**A Conceptual Paper on Students Satisfaction Towards USR and Instruments for Questionnaire.**

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| **Abstract** |
| *The issue of University Social Responsibility (USR) is currently evolving. This fact demands the sensitivities of the universities to be responsible for responding to these social problems. The universal concept of social responsibility has been applied to companies, but every organization, including universities, must be socially responsible for society and the environment. In implementing the USR, the first step universities should take is to build awareness of the importance of having USR in these universities and establish an outstanding commitment to creating student satisfaction. The USR concept might have an impact on student satisfaction. This study's purpose is to identify practical strategies that universities can use in their social responsibility activities for the student's satisfaction.**Further research on USR is required. The outcomes of this study will be helpful to university policymakers and stakeholders. A conceptual framework has been developed to examine the impact of the USR on student satisfaction. Future studies can empirically test the concept based on our contribution to learning more about how USR affects student satisfaction.****Keywords:****University Social Responsibility; Students Satisfaction; Karabuk University.* |

**1. Introduction**

Social responsibility is becoming increasingly popular in small and large institutions in Turkey and worldwide. Charity, philanthropy, social-marketing programs, sponsorships, and other corporate social responsibilities (CSRs) are frequently used interchangeably. However, the above terms cannot be considered synonymous with the term under our consideration, USR. Furthermore, the following concepts can be found in the global scientific and business works of literature: "Business Ethics," "Corporate Social Policy," "Stakeholder Management," "Corporate Sustainability," "Socially Responsible Investment," and so on (Akhmetshin & Gayazova, 2017; Alhamad, A. M., Junoh, & Eneizan, 2019; Alhamad, Osman, Manaf, Abdullah, & AlShatnawi, 2015). Various universities are developing a variety of USR models (J. Ali et al., 2021; Larrán et al., 2018; Sánchez-Hernández & Mainardes, 2016), but these models have never been tested at Karabuk University,

Turkey. It is critical to empirically test and analyze the organizations that manage the USR elements, especially from students' perspectives (Vázquez et al., 2016; Faraj & Alhamad, 2022; Abd Alia & Alhamad, 2022; Alhamad, Junoh, & Salha, 2019; Akram et al., 2022).

 According to Goldstein, 2014, the scope of Social Responsibility as a concept has not been fully explored. Universities worldwide must embrace social responsibility as an inherent part of their operations and adapt their teaching methods, education, and training efforts accordingly (M. Ali et al., 2021). Finally, the study reviewed the relationships between USR and a Higher Education Institution's student satisfaction at Karabuk University, Turkey. This paper was adopted by (Gallardo-Vázquez et al., 2020) to identify relevant university practices on university students' satisfaction and participation in CSR activities.

**2. Literature Review and Proposition Development**

***2.1. University Social Responsibility***

Profits and nonprofit organizations have a social responsibility to the social and natural environment. Higher education institutions bear a social responsibility towards the community and the environment. Universities must undertake social responsibility activities to have a direct positive impact on societies. USR is a work to contend with in universities with varied aims since it is one of the techniques that higher education institutions can apply to promote a decent standing and ranking. USR, as CSR is in the business environment, is the higher education institution's responsibility to "work in a practical way founded on monetary, social, and ecological standards, to adjust the assorted interests of partners."

It is reasonable to assume that the USR is a social responsibility of the higher education institution and that it should be carried out to demonstrate concern for the environment and government assistance for the local areas and surrounding networks for the activities of the higher education institution. The practice followed by an educational establishment of higher learning in seeking options to accrue benefits while limiting natural impacts to aid in progress and sustained improvement that modifies benefits, the climate, and the local places. As a result, economic development concentrates on advantages and the climatic and governmental support of the surrounding networks (ALHAMA et al., 2023).

USR in Pakistan, as shown by (J. Ali et al., 2021), stated that people worldwide face a pandemic problem with COVID-19. USR research in Spain conducted by (Gallardo-Vázquez et al., 2020) reviews the newly revealed USR trend. With conditions of originality and value, this study emphasizes specific stakeholders, including university students (Larrán et al., 2018).

Vázquez et al. (2016) determine what factors influence college students' satisfaction when consuming educational services via USR. Overall, the perception of USR positively affects student satisfaction, which is partly mediated by an evaluation of the quality of university services. Service quality and customer satisfaction are highly correlated (Vásquez et al., 2015; Alhamad, A. M., Ahmed, E. R., Akyürek, M., & Baadhem, A. M. S., 2023). USR in Portugal was analyzed based on research results by collecting data from 903 high-education students. The findings validate this USR explanatory model and its impact on the quality of service and student satisfaction in higher education. Concerning the USR effect, the findings show that, from a student's perspective, USR contributes most directly to quality education via the cognitive impact of USR, which is related to research. The findings of this study also support those strategies aimed at promoting sustainable development, such as announcing responsible universities as antecedents of service quality and student satisfaction (Santos et al., 2020).

Brazil (Sánchez-Hernández & Mainardes, 2016) determined whether the University takes a perspective and involves students in its strategy to maximize its positive impact on society. A sample of 392 students in a Business Management course at universities yielded a positive result. Furthermore, internal social entrepreneurs at these universities emerged as change agents, ensuring the development of endogenous responsibilities.

***2.2. Students Satisfaction***

Student satisfaction in Germany was studied (Moosmayer & Siems 2012) by combining both perspectives to investigate the relationship between value-oriented education and student satisfaction—a survey of 191 business students at a German university. The United Kingdom (Poon, 2019) analyzed that teaching and learning-related factors significantly build student satisfaction in the UK environment. Other factors influencing student satisfaction that are statistically significant are assessment, feedback, and organization.

According to Jiewanto et al. (2012), the impact of SERVQUAL on WOM Intention is mediated by student satisfaction. Purposive sampling techniques were used to distribute the questionnaire to 140 students. The findings revealed that SERVQUAL had a positive impact on student satisfaction and the University's image, which in turn had a positive impact on WOM Intention. SERVQUAL and student satisfaction, on the other hand, hurt WOM's intentions. This study helps Universitas Pelita Harapan, Surabaya, and other private universities improve their SERVQUAL.

In Malaysia, student satisfaction was analyzed by (Mansor et al., 2012); data was collected via a questionnaire from 179 respondents at MARA University of Technology's Faculty of Office Management in Puncak Alam, Selangor. Pearson's Correlation Coefficient was used to test all hypothetical relationships. The findings revealed that the HSQM elements positively and significantly related to student satisfaction. The physical environment of the faculty, in particular, is the most essential factor that contributes to student satisfaction. In summary, to remain competitive in this global environment and increase student satisfaction, the University must improve the quality of its services.

Maamari and Majdalani (2019) analyzed student satisfaction in Lebanon involving 283 students using a self-reporting questionnaire. The findings revealed that the main factor that will improve students' emotional intelligence is not, as most scholars believe, teachers' emotional intelligence, but classroom interactions. Practical implications – This paper suggests that universities hire emotionally intelligent teachers who emphasize improving students' emotional intelligence. Colleges will improve their classroom situation by improving their students' satisfaction. Northern Nigeria (Abdullahi & Wan Yusoff, 2019) analyzes the effect of academic facilities based on students' experiences and satisfaction with physical and non-physical facilities. Building components, such as DV, consist of physical and non-physical building constructs related to the impact of facilities on student satisfaction, as in Nigerian universities.

In Pakistan (Bilal et al., 2021) analyzed the work engagement of college teachers to invest in a practical approach and instill student satisfaction and competence. This study looks at teachers' engagement as a predictor of student satisfaction. Refer to (Qazi et al., 2021) also analyzed student satisfaction in Pakistan. They used convenience sampling to collect data from 387 Pakistani students in higher education institutions. SmartPLS software was used to analyze the data. The findings show that social contributions, research and development, and university service quality significantly impact a university's reputation and student satisfaction. However, the environment, student guidance, and university trust significantly impact the University's reputation, whereas leadership and university heritage significantly impact student satisfaction.

In India (Chaudhary & Dey 2021) studied student satisfaction based on undergraduate students (n= 419) from four colleges affiliated with a university in Delhi, India. The study discovered that students' perception of academic service quality significantly impacts the sustainable practice of the University and student satisfaction. A survey instrument was developed based on FGD with teachers and students from the top ten private CBSE-affiliated schools in the National Capital Region of Delhi, India. Based on student satisfaction analysis, results showed that student engagement is stated as a significant predictor (Maini et al., 2021). According to Seeber and Horta (2021), students are more satisfied with their supervisor's relationship when they share similar research interests. They also discovered significant differences in satisfaction levels between disciplines and more satisfaction when the supervisor is heavily involved. Thus, USR is an essential antecedent of student satisfaction.

**3. Methodology**

***3.1. Sample and Data Collection***

This study's targeted population was students at Karabük University, Turkey, who were enrolled during the current academic year to provide homogeneity to data collection and subsequent analysis. It comprised Turkish and international students, amounting to 52,000 students, with 16 faculties, two institutes, five colleges, and nine vocational high schools, based on the statistics published by Karabük University (2022). It is a representative sample, collecting students from all the disciplines in degrees, master's, and doctorate students offered at the said University during that academic year. This way, there was a comprehensive representation of students in all the studies offered by the University.

***3.2. Measures***

This study used 20 measurement items to assess USR and student satisfaction, using past research measurement items adopted from Larrán Jorge et al., 2012a, 2012b, 2012c; Pérez et al., 2013; Vallaeys et al., 2009; Weber et al., 2004; and in evaluating it as Capelleras and Vergés (2001) analysis scales, including items adapted from Beerli Palace. More specifically, for the 20 measurement items selected, each item was 7-point scaled.

**4. DISCUSSION**

Literature findings collected from this study have provided exposure to the impact of the USR as the element in an increase in student satisfaction in the Karabuk University education sector. The USR measures methods for assessing their impact because of the diverse and varied nature of initiatives used to this end. Universities integrate education, research, and community services. Universities should shift their focus from supplemental projects to testing, especially student satisfaction. Findings on student satisfaction revealed that when the USR is combined with student satisfaction, students can maximize their good impact on society. In a university setting, the social responsibility aspect of Karabuk University, like other organizations, is that it must fulfill the satisfaction of students (Abdullahi & Wan Yusoff, 2019; Bilal et al., 2021; Jiewanto et al., 2012; Sánchez-Hernández & Mainardes, 2016). The studies under this theme aim to clarify the transition from CSR to USR by displaying the applied social responsibility system. Universities, in their capacity as small cities, contribute to environmental pollution through research and development activities. CSR is an ongoing moral position regarding the organization, market, and general public's attitudes (Tahmoures Hasan Gholipour, 2012). CSR is an auspicious subject for the University Karabuk as a Higher Education Institution, and they should invest in their short to long-term strategic plan.

The findings also suggest that students' participation summarizes student satisfaction, attitudes, and behavior toward social responsibility. The role of Karabuk University's USR is to promote the restoration of society's trust and link to demonstrate another type of organization capable and interests of society (J. Ali et al., 2021). Positively, a university, like any other organization, should be able to respond to societal responsibility. Students' perceptions of university social responsibility, of which only internal management has an impact (Santos et al., 2020; Vázquez et al., 2016; Vásquez et al., 2015). In some countries, such as Turkey, universities gain a competitive advantage through social responsibility activities (Vázquez et al., 2016; Vásquez et al., 2015; Sánchez-Hernández &Mainardes, 2016), and universities should be aware of the importance of USR. A university with a business school can potentially serve a region's economy. Karabuk University's Faculty of Business academic community has a role in increasing economic resources to carry out academic and social responsibility activities. The academic community of Karabuk University's Faculty of Business can encourage economic improvement activities, especially in the community around the campus. Students get satisfaction when mentoring plays a role in strengthening the sustainable environment of the Karabuk area. Strengthening the economic aspect can be done by studying the economic pattern of the community and the obstacles to community development. From these results, a form of strengthening the community's economic aspects was published as training to strengthen business combined with tourism and the creative economy of the Karabuk area.

**5. Implications**

If empirical evidence supports the stated prepositions, the importance of University Karabuk's Social Responsibility Practices and Student Satisfaction will be highlighted. As a result, the expected findings can assist University Karabuk's management in making the best decisions and taking the necessary corrective steps to improve University Karabuk's Social Responsibility Practices and Student Satisfaction, resulting in higher returns.

**6. Recommendations and Limitations**

Universities are challenged to take a relevant stance on academic research. Universities must cultivate relationships with organizations and authorities. Social learning refers to accepting appropriate information to support the University's social responsibility programs and increase student satisfaction. Furthermore, universities should collaborate with related organizations to create an interdisciplinary effort.

Universities should organize large-scale initiatives to inculcate USR culture and awareness among their students, as well as broadcast successful efforts and their good impacts work presented in this research to promote positive attitudes among students' public opinion. This report is based on a literature review as the foundation for future research into qualitative or quantitative data methods. Limited sources from journals are related to students' satisfaction, attitudes, behaviors, and university social responsibility from 2012 to 2021. The breadth of this study suggests that educational bodies other than schools, such as colleges and universities, be included. More studies should be done to acquire data from students; however, the opinions of lecturers and stakeholders may have already been considered.

To begin with, the literature review that underpins this study hypothesis is based mainly on a tiny pool of existing empirical studies on USR, as the factors that contribute to an improvement in student satisfaction in the Karabuk University education sector are limited in scope. As a result, it is suggested that more research be conducted in the future before generalizing the findings of this study. Second, there is no empirical testing of this research framework model. Future studies should empirically test the proposed framework based on the findings of this study. The empirical findings would undoubtedly make a significant addition to organizational learning.

**7. Conclusion**

University Karabuk can use the USR self-determination framework to evaluate social responsibility initiatives. Universities' social responsibility milestones can be summarized in student satisfaction, attitudes, and behavior toward social responsibility. A socially responsible university projects environmentally responsible behavior consistent with university values. This highlights the importance of universities developing a practical approach to social responsibility and a marketing strategy and tool kit to highlight University Karabuk's Social Responsibility initiatives for student satisfaction.

In conclusion, this conceptual paper delved into a crucial aspect of higher education – student satisfaction towards University Social Responsibility (USR) initiatives and the design of instruments for a comprehensive questionnaire. Exploring students' perceptions and contentment with USR programs is integral to enhancing the overall quality of education and institutional engagement. Through an in-depth analysis of existing literature, this article highlighted the multifaceted dimensions of student satisfaction and the pivotal role USR plays in shaping these perceptions.

Formulating a well-structured questionnaire is imperative to gather accurate and relevant data on students' attitudes, expectations, and experiences related to USR initiatives. This paper underscored the significance of employing appropriate survey methodologies and validated measurement tools to ensure the reliability and validity of collected responses. By delineating potential dimensions and constructs that can be encompassed within the questionnaire, the article provides a foundation for future research endeavors in this domain.

Furthermore, the article sheds light on the intricate interplay between student satisfaction, institutional commitment to USR, and its societal impact. It emphasized that a positive student perception of USR can foster a sense of community engagement, social responsibility, and ethical values – qualities that contribute not only to students' holistic development but also to society's greater welfare.

In summary, this conceptual paper serves as a stepping stone for educators, researchers, and institutions to comprehensively understand the dynamics of student satisfaction toward USR initiatives. By acknowledging the importance of well-designed survey instruments and the multifaceted nature of student perceptions, this article encourages further investigation into refining and optimizing USR programs to better align with student expectations and societal needs. Ultimately, pursuing enhanced student satisfaction within USR empowers individuals and the community, fostering a more responsible and responsive educational landscape.

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