

An analysis of the perceptions of CSR among Bangladeshi Business School students

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Abstract

Purpose: This study explores CSR awareness among the University of Bangladesh students, evaluates perceptions based on socioeconomic and demographic aspects, and considers students' CSR awareness when purchasing a product or applying for a job.

Research methodology: First, respondents fill out a questionnaire. The replies are then encoded numerically. The study examines how demographics affect students' CSR attitudes. Quantitative methods are suitable for determining their relationships. Data must be measured mathematically to determine CSR's effect on student decision-making.

Results: The study's findings indicate that students have a solid understanding of corporate social responsibility. Also, age affects perceptions, and educational level influences the majority of perceptions, although gender has no impact on students' perceptions. In addition, students typically do not consider the CSR of a company when they purchase a product from that company or apply for a job with that company.

Limitations: The questionnaire method of data collection has various drawbacks. Students may dishonestly answer. Emotional responses and feelings cannot be adequately captured in a survey or questionnaire. The problem of selection bias arises when data is taken from a known individual. There are fewer people in the sample than there are in the population.

Contributions: Colleges and universities can better evaluate business courses utilizing the study's results. This study can help government agencies coordinate policy-making. Few studies have examined whether students consider a company's CSR when buying a product or applying for a job. This research comments on that problem.

Keywords: CSR, Perceptions, Socio-demographic, Knowledge, Purchase, Job

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1. Introduction

1.1 Background of the study

Bangladesh is the world's eighth most populous country, accounting for over 2.2% of the global population ([Worldometer, 2022](#)). Bangladesh's commercial sector is growing at a rapid pace. The number of newly registered businesses in 2018 was 4,473, according to data provided by the World Bank ([CEIC, 2021](#)). In the recent few decades, a considerable number of global corporations have established a presence in Bangladesh. The corporate culture of Bangladesh is on the rise. To put it simply, corporate culture refers to how employees of a firm interact with the world both inside and outside of the office ([Hossain, 2016](#)).

Corporate Social Responsibility (CSR) has become necessary because of its direct impact on the corporation, customers, and social causes ([Bhattacharya, C. and Sen, S., 2004](#)). A study found that 80% of the corporates said that CSR is not done out of legal obligation but instead is a part of business ethics and so, CSR helps organizations to create their brand image. ([Grover, A., 2014](#)). Energy crises have impacted business dealings, the energy efficiency of a building is becoming increasingly important, sustainability is rising to the top of the corporate agenda, and security concerns have jumped to the top of the list. As a result, many businesses have begun reevaluating their definition of "core" activities in light of these new realities ([Tukur, Shehu, Mammadi, & Sulaiman, 2019](#)).

Bangladesh currently has 35 million people who spend more than \$11 a day, but evidence suggests that the number will rise to 85 million by 2030 ([Dhaka Tribune, 2021](#)). Bangladesh is moving towards becoming a middle-income country. Facilities for Bangladeshi employees are inadequate ([Fahim, Mamun, & Khushi, 2022](#)). Nowadays, customers are more aware of their rights and want to purchase from those companies that consider social responsibility. Pollution has become a big issue in Bangladesh as a result of the country's rapid industrialization. According to the World Air Quality Index Report, the South Asian country recently ranked as the most polluted country in the world, while Dhaka became the second most polluted city ([Sakib, 2021](#)).

That's why the importance of corporate responsibility is also increasing day by day in Bangladesh. Almost all universities, except those in the medical and engineering fields, provide business education facilities in Bangladesh. A considerable number of business students graduate from these schools each year. Business students will be future managers in different organizations. They will handle corporate activities that may have a direct impact on society and their stakeholders ([Kooli, Jamrah, & Al-Abri, 2019](#)). This paper is conducted to examine the factors that influence the perception of Bangladeshi students toward CSR. Students' perception of CSR can be affected by different factors like knowledge, gender or in different phases like higher academic level or in the job-seeking stage. This type of research has been available in other countries. However, little study has been conducted on business students' opinions of CSR from a Bangladeshi viewpoint. Thus, this study aims to close this gap in the literature.

1.2 Research gap

Very few studies examine the knowledge, perceptions, and decision-making in a single article. This study measures these variables collectively. Very few studies have been conducted on student perceptions of CSR in the context of Bangladesh. This study investigates the views of Bangladeshi students on CSR. Also problematic is the time gap. This is the age of technology and media. People can learn about any global event in less than an hour. Thus, students' perceptions may differ from those of five years ago. This investigation is conducted using current information.

1.3 Problem statement

One must thoroughly understand the concept at hand before asserting it. Their socio-demographic characteristics influence a person's mindset. People's perspectives vary according to several factors, including their age, gender, level of education, religion, place of residence, and income, etc. The individual's judgment is impacted as a result. Because of this, the decisions that students make are not uniform. This study, it is tested whether or not participants' perceptions differ from one another and have an impact on their decisions.

According to the IMF, Bangladesh's economy is the first in South Asia and the sixth fastest-expanding major economy in the world ([Mahmud, 2022](#)). Many multinational firms have set up shops in Bangladesh during the past few decades. Bangladesh's business culture is flourishing. Thus, the country's literacy rate will increase. People will get a greater awareness of CSR.

Consequently, CSR will soon become a pressing national concern. Students of business are the organizations' future leaders. They'll be in charge of anything that the company does that could positively impact the community or its shareholders. So, it is crucial to assess how seriously they are learning CSR and how the concept of CSR affects their perceptions.

The study aims to explore the level of awareness about CSR among the students at the University of Bangladesh, evaluate the perceptions based on socioeconomic and demographic factors, and consider the student's understanding of corporate responsibility in situations such as purchasing a product or applying for a job which has never been combined in any previous study. The results of this study will indicate how much students know about CSR and how well they learn it in university. This study will also determine how the concept of student perceptions affects students' decision-making and how factors like age, gender, and academic level affect these perceptions.

1.4 Objectives

1. To explore the knowledge of university-level business students in Bangladesh regarding CSR.
2. To determine whether socioeconomic factors such as age, gender, and academic level influence students' perceptions regarding CSR in Bangladesh.
3. To determine whether an organization's CSR concept is essential for students while purchasing a product or applying for a job with that organization.

1.5 Contributions of the study

Several theoretical and practical contributions can be expected from this study's findings. Firstly, Business students will lead commercial organizations nationwide. It's crucial to know what they think about CSR. However, few Bangladeshi studies are done in this field. Filling this knowledge gap is the goal of this study. This study can help organizations be better corporate citizens.

Secondly, colleges and universities can better assess their courses for business majors by using the study results. Thirdly, government entities can use this study to organize policymaking. Finally, Foreigners can use this research to understand cultural differences in business school student perceptions. They might compare their viewpoint to Bangladesh's. Few studies have examined whether students consider a company's CSR when buying a product or applying for a job. This research also comments on this issue.

2. Literature review

2.1 Key Terms of the Study

The concept of CSR is the belief that corporations have responsibilities to constituent groups in society other than stockholders and beyond the legal and union contracts ([Jones, 1980](#)). CSR is a self-regulatory business model that enables a firm to be socially accountable to its customers, stakeholders, and the general public ([Fernando J. , CSR, 2022](#)). Perception is one's sensory encounter with the environment. It entails both recognizing and responding to environmental cues ([Cherry, 2020](#)). CSR is an intrinsic and inseparable aspect of long-term company success and sustainable growth, which plays a critical role in promoting values both locally and internationally and is typically viewed as a developed-country phenomenon ([Kooli, lock Son, & Beloufa, 2022](#)).

The present study defines a student as someone who is engaged in a degree-granting program (undergraduate or graduate) at a post-secondary institution of higher learning and registered full-time according to the academic institution's definition but is not employed full-time ([IAEE, 2022](#)). Post-graduates have also participated in the study. Students are from the faculty of business. A business is an organization or enterprising body that is involved in commercial, industrial, or professional activity ([Hayes, 2021](#)). A highly esteemed state in which a person is in cognitive contact with reality is that of knowledge ([Zagzebski, 2017](#)).

2.2 Previous studies conducted concerning this study's objectives

2.2.1. Knowledge of students regarding CSR

Greater social responsibility has been imposed on universities due to their growing concern to satisfy the needs of various stakeholders (e.g., students, employees, public and private corporations, and society) and to address a profound ecological and social disruption ([Kunstler, 2006](#)). To significantly improve people's lives, universities must play a critical role in managing society optimally. The university of the third millennium must be "a place where people are trained to interact as critical and responsible citizens" ([Hinchcliff, 2006](#)). Moreover, thus, "social responsibility is becoming increasingly important, not only from huge and multinational corporations, but also from other institutions such as governmental entities, universities, and research centers."

Matten and Moon ([Moon, 2004](#)) found that optional university courses are the most popular way to introduce students to CSR. Many professors and professionals believe CSR should be incorporated into mandatory study programs because students must be aware of the social and ethical aspects of their future company or managerial actions. Moreover, each graduate must have a fundamental CSR understanding. This connectivity of education and practice may build synergy and provide results in a broader context to achieve a cooperative and civilized society.

Accordingly, it is crucial to comprehend and analyze students' degrees of CSR knowledge. A paper in Iran defined the CSR determinants and then analyzed their significance among business students as future business leaders in its particular business environment ([Gholipou, Nayeri, & Mehd, 2011](#)). Now a day, business students rank the relevance of CSR on profitability and long-term and short-term success ([Elias, 2004](#)). According to a survey, Americans and Indians were more concerned with social duty's non-economic components than Chinese students ([Alan Wong, 2009](#)). Another study found that Hong Kong students were less concerned about CSR than their American counterparts, although the percentage of Hong Kong students with an ethics education was more significant ([Fitzpatrick & Cheng, 2014](#)).

2.2.2. Impacts of socioeconomic factors on students' perceptions regarding CSR

Socioeconomic factors like better education, mature customer age, and communicative messages acceptance about CSR implementation program is better to increase customer confidence ([Arli, D., Bucic, T., Harris, J., & Lasmono, H, 2014](#)). Social demography is a variable that has a positive influence on CSR. ([Miguel, A., Stijn, S., Guido, V.H, 2016](#)). A customer who has adult age will trust CSR higher than a customer who is still a teenager and elderly; the male customer has higher trust in CSR than a female customer. ([Nowacki, R., & Wasilik, K., 2017](#)).

While discussing students' perceptions, male and female students significantly differ in their disposition toward CSR. ([Ugwuozor, 2020](#)). Women's moral reasoning differs from men's; women attach greater importance to ensuring everyone is taken care of, while men concentrate on ensuring everyone receives justice. ([Quintana-García, C., Marchante-Lara, M., Benavides-Chicón, C. G., 2018](#)).

Older students, in terms of the level of study, are more ethically aware and disposed to CSR than recently admitted students—sophomores and first-year students. ([Alonso-Almeida, M., Fernandez de Navarrete, F., & Rodriguez-Pomeda, J, 2017](#)). Age significantly impacts Philippine students' views on CSR and its implementation ([Corpuz, Rosario, & Enriquez, 2019](#)). However, age and academic level always do not shape attitudes toward CSR. First and third-year college students are more justice-oriented and are likely to be more CSR-sensitive than their graduate counterparts in the MBA program. ([Ryan, A., O'Malley, L., & O'Dwyer, M., 2010](#)). Finnish students believe more in open and reliable reporting than their US counterparts. ([Amberla, T., Wang, L., Juslin, H., Panwar, R., Hansen, E., & Anderson, R., 2011](#)).

An article examined students' perceptions of CSR and the influence of sociodemographic variables (such as gender, age, professional experience, and academic degree) on students' perceptions of CSR

(Teixeira, Ferreira, Correia, & Lima, 2018). The findings of this study are favorable perceptions of CSR, perceptions that challenge the importance of CSR, enterprise prioritization, and putting CSR in a second plan.

2.2.3 Usage of the CSR concept in decision-making

2.2.3.1 Purchase

Consumers' appraisal of a product's attributes tends to be positively impacted by their awareness of CSR activities (Brown & Dacin, 1997). Customers increasingly need information on the level of CSR before making purchasing decisions. They expect businesses to maintain operations consistent with social ideals. A study examining the impact of CSR tactics on customer behavior by a market research and intelligence company (Kantar TNS) revealed that, in 2014, 42% of consumers admitted that CSR substantially impacted their purchasing behavior. This number increased to 53% in 2017. Attitudes can be changed by consumer decision behavior; for example, people's desires may be greater than their beliefs and consequently have a negative attitude towards sustainability while still believing in sustainability as a cause," a study found (Olayinka, 2020).

A product's value may not correspond to its rational attributes but to its high and even ultra-high psychological, emotional, and symbolic consumer advantages (Sofi, 2019). Studies revealed that the relationship between a company's CSR actions and consumer response is not always direct and instantaneous (Fatma, Rahman, & Khan, 2015). Moreover, despite customers' interest in CSR and its perceived impact on purchasing behavior, 'CSR continues to have just a modest part in consumption decisions' (Mohr, Webb, & K.E., 2001). Several factors, including trade-offs with traditional criteria such as price, quality, convenience, and lack of information, also influence purchasing behavior (Marquina, 2010).

2.2.3.2 Job seeking

An employer's ecological policy was positively correlated with all phases of the recruiting process (Bauer & Aiman-Smith, 1996). However, this correlation weakened as candidates approached the acceptance stage (Albinger & Freeman, 2000). Using extrapolation from ethical decision-making theory (Jones, 1991), matters like workplace policies may automatically have greater significance for job applicants as they approach the acceptance phase (Backhaus, Stone, & Heiner, 2002). Albinger and Freeman (2000) used stakeholder theory to support similar arguments. They advised that students assess a company's CSR "in terms of the dimensions most relevant for a given job," in this case, as future employees. Both viewpoints may also help to explain why job-seeking students gave the environmental dimension comparatively lower ratings. Another explanation for this prioritization is a lack of understanding of the connection between environmental, work, and CSR issues (Persons, 2012).

2.3. Previous Studies conducted in Bangladesh concerning this study's objectives

Studies done on Bangladeshi students revealed that organizations' recruiting and managerial decision-making methods do not adhere to ethical standards (Mitra & Adhikary, 2015). However, another study examined Bangladeshi students' views on ethics and found that students' moral beliefs play a significant role in shaping their ethical behavior (Mazumder & Mahankali, 2016).

A study conducted in Bangladesh on students' perceptions of CSR in purchasing behavior found that students frequently consider CSR while making purchases. This suggests that respondents tend to link CSR efforts with their purchases (Ullah & Majumder, 2014).

3. Methodology

3.1 Research design

The quantitative research approach is being used here to conduct statistical analysis to accomplish the research aim. In the present work, two research designs that fall under the umbrella of quantitative methodologies are experimental and descriptive. An experimental method is used to investigate the students' perspectives on CSR to determine the extent to which various socio-demographic factors

influence such views. An exercise in the descriptive analysis is carried out to ascertain whether or not the idea of CSR is an essential factor to consider when purchasing a product or applying for jobs.

3.2 Justification for using a quantitative approach

Initially, information is gathered by a questionnaire in which respondents select from a list of prepared responses. The answers were then transformed into numerical values. A quantitative method is used to analyze these responses. The study investigates the effect of demographic variables on students' perceptions of CSR. To determine the links between them, a quantitative method is ideal. Data must be measured mathematically to determine the effect of the CSR idea on student decision-making.

3.3 Research location

The research is conducted in Bangladesh. Bangladesh is a South Asian nation with the eighth-largest population in the world. The country is rich in culture and natural splendor. As of 2022, Bangladesh has eight divisions named after a large city within its jurisdiction that also serves as the division's administrative center. Hence, data is gathered from each of these divisions.

3.4 Population & sample

According to the University Grants Commission, there are approximately 1.32 million openings in the nation's higher education institutions at the bachelor's degree level ([Dhaka Tribune, 2021](#)). About 1.32 million students are enrolled in Bangladesh's educational institutions each year. Only the perceptions of business students are examined in this study. This study's population is the number of students enrolled in business studies courses and have completed 1st academic year in the universities. The total number of business students in the country isn't known with any certainty. About 7000 people pursue business education at a public institution ([StudyBarta.Com, 2021](#)).

The sample size is comparatively small in comparison to the overall population. Because of this, a significance level of 5% is chosen to reduce inaccuracy. Even if the sample is self-selected, to minimize the possibility of error, it is picked from the population based on all its members' characteristics. In the following, the demographic data of the respondent has been summarized which are collected from the survey.

Table 1. Demographic data of the respondents

Gender			Age		
	Frequency	Percentage		Frequency	Percentage
Male	130	52.85	21-22	58	23.58
Female	116	47.15	23-24	120	48.78
Division			25-26	66	26.83
			27-28	2	0.81
	Frequency	Percentage	Academic Level		
Dhaka	76	30.89		Frequency	Percentage
Barishal	24	9.76			
Chattogram	27	10.98	BBA 2 nd Year	42	17.07
Khulna	25	10.16	BBA 3 rd year	47	19.11
Mymensing	16	6.50	BBA 4 th Year	65	26.42
Rajshahi	35	14.23	MBA	92	37.40
Rangpur	21	8.54			
Sylhet	22	8.94			

Source: Processed data by MS Excel (2022)

3.5 Data collection

A well-designed questionnaire is used to collect the data. Closed-ended and open-ended questions frequently coexist in a survey. Participants are contacted via their university email accounts and social networking sites. This round of data collection continued for 14 days. A total of 246 respondents

participated in the survey. Each participant was given a short questionnaire to fill out, which was used to find out how they felt about CSR.

3.6 Data analysis

The report has been prepared using different statistical analyses. To analyze the data, MS Excel has been incorporated. The relative importance of these variables is assessed quantitatively. As a result, the data has been sorted and organized to yield the intended results.

Table 2. Method of Analysis

Context of Analysis	Method	Source
Knowledge of business students regarding corporate social responsibility.	Frequency distribution	(Ullah & Majumder, 2014)
The impact of the student's age on perceptions	F test two sample variance	(Corpuz, Rosario, & Enriquez, 2019)
The impact of gender on perceptions	ANOVA single factor	(Corpuz, Rosario, & Enriquez, 2019)
The impact of the Academic level of the students on perceptions	ANOVA single factor	(Corpuz, Rosario, & Enriquez, 2019)
The effect of the concept of CSR on purchasing decisions	Descriptive analysis (Mean, Median, Mode)	
The effect of the concept of CSR on applying for a job or internship	Descriptive analysis (Mean, Median, Mode)	

The initial step was to select eight perceptions as a starting point. These are the details:

Table 3. List of perceptions of corporate social responsibility

Perceptions	Source
Perception 1: Corporate social responsibility is well-covered in university courses	(Ditlev- Simonsen, 2010) (González-Rodríguez, Pawlak, & Simonetti, 2013) (McGlone, Spain, & McGlone, 2011)
Perception 2: Internship/job experience enables you to gain a comprehensive understanding of corporate social responsibility	(Corpuz, Rosario, & Enriquez, 2019) (Leveson & Joiner, 2014) (Behrend, Baker, & Thompson, 2009) (Randy Evans & Davis, 2011)
Perception 3: People take into account an organization's corporate social responsibility while applying for a job or internship	(Alan Wong, 2009)
Perception 4: People consider an organization's corporate social responsibility efforts before making a purchase	(Ullah & Majumder, 2014)
Perception 5: Corporate social responsibility focuses solely on environmental protection	(Hamidu, Haron, & Amran, 2016)
Perception 6: The ethics and social responsibility course has helped me to become more socially aware in my everyday activities.	(Fitzpatrick & Julie, 2013)
Perception 7: Bangladeshi businesses are considerably fulfilling their social responsibilities.	(Mitra & Adhikary, 2015)
Perception 8: A company's corporate responsibility is its obligation to its stakeholders.	(Greenwood, 2007)

3.7 Conceptual framework

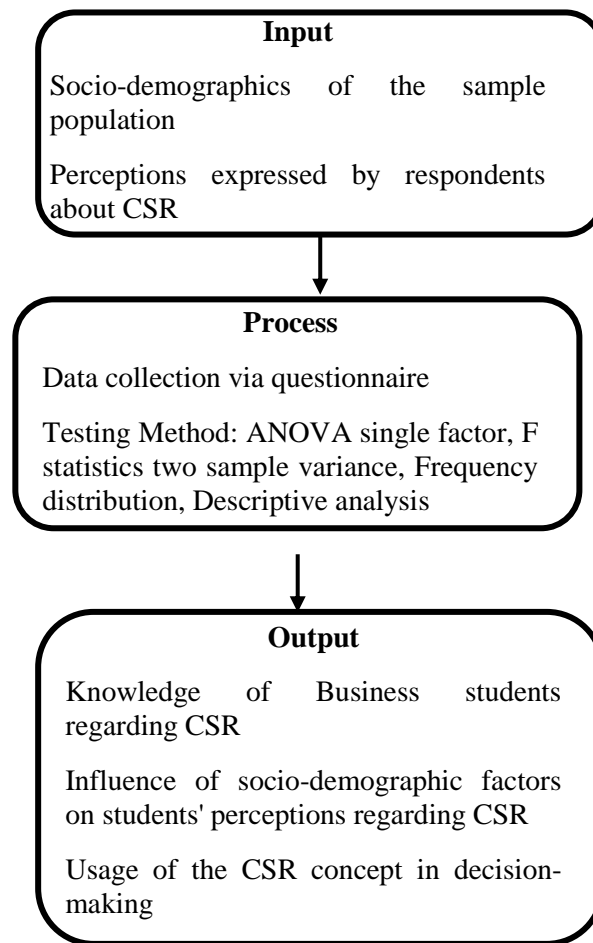


Figure 1. Conceptual Framework
Source: Created by MS Word (2022)

4. Results and discussions

This part explains the findings and analysis employed in this study. With the assistance of tables, graphs, and charts, the information is laid out in this chapter in a text narrative that is simple and easy to read. The knowledge of university-level business students in Bangladesh regarding CSR has been analyzed in section 5.1. In section 5.2, the influence of socio-demographic factors on students' perceptions regarding CSR has been discussed. Accordingly, in section 5.3, students' consideration of an organization's CSR while purchasing a product or applying for a job has been talked about.

4.1 Knowledge of university-level business students in Bangladesh regarding CSR

Two sections are used to assess the CSR knowledge of Bangladeshi university-level business students. The first section deals with the student's basic knowledge level, including whether or not they are familiar with CSR, how and when they first learned about it, and whether or not they have taken a course on it. In the second section, mean values of certain knowledge-related perceptions were discussed to comprehend their CSR knowledge.

For the first section, the respondents were asked a few yes-or-no type questions. These inquiries were made to ascertain their level of CSR knowledge and how, when, and where they first learned about it. A summary of those inquiries is provided in the table below.

Table 4. Knowledge of university-level business students in Bangladesh regarding CSR

Familiar with the concept of "CSR"	Frequency	Percentage
Yes	246	100.00
No	0	0.00
Total	246	100.00
Completed a CSR course during academic study	Frequency	Percentage
Yes	132	53.66
No	114	46.34
Total	246	100.00
Studied the concept of CSR in any courses (if not completed a whole course)	Frequency	Percentage
Yes	114	100
No	0	0
Total	114	100
The academic year in which students learned about CSR for the first time	Frequency	Percentage
BBA 1st year	152	61.79
BBA 2nd year	59	23.98
BBA 3rd Year	14	5.69
BBA 4th year	12	4.88
MBA	9	3.66
Total	246	100.00

Source: Processed data by MS Excel (2022)

Everyone who responded indicated familiarity with the concept of CSR. The reason is that all the students come from a business background. 53.66% of respondents have undergone a comprehensive course on CSR, while 46.34% have not. Respondents who have not taken a course on CSR have nonetheless studied it in other courses. As a result, 114 respondents who hadn't completed an entire course on CSR learned about it in other academic courses. 61.79% of respondents indicated they learned about CSR in their first year of business school, whereas 23.98% learned it in their second year. 85.77% of students become aware throughout their first and second university years. So, it can be said that most pupils heard about CSR throughout their early academic life.

For the second section, certain perceptions relating to knowledge are drawn from the eight perceptions used in this paper. Here, a survey question of the agree/disagree form is applied. Students can choose from "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." Strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5. A total of 246 students responded to the survey.

The Likert scale consists of five discrete points and is classified as an interval scale. The mean is entirely meaningful. From 1-1.80 is considered Strongly disagree, disagree (1.80-2.60), neutral (2.60-3.40), agree (3.40-4.20), and strongly agree (4.20-5.00) ([Pimentel, 2010](#)).

Table 5. Knowledge-related CSR perceptions' mean value

Perceptions	Mean
Perception 1: Corporate social responsibility is well-covered in university courses	4.12
Perception 4: Internship/job experience enables you to gain a comprehensive understanding of corporate social responsibility	3.71
Perception 5: Corporate social responsibility focuses solely on environmental protection	2.20
Perception 8: A company's corporate responsibility is its obligation to its stakeholders.	4.28

Source: Processed data by MS Excel (2022)

The responses were then subjected to descriptive analysis. It is found that, on average, respondents agreed with perception 1, as the mean value is 4.12. Students study the notion of CSR primarily in university. Consequently, most students here concur that their academic curriculum incorporated the concept of CSR. As a result of the research, it can be concluded that most respondents agree with the assertion that CSR is well-covered in university courses. Hence, they know about CSR.

It is found that, on average, respondents agreed with perception 4, as the mean value is 3.71. Eighty-seven respondents have internship experience. On average, however, they all agree that internship/work experience provides a more comprehensive picture of CSR. It is also found that respondents disagree with perception 5, as the mean value is 2.20. As a result of the research, it can be concluded that most respondents disagree with the assertion that CSR focuses solely on environmental protection. It is found that respondents from universities strongly agreed with perception 8, as the mean value is 4.32. As a result of the research, it can be concluded that most respondents strongly agree with the assertion that a company's corporate responsibility is its obligation to its stakeholders. It is contrary to perception 5.

Therefore, to achieve objective number 1, the above analysis is concluded to assess the understanding of respondents at the university level about CSR. It is discovered that they are all well-versed in CSR. Most students agree that university courses cover CSR adequately, disagree with the assertion that CSR is solely focused on environmental protection, and strongly agree that a company's corporate responsibility is its obligation to its stakeholders.

CSR is a self-regulating business model that enables companies to be socially accountable to themselves, their stakeholders, and the general public ([Fernando J. , Corporate Social Responsibility \(CSR\), 2022](#)). According to the findings of the above analysis, respondents view CSR in the same manner. Therefore, it is fair to assert that they have a solid grasp of the idea of CSR.

4.2 Impact of socioeconomic factors such as age, gender, and academic level on students' perceptions regarding CSR

4.2.1. The relationship between Age and university level Business students' perceptions towards CSR

Table 6. F tests two sample variances (Age & perception 1)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	4.12195122
Variance	2.145545047	0.71159781
Observations	246	246
df	245	245
F	3.015109121	
P(F<=f) one-tail	1.82527E-17	
F Critical one-tail	1.234393943	

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value obtained for perception number one is 3.02. Here, the value of F critical one tail is 1.23, which is less than F, and the P value is less than 0.05, therefore rejecting the null hypothesis. That means age influences students' perception that CSR is well-covered in university courses.

Table 7. F tests two sample variances (Age & perception 2)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	3.711382114
Variance	2.145545047	0.875543388
Observations	246	246
df	245	245
F	2.450529667	
P(F<=f) one-tail	2.68587E-12	

F Critical one-tail	1.234393943
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Source: Processed data by MS Excel (2022)

The analysis reveals that the F value obtained for perception number two is 2.45. Here, the value of F critical one tail is 1.23, which is less than F, and the P value is smaller than 0.05, therefore rejecting the null hypothesis. That means age influences students' perception *that* Internship/job experience enables you to gain a comprehensive understanding of CSR.

Table 8. F tests two sample variances (Age & perception 3)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	2.093495935
Variance	2.145545047	1.015712627
Observations	246	246
df	245	245
F	2.112354411	
P(F<=f) one-tail	3.7232E-09	
F Critical one-tail	1.234393943	

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value obtained for perception number three is 2.11. Here, the value of F critical one tail is 1.23, which is less than F, and the p-value is smaller than .05, therefore rejecting the null hypothesis. That means age influences students' perception that people take into account an organization's CSR while applying for a job or internship.

Table 9. F tests two sample variances (Age & perception 4)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	1.991869919
Variance	2.145545047	0.922382612
Observations	246	246
df	245	245
F	2.326090085	
P(F<=f) one-tail	3.86062E-11	
F Critical one-tail	1.234393943	

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value obtained for perception number four is 2.32. Here, the value of F critical one tail is 1.23, which is less than F, and the P value is smaller than 0.05, therefore, rejecting the null hypothesis. That means age influences students' perception *that people* consider an organization's CSR efforts before making a purchase.

Table 10. F tests two sample variances (Age & perception 5)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	2.203252033
Variance	2.145545047	0.995254687
Observations	246	246
df	245	245
F	2.155774873	
P(F<=f) one-tail	1.47644E-09	
F Critical one-tail	1.234393943	

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number five is 2.16. Here, the value of F critical one tail is 1.23, which is less than F, and the P value is smaller than 0.05, therefore rejecting the null

hypothesis. That means age influences students' perception *that* CSR focuses solely on environmental protection.

Table 11. F tests two sample variances (Age & perception 6)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	4.12195122
Variance	2.145545047	0.5728223
Observations	246	246
df	245	245
F	3.7455683	
P(F<=f) one-tail	9.07332E-24	
F Critical one-tail	1.234393943	

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number six is 3.75. Here, the value of F critical one tail is 1.23, which is less than F, and the P value is smaller than 0.05, therefore rejecting the null hypothesis. That means age influences students' perceptions the ethics and social responsibility course has helped me to become more socially aware in my everyday activities.

Table 12. F tests two sample variances (Age & perception 7)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	2.117886179
Variance	2.145545047	0.912576738
Observations	246	246
df	245	245
F	2.351084526	
P(F<=f) one-tail	2.25967E-11	
F Critical one-tail	1.234393943	

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number seven is 2.35. Here, the value of F critical one tail is 1.23, which is less than F, and the P value is smaller than 0.05, therefore, rejecting the null hypothesis. That means age influences students' perception *that* Bangladeshi businesses are considerably fulfilling their social responsibilities.

Table 13. F tests two sample variances (Age & perception 8)

	Variable 1 (Age)	Variable 2
Mean	23.59756098	4.280487805
Variance	2.145545047	0.578148333
Observations	246	246
df	245	245
F	3.71106328	
P(F<=f) one-tail	1.75444E-23	
F Critical one-tail	1.234393943	

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 3.71. Here, the value of F critical one tail is 1.23, which is less than F, and the P value is smaller than 0.05, therefore rejecting the null hypothesis. That means age influences students' perception *that* a company's corporate responsibility is its obligation to its stakeholders.

So, according to these eight perceptions, age influences students' perceptions regarding CSR in Bangladesh. The study held this result between age and students' perception of CSR because age can affect cognitive processes ([Cho JE, Hu H., 2009](#)) and the ability to process information ([Morris MG, Venkatesh V., 2000](#)). People become more aware of CSR and its impacts as age increases. Empirical support showed that age can affect individual perceptions and attitudes toward CSR. ([Coutinho V et al., 2017](#)).

5.2.2 The relationship between gender and university level Business students' perceptions towards corporate social responsibility

Table 14. ANOVA single factor test of Gender & perception 1

Table 14: ANOVA single factor test of Gender & perception 1						
Summary						
Groups	Count	Sum	Average	Variance		
Male	130	534	4.107692	0.701491		
Female	116	480	4.137931	0.728636		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.056052	1	0.056052	0.078473	0.779614	3.879852
Within Groups	174.2854	244	0.714284			
Total	174.3415	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 0.08. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means that gender does not influence students' perception that CSR is well-covered in university courses.

Table 15. ANOVA single factor test of Gender & perception 2

Summary						
Groups	Count	Sum	Average	Variance		
Male	130	471	3.623077	1.011866		
Female	116	442	3.810345	0.711544		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2.149775	1	2.149775	2.470094	0.117327	3.879852
Within Groups	212.3584	244	0.870321			
Total	214.5081	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 2.47. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means that gender does not influence students' perception that internship/job experience enables you to gain a comprehensive understanding of CSR.

Table 16. ANOVA single factor test of Gender & perception 3

Summary						
Groups	Count	Sum	Average	Variance		
Male	130	278	2.138462	1.065951		
Female	116	237	2.043103	0.963343		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.557418	1	0.557418	0.547782	0.459937	3.879852
Within Groups	248.2922	244	1.017591			

Total	248.8496	245
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Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 0.55. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means gender does not influence students' perception that people take into account an organization's CSR while applying for a job or internship.

Table 17. ANOVA single factor test of Gender & perception 4

Summary						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Male	130	270	2.076923	0.986285		
Female	116	220	1.896552	0.841379		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.99435	1	1.99435	2.17252	0.141785	3.879852
Within Groups	223.9894	244	0.917989			
Total	225.9837	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 2.17. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means gender does not influence students' perception that people consider an organization's CSR efforts before making a purchase.

Table 18. ANOVA single factor test of Gender & perception 5

Summary						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Male	130	297	2.284615	1.088909		
Female	116	245	2.112069	0.882984		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.825064	1	1.825064	1.840054	0.176198	3.879852
Within Groups	242.0123	244	0.991854			
Total	243.8374	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 1.84. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means gender does not influence students' perception that CSR focuses solely on environmental protection.

Table 19. ANOVA single factor test of Gender & perception 6

Summary						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Male	130	530	4.076923	0.552177		
Female	116	484	4.172414	0.596102		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.55897	1	0.55897	0.975721	0.324236	3.879852
Within Groups	139.7825	244	0.572879			
Total	140.3415	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 0.98. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means gender does not influence students' perceptions and the ethics and social responsibility course has helped me to become more socially aware in my everyday activities.

Table 20. ANOVA single factor test of Gender & perception 7

Table 20: ANOVA Single factor test of Gender & perception 7						
Summary						
Groups	Count	Sum	Average	Variance		
Male	130	283	2.176923	0.90644		
Female	116	238	2.051724	0.91904		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.960876	1	0.960876	1.053155	0.305798	3.879852
Within Groups	222.6204	244	0.912379			
Total	223.5813	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 1.05. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means gender does not influence students' perception that Bangladeshi businesses are considerably fulfilling their social responsibilities.

Table 21. ANOVA single factor test of Gender & perception 8

Table 21: ANOVA single factor test of Gender & perception of						
Summary						
Groups	Count	Sum	Average	Variance		
Male	130	550	4.230769	0.550984		
Female	116	503	4.336207	0.607721		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.681487	1	0.681487	1.179605	0.278508	3.879852
Within Groups	140.9649	244	0.577725			
Total	141.6463	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 1.18. Here, the value of F critical one tail is 3.88, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means gender does not influence students' perception that a company's corporate responsibility is its obligation to its stakeholders.

So, according to the findings on these eight perceptions, the attitudes of respondents at the university level about CSR are unaffected by their gender. The outcome is that both men and women are receiving equivalent levels of education and are located in the same geographic area. A study in the Philippines on this topic also stated that gender had not influenced the students' perceptions of CSR ([Corpuz, Rosario, & Enriquez, 2019](#)).

There is empirical support for no ethical difference between male and female respondents ([Atakan, M. G. S., S. Burnaz and Y.I. Topcu, 2008](#)). Studies found that the orientation and intentions of women are a little more than men, but there were no significant differences between males and females in CSR. ([Kahre, M. S., Babania, A., Tive, M., & Mirmehdi, S. M., 2014](#)). In this study, gender does not impact the students' perception of CSR. Every respondent here is expected to receive the same orientation and learning from the same educational field toward CSR.

5.2.3 The relationship between Academic level and university level Business students' perceptions towards CSR

Table 22. ANOVA single factor test (Academic level & perception 1)

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
BBA 2nd Year	42	162	3.857143	0.759582		
BBA 3rd Year	47	201	4.276596	0.726179		
BBA 4th year	65	270	4.153846	0.788462		
MBA	92	381	4.141304	0.606187		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4.169769	3	1.389923	1.9766	0.11809	2.641902
Within Groups	170.1717	242	0.703189			
Total	174.3415	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 1.98. Here, the value of F critical one tail is 2.64, which is greater than F, and the P value is also greater than 0.05, therefore accepting the null hypothesis. That means the Academic level does not influence students' perception that CSR is well-covered in university courses.

Table 23. ANOVA single factor test (Academic level & perception 2)

Table 25: F-Test and ANOVA Factor test (Hypothesis level 0.05 perception 2)						
SUMMARY						
Groups	Count	Sum	Average	Variance		
BBA 2 nd Year	42	125	2.97619	0.853078		
BBA 3 rd Year	47	188	4	0.695652		
BBA 4 th year	65	245	3.769231	0.930288		
MBA	92	355	3.858696	0.650143		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	28.83043	3	9.610145	12.52523	1.22E-07	2.641902
Within Groups	185.6777	242	0.767263			
Total	214.5081	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 12.52. Here, the value of F critical one tail is 2.64, which is smaller than F, and the P value is also smaller than 0.05, therefore rejecting the null hypothesis. That means the Academic level influences students' perception that internship/job experience enables you to gain a comprehensive understanding of CSR.

Table 24. ANOVA single factor test (Academic level & perception 3)

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
BBA 2nd Year	42	77	1.833333	0.581301		
BBA 3rd Year	47	91	1.93617	0.800185		
BBA 4th year	65	141	2.169231	1.236538		
MBA	92	206	2.23913	1.129001		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	6.330158	3	2.110053	2.105533	0.100131	2.641902
Within Groups	242.5194	242	1.002146			

Total	248.8496	245
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Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 2.11. Here, the value of F critical one tail is 2.64, which is more significant than F, and the P value is also larger than 0.05, therefore accepting the null hypothesis. That means the Academic level does not influence students' perception that people take into account an organization's CSR while applying for a job or internship.

Table 25. ANOVA single factor test (Academic level & perception 4)

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
BBA 2nd Year	42	71	1.690476	0.267712		
BBA 3rd Year	47	93	1.978723	0.977798		
BBA 4th year	65	129	1.984615	1.109135		
MBA	92	197	2.141304	1.02377		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	5.881167	3	1.960389	2.155423	0.093916	2.641902
Within Groups	220.1026	242	0.909515			
Total	225.9837	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 2.16. Here, the value of F critical one tail is 2.64, which is more significant than F, and the P value is also larger than 0.05, therefore accepting the null hypothesis. That means the Academic level does not influence students' perception that people consider an organization's CSR efforts before making a purchase.

Table 26. ANOVA single factor test (Academic level & perception 5)

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
BBA 2nd Year	42	92	2.190476	0.5482		
BBA 3rd Year	47	101	2.148936	1.259944		
BBA 4th year	65	137	2.107692	1.097596		
MBA	92	212	2.304348	1.005256		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.679346	3	0.559782	0.559417	0.642304	2.641902
Within Groups	242.1581	242	1.000653			
Total	243.8374	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one was 0.56. Here, the value of F critical one tail is 2.64, which is more significant than F, and the P value is also larger than 0.05, therefore accepting the null hypothesis. That means the Academic level does not influence students' perception that CSR focuses solely on environmental protection.

Table 27. ANOVA single factor test (Academic level & perception 6)

SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
BBA 2nd Year	42	159	3.785714	0.562718
BBA 3rd Year	47	197	4.191489	0.636448
BBA 4th year	65	274	4.215385	0.546635

MBA	92	384	4.173913	0.518872		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	5.791432	3	1.930477	3.472133	0.01679	2.641902
Within Groups	134.55	242	0.555992			
Total	140.3415	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one was 3.47. Here, the value of F critical one tail is 2.64, which is smaller than F, and the P value is also smaller than 0.05, therefore rejecting the null hypothesis. That means the Academic level influences students' perception; the ethics and social responsibility course has helped me to become more socially aware in my everyday activities.

Table 28. ANOVA single factor test (Academic level & perception 7)

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
BBA 2nd Year	42	78	1.857143	0.905923		
BBA 3rd Year	47	94	2	0.913043		
BBA 4th year	65	140	2.153846	0.944712		
MBA	92	209	2.271739	0.859412		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	5.770383	3	1.923461	2.137072	0.096158	2.641902
Within Groups	217.8109	242	0.900045			
Total	223.5813	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one was 2.13. Here, the value of F critical one tail is 2.64, which is more significant than F, and the P value is also larger than 0.05, therefore accepting the null hypothesis. That means the Academic level does not influence students' perception that Bangladeshi businesses are considerably fulfilling their social responsibilities.

Table 29. ANOVA single factor test (Academic level & perception 8)

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
BBA 2nd Year	42	175	4.166667	0.825203		
BBA 3rd Year	47	201	4.276596	0.639223		
BBA 4th year	65	284	4.369231	0.580288		
MBA	92	393	4.271739	0.44183		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.06377	3	0.35459	0.610394	0.60885	2.641902
Within Groups	140.5826	242	0.58092			
Total	141.6463	245				

Source: Processed data by MS Excel (2022)

The analysis reveals that the F value for perception number one is 0.61. Here, the value of F critical one tail is 2.64, which is more significant than F, and the P value is also larger than 0.05, therefore accepting the null hypothesis. That means the Academic level does not influence students' perception that a company's corporate responsibility is its obligation to its stakeholders.

So, according to the findings based on these eight perceptions, there is a link between Academic level and the perception number: 2,6 and there is no relation between Academic level on perception number 1,3,4,5,7,8. That means the attitudes of business students at the university level about CSR are affected by their Academic level in some specific perceptions.

Previous studies revealed that people with a higher level of education develop more elaborate CSR perceptions. (Quazi AM., 2003). The present study contains this result because each respondent here is from a business background with a positive orientation of CSR and its practices and understands its impact properly. Further research proved that graduates are slightly more demanding, largely more trustful, and generally more satisfied than non-graduates. (Rosati, F., Costa, R., Calabrese, A., & Pedersen, E. R. G., 2018).

5.3 Students' consideration of an organization's corporate social responsibility while purchasing a product or applying for a job

Table 30. Effect on purchasing decision

Mean	1.991869919
Standard Error	0.061233347
Mode	2
Standard Deviation	0.960407524
Sample Variance	0.922382612
Sum	490
Count	246

Source: Processed data by MS Excel (2022)

It is found that, on average, respondents disagreed with the assertion, as the mean value is 2.00. The results suggest that most respondents choose the disagree option as the mode of the result is 2. Here standard deviation is 0.96 which means data are clustered around the mean. So, it can be concluded that most Bangladeshi university-level business students disagree with the assertion that students take corporate social responsibility into account when making purchases.

According to a prior study, students in Dhaka, Bangladesh, were shown to consider CSR while making purchases (Ullah & Majumder, 2014). However, the findings of this research suggest the inverse. The time gap between those studies, a new level of marketing strategies, busy schedules, online shopping, etc., may be a factor in this situation. The majority of students at public universities come from middle-class or low-income households. They purchase things based on the price that they deem reliable.

Table 31. Effect on applying for a job or internship

Mean	2.093495935
Standard Error	0.064256619
Mode	2
Standard Deviation	1.007825693
Sample Variance	1.015712627
Sum	515
Count	246

Source: Processed data by MS Excel (2022)

Here, the mean value of 2.09 shows that, on average, respondents disagreed with the statement. As the mode of the results is 2, it seems that most of the people who answered chose "disagree." Here standard deviation is 1 which means data are clustered around the mean. Based on the research, it can be said that most Bangladeshi business students at universities disagree with the claim that students think about CSR when they apply for a job or internship.

One survey revealed that many MBA candidates considered the social responsibility reputations of prospective employers ([Adda, Azigwe, & Awuni, 2016](#)). However, this study's findings demonstrated the contrary to be true. The result could be fewer jobs in the country than people who want to work. Also, social complexity plays a role. Another cause is cultural variations across nations. Regarding CSR, one of the studies on this topic indicated that there are discrepancies between developed and developing nations ([Fernando & Lawrence, 2015](#)). Students in developed nations are more aware of CSR than their counterparts.

5. Conclusion

5.1 Conclusion

This study aims to investigate the perceptions of Bangladeshi university-level business students regarding CSR, evaluate these perceptions based on socioeconomic and demographic factors, and assess the students' awareness of corporate responsibility in situations such as purchasing a product or applying for a job. Objective 1 assesses the CSR knowledge of business students to reach this aim. It is determined that they have an excellent understanding of the concept. To achieve this aim, objective 2 is used to determine the influence of demographic characteristics such as age, gender, and level of education on certain preconceived perceptions. Age impacts students' perceptions, the academic level does not affect most perceptions, and gender does not affect students' perceptions of CSR. To achieve this aim, objective 3 is used to determine if the notion of CSR is a significant factor for students when purchasing a product or applying for a job. Students disagree that individuals consider CSR while applying for a job or purchasing a product from a company.

The overall findings indicate that students have good knowledge of CSR. Also, it is found that age influences perceptions, and educational level and gender do not affect students' perceptions. Additionally, students generally do not consider an organization's CSR when they buy a product from that organization or apply for a job in that organization.

5.2 Implication

This study provides evidence that students have a good understanding of CSR. Universities provide students with a strong foundation of CSR knowledge. Thus, commercial organizations in the country may be confident that they are employing qualified future leaders with CSR knowledge. Universities and corporate organizations can also learn from this study that students' age influences their perceptions, although gender and academic level have no effect. Policymakers can learn that male and female students receive the same knowledge and education and that the gender of students has no bearing on their perceptions. An organization's human resource and marketing departments can make decisions based on the fact that students do not consider CSR while applying for jobs or purchasing products.

5.3 Limitation

The questionnaire method of data collection has various drawbacks. Students may dishonestly answer. A survey or questionnaire cannot adequately capture emotional responses and feelings. The problem of selection bias arises when data is taken from a known individual. Most of the information will be gathered from known sources in this case. The fact that the vast majority of surveys are conducted via social networking sites and institutional mail contributes to the existence of this bias. This can lead to skewed results. Business students are admitted to institutions in record numbers each year. There are fewer people in the sample than there are in the population.

5.4 Future scope

Bangladesh's industrial growth is surging as it nears middle-income status. New enterprises keep springing up. As a result, business students' opinions are critical to the country's future. As a percentage of the population, this study uses a small sample. Data can be collected from every division and every district of the country to investigate this issue better. Researchers can examine if students' residential places alter their CSR attitudes. Bangladesh is a Muslim-majority country, so further research can assess the impact of religion on student perception. The quality of education

varies among colleges and universities. More research is needed to identify how institutions affect student perceptions of CSR. However, new students are admitted to universities each year. A follow-up study in five years will provide a more precise assessment of the current situation.

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