Environmental Awareness as Social Responsibility: University CSR Approach

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Raising environmental awareness in the general community and in the educational community is becoming an important issue nowadays. Universities have an important role concerning global environmental challenges by their research, education and community involvement. Universities of Thailand has been reflecting and developing social responsibility processes with the theme of sustainable campus. This paper aims to develop awareness strategies that can make visible the need to undertake actions for environmental sustainability in the faculty of environmental management in Prince of Songkla University, Thailand. The study was developed from the ethnographic framework through documentary review, needs assessment and campaign design with a sample of 62 students, 4 teachers and 4 administrators. It was largely found that most of the participants had environmental information but a lack of awareness. They are not strongly co-responsible because they have the knowledge of the environmental problem, but do not perform concrete actions. University authorities and faculties should promote a sustainable culture which can encourage faculty stakeholders to be friendlier for environment and make them socially responsible.

Introduction

The world has undergone a series of environmental changes which can negatively affect our life (Hautier et al., 2015). The lack of understanding responsibility makes our life more critical. Especially by the industries and institutions who have a greater effect on the environment. Likewise, in the historical scope of CSR, universities have a great commitment and responsibility for their environment through different fields (Nejati et al., 2011). In this paper, authors focused on the Prince of Songkla University Thailand, which has had an interesting growth in recent decades. Its geographical location impacts most of the southern province, which implies a judicious and rigorous review of the impacts on the environment, and of course an internal evaluation exercise that accounts for its projection. As an institution of higher education which implies comprehensive training and emphasis on the ethical components of good practices among others those related with the environment. Development plan of Prince of Songkla University meet a challenge to implement awareness with CSR and coherence processes with the MSW. The theme of sustainable campus, ecological footprint and care of the environment are taken seriously in Prince of Songkla University; particularly in the faculty of environmental management. Administration, teachers, students, general services and community people can feel this faculty as a significant place for making visible and mobilize actions by implementing CSR practice which will certainly contribute to the competitiveness of the program. Governments of different nations are trying to prevent further environmental damage due to the environmental problems that have been developing over the last decade (Li, 2001). The faster consumption of resources requires social responsibility actions (Lorenzen, 2014). In Thailand, university social responsibility is being implemented and it is considered that a university has a serious responsibility to society. Governments are taking serious projects which are aimed at the prevention of environmental damage for developing environmentally sustainable ways of life (Lebel et al., 2011). Therefore, faculty of environmental management of Prince of Songkla University is taking actions to raise awareness regarding the environmental care of the administrators, teachers and students who do use of the facilities of the faculty. In the present study, level of awareness and recognition of environmental care by administrators, teachers and students in the faculty of environmental management was investigated. Authors applied needs assessment through an unstructured and conversational survey whose purpose was to sensitize and develop awareness about the impact of the ecological footprint. As known, needs assessment is a systematic process for addressing and defining gaps between current situations and desired situations (Gupta, 2011). On the other hand, authors made a proposal

for the faculty to promote a process of corporate social responsibility that contemplates the care of the environment and sustainable campus.

Literature Review
CSR and organizational actions

Corporate Social Responsibility (CSR) had arisen in the mid-twenties of the twentieth century and was strengthened in the 50's and 60's (Matten and Moon, 2005). It is initiated by the fundamental idea that if companies use natural and social resources, its use generates an ethical duty. Therefore, somehow this use will be returned to society. Companies must be responsible and go beyond the generation of work and wealth for entrepreneurs. They must ensure the welfare of the community where they are doing their activities (Jones, 2010). Corporate social responsibility was no longer a philosophical discourse or an ideal in the 60's (Moura-Leite and Padgett, 2011). It became a part of business management in the decade of the 70's (Amin-Chaudhry, 2016). Consequently, in the 80's a socially responsible context was formed, and the strategic direction was created through the theory of the stakeholders or interest groups that affect the organization in its commercial work (Carroll, 2008). After then it was consolidating within the different companies. Another background of the Corporate Social Responsibility occurred from the initiative of the "Global Compact" between the United Nations and the world of free market proposed by the Secretary General of the United Nations at the world economic forum (Rieth, 2004). Based on the search for the management and solution of world problems, at World Summit in Geneva identified poverty and illiteracy, population crisis, global conflict and the problems of the environment as major issues. For these problems, it is essential to implement the Corporate Social Responsibility (CSR) and in this institutional case which must have at least an ethical foundation from an operational perspective.

The Prince of Songkla University initiate its commitment according to the Global Compact as an entity that promotes corporate social responsibility worldwide. Educational institutions should be associated with their ideals and seek greater solidarity and equity between productive systems and society where sustainable development is not exclusive to the institution (Ferrer-Balas et al., 2009). They should allow to achieve a competitive development of the nation and productive units of country as well as individuals (Lozano et al., 2015). Corporate social responsibility is the paradigm whose foundations are in civic ethics which arises from factors such as the change of conceiving the generation of wealth, the dignity of the human being, decent work and in general economic rationality (Godfrey and Hatch, 2007). At present, it is necessary to work on the mentality and ethical behaviour of the people who are involved in the economic processes, for instance with the state, businessmen, managers, unions, employees, consumers, and other Interest groups (Banerjee, 2008). Organizational culture and market should be taken as a reference, but there is a need to

consider both social and human sensitivity (Giacalone et al., 2005). If business behaviour is socially responsible, there is greater equity in society (Rodriguez-Fernandez, 2016). Social responsibility and business ethics should be regarded from an operational perspective as the relationship that exist between companies and the government in terms of compliance with regulations.

CSR has been developing during the last decades because the quality standards have been integrated into the social and environmental areas of the production and management processes. Conversely the history of the CSR is developed in parallel with that of the capitalist economic system in which the company has played a fundamental role and whose result is the industrial society which is also reflected in the CSR (Sklair and Miller, 2010). Another aspect is the problems experienced by the economic system during the nineteenth and twentieth centuries that tested the ability of society to adapt. The current thought demanded great changes which is currently intended in educational institutions especially in universities since they are centres of higher education. In the first decades of the century, a process of economic concentration took place where large industrial conglomerates emerged and led companies to reach a power of political and social influence that was greater than ever before. Subsequently, the discussion about CSR was concretized in the ethical problem of the individual as a businessman (Quarshie and Salmi, 2014). The key question was whether there was an ethic for private life and another for business.

In this sense, the usual CSR practices were channelled through business philanthropy and the first manifestations of CSR had charitable and generous practices where the large company donated towards the disadvantaged (Gugler and Shi, 2009). Due to the creation of large multinationals that began to sensitize people as an individual, there was a change of consciousness that favoured the environment. But shortly after this, there was a constant increase in the standard of living, which had some negative impacts (Küpers, 2011). One report stated that economic reasons were those that prevented changing the orientation of the system since these changes would mean raising the costs of some operations and the need to choose present and future benefits (Balabanis et al., 1998). These insinuations motivated the economic system to the growth model to become the objective of the social demands and to be linked to the problems of environmental deterioration, social exclusion, poverty and inequality. Among the nations, several concepts of CSR emerged. But then again if we analyse them, we will find that they also apply to University Social Responsibility (Frederick, 1960; Ahmad, 2012). The term responsibility refers to an obligation or a duty. It is not adequate to express the free will of companies to commit themselves to social spheres or aspects while responsibility is related to a positive attitude on the part of the company in the face of changes social (Sheikh and Beise-Zee, 2011). In this difference, two different situations can be seen. The first is to assume a duty or an obligation and in the second is to act accordingly with the benefits received (Sen et al., 2006; Alcañiz et al., 2010).

University social responsibility (USR)

It is essential to clarify the term of University Social Responsibility. Universities must try to overcome the approach of social projection and university extension as well-intentioned to its central function of student training and knowledge production in order to assume the true requirement of University Social Responsibility (Chen et al., 2015). USR concept is an ethical quality of the performance of the university stakeholders through the responsible management by the university to promote a sustainable human development (Reiser, 2008). USR provides an approach to science, technology, and research in which contributions to the economically disadvantaged are given value and attention. The most practical way to define university social responsibility passes for considering the impacts that the institution generates in its environment. At large features can be grouped into four categories: organizational, educational, cognitive and social. According to the scheme, the vertical alliance is common to any type of organizations (all generate labour, environmental and social impacts), while the horizontal alliance corresponds specifically to learning institutions and knowledge (we could designate it as an academic axis). Let's shortly analyse each type of impact.

Organizational impacts: Like other organizations, university impacts the life of its personnel (administrative, teaching and student), as well as the way in it operates the regular work (waste, deforestation, transport etc). The responsible university sensations about its social and environmental footprint (Leal Filho, 2012).

Educational impacts: University influences the training of young people and professionals for their scale of values and way of interpreting the world. The responsible educational institute ensures the socially responsible training of its students (Dugan and Komives, 2010).

Cognitive impacts: University guides the production of knowledge and influences the definition of what is called socially truth, science, rationality, legitimacy, utility, teaching, etc (Ponds et al., 2009). This encourages the fragmentation and separation of knowledge by delimiting the fields of each specialty. The responsible educational institute support about the type of knowledge that produces for its social significance.

Social impacts: Universities have a social weight as a reference and actor who can promote progress, create social capital, relate students with external reality, make knowledge accessible to all etc. The responsible educational institute give an effort on how it can accompany the development of society to solve fundamental problems (Boud, 2000).

Figure 1. University social responsibility features
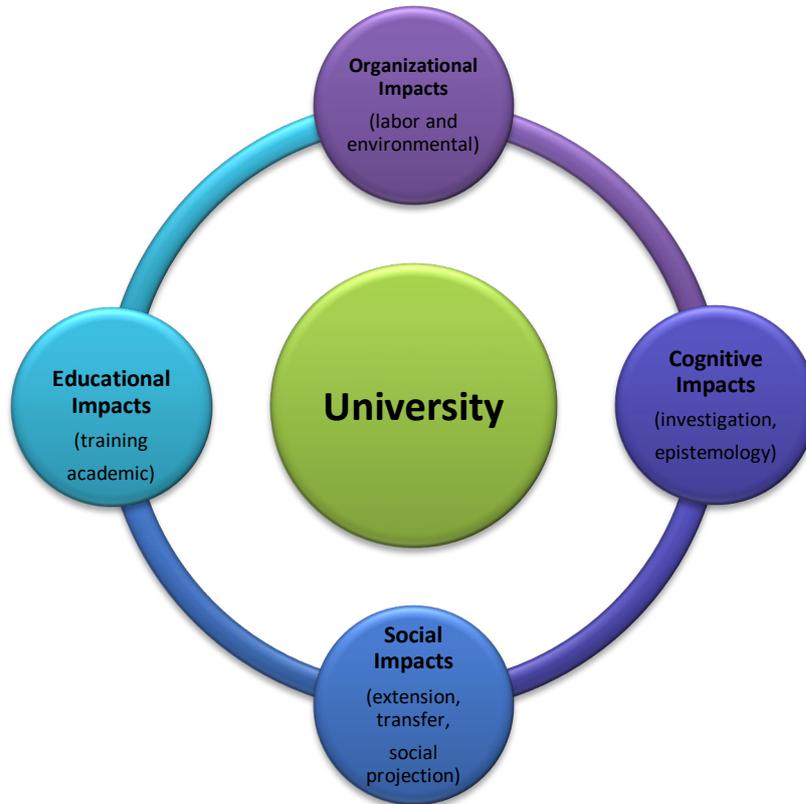
Among these four types of impacts, the most important is certainly the cognitive impact since it ultimately defines the mental paradigms and practical models through which leaders and professionals build and reproduce society based on their knowledge (Martin, 2013). The indirect social impacts that derive from the way of defining and building knowledge in universities are very deep rooted and have contributed to the unsustainable development model that is predominant today. Therefore, university social responsibility is an epistemological reflection on the modes of production and knowledge management that are proposed in the universities explicitly or implicitly. Secondly, university social responsibility reintegrates into the management process within the problematic of the social dimension of the university (Lenssen et al., 2011). It's not just about insisting on the three substantive functions that are the teaching, research and extension. There are the four processes (management, training, knowledge production and social participation) that constitute the university social function. The daily management of the campus represents a source of ethical training of the university community by implementing habits of coexistence (Alshuwaikhat and Abubakar, 2008). It also has many direct and indirect social impacts by organizing the political processes of decision-making and conflict resolution, labour treatment, environmental policy, supplier selection etc. Management is consequently part of the

academic and social function of the university (Bresnen et al., 2003). University social responsibility can explain with few axes such as:

1. Responsible campus: It implies the socially responsible management of the organization and its institutional procedures of the work environment, management of human resources, internal democratic processes and the care of environment. The objective of this alliance is to promote responsible organizational behaviour of all members of the University community (e.g. teaching staff, non-teaching staff, students). Members of the university community will learn, internalize, and share ethical rules of coexistence by reaffirming daily values of good interpersonal treatment, democracy, transparency, good government, respect for labour rights, and sustainable environmental practices (Cruz and Stake, 2012).

2. Professional and citizen training: It is the socially responsible management of academic training which implies unity-based learning in social projects, such as the increasingly widespread methodology of service-learning. Professional and humanistic training must promote responsibility competencies in its graduates. This implies that curriculum orientation has a close relationship with real problems (economic, social, ecological) of society and be in contact with external actors' involvement with such problems.

3. Social knowledge management: It is the socially responsible management of the production and dissemination of knowledge, research and epistemological models promoted from the classroom. The objective is to guide the scientific activity through a concertation of the research lines with external interlocutors in order to articulate the production of knowledge with the local and national development agenda (Geissler, 2013). It also adopts the construction processes of knowledge include the participation of other social actors and transdisciplinary.

4. Social participation: It is the socially responsible management of the university's participation in the community. The objective points to the realization of projects with other actors so that links are formed for mutual learning and social development. The participation of the university in its environment promotes the establishment of mutual learning for development (Krause, 2005). This can be the assembly of various university actors and non-university students to work as a team around an agreed social project to contribute in a solution of specific social problems (Chupp and Joseph, 2010).

### *The stakeholders of the university*

From the types of impacts can be assumed from the stakeholders primarily in the good performance of the university which refers to any individual or group that may affect or be affected by the policies, objectives, decisions and actions of the university. The most common stakeholders of the university are usually:

Table 1: Stakeholders of the university (Burrows, 1999; Gassol, 2007; Mainardes et al., 2010).

Non-teaching staff	People who work under an employment contract in the functional areas of the university (administration and services).
Research staff	People who work under an employment contract in the areas of academic training and / or research.
Authorities	People with maximum management responsibility who are responsible for defining policies and promoting the necessary resources for the administration of the institution.
Students	People who benefit from the teaching function in the university. They may have different responsibilities within the university management.
Suppliers	People and organizations that contribute jobs, products and services to the university without belonging to it.
Graduates	People who have obtained an academic degree from the university and therefore have an interest in the good reputation of the University.
Employers	People and organizations that hire the services of graduates and / or university students, and therefore they have an interest in the academic quality of their training.
Competitors	Universities or teaching and / or research centres with functions that compete or complement those of the college.
Local communities	Groups which the university interacts with in various programs and projects (neighbourhood associations, rural communities, vulnerable populations, etc.).
Partner organizations	Public and / or private entities with which the university interacts within the framework of agreements or contracts (NGOs, local governments, etc.)
State	Public powers with the power to configure the legal framework in which universities carry out their activities (education ministries, public research entities, etc.)

In addition to these, there are other social actors more indirectly affected by the performance of the university such as the parents of the students, the relatives of the employees, the professional associations etc.. All of them can be the interest groups of the university with multiple impacts. We can limit the number of stakeholders derived from the four impacts:

Figure 2. Stakeholders of the university.
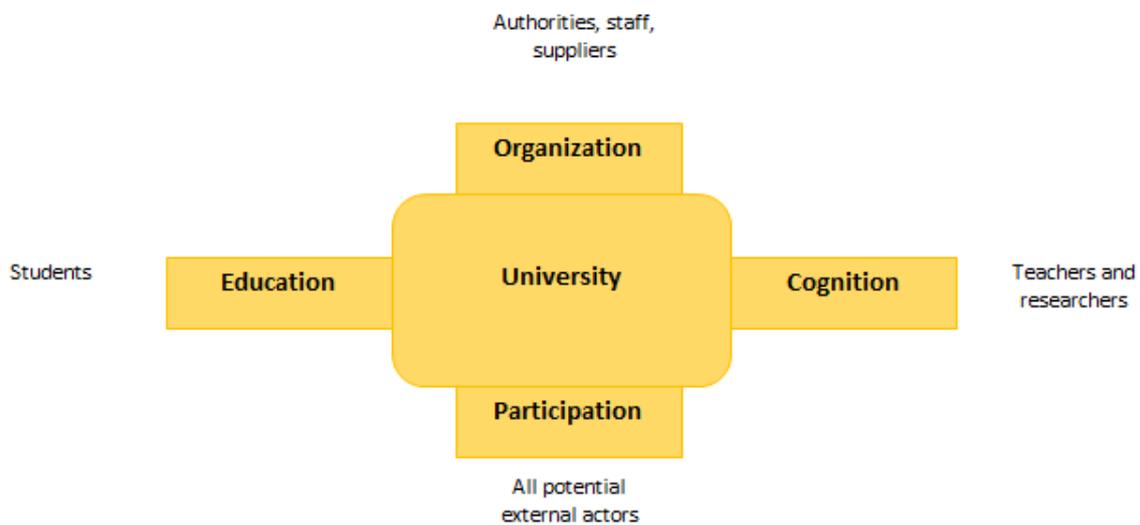
Research Design and Methodology

In this study, ethnographic methodology was considered since it is the it is the best suited methodology tos the research in this case, to sensitize and raise awareness according to its characteristics (Whiting, 2008). Ethnography is one of the most significant tools or methods used in qualitative research where researchers interact with a study's participants in their real-life environment (Longhurst, 2003). This is characterized by detailing situations, events, people, interactions and behaviours, considering what the participants share regarding their experiences, attitudes, beliefs, thoughts and reflections. In ethnography, the person or group is investigated directly during a certain period of time using participant observation or interviews to know their social behaviour (Roberts, 2009; Helton, 2010).

In the documentary review phase, authors collected secondary data from published research articles and case studies in order to theoretically structure the project from numerous databases. Likewise, relevant aspects of the MSW and sustainable campus are identified those related to sustainability and the environment. Then in the need assessment phase, the respective assessment of the needs of faculty community is carried out through participant observation which is characterized by observation, knowledge, information, perception, and positions of people with respect to care and protection of the environment. Authors used an interview method as an instrument in this case of qualitative measurement that allowed to identify needs characterized by contributing ideas according to the questions that were interviewed. The total participants were 70, in which 4 were academic staff (lecturers), 4 were administrative staff and 62 were students (35 boys and 27 girls) of the Faculty of Environmental Management.

Results and Analysis

According to the procedure in each of the phases, it can be predicted that most of the people have primary knowledge regarding environmental care and responsibility. But it is necessary to encourage the sense of responsibility which could be developed through awareness with different conversations, exhibitions, talks and interviews (Alvesson, 2003). Therefore, it can be said that the intervention was favourable as they were achieved significant changes in people's consciousness. Through participant observation, authors identified following needs assessment.

Table 2: Needs assessment

Areas	Students	Teachers	Administrative	Proposals
Toilets	Toilets were not well ventilated and were generating bad odours in areas close to them.	Sometimes the toilet lights are on though no users.		Install ventilation system or windows that allow the entry of air and the exit of odours. Likewise, installed motion sensors which will allow automatic ignition when people are found inside the toilet.
Offices		Need to serve much better trash cans for the separation of recyclable material.	There is humidity in some of the office spaces which can be harmful the health.	Purchase of trash cans for recyclable material. waterproofing of the areas where there is the presence of humidity.
Kitchen		Required for recyclable material in the kitchen area.	There is no bin for the separation of recyclable material.	Consider well utilised separation bin for recyclable material.
Equipment		Sometimes staff are absent for long periods of time and do not turn off	After using the equipment, users frequently do not turn it off.	Promote awareness of the use of environmental resources.

		the equipment.		
Internet room	There are no trash cans or bins for the recyclable material.	The presence of moisture in the internet room was noted, this can affect the health of teachers and students.	Waterproofing areas have the presence of moisture.	Consider a separated trash can for recyclable material and awareness about moisturization.
Environmental resources	Sometimes there is no toilet paper in the bathrooms, especially in the afternoon and at night.	Identified Too much paper waste.	The use of plastic cups in the kitchen which are not beneficial for environmental care.	Promote the awareness of the use of environmental resources.
Insects/ pests	Sometimes can see insects.	Pests have been seen (more specifically mice).		Monthly spraying throughout the faculty.
Auditoriums	It is necessary the presence of trash cans (separated) for the separation of the recyclable material.			Purchase of digital bins for the separation of recyclable material.

Environmental Awareness Perspective

The environment includes natural, social and cultural values existing in a particular place or moment which influence humanity as well as future generations (Powell, 2000). It is not only about the space in which life unfolds.

Table 3: Goals and indicators of achievement products.

Achievement Indicators	
General objective: Develop awareness strategies that make visible the need to undertake actions for environmental sustainability in the Faculty of Environmental Management, Prince of Songkla University.	
Specific goal:	**Achievement Indicator:**
Sensitize the staff attending the facilities on environmental issues.	80% of the participants recommended to not to throw papers on the street, and separate the recyclable material from the non-recyclable, etc.
Develop awareness strategies that make visible the need to undertake actions for environmental sustainability.	50% of the participants expressed interest in generating some type of action that reduces environmental damage. This was reflected in that because they are doing community practices. They feel that they have a great commitment to the environment.
Manage interinstitutional agreements that allow the dissemination and intervention of environmental social impact actions.	Attempts were made to manage agreements with other universities, but no action was achieved since no interest was expressed by the other institutions.

Analysis of Results

According to the first and second indicators, a significant positive impact was obtained that allowed to fulfil the expectations of the work focused on sensitizing and mobilizing awareness in the environmental management faculty with the administrative staff, teachers and students. On the other hand, the third indicator of the activities that can be carried out in an upcoming work related to the subject as well as a great sense of collaboration on the part of the academic community. Ecology is the central theme of the work and it is simultaneously incumbent on any population and therefore for all the communities that are related to it. The impact of an action should be carried out by the faculty staff members, teachers and students in the context that will positively or negatively affect the community. In this case, we required to sensitize the community in order to improve immediate context. Awareness is one of the means that seeks to create a permanent change in each person or community in order to find a collective well-being. In this case awareness was mobilized in order to spread the message and attitude to ensure an optimal environment. Evaluation is one of the first and fundamental steps that are carried out in any intervention. Therefore, the respective needs assessment was carried out through the surveys that were applied to the students of the environmental management faculty. It is important to create in the consciousness of the public. For this reason, public care was carried out and identified that social culture is

initially generated in the faculty of environmental management, and that subsequently spread in other contexts. Within the needs assessment the following were found:

- It is necessary to buy trash cans for the separation of recyclable materials in the different areas of the faculty of environmental management.
- The implementation of motion detectors in the toilets is necessary.
- It is important to make the corresponding arrangements to avoid moisture leakage.
- It is important to consider the implementation of the use of equipment that do not harm the environment, in the kitchen of the faculty of environmental management.
- It is necessary to consider the replacement of plastic mixers that reduces the environmental damage in the kitchen.
- The idea of creating calendars, posters and stickers with messages for environmental care is considerable to promote environmental awareness.
- It is advisable to conduct conversations with teachers, students and administrators of the faculty of environmental management.
- It is important to publicize the structural failures that affect the health of the teachers, students and administrators.

While observing the principle that states that the faculty community has a knowledge that allows them to mediate and also rely on the knowledge as they are the one who knows their problem finely. The table below indicates the activities considered as professional practice of community:

Table 4: Activity Analysis.

Categories	
Support Category	**Principal Category**
Responsibility: The university and the educational community (Administrators, teachers and students) should be socially responsible with the environment through strategies (e.g. awareness raising.)	*Environmental care:* Environmental care is considered within the categories because it is the part of the process of corporate and university social responsibility. Environmental care must consider in any actions of the university.
Awareness: Awareness is a fundamental characteristic for sustainable development for community. For the processes of environmental care, social responsibility and sustainable development, activities such as conversations, exhibitions, and surveys can develop in order to mobilize awareness in	

the different actors that encourage the services of the faculty.	
Sensitization: It is possible to generate significant changes that allow to see the environmental problem as a situation. Through discussions and exhibitions, it is possible to sensitize the great majority of participants of these activities and basically the attitude of the participants will favour environmental care not only in the faculty, but also in any other area.	

Conclusions

Through the use of University Social Responsibility (USR), universities can dynamically link with other universities and the industry to enhance the student's contribution in society. Similar to the general principles of corporate social responsibility (CSR), USR can be used to accomplish sustainability in the community (Alshuwaikhat and Abubakar, 2008). University Social Responsibility covers many different areas, such as strengthening civil commitment and active citizenship, promoting ethical approaches, developing a sense of civil citizenship, and promoting ecological or environmental commitment for local and global sustainable development (Antonaros et al., 2008; Chen et al., 2015). On the other hand, when comparing the before and after of the intrusion, we observed the behavioural change regarding the degree of awareness who participated passively in the present work. Prince of Songkla University is among the most familiar public universities in Thailand and the region. In this position, it is loyal to go forward by applying USR with the students, faculty, community whatsoever in its range. This study highlights the need to encourage environmental behaviour by faculty stakeholders and develop awareness strategies that make visible the need to undertake actions for environmental sustainability in the Faculty of Environmental Management in Prince of Songkla University. University authorities should promote a sustainable culture which can encourage faculty administrators, teachers, students and all stakeholders to make better choices for the environment, making them socially responsible.

Limitations

The authors acknowledge that there are limitations to this study. There is still the need to make this method of research more scientific and appropriate to for plan sustainability policies in universities. Organisational factors such as size and orientation of the faculty could stimulus the level of environmental sustainability. Future research may explore with

comparison among several faculties/universities of Thailand or other regions and consider the key influential factors for environmental sustainability by university faculties and its stakeholders.

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