

## Should Business Schools Engage in Societal Marketing?

### The Influence of Personal CSR Values on Willingness to Pay Tuition Fees

Alisa Sony <sup>1</sup>, Nadhakan Shinnaranantana <sup>2\*</sup> and Haruthai Numprasertchai <sup>3</sup>

<sup>1</sup>Faculty of Business Administration, Kasetsart University

<sup>2\*</sup>Faculty of Business Administration, Kasetsart University

<sup>3</sup>Faculty of Business Administration, Kasetsart University

**Article:** Research

**Received:** 15 February 2026

**Accepted:** 23 March 2026

**Published:** 12 June 2026

**Citation:** Sony, A.,  
Shinnaranantana, N., &  
Numprasertchai, H. (2026).  
Should Business Schools Engage  
in Societal Marketing?  
The Influence of Personal CSR  
Values on Willingness to Pay  
Tuition Fees. *Modern  
Management Frontier Journal*,  
24(1), 86-109.

#### Abstract

The objective of this study is to investigate the influence of environmental, employee, local community, and customer-oriented personal CSR values on undergraduate business students' willingness to pay tuition fees. Using purposive sampling, data were collected from 357 students at two Thai business schools via an online survey conducted from February to April 2025. Multiple regression analysis was utilized to evaluate the predictive power of the four distinct personal CSR values on students' financial commitment.

The findings reveal that employee-oriented and local community-oriented CSR exert significant positive influence on students' willingness to pay tuition fees, with employee-oriented CSR emerging as a stronger predictor. Meanwhile, environmental and customer-oriented CSR do not significantly impact students' willingness to pay. Therefore, in an educational landscape characterized by high Power Distance and Collectivism, such as Thailand, universities are encouraged to engage in human-centric CSR to justify tuition fees.

**Keywords:** Business School, Corporate Social Responsibility, Higher Education, SDG 4: Quality Education, Societal Marketing, Values, Willingness to Pay

\* Corresponding author: Lecturer, Faculty of Business Administration, Kasetsart University

E-mail address: nadhakan.s@ku.th

#### Introduction

Personal and societal values evolve as successive generations encounter different socio-economic circumstances. During the 'information power' era, when producers had more power than consumers in some asymmetrical markets, institutions such as educational institutions, news media, and healthcare providers possessed inherent authority, commanded high public respect, and attracted demand by adopting the 'Product Concept.' This concept emphasizes continuous improvement of the product; however, it was eventually supplanted by the 'Marketing Concept',

which prioritizes identifying and satisfying the needs of the target market (Kotler et al., 2023). Within higher education, marketization is evident in student engagement and partnership initiatives (White, 2018; Ramsden, 2008). Marketing philosophy further evolved to ‘Societal Marketing’ as a strategic response to escalating global crises. Earth Overshoot Day represents the specific date in each year, when humanity’s demand on nature surpasses what the Earth can replenish in one year, and the date has significantly shifted each year from December 30 in 1970 to July 24 in 2025 (Purpose on the Planet, 2025). This accelerating rate of decline in natural resources necessitates the integration of sustainable practices into all activities. The ‘Societal Marketing Concept’ holds that marketing strategies should deliver value that maintains or improves the well-being of both the target market and society (Kotler et al., 2023). Apart from providing education, socially responsible higher education institutions engage in activities that benefit society and promote CSR values (Harkavy, 2006). This shift implies that the educational offering is no longer just a degree, but a value-congruent education package aligned with the social and ethical priorities of students.

Numerous higher education institutions have embraced sustainability by preparing students to understand global challenges and actively engage in implementing sustainability principles (Žalėnienė & Pereira, 2021). However, it is only recently that social responsibility within higher education institutions has been systematically explored; consequently, numerous research opportunities still exist (Lessa & Coelho, 2024). To the best of the researchers’ knowledge, the literature on stakeholders’ perceived value of CSR activities within the educational context and the subsequent impact has primarily focused on the supply-side perspective, assessing stakeholders’ response to education institutions’ CSR initiatives. Past research has emphasized the significance of CSR practices in encouraging favorable outcomes for both higher education institutions and their communities (Jabbour Al Maalouf et al., 2025; Blanco-González et al., 2021; Asemah et al., 2013). However, these studies have primarily focused on Western or economically developed regions (Jabbour Al Maalouf et al., 2025). This indicates a gap in the existing literature, stressing the necessity for further investigation into how sustainability should be operationalized within higher education institutions in the Asian context. The current study investigates the demand-side perspective of undergraduate students in business schools in the unique socio-economic context of Thailand, focusing on their personal CSR value orientations, and the subsequent impacts on their willingness to pay tuition fees. Lessa and Coelho (2024) employed bibliometric techniques to analyze 1,119 international scientific publications on CSR and higher

education institutions and identified several research opportunities related to CSR and higher education, including the identification of factors that define students' perception of university social responsibility. At present, there is still a disconnect between academic initiatives and student expectations and needs regarding CSR efforts (Santos et al., 2020).

The current study addresses the following research question (RQ) to fill the gap in the literature:

RQ1. Which dimensions of students' personal CSR values (environmental, employee, local community, and customer-oriented) significantly influence their willingness to pay tuition fees to the business school?

The current study attempts to bridge the critical gap between students' personal CSR value orientations and institutional CSR marketing strategies by examining the underlying psychological mechanisms that drive financial commitment. The objective of the current study is to analyze the relationship between multidimensional personal CSR value orientations (environmental, employee, local community, and customer orientations) and willingness to pay tuition fees among business school undergraduates.

The empirical insights uncovered from this study will enable higher education institutions to extend their curricula and institutional initiatives beyond academic rigor to be socially responsive. By aligning the business schools' 'Societal Marketing' efforts with the students' 'Personal CSR Values', institutions can provide a strategic justification for tuition fees within Thailand's increasingly competitive higher education landscape.

## Literature Review

### Value-Attitude-Behavior Hierarchy

Value-Attitude-Behavior (VAB) framework theorizes that behavior follows a hierarchy, starting with abstract values that shape attitudes, which subsequently guide behavior (Homer & Kahle, 1988). Although the VAB hierarchy explains that value can influence behavior both directly and through the mediation of attitude, its primary focus is often the attitudinal bridge between value and behavior (Milfont et al., 2010). However, the present study focuses on the direct relationship between values and behavioral intention to specifically examine the predictive power of different personal CSR value dimensions on students' willingness to pay tuition fees. This approach is justified as CSR is regarded as a high-importance issue for business students, the population of this study, potentially narrowing the value-behavior gap. Ignoring mediating and

moderating constructs is justified for a parsimonious first approximation of general behavioral patterns (Thøgersen & Ölander, 2002).

Edwards and Cable (2009) explain values as, “General beliefs about the importance of normatively desirable behaviors or end states.” Personal values are stable and enduring characteristics that influence behavior (Schwartz, 2012). In this study, the authors conceptualize undergraduates’ perceived importance of various CSR dimensions (environmental, employee, local community, and customer-oriented CSR) as their personal CSR value orientations. Meanwhile, students’ willingness to pay tuition fees is conceptualized as their behavioral intention towards the business school. Fishbein and Ajzen (1975) suggest that behavioral intention is the most important predictor of actual behavior.

### **Societal Marketing in Higher Education**

Institutional theory is a sociological theory widely used to explain how external factors influence an organization’s decision-making processes (Meyer & Rowan, 1977). According to this theory, academics argue that organizations should be considered as corporate citizens held accountable for specific responsibilities (Bruton et al., 2010; Massi et al., 2021). Organizations seeking social acceptance must manage various institutional pressures, such as regulatory standards and societal expectations (Bruton et al., 2010). Since higher education institutions are considered as central social organizations that help develop the future leaders, they increasingly face societal expectations regarding their CSR contributions. For instance, they are increasingly expected to take responsibility for the wider impacts of their operations and to collaborate with stakeholders on environmental and social challenges (Madzik et al., 2018). By conforming to societal norms through the delivery of high-quality services and engaging in socially responsible practices such as CSR, universities can achieve legitimacy (Amani, 2024). This legitimacy enables universities to fulfill their duties while gaining support from both internal and external stakeholders (Massi et al., 2021).

While both commercial firms and higher education institutions benefit from their CSR efforts, the nature of these rewards differs. Firms typically derive value through profitability and market share. In contrast, higher education institutions leverage CSR to realize their broader institutional missions and societal objectives. Huang and Do (2021) emphasize that CSR is not merely a business concept but is also highly relevant to educational institutions. Their findings highlight that ethical governance, community engagement, environmental stewardship, and social equity

enhance university performance across several dimensions, including student satisfaction, academic outcomes, retention, and the ability to secure partnerships and funding.

While global advancements have been made, business schools in Thailand have been slower to institutionalize sustainability across their entire academic programs (Pimpa, 2025). Consequently, there is an urgent necessity to embed sustainability within both the operations and the curricula of Thai business schools. This study contributes by uncovering which particular dimensions of CSR are most influential in gaining financial support from undergraduate business students, as demonstrated by their willingness to pay tuition fees.

### **Dimensions of Corporate Social Responsibility (CSR)**

CSR is a form of self-regulation adopted by organizations to ensure they remain aligned with broadly accepted ethical principles and standards of society (Ruiz & García, 2021). CSR is prevalent in academic literature. Social responsibility is not a new idea for the education sector, as it has long been an important part of the mission and values of higher education institutions (Lessa & Coelho, 2024). Academic research suggests that for students to navigate contemporary challenges effectively, business education must incorporate diverse dimensions of sustainability (Kioupi & Voulvoulis, 2020). Because universities are motivated to communicate a positive image to stakeholders, both internally and externally, in response to increasing competition (Atakan & Eker, 2007), CSR has been employed as a tool to create differentiation. Social responsibility efforts manifest through various institutional efforts, such as strengthening the institutional brand, improving relationships with stakeholders, engaging with the community, or promoting environmental awareness and conservation (Othman & Othman, 2014). Nevertheless, not all CSR efforts are perceived as equally important from students' perspectives.

Currently, research on CSR within university context remains limited (Jabbour Al Maalouf et al., 2025). Specifically, there is limited insights regarding students' perceptions of CSR and how higher education institutions are promoting these perceptions (Alonso-Almeida et al., 2015). Therefore, to address this gap in the literature, it is essential to examine how students prioritize diverse dimensions of CSR to align what students want with what higher education institutions offer and promote.

Higher education institutions have both internal and external stakeholders affected by their operations. Therefore, the current study adopts a holistic view and explores the importance of four personal CSR value dimensions that are relevant to both internal stakeholders (customer-

oriented and employee-oriented CSR) and external stakeholders (environmental-oriented and local community-oriented CSR) from the perspective of business school undergraduate students. The customers of higher education institutions are the students. Therefore, it is important for universities to consider the interests of students to attain legitimacy and social acceptance (Miotto et al., 2020). Employees are another important internal stakeholder for all organizations, especially organizations that provide services, such as business schools. Internal marketing is marketing aimed at an organization's employees, and it is essential since employee satisfaction and customer satisfaction are correlated (Kotler et al., 2022). Given the global challenges of climate change, environmental responsibility cannot be overlooked. Environmental responsibility focuses on an organization's efforts to minimize its adverse impacts on the environment by adopting sustainable practices, reducing its carbon footprint, and promoting eco-friendly products and processes (Jabbour Al Maalouf et al., 2025). In addition, the community is viewed as another important stakeholder in Asia (Kim & Moon, 2015), and universities possess the potential to develop innovative solutions for societal issues through collaboration with local communities (Blanco-González et al., 2021; Latif, 2018).

### **The Relationship between Personal CSR Values and Willingness to Pay**

Willingness to pay (WTP) for a market offering is the maximum price that a consumer is likely to pay for it (Miller et al., 2017). In marketing, WTP is employed as a proxy for the value of a market offering. WTP mirrors the behavioral intentions of consumers and is used by marketers as a metric to forecast product demand and establish effective pricing strategies (Yuen et al., 2016). Within this study, willingness to pay refers to the readiness of business school undergraduate students to pay tuition fees for their business education.

Research has revealed that young consumers reward an organization's CSR activities. Findings from Narayanan (2022) indicate that Generation Z consumers value social and environmental CSR, demonstrating a readiness to reward organizations that engage in these dimensions of CSR with a higher willingness to pay for their brands. In the university context, social responsibility efforts are also rewarded by students, the main stakeholders of the institution. For instance, Harrison et al. (2024) found that perceived altruism regarding university social responsibility campaigns can lead to a positive inclination to donate after graduation. Alumni who feel a connection to the CSR efforts of their institutions are more likely to remain engaged through donations, mentorship programs, and other forms of post-graduation support,

thereby magnifying the impact of the social responsibility initiatives of the higher education institution (Singh & Misra, 2021).

Through CSR initiatives, higher education institutions engage in societal marketing to communicate their ethical values. When these institutional values align with students' personal CSR values, value congruence occurs (Edwards & Cable, 2009). Grounded in the Value-Attitude-Behavior (VAB) hierarchy (Homer & Kahle, 1988), this alignment psychologically drives the students' behavioral intention to financially support the institutions. Consequently, the scope of this study focuses specifically on how students' personal CSR values directly influence their willingness to pay tuition fees. Building upon this theoretical framework, the current study tested the following four hypotheses:

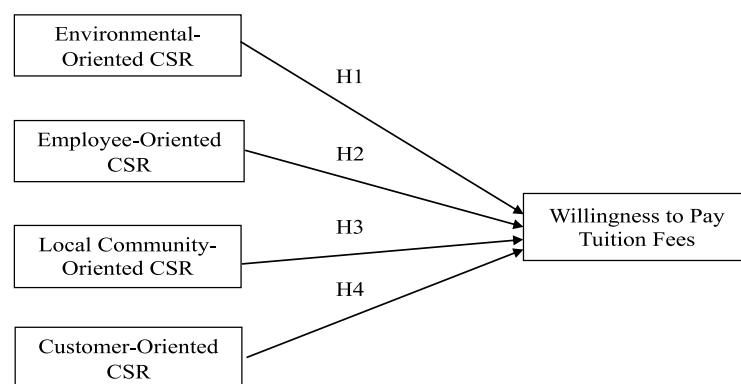
**H1:** There is a positive relationship between environmental-oriented CSR and willingness to pay tuition fees.

**H2:** There is a positive relationship between employee-oriented CSR and willingness to pay tuition fees.

**H3:** There is a positive relationship between local community-oriented CSR and willingness to pay tuition fees.

**H4:** There is a positive relationship between customer-oriented CSR and willingness to pay tuition fees.

Grounded in the Value-Attitude-Behavior (VAB) hierarchy, the conceptual framework (Figure 1) posits that students' personal CSR values serve as psychological drivers of their financial commitment to education. The framework illustrates the hypothesized direct relationships between the independent constructs (the four personal CSR value orientations) and the dependent construct (willingness to pay tuition fees).



**Figure 1** Conceptual Framework

## Research methodology

### Research Design

To address the research question of identifying which of the students' personal CSR values (environmental, employee, local community, and customer orientation) significantly influence their willingness to pay tuition fees to the business school, this study employed a quantitative research design. Data were collected via an online survey targeting undergraduate students in the Faculty of Business Administration at one public and one private university. In accordance with ethical protocols for human subject research, this study received formal approval from the Kasetsart University Research Ethics Committee and was granted a Certificate of Exemption (COE No. COE68/005).

### Sample and Data Collection

From February to April 2025, purposive sampling was used to collect data from business school undergraduates. As key stakeholders who are familiar with CSR practices through their academic curriculum, the student participants enable more informed responses. The selection of college students as research subjects is justified when they represent the specific population of interest (Peterson & Merunka, 2014) and represent a key target market (Megehee, 2009). The sampling frame comprised 562 undergraduates enrolled in six business courses across one public and one private Thai business school. Participation in the online survey was voluntary via a QR code linked to Google Forms displayed during class sessions. Of the 562 students enrolled in the authors' classes, 408 responded, yielding a 72.6% response rate. Of the 408 respondents, 51 were excluded as they did not pass the screening question requiring confirmation of their status as currently enrolled business school undergraduates. Consequently, a final sample of 357 responses was used for analysis.

To investigate the effect of personal CSR values on students' willingness to pay tuition fees to the business school via multiple regression analysis, the minimum required sample size was calculated using Green's (1991) formula:  $n \geq 50 + 8m$ , where  $n$  = sample size and  $m$  = number of independent variables. Given that this study examined four CSR value orientations, the calculated sample size was  $50 + (8 \times 4) = 82$ . The final sample size of 357 respondents exceeded this minimum sample size requirement, ensuring statistical adequacy for the regression model.

### **Survey Instrument**

A self-administered online questionnaire via Google Forms was used as the research instrument for this study. To reach the targeted respondents, a screening question was included in the first section of the questionnaire to verify that participants were current business school undergraduate students. If the participants passed the screener question, they were directed to the main section of the questionnaire. Otherwise, the survey was terminated. The main section of the questionnaire operationalized students' four personal CSR value orientations by measuring their perceptions of the importance of the following organizational CSR dimensions: environmental, employee, local community, and customer-oriented CSR. In addition, participants were asked about their willingness to pay tuition fees to their business school. In the final section of the questionnaire, participants were asked to provide their demographic information.

The questionnaire was available in two languages, English and Thai, to accommodate both international and Thai students. To ensure the consistency of meaning across the two versions of the questionnaire, a back-translation of the Thai questionnaire into English was conducted by an independent researcher. No formal pilot testing of the questionnaire was conducted, as the study utilized established scales with minimal contextual adaptation. To minimize order bias, the main section of the Google Form was organized into distinct sections for each construct, with the items within each section automatically shuffled. Finally, all questions were marked as mandatory to ensure that only complete responses were recorded for subsequent data analysis.

### **Measurements**

To measure the personal CSR values of students, the 24-item CSR practices scale developed by Lechuga Sancho et al. (2021) was utilized. This study operationalized personal CSR values by measuring students' perceived importance of four dimensions of CSR practices, as importance ratings are widely used in research to assess value attribution. For instance, in the seminal work of Schwartz (1994), values were measured by asking respondents to rate items on an importance scale as 'guiding principles' in their lives. In the context of CSR, Teixeira et al. (2026) examined Portuguese consumers' evaluations of specific CSR practices considered important in the agri-food sector. The study revealed that they value both environmental/ethical and social dimensions equally. Because values are general beliefs regarding the importance of normatively desirable behaviors or end states (Edwards & Cable, 2009), rating the importance of CSR activities reflects students' underlying personal CSR values. For the 'Willingness to Pay Tuition Fees'

construct, four items originally developed by Krah and Mertens (2023) were adapted by changing the scale's context from 'citizens' willingness to pay local taxes and fees' to 'students' willingness to pay tuition fees.'

To measure the 'perceived importance of CSR activities implemented by firms', respondents were asked to what extent they believed each CSR activity was important, where 1 = 'not at all important', 2 = 'slightly important', 3 = 'moderately important', 4 = 'very important', and 5 = 'extremely important'. With regards to 'Willingness to Pay Tuition Fees' construct, all items were measured using 5-point Likert scales. The respondents were asked about the extent of their agreement with the statements, where 1 = 'strongly disagree', 2 = 'disagree', 3 = 'neither disagree or agree (indifferent)', 4 = 'agree', and 5 = 'strongly agree.' The items used for each construct in this study are presented in Table 1.

**Table 1** Constructs and Measurement Items

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal CSR Values</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Question:</b> How much importance would you give to the following CSR activities implemented by firms?                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <i>Environmental-Oriented CSR (9 items)</i><br>Minimize the environmental impact of your business activities.<br>Design products and packaging that can be reused, repaired or recycled.<br>Go voluntarily beyond legal environmental regulations.<br>Regularly conduct environmental audits.<br>Reuse and recycle materials.<br>Adopt measures for ecological design in products and services.<br>Implement programmes for the use of alternative energy.<br>Implement programmes to reduce water consumption.<br>Make energy-saving investments. |
| <i>Employee-Oriented CSR (6 items)</i><br>Employees' interests are taken into account in company decision-making.<br>Support employees who wish to continue or upgrade their education/training.<br>Help the employees find a suitable work/life balance (flexible working hours).<br>Recognize the importance of stable employment for your employees and society (in the local area).<br>Develop/implement regular training programmes.<br>Assess employees' work/labour environment on a regular basis.                                         |
| <i>Local Community-Oriented CSR (5 items)</i><br>Incorporate/include local community interests in company decision-making.<br>Support sports or cultural activities in the local community.<br>Maintain clear relations with local government authorities.                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal CSR Values</b><br><b>Question:</b> How much importance would you give to the following CSR activities implemented by firms?                                                                                                                                                      |
| The business considers itself to be part of the local community, and therefore, cares about its development/local impact or the improvement of the local infrastructure.<br>Support programmes for the disadvantaged.                                                                        |
| <i>Customer-Oriented CSR (4 items)</i><br>Meet commitments with quality and a fair price.<br>Inform customers about the proper use of their products and warnings of potential risks.<br>Take measures to prevent customer complaints.<br>Respond to customer complaints or inquiries.       |
| <b>Willingness to Pay Tuition Fees</b><br><b>Question</b> To what extent do you agree or disagree with the following statements about your willingness to pay tuition fees to your business school?                                                                                          |
| <i>Willingness to Pay Tuition Fees (4 Items)</i><br>I always pay the tuition fees on time.<br>I always pay the tuition fees without any hesitation.<br>I always see the tuition fees as reasonable.<br>I believe that the tuition fees are commensurate with the education services offered. |

## Data Analysis

IBM SPSS Statistics Version 22 was employed for data analysis. Cronbach's alpha coefficients were calculated to assess the internal consistency of the constructs, while potential common method bias was addressed via Harman's single-factor test. Subsequently, descriptive statistics were utilized to summarize the respondents' profiles, assess the normality of the constructs, and calculate the mean scores of the constructs in this study. Finally, the four hypotheses were tested using multiple regression analysis to evaluate the influence of the four CSR value orientations - environmental, employee, local community, and customer-oriented - on students' willingness to pay tuition fees.

## Results

### Participant Profile

The majority of the participants in the current study were females (68%), with an average age of 20.95 years. The sample consisted of students from seven different business majors, with 38% specializing in marketing. Financially, 73.7% of respondents reported a monthly income of less than THB 15,000.

### Assessment of Reliability of Measurements, Common Method Bias, and Multicollinearity

Cronbach's alpha coefficients were calculated to evaluate the internal consistency of the constructs with multiple test items, specifically environmental, employee, local community, and customer-oriented CSR values, as well as willingness to pay tuition fees. The analysis showed that the alpha coefficient values for all constructs ranged from .79 to .93. These results exceed the accepted threshold of .7 (Nunnally, 1978), confirming that the scales used for measurements in the current study possess a satisfactory level of reliability. The Cronbach's alpha values for each construct are provided in Table 2.

**Table 2** Cronbach's Alpha Coefficient Values

| Constructs (Number of Items)              | Cronbach's Alpha |
|-------------------------------------------|------------------|
| Environmental-Oriented CSR (9 items)      | .93              |
| Employee-Oriented CSR (6 items)           | .90              |
| Local Community-Oriented CSR (5 items)    | .87              |
| Customer-Oriented CSR (4 items)           | .87              |
| Willingness to Pay Tuition Fees (4 items) | .79              |

In this study, data were collected from a single source: business school undergraduate students. Therefore, the potential for common method bias was evaluated using Harman's Single Factor Test to assess if any single factor would account for the majority of the variance. The analysis revealed that the first factor accounted for 52.7% of the variance - slightly above the 50% threshold. This result could stem from the high conceptual overlap among the four CSR orientations perceived by the homogeneous sample of business school undergraduates.

To further validate the appropriateness of the data for subsequent multiple regression analysis, the Durbin-Watson statistic was calculated to ensure the independence of residuals. Additionally, multicollinearity was assessed using the Variance Inflation Factor (VIF) and Tolerance values. As shown in the multiple regression analysis results (see Table 4), the Durbin-Watson statistic value of 1.74 falls within the acceptable range of 1.5 to 2.5, indicating that the residuals are independent with no detected correlations (Azami et al., 2020). The VIF values ranged from 4.53 to 5.65, while the tolerance values ranged from .18 to .22. It is accepted that any Variance Inflation Factor (VIF) surpassing 10 and a Tolerance value lower than .10 indicate a substantial multicollinearity issue (Kyriazos & Poga, 2023). All values in this study remain within the accepted thresholds. Thus, the data are deemed appropriate for multiple regression analysis. While the VIF values fall below the accepted threshold of 10, they indicate moderate multicollinearity, suggesting a shared conceptual foundation among the four personal CSR value dimensions. The implications of this conceptual overlap are addressed in the Discussion section.

### Descriptive Statistics

Prior to testing the four hypotheses, skewness (ranging from -1.74 to -1.02) and kurtosis (ranging from 0.63 to 3.85) values were computed to evaluate data normality. The results are shown in Table 3. Despite some skewness and kurtosis values surpassing the recommended range of -1 and +1 (Hair et al., 2010), they are considered acceptable for a large sample size of 357. According to Hair et al. (2010), skewness up to 2.00 and kurtosis up to 7.00 in large samples do not compromise the subsequent multiple regression analysis.

**Table 3** Skewness and Kurtosis of Constructs

| Construct                             | N   | Min  | Max  | Mean | SD   | Skewness | SE<br>(Skewness) | Kurtosis | SE<br>(Kurtosis) |
|---------------------------------------|-----|------|------|------|------|----------|------------------|----------|------------------|
| Environmental-<br>Oriented CSR        | 357 | 2.11 | 5.00 | 4.45 | 0.60 | -1.04    | 0.13             | 0.63     | 0.26             |
| Employee-<br>Oriented CSR             | 357 | 1.67 | 5.00 | 4.54 | 0.59 | -1.50    | 0.13             | 2.34     | 0.26             |
| Local<br>Community-<br>Oriented CSR   | 357 | 1.80 | 5.00 | 4.50 | 0.59 | -1.29    | 0.13             | 1.43     | 0.26             |
| Customer-<br>Oriented CSR             | 357 | 1.25 | 5.00 | 4.59 | 0.58 | -1.74    | 0.13             | 3.85     | 0.26             |
| Willingness to<br>Pay Tuition<br>Fees | 357 | 1.25 | 5.00 | 4.28 | 0.71 | -1.02    | 0.13             | 0.91     | 0.26             |

## Test of Hypotheses

To test the four hypotheses of the current study and investigate the impact of personal CSR values on willingness to pay tuition fees, the following model was run using multiple regression analysis:

$$\text{Willingness to Pay Tuition Fees} = \alpha + \beta_1 (\text{Environment-Oriented CSR}) + \beta_2 (\text{Employee-Oriented CSR}) + \beta_3 (\text{Local Community-Oriented CSR}) + \beta_4 (\text{Customer-Oriented CSR}) + e$$

The results of the multiple regression analysis are presented in Table 4.

**Table 4** Multiple Regression Results

| Predictors                                                                              | Unstandardized Coefficients |            | Standardized Coefficients | <i>t</i> | Sig.    | Collinearity Statistics |      |
|-----------------------------------------------------------------------------------------|-----------------------------|------------|---------------------------|----------|---------|-------------------------|------|
|                                                                                         | <i>B</i>                    | Std. Error | $\beta$                   |          |         | Tolerance               | VIF  |
| Constant                                                                                | 1.00                        | 0.26       |                           | 3.91     | < .001* |                         |      |
| Environmental-Oriented CSR                                                              | 0.20                        | 0.12       | .17                       | 1.67     | .096    | .18                     | 5.51 |
| Employee-Oriented CSR                                                                   | 0.27                        | 0.13       | .22                       | 2.13     | .034*   | .18                     | 5.65 |
| Local Community-Oriented CSR                                                            | 0.25                        | 0.12       | .21                       | 2.06     | .040*   | .19                     | 5.26 |
| Customer-Oriented CSR                                                                   | 0.01                        | 0.11       | .01                       | 0.11     | .912    | .22                     | 4.53 |
| Durbin-Watson = 1.74, $R^2 = .33$ , Adjusted $R^2 = .33$ , ( $F = 44.01$ , $p < .001$ ) |                             |            |                           |          |         |                         |      |
| * $p < .05$ , significant at 95% confidence level                                       |                             |            |                           |          |         |                         |      |

The adjusted  $R^2$  for the model is .33, meaning that approximately 33% of the variance in the dependent variable (willingness to pay tuition fees) is explained by the independent variables (personal CSR value orientations). The regression model is statistically significant ( $F$ -value = 44.01,  $p < .001$ ), demonstrating that the distinct personal CSR value orientations collectively have a significant relationship with the willingness to pay tuition fees. The  $\beta$  coefficients explain the degree to which the independent variables (environmental, employee, local community, and customer-oriented CSR) affect the dependent variable (willingness to pay tuition fees). The regression results show that at a 95% confidence level, employee-oriented CSR ( $\beta = .22$ ,  $p < .05$ ) and local community-oriented CSR ( $\beta = .21$ ,  $p < .05$ ) have significant positive influences on business school undergraduate students' willingness to pay tuition fees, with employee-oriented CSR exerting a slightly stronger impact. Meanwhile, environmental-oriented CSR and customer-oriented CSR do not significantly influence the willingness to pay tuition fees.

Table 5 presents a summary of the tests of hypotheses.

**Table 5: Results of Hypotheses Tests**

| Hypotheses                                                                                                     | Results |
|----------------------------------------------------------------------------------------------------------------|---------|
| H1: There is a positive relationship between environmental-oriented CSR and willingness to pay tuition fees.   | Reject  |
| H2: There is a positive relationship between employee-oriented CSR and willingness to pay tuition fees.        | Accept  |
| H3: There is a positive relationship between local community-oriented CSR and willingness to pay tuition fees. | Accept  |
| H4: There is a positive relationship between customer-oriented CSR and willingness to pay tuition fees.        | Reject  |

## Conclusion

The findings of this study reveal that employee-oriented personal CSR value ( $\beta = .22$ ,  $p < .05$ ) and local community-oriented personal CSR value ( $\beta = .21$ ,  $p < .05$ ) drive undergraduates' willingness to pay tuition fees to their business schools. Practically, business school managers should prioritize resources towards 'human-oriented' CSR - extending beyond immediate student stakeholders - over 'environmental' CSR.

Theoretically, these findings extend the Value-Attitude-Behavior (VAB) hierarchy by demonstrating that values can bypass attitudinal mediators and directly influence behavioral intention in the high involvement contexts, such as education.

Furthermore, the findings extend the Service-Profit Chain concept by revealing a direct relationship between internal marketing and customers' financial commitment even in the absence of perceived service quality. This indicates that customers reward organizations for employee welfare independently of perceived service quality.

Finally, this study extends the Societal Marketing literature for higher education by identifying that CSR efforts function as either 'hygiene factors' that students expect but do not reward or 'motivators' that actively drive financial commitment.

## Discussion

The findings of the current study provide empirical evidence supporting the Value-Attitude-Behavior (VAB) hierarchy while offering a perspective on how contextual factors impact its operation. By adopting a parsimonious approach that examines the direct influence of personal

CSR values on willingness to pay tuition fees, this study bypassed the mediating role of attitudes in the VAB hierarchy, consistent with models seeking a first approximation (Thøgersen & Ölander, 2002). The findings confirm a significant direct influence of personal CSR values on willingness to pay tuition fees. The variance explained (adjusted  $R^2 = .33$ ) suggests that in the context of CSR, an issue of high importance for business students, the traditional value-behavior gap is narrowed. This implies that CSR values serve as direct behavioral intention predictors, bypassing the standard hierarchical VAB process. In this study conducted in Thailand, while students place high value on all four CSR dimensions, including customer-oriented and environmental-oriented CSR ( $M_s = 4.59$  and  $4.45$  respectively), only employee-oriented and local community-oriented CSR positively influence their willingness to pay tuition fees. This suggests that the VAB process may be somewhat impacted by the social and cultural context. In this study, students' willingness to pay tuition fees is influenced by human-oriented CSR values and not by environmental-oriented CSR value, which could potentially be perceived as more abstract. This could be explained by the high power distance within the Thai education landscape, where students treat lecturers and staff with respect. Thailand scores 64 on the Hofstede's 'Power Distance' dimension (The Culture Factor, 2026). Thailand is also a collectivist society, scoring only 19 on Hofstede's 'Individualism' dimension (The Culture Factor, 2026). These particular cultural dimensions could potentially explain why employee-oriented and local community-oriented CSR values drive students' willingness to pay tuition fees. The findings of this study extend the VAB hierarchy by revealing that the conversion of values into behavioral intention is contingent upon context.

Additionally, the results of this study empirically support the Service-Profit Chain concept but shifts the application of the concept from an organizational perspective to a customer-centric perspective. The service-profit chain concept explains that doing internal marketing with employees leads to better service to end customers, which ultimately contributes to organizational profit. This study suggests that customers value the service providers for their own sake, reflected by a willingness to provide financial support to an institution that treats its employees well, even in the absence of perceived service quality. Thus, internal marketing not only indirectly contributes to profit through service delivery but acts as a direct driver of customer financial commitment. The findings of this study extend the Service-Profit Chain concept by uncovering a direct ethical link between internal marketing and customers' financial commitment, suggesting that customers reward an organization for employee welfare independently of perceived service quality.

Furthermore, this study supports Societal Marketing for higher education institutions but refines the concept by suggesting that not all CSR efforts are rewarded equally. Customer-oriented CSR acts as a hygiene factor - something that students value but do not reward with willingness to pay tuition fees. In contrast, employee-oriented and community-oriented CSR act as motivators that allow universities to move beyond a 'me-too' societal marketing approach and create a differentiated competitive positioning. The insights from this study extend the literature on Societal Marketing for higher education by identifying that CSR efforts function as either hygiene factors that students expect or motivators that drive their financial commitment.

The moderate multicollinearity detected in this study (VIF = 4.53–5.65) indicates that students perceive the four personal CSR value dimensions as interrelated facets of higher education institutions' responsibility towards their stakeholders. However, the significant predictive power of employee-oriented and local community-oriented CSR values on students' willingness to pay tuition fees suggests that 'social CSR' is prioritized over 'environmental' and 'customer-oriented' CSR when determining willingness to pay.

From a practical perspective, the insights from the current study provide an answer to the question of whether higher education institutions should embrace societal marketing. The recommendation is definitely 'yes' as students, the main stakeholders of the institution, clearly reward such engagement with their financial commitment, as demonstrated by their willingness to pay tuition fees. With an adjusted  $R^2$  of .33, the multiple regression model explains that almost a third of the variance in students' willingness to pay tuition fees is driven by their CSR value orientations.

However, not all good deeds performed by the universities are equally rewarded with students' financial commitment. Among the four CSR value orientations, employee-oriented CSR is the dominant predictor of willingness to pay tuition fees ( $\beta = .22, p < .05$ ). The implication for university administrators is to engage in internal marketing, treating the employees as the organization's customers (Kotler et al., 2022). The Service-Profit Chain concept explains that internal marketing is an important driver of organizational profit as fostering employee satisfaction translates into higher customer perceived value (Kotler et al., 2022). When students observe the university valuing its lecturers and staff, they are more willing to justify their tuition fees as a form of moral support. Within this study, local community-oriented CSR emerges as another significant driver of students' willingness to pay tuition fees ( $\beta = .21, p < .05$ ). This implies that students

view their tuition fees not just as a payment for a degree, but as an endorsement for an institution whose mission aligns with communal interests.

Student insights from this study reveal that environmental and customer-oriented personal CSR values are not significant in driving students' willingness to pay tuition fees. For Thai business undergraduate students, customer-oriented CSR is likely viewed as a basic requirement of any service organization, while environmental CSR efforts, though positive, may feel more distant than the immediate human-oriented CSR they witness directly on campus and in the local community. The findings are consistent with prior research, which detected an environmental value-behavior gap among Generation Z (Sony et al., 2025)

To sum up, while customer-oriented CSR and environmental-oriented CSR are perceived as important by business school undergraduate-level students, they do not impact students' willingness to pay tuition fees. Therefore, universities should prioritize their CSR efforts to focus on people, both inside the university setting and outside. By embedding a purposeful social commitment into their institutional DNA and mission statements, universities can leverage their societal marketing efforts to create a differentiated competitive advantage. The insights from the current study encourage higher education institutions to transcend 'me-too' branding as 'education service providers' and unwaveringly position themselves as "social institutions with a clear public responsibility" (Dyllick, 2015, p. 30).

### **Limitations and Future Research**

This study applied the CSR scale validated for Spanish SMEs (Lechuga Sancho et al., 2021) to a population of Thai undergraduate business students. Although Cronbach's alpha confirmed high reliability, future research should conduct Confirmatory Factor Analysis (CFA) to assess construct validity across diverse cultural and demographic contexts. The lack of formal pilot testing of the questionnaire is acknowledged as a limitation of this study, despite the use of established scales. In addition, the use of purposive sampling among undergraduate business students at one public and one private university may limit the extent to which the findings can be generalized. Within this study, the Harman's single-factor test reveals that the first factor accounts for 52.7% of the variance. This slightly exceeds the 50% threshold and indicates a potential risk of common method bias, implying that the observed relationships between personal CSR values and willingness to pay tuition fees may be somewhat inflated. To enhance the robustness of the results, future research should mitigate common method bias by utilizing

multiple data sources, implementing time-lagged data collection for each construct, or applying statistical controls like marker variable technique. In addition, the regression model in this study did not account for potential demographic control variables, such as gender, age, income, academic major, and institution type (public vs. private). Future research could incorporate these demographic variables to determine if they moderate the relationship between personal CSR values and willingness to pay tuition fees.

Within this study, Hofstede's individual cultural dimensions were not measured. Future research studies can include these variables to verify if the prioritization of human-oriented CSR is driven by specific cultural dimensions, such as Power Distance or Collectivism. Future research could also replicate this study across diverse cultures.

While employee and local community-oriented CSR are found to be the primary drivers of willingness to pay tuition fees, the specific CSR activities within these dimensions remain unexplored. Future qualitative research studies could attempt to identify which particular CSR initiatives exert strong influence on financial commitment.

Expanding the participant scope to include other stakeholders, including alumni, parents, or employers would also inform a more holistic view of the university's CSR value positioning strategy.

## References

- Alonso-Almeida, M. D. M., Fernandez de Navarrete, F. C., & Rodriguez-Pomeda, J. (2015). Corporate social responsibility perception in business students as future managers: A multifactorial analysis. *Business Ethics: A European Review*, 24(1), 1-17. <https://doi.org/10.1111/beer.12060>
- Amani, D. (2024). Winning the battle in the mind: Modelling the nexus between university corporate social responsibility and university brand positioning in the higher education sector. *Cogent Education*, 11(1), Article 2356428. <https://doi.org/10.1080/2331186X.2024.2356428>
- Asemah, E. S., Okpanachi, R. A., & Olumuji, E. P. (2013). Universities and corporate social responsibility performance: An implosion of the reality. *African Research Review*, 7(4), 195-224. <https://doi.org/10.4314/afrrrev.v7i4.12>

- Atakan, M. G. S. & Eker, T. (2007). Corporate identity of a socially responsible university: A case from the Turkish higher education sector. *Journal of Business Ethics*, 76(1), 55-68.  
<https://doi.org/10.1007/s10551-006-9274-3>
- Azami, M., Sharifi, H., & Alvandpur, S. (2020). Evaluating the relationship between information literacy and evidence-based nursing and their impact on knowledge and attitude of nurses working in hospitals affiliated to Kerman University of Medical Sciences on medication errors. *Journal of family medicine and primary care*, 9(8), 4097-4106.  
[https://doi.org/10.4103/jfmpc.jfmpc\\_5\\_20](https://doi.org/10.4103/jfmpc.jfmpc_5_20)
- Blanco-González, A., Del-Castillo-Feito, C., & Miotto, G. (2021). The influence of business ethics and community outreach on faculty engagement: The mediating effect of legitimacy in higher education. *European Journal of Management and Business Economics*, 30(3), 281-298. <https://doi.org/10.1108/EJMBE-07-2020-0182>
- Bruton, G. D., Ahlstrom, D., & Li, H. (2010). Institutional theory and entrepreneurship: Where are we now and where do we need to move in the future? *Entrepreneurship Theory and Practice*, 34(3), 421-440. <https://doi.org/10.1111/j.1540-6520.2010.0039>
- The Culture Factor Group. (n.d.). *Country comparison: Thailand*.  
<https://www.theculturefactor.com/country-comparison-tool?countries=thailand>
- Dyllick, T. (2015). Responsible management education for a sustainable world: The challenges for business schools. *The Journal of Management Development*, 34(1), 16-33.  
<https://doi.org/10.1108/JMD-02-2013-0022>
- Edwards, J. R., & Cable, D. M. (2009). The value of value congruence. *Journal of Applied Psychology*, 94(3), 654-677. <https://doi.org/10.1037/a0014891>
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention and behaviour: An introduction to theory and research*. Addison-Wesley.
- Green, S. B. (1991). How many subjects does it take to do a regression analysis. *Multivariate Behavioral Research*, 26(3), 499-510. [https://doi.org/10.1207/s15327906mbr2603\\_7](https://doi.org/10.1207/s15327906mbr2603_7)
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Pearson.
- Harkavy, I. (2006). The role of universities in advancing citizenship and social justice in the 21st century. *Education, Citizenship and Social Justice*, 1(1), 5-37.  
<https://doi.org/10.1177/1746197906060711>

- Harrison, V., Morehouse, J., & Boatwright, B. (2024). The student as stakeholder: how the altruism of university social responsibility (USR) campaigns impacts student relationships. *Journal of Communication Management*, 28(3), 498-516. <https://doi.org/10.1108/JCOM-06-2023-0067>
- Homer, P. M., & Kahle, L. R. (1988). A structural equation test of the value-attitude-behavior hierarchy. *Journal of Personality and Social Psychology*, 54(4), 638-646. <https://doi.org/10.1037/0022-3514.54.4.638>
- Huang, Y.F., & Do, M. H. (2021). Review of empirical research on university social responsibility. *International Journal of Educational Management*, 35(3), 549–563. <https://doi.org/10.1108/IJEM-10-2020-0449>
- Jabbour Al Maalouf, N., Saleh, L., Eid, M., & Shaaban, D. (2025). The impact of corporate social responsibility on student engagement in sports activities in universities. *Society and Business Review*, 20(3), 647-672. <https://doi.org/10.1108/SBR-11-2024-0361>
- Kim, R. C., & Moon, J. (2015). Dynamics of corporate social responsibility in Asia: Knowledge and norms. *Asian Business & Management*, 14(5), 349–382. <https://doi.org/10.1057/abm.2015.15>
- Kioupi, V., & Voulvoulis, N. (2020). Sustainable Development Goals (SDGs): Assessing the contribution of higher education programmes. *Sustainability*, 12(17), Article 6701. <https://doi.org/10.3390/su12176701>
- Kotler, P., Armstrong, G., & Balasubramanian, S. (2023). *Principles of marketing* (19th ed.). Pearson.
- Kotler, P., Bowen, J. T., & Baloglu, S. (2022). *Marketing for hospitality and tourism* (8th ed., Global ed.). Pearson.
- Krah, R., & Mertens, G. (2023). Financial transparency, trust and willingness to pay in local governments of sub-Saharan Africa. *Journal of Public Budgeting, Accounting & Financial Management*, 35(6), 100-120. <https://doi.org/10.1108/JPBAFM-06-2022-0110>
- Kyriazos, T., & Poga, M. (2023). Dealing with multicollinearity in factor analysis: the problem, detections, and solutions. *Open Journal of Statistics*, 13(3), 404-424. <https://doi.org/10.4236/ojs.2023.133020>
- Latif, K. F. (2018). The development and validation of stakeholder-based scale for measuring university social responsibility (USR). *Social Indicators Research*, 140(2), 511-547. <https://doi.org/10.1007/s11205-017-1794-y>

- Lechuga Sancho, M. P., Larrán Jorge, M., & Herrera Madueño, J. (2021). Design and validation of an instrument of measurement for corporate social responsibility practices in small and medium enterprises. *Social Responsibility Journal*, 17(8), 1150-1174.  
<https://doi.org/10.1108/SRJ-09-2017-0175>
- Lessa, C., & Coelho, A. (2024). The impact of social responsibility on students' perceptions in higher education institutions: A theoretical synthesis of recent research and bibliometric analysis. *Journal of Nonprofit & Public Sector Marketing*, 36(5), 751-778.  
<https://doi.org/10.1080/10495142.2024.2337648>
- Madzik, P., Budaj, P., & Chocholáková, A. (2018). Practical experiences with the application of corporate social responsibility principles in a higher education environment. *Sustainability*, 10(6), Article 1736. <https://doi.org/10.3390/su10061736>
- Massi, M., Rod, M., & Corsaro, D. (2021). Is co-created value the only legitimate value? An institutional-theory perspective on business interaction in B2B-marketing systems. *Journal of Business & Industrial Marketing*, 36(2), 337-354. <https://doi.org/10.1108/JBIM-01-2020-0029>
- Megehee, C. M. (2009). Advertising time expansion, compression, and cognitive processing influences on consumer acceptance of message and brand. *Journal of Business Research*, 62(4), 420–431. <https://doi.org/10.1016/j.jbusres.2008.01.019>
- Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2), 340-363. <https://doi.org/10.1086/226550>
- Milfont, T. L., Duckitt, J., & Wagner, C. (2010). A cross-cultural test of the value–attitude–behavior hierarchy. *Journal of Applied Social Psychology*, 40(11), 2791-2813.  
<https://doi.org/10.1111/j.1559-1816.2010.00681.x>
- Miller, S., Tait, P., Saunders, C., Dalziel, P., Rutherford, P., & Abell, W. (2017). Estimation of consumer willingness-to-pay for social responsibility in fruit and vegetable products: A cross-country comparison using a choice experiment. *Journal of Consumer Behaviour*, 16(6), Article e13-e25. <https://doi.org/10.1002/cb.1650>
- Miotto, G., Del-Castillo-Feito, C., & Blanco-González, A. (2020). Reputation and legitimacy: Key factors for Higher Education Institutions' sustained competitive advantage. *Journal of Business Research*, 112, 342-353. <https://doi.org/10.1016/j.jbusres.2019.11.076>

- Narayanan, S. (2022). Does Generation Z value and reward corporate social responsibility practices? *Journal of Marketing Management*, 38(9-10), 903-937.  
<https://doi.org/10.1080/0267257X.2022.2070654>
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). McGraw-Hill.
- Othman, R., & Othman, R. (2014). Higher education institutions and social performance: Evidence from public and private universities. *International Journal of Business and Society*, 15(1), 1-18.
- Peterson, R. A., & Merunka, D. R. (2014). Convenience samples of college students and research reproducibility. *Journal of Business Research*, 67(5), 1035–1041.  
<https://doi.org/10.1016/j.jbusres.2013.08.010>
- Pimpa, N. (2025). Redefine climate change education in the Thai business schools. *Cogent Education*, 12(1), Article 2588015. <https://doi.org/10.1080/2331186X.2025.2588015>
- Purpose on the Planet. (2025). *Earth Day & Earth Overshoot Day*.  
<https://purposeontheplanet.org/earth-day-earth-overshoot-day/>
- Ramsden, P. (2008). The future of higher education teaching and the student experience. Department for Innovation, Universities and Skills.  
<http://webarchive.nationalarchives.gov.uk/20121212135622/http://www.bis.gov.uk/assets/BISCore/corporate/docs/H/he-debate-ramsdn.pdf>
- Ruiz, B., & García, J. A. (2021). Analyzing the relationship between CSR and reputation in the banking sector. *Journal of Retailing and Consumer Services*, 61, Article 102552.  
<https://doi.org/10.1016/j.jretconser.2021.102552>
- Santos, G., Marques, C. S., Justino, E., & Mendes, L. (2020). Understanding social responsibility's influence on service quality and student satisfaction in higher education. *Journal of Cleaner Production*, 256, Article 120597. <https://doi.org/10.1016/j.jclepro.2020.120597>
- Schwartz, S. H. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues*, 50(4), 19–45. <https://doi.org/10.1111/j.1540-4560.1994.tb01196.x>
- Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. Online readings in *Psychology and Culture*, 2(1), Article 11. <https://doi.org/10.9707/2307-0919.1116>
- Singh, K., & Misra, M. (2021). The evolving path of CSR: Toward business and society relationship. *Journal of Economic and Administrative Sciences Ahead-Of-Print*, 38(2), 304-332.  
<https://doi.org/10.1108/JEAS-04-2020-0052>

- Sony, A., Suwannarat, P., & Shinnaranantan, N. (2025). The influence of COVID-19 fear on Generation Z's environmental lifestyle behavior: A mediation analysis. *Journal of Management Science, Ubon Ratchathani University*, 14(3), 166-189.
- Teixeira, F. G., Marta-Costa, A., Paço, A., Vacas de Carvalho, L., & Veiga, P. M. (2026). Portuguese consumers' perceptions of the agri-food sector's social responsibility policies. *Management Research: The Journal of the Iberoamerican Academy of Management*. Advance online publication. <https://doi.org/10.1108/MRJIAM-05-2025-1733>.
- Thøgersen, J., & Ölander, F. (2002). Human values and the emergence of a sustainable consumption pattern: A panel study. *Journal of Environmental Psychology*, 22(4), 605–630. <https://doi.org/10.1006/jevp.2002.0538>
- White, M. (2018). Student partnership, trust and authority in universities. *Educational Philosophy and Theory*, 50(2), 163-173. <https://doi.org/10.1080/00131857.2016.1153451>
- Yuen, K. F., Thai, V. V., & Wong, Y. D. (2016). Are customers willing to pay for corporate social responsibility? a study of individual-specific mediators. *Total Quality Management and Business Excellence*, 27(7-8), 912-926. <https://doi.org/10.1080/14783363.2016.1187992>
- Žalėnienė, I., & Pereira, P. (2021). Higher education for sustainability: A global perspective. *Geography and Sustainability*, 2(2), 99-106. <https://doi.org/10.1016/j.geosus.2021.05.001>