly predict the organizational commitment of clinical instructors.

These findings are consistent with previous research, such as Loor-Zambrano et al. (2022) and Soriano & Castaño (2020), which emphasized the role of practical CSR engagement over theoretical knowledge in fostering commitment. Institutions should therefore prioritize active CSR participation and integrate CSR principles into professional development programs to enhance faculty engagement.

Conclusions and Recommendations

Conclusion: The study found that CSR Awareness and CSR Knowledge were not significant predictors of organizational commitment among clinical instructors in allied health programs. While moderate levels of CSR Awareness and organizational commitment were observed, statistical analyses showed no significant correlations across affective, continuance, and normative dimensions.

These findings suggest that simply increasing CSR Awareness is insufficient to enhance

commitment, highlighting the need for more meaningful, participatory CSR engagement in higher education.

Recommendations: Academic institutions should focus on promoting meaningful CSR engagement among faculty through clear communication strategies, participatory governance, and transparent policy implementation. Human resource managers might consider incorporating not just Awareness but also active CSR participation metrics into

faculty evaluation and accreditation frameworks to foster deeper, sustained commitment.

Institutions can further strengthen commitment by providing equitable professional development opportunities, recognizing teaching and service contributions, and fostering an inclusive, supportive work environment. Finally, future research should adopt longitudinal and qualitative methods to explore department-specific barriers and track the long-term impact of CSR practices on faculty commitment.

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