

EFFECTS OF CORPORATE SOCIAL RESPONSIBILITY AWARENESS (CSR) TO THE TRUST AND COMMITMENT OF UNIVERSITY LECTURERS IN HO CHI MINH CITY

Tran Duc Tai

PhD. Student, Malaysia University of Science and Technology

Lecturer, Van Lang University, Vietnam

Email: tranductai.2912@gmail.com

ABSTRACT

The study aims to identify factors of corporate social responsibility that affect the trust and commitment of lecturers in university education. The samples used in this research cover 274 lecturers working at universities in HCM City. The methods of Statistical description, EFA and Regression analysis are used to interpret data. The results show that all four factors of economic responsibility, legal responsibility, ethical responsibility and philanthropic responsibility have a positive effect on the lecturers' organizational trust. The lecturers' Organizational trust leads to their commitment to the university. Also, the research also suggests some governing solutions for undergraduate education managers in improving the university's activities of social responsibility.

KEYWORDS

Corporate social responsibility, CSR, organizational trust, organizational commitment, lecturer, university.

1. Introduction

Investing in people, building and maintaining an enthusiastic, qualified manpower with long-term commitment to the sustainable development of the organization, responding flexibly to changes in the society is becoming a big challenge for current leaders, in the context that enterprises' traditional competitive factors such as capital, materials, technology... are gradually becoming saturated. Also, ensuring responsibility for environmental and social issues is considered a core

element of sustainable development that any enterprises must follow. It can be seen that the executing of corporate social responsibility must be based on three aspects: economy, environment, and society. Besides, enterprises need to consider CSR as a long-term strategy. Strategic CSR approach has an increasingly important role in the competitiveness of enterprises, creating corporate values, gaining trust and respect of its personnels, consumers, users, partners in particular and the social community in general.

It can be seen that the issue of "Corporate Social Responsibility" was brought up by Bowen (1953) and then became a hot topic of businessmen, researchers, community and society... Through the process of theoretical and practical development, CSR in developed countries around the world is no stranger. However, in Vietnam, CSR has only been popular in recent years and almost only large enterprises are interested and start executing. In most of these enterprises, CSR is considered as one of the basic enterprise philosophies and always goes along with the development strategy, making an important contribution to the solid success, helping enterprises achieve their goals. Look, your mission. Also, enterprises that want to achieve success and sustainable development can't help including their employees' commitment into their enterprise strategy (Gallup, 2011).

Therefore, executing corporate social responsibility is an indispensable task for the integration of Vietnamese enterprises; because once CSR is executed well it both

enhances the enterprises; competitiveness and benefits society. On the other hand, enterprises need the commitment of employees because employees is one of the important factors that enterprises need in CSR activities. When putting these two issues together in a correlation, CSR affects the commitment of employees to a certain extent.

Recently in Vietnam the awareness of the importance of CSR has been relatively concerned and sought further understanding by enterprises, however, the number of in-depth CSR studies in specific areas are not many... For studies in foreign countries, the studies focus on analyzing the elements of CSR, how CSR operation affect the performance of enterprises such as the research by Cochran PL & Wood RA (1984), Melissa DD & Dustin WS (2011) on CSR and financial performance; the research of Aaker D. (1991) on CSR and brand value; The research of Carroll A. B. (1991), McWilliams A. & Siegel D. (2001) on the elements of CSR. For domestic studies, Nguyen Quang Vinh (2009) and Pham Van Duc (2010) summarized the activities of international and domestic organizations in promoting CSR executing in Vietnam and mentioned legal frameworks on CSR as the basis for executing CSR programs in enterprises. However, these studies mainly aim at clarifying the concept of CSR and figuring out the benefits of CSR to enterprises from a theoretical perspective. There is almost no approaching CSR from the perspective of lecturers in undergraduate education institutions. Undergraduate education is a typical service area in which the role of CSR need to be emphasized strongly. This is one of the "gaps" of CSR research in Vietnam. Therefore, the author decided to study the effect of CSR awareness on the trust and commitment of university lecturers in Ho Chi Minh City, aiming to add and provide academia and universities with research-based results on this relationship.

2. Theoretical basis and research hypotheses

2.1 Corporate social responsibility, Organizational trust, and Organizational commitment

2.1.1 Corporate social responsibility

According to Bowen HR (1953), CSR is defined as "The obligation of businessmen to pursue policies to make decisions or to take necessary actions on goals and values for society" aiming at propaganda and calling upon the manager of a

property not to damage the rights and interests of others, calling upon philanthropic to compensate for damages to society caused by enterprises. However, since then, the term CSR has been being understood in different ways. According to Sethi P. (1979), the definition of CSR implies raising enterprise behaviors to a level that is consistent with the prevailing norms, values and expectations of society. And for Carroll A. B. (1999), it is understood that CSR includes society's expectations on economic, legal, ethical and philanthropic issues of organizations at a certain time. According to Carroll AB (1991), the four types of social responsibilities that make CSR include economic responsibilities, legal responsibilities, ethical responsibilities, and philanthropic responsibilities. These four types of responsibilities are the CSR, representing the approach in the order described as a pyramid (Figure 1).

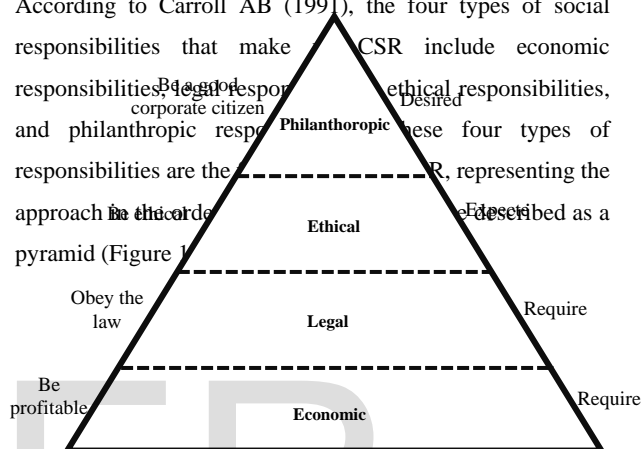


Figure 1. Carroll's CSR pyramid model (1991)

On the other hand, in the viewpoint of Friedman M. (1970), it is assumed that enterprises have no responsibility to the society but only to their shareholders and employees, while the state must be responsible for society, enterprises who show their responsibilities by paying taxes to the state. In contrast, from the the point of view of Carroll AB (1999), Lee MP (2008) and Masaka D. (2008), it's argued that enterprises have been using social resources, exploiting natural resources and such processes cause damage to natural environment. Therefore, in addition to paying taxes, enterprises must be socially responsible for the environment, the community, workers and other related entities.

In Vietnam, CSR - related studies inherited Carroll AB (1991) model of CSR with 4 elements: economic responsibility, legal responsibility, moral responsibility and philanthropic responsibility (Mai P. N., 2013; Nha P. T. N. và Xuan T. T. L., 2014; Thao H. T. P. và Ho H. L., 2015; Anh N. T. K. và Hoa N. T. M., 2018). Some other studies are also based on the inheritance of the CSR model by Carroll A. B. (1991) but adding an environmental element from the World Bank's Private Economic Development Group perspective on CSR. Accordingly, CSR is a commitment of enterprises to contribute to sustainable economic development through activities that are beneficial to the enterprises, as well as improve life quality of workers, communities and the whole society. According to this interpretation, CSR is expressed specifically on: legal, economic, ethical, philanthropic, and environmental factors. However, in this research, it's based on the methodology of Carroll's pyramid model (1991) and in the context of undergraduate education in Ho Chi Minh City, Vietnam.

2.1.2 Organizational trust

Organizational trust is a concept that contains many contents. Usually, trust is often associated with human relationships and has one-sided meaning. However, when considering the an organizational scope, organizational trust is perceived with broader meaning: (a) Organizational trust is a consequence of the human relationships within the organization at the same level (colleagues) and between many different levels (groups, senior - junior, units, organizations, related person/entities outside; (b) Organizational trust is formed on the basis of typical organizational cultural values such as behavior codes, core values, trust; (c) Trust is the result of interpersonal communication, such as providing accurate information, transparency in decisions, showing appropriate sincerity and openness; (d) Trust is created through a process of building, stability and adjustment, so trust is not constant; (e) An individual's trust are influenced by many factors: perception, emotion, action, at different levels (Nguyen Manh Quan, 2013). Key aspects of organizational trust include integrity, commitment, and reliability (Chathoth et al., 2011; Paine, 2003).

Organizational trust plays a very important role in improving the performance and operation of the organization

(Bateman & Strasser, 1984; Laka-Mathebula, 2004). In the process of integration and development, to have the manpower of high quality and great quantity, the building and strengthening the trust of the manpower for the organization is very critical... The more trust, energy, and resources that the organization receives, the more flexible the organization structure would be and the better it's adaptive to market challenges and pressures; as a result, the performance will be higher.

2.1.3 Organizational commitment

There are many perspectives and concepts on employees' organizational commitment introduced by many researchers of organizational behavior worldwide. Studies have shown that the organizational commitment factor is the factor that influences employees' working process and performance (Mowday, Steers & Porter, 1979; Allen and Meyer, 1990; O'Reilly and Chatman, 1986; Yousef, 2000). Besides, according to Meyer & Allen (1991), engagement with the organization is considered a psychological state that ties personal relationships into the organization and is crucial to the continuousness of being members of the organization. Researchers have found that organizational engagement benefits companies (Morris & Sherman, 1981).

Meyer & Allen (1991) proposed the concept of commitment to the organization with 3 elements: Emotional commitment, continuity commitment to commitment and ethical commitment. Emotional commitment is defined as the degree to which an individual is emotionally or psychologically attached to the organization through feelings such as loyalty, affection, enthusiasm for the organization, satisfaction and feeling part of the organization. Continuity commitment (the employees would find its a great losses to leave the organization) and ethical commitment (the employees would feel obligated to continue their work).

Therefore, commitment to the organization can be considered a job satisfaction attitude and a loyalty sense, a trust in the enterprise. The more attitudes, loyalty sense, and trust are enhanced, the greater the organizational commitment is; the stress and pressure at work is reduced, the satisfaction, organizational trust increase and showing a lower rate of leaving the organization. Among the many concepts of the

elements of employees' organizational commitment, the concept of Meyer and Allen (1991) is used for this research because the elements of organizational commitment in Meyer and Allen's research are interested and regularly used in previous studies.

2.2 Research models and hypotheses

According to research by Lee, C., et al. (2013), "*The effect of CSR on casino employees' organizational trust, job satisfaction, and customer orientation: An empirical examination of responsible gambling strategies*" conducted a research survey of 387 employees working in Korean casinos. The purpose of the research is to test the effect of CSR on employees' trust, job satisfaction, and customer orientation. The results show corporate social responsibility and the addition of responsible gambling legal regulations have a positive effect on trust in the organization. Also, organizational trust has a positive effect on increasing satisfaction, so, it positively affects customer orientation. The research provides practical implications for casino managers when executing the CSR strategy.

Sharing the same view with Lee, C., et al. (2013), the research by You et al. (2013), "*The relationship between corporate social responsibility, job satisfaction and organizational commitment*". The research surveyed of 380 sales executives of an insurance company. The purpose of the study is to examine the effect of CSR on the correlation between employee job satisfaction and employees' organizational commitment. The results show that corporate social responsibility has had a significant effect on employee job satisfaction and organizational commitment. Also, satisfying employee has shown a significant effect on organizational commitment.

Also, according to research by Mirza and Redzuan (2012), "The relationship between trust and Organizational commitment of lecturers in elementary schools". This study aims to support the proposed links from trust and commitment in elementary schools belonging to institutions with teachers. The research was conducted in 513 teachers in Golestan province, Iran. Research results show that there is a positive relationship between trust and commitment of teachers to the organization; the increasing commitment of teachers depends

deeply on the teachers' organizational trust. Therefore, universities' principals should focus on strengthening teachers' trust so that they can enhance their organizational commitment.

Also, the relationship between organizational trust and commitment are studied in other areas such as marketing, organizational behavior,... Many previous studies showing that satisfaction and organizational trust are two important prerequisites of organizational commitment in relationships (Bateman and Strasser, 1984; Morgan and Hunt, 1994; Tett and Meyer, 1993; cited by Lee, Y., et al., 2012). The findings of many researchers (Bateman and Strasser, 1984; Mathieu and Zajac, 1990; Morgan and Hunt, 1994) indicate that trust in an organization has a positive relationship with organizational commitment. Organizational trust increases staff commitment to the organization (Yilmaz, 2008). Trust is essential to tighten human relationships (Puusa, 2006) and to have effective relationships (Clarke, 2000) and is also one of the most important topics in human relationships and behaviors (Yilmaz, 2008). According to Nyhan (2000), the trust of employees and management in the organization will enhance performance and increase employees' organizational commitment. Therefore, we see that when employees have their organizational trust, they will commit to stick with the organization.

Sharing the same viewpoint with the above-mentioned studies, Thao H. T. P. and Ho H. L. (2015), "*Corporate social responsibility, organizational trust, organizational commitment*". The research aims to identify factors of corporate social responsibility that affect trust and engagement of employees in banking sector. The sample used includes 295 employees working at 5 typical joint stock commercial banks in Ho Chi Minh City. Statistical description, EFA and regression analysis methods are used to interpret data. The results show that all four factors: economic responsibility, legal responsibility, ethical responsibility and philanthropic responsibility all have a positive effect on the employees' organizational trust. The employees' organizational trust leads to their cohesion with the bank. Also, the research suggests some management solutions for bank managers in improving corporate social responsibility activities.

From the previous hypotheses discussed and related studies, the author proposes the following research model:

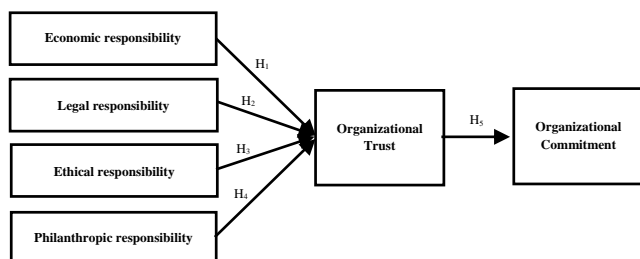


Figure 2. Research model on the effects of corporate social responsibility awareness (CSR) to the trust and commitment of university lecturers in Ho Chi Minh City

Based on the proposed research model mentioned above, the author suggests the following hypotheses:

- *H₁: Economic responsibility has a positive influence on the lecturers' organizational trust in their the university.*
- *H₂: Legal responsibility has a positive influence on the lecturers' organizational trust in their the university.*
- *H₃: Ethical responsibility has a positive influence on the lecturers' organizational trust in their the university.*
- *H₄: Philanthropic responsibilities has a positive influence on the lecturers' organizational trust in their the university.*
- *H₅: Organizational trust has a positive influence on the commitment of lecturers to the university.*

3. Research method

The research was conducted through 2 steps: qualitative research and quantitative research involving 2 different target groups. Survey subjects for qualitative research are university experts and leaders in charge of the universities' social responsibility related functions. The subjects of the quantitative research are lecturers who are engaged in undergraduate education, who are influenced by the CSR activities of the university in where they work.

From the theoretical basis generated, the observed variables are based on a 5-point Likert scale (from 1 = "Strongly disagree" to 5 = "Strongly agree") reflecting 6 main research concepts. Qualitative research is conducted by in-depth interviews with 10 undergraduate education experts and leaders who comprehend universities' social responsibilities to supplement and adjust these observed variables to make them

easy to understand and appropriate in Vietnam. Qualitative research results help create a quantitative questionnaire including 26 observed variables reflecting 4 independent variables of the awareness of corporate social responsibility of university and 11 observation variables reflecting two dependent variables on organizational trust and organizational commitment.

Quantitative research is used to measure the effect of CSR on the trust and commitment of university lecturers in HCM City. Quantitative research data is collected using convenience sampling methods to survey lecturers at the university. The sample size depends on the analysis method, this study uses Exploratory Factor Analysis (EFA). Factor analysis requires samples of at least 200 observations according to Gorsuch (1983). According to other empirical rules in determining the sample size for Exploratory Factor Analysis (EFA), the number of observations (sample size) must also be at least 4 or 5 times the number of variables in the factor analysis of Hair and ctg (1998). The research topic has 37 observed variables so the sample size is at least $5 * 37 = 185$ observations. Thus, the survey of 274 lecturers at some universities in HCM City is sufficient to meet the aforementioned standard and is eligible for EFA analysis. The author surveyed directly and online through google drive of 274 lecturers working at universities in HCM City.

The research uses SPSS 22.0 software to verify the scale using the Cronbach Alpha index. After analyzing Cronbach Alpha, the appropriate scales will be further tested by analyzing the EFA to adjust accordingly. Linear regression analysis to know the intensity of the effect of the independent variables on the dependent variable. Thereof, check the appropriateness of the model, build multiple regression models, test the hypotheses. The problem of accepting and interpreting regression results is considered concerning the research hypotheses. Therefore, in the group regression analysis, there is testing of the hypotheses of the regression function, if those hypotheses violate, the results of estimating the parameters in the regression function do not achieve reliable values.

4. Research results

4.1 Characteristics of research samples

To conduct demographic analysis, the author analyzes the subjects of lecturers surveyed by groups: gender, age, income, degree, seniority, workplace...

Table 1. Demographic analysis

Group	Quantity	Percentage (%)
Gender		
Male	131	47.8
Female	143	52.2
Age		
25 – 32	180	65.7
33 – 40	81	29.6
> 40	13	4.7
Degree		
Master	231	84.3
PhD.	43	15.7
Seniority		
< 3 years	77	28.1
From 3 to 5 years	134	48.9
> 5 years	63	23.0
Type of university		
Non-public	181	66
Public	93	34
Total	274	100

4.2 Testing reliability of scales

The scale in the official quantitative research is assessed through: (1) Cronbach's Alpha reliability coefficient (≥ 0.6); (2) Exploratory Factor Analysis (EFA), (load factor ≥ 0.5). The analytical results for the variables are shown in the following Table 2.

Table 2. Results of the Exploratory Factor Analysis (EFA) for independent variables

Item	Observed variables	Cronbach's Alpha if Item Deleted
KT	Economic responsibility	0.881
PL	Legal responsibility	0.899
DD	Ethical responsibility	0.921
TT	Philanthropic responsibility	0.846
NT	Organizational trust	0.836

CK	Organizational commitment	0.795
KMO		0.856
Eigenvalues		1.869
Variance extracted (%)		68.123
Sig.		0.000

According to Table 2, Cronbach's Alpha coefficients of the survey scales are highly reliable when the values are all above 0.7. The correlation coefficient - the sum of the observed variables with the overall scale is higher than the minimum of 0.3, it shows that the observed variables in the scale have a good correlation with the whole. Besides, there is a KMO coefficient of 0.856, Bartlet test for Sig = 0.000, from which the statistical significance of the analysis results is secured and the conclusion of factor analysis is reliable. The variance extracted is 68.123%, showing that the variability of factors given by Exploratory Factor Analysis will explain 68.123% of the variability of the initial survey data. Also, the Eigenvalues factor of factor 4 is 1.869 which is the smallest value greater than 1, which reconfirms that there are none (0) factors can be derived from the analysis. Also, the load factor of each observed variable representing each factor is greater than 0.5, which shows that the EFA analysis is secured and has the influence of each observed variable on the factor that the variables represent.

According to Table 3, analysis results for dependent variables show that: KMO coefficients are 0.700, 0.739 are higher than 0.5 respectively, indicating that the factor analysis results are to ensure accuracy. Bartlet test for Sig. coefficient = 0.000 shows that the variables are correlated in the overall; The variance extract is equal to 67.517, 62.292 indicating that the variation of factors given by factor analysis will explain greater than 50% of the variation of the original survey data. These are all accepted ratios; The Eigenvalues coefficient of all factors gives a value greater than 1 at the first factor, so there is only one factor from the factor analysis. This shows the observed variables of each dependent variable in the high convergence model.

Table 3. The results of factor analysis EFA of the dependent variable

Item	1	Item	1
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NT6	0.912	CK1	0.857
NT3	0.847	CK2	0.783
NT1	0.831	CK3	0.735
NT4	0.678	CK4	0.777
KMO = 0.700, Sig = 0.000, Variance extracted = 67.517, Eigenvalues = 2.701		KMO = 0.739, Sig = 0.000, Variance extracted = 62.292, Eigenvalues = 2.492	

4.3 Regression analysis

4.3.1 Correlation analysis

Table 4. Correlation analysis results

	KT	PL	DD	TT	NT	CK
KT	1	.255**	.289**	.307**	.358**	.270**
PL	.255**	1	.311**	.429**	.614**	.585**
DD	.289**	.311**	1	.467**	.479**	.359**
TT	.307**	.429**	.467**	1	.555**	.395**
NT	.358**	.614**	.479**	.555**	1	.632**
CK	.270**	.585**	.359**	.395**	.632**	1

** . Correlation is significant at the 0.01 level (2-tailed)

The results of correlation analysis between the independent and dependent variables show the correlation with the high correlation coefficients and the significance level. This shows that the independent variables have a good correlation with the dependent variables, which is a requisite for using the independent and dependent variables in regression analysis. Among the independent variables, there are some variables that show a high level of correlation, but the correlation coefficient is quite low, so in the analysis process, the author checked the multicollinearity phenomenon, in which the method used is to check that the VIF of the independent variables in the model, all are less than 2.

4.3.2 Testing the suitability of the overall model

The requirements for regression analysis have been specified in the content of the research method, the author would like to present the analysis results below.

Table 5. Regression analysis results between CSR and organizational trust

Independent variables	Standardized Beta	t	Level of significance	VIF	Conclusion
H1 Economic responsibility	0.119	2.650	0.009	1.155	Accept

H2	Legal responsibility	0.415	8.831	0.000	1.268	Accept
H3	Ethical responsibility	0.200	4.143	0.000	1.337	Accept
H4	Philanthropic responsibility	0.247	4.871	0.000	1.478	Accept
Dependent variable: Organizational trust			Calibrated R ² = 0.524 F = 76.076; p = 0.000			

Two linear regression analysis models were developed and analyzed to test the hypothesis that the effect of the awareness of corporate social responsibility of university on the organizational trust and commitment of lecturers. The first regression model with independent variables is the four elements of lecturers awareness of social responsibility that the university has executed and the dependent variable is organizational trust. The test results of the hypotheses are presented in Table 5. Regression multiple regression analysis (Calibrated R² = 0.524) shows that all four elements of corporate social responsibility of university all significantly influence the trust in the group. lecturer's position with p < 0.05. The importance of these four factors is ranked in order: (1) Liability ($\beta = 0.415$), (2) Philanthropic responsibility ($\beta = 0.247$), (3) Ethical responsibility ($\beta = 0.200$) and (4) Economic responsibility ($\beta = 0.119$). The VIF coefficients are less than 2, so the collinearity phenomenon is not significant in the model (Hoang Trong & Chu Nguyen Mong Ngoc, 2008). Thus, hypotheses H1, H2, H3, H4 are accepted.

The second regression model was developed and analyzed to test the hypothesis that there is an effect between the lecturer's Organizational trust and their Organizational commitment (Table 6). In Table 6, significant relationship is found (p < 0.05) of Organizational trust with Organizational commitment of the lecturers. The calibrated R² coefficient is 0.398. The results show that the lecturer's Organizational trust affects the commitment to stick with the organization ($\beta = 0.632$). Therefore, the hypothesis of H5 is accepted.

Table 6. Regression analysis results between organizational trust and organizational commitment

Independent variables	Standardized Beta	t	Level of significance	Conclusion
H5 Organizational trust	0.632	13.465	0.000	Accept
Dependent variable: Organizational trust		Calibrated R ² = 0.398 F = 181.310; p = 0.000		

4.3.3 Testing research hypotheses

In the Table of Regression coefficients, the Sig coefficient of each element in the model is 0.000, this shows that the variables in the model are correlated with the dependent variable, Organizational trust and commitment to stick with the organization, so the regression model was built without eliminating any factors.

Table 7. Summary of test results of research hypotheses

Hypothesis	Coefficient	Sig.	Conclusion
<i>H₁: Economic responsibility has a positive influence on the lecturers' organizational trust in their the university.</i>	0.119	0.000	Accepted
<i>H₂: Legal responsibility has a positive influence on the lecturers' organizational trust in their the university.</i>	0.415	0.000	Accepted
<i>H₃: Ethical responsibility has a positive influence on the lecturers' organizational trust in their the university.</i>	0.200	0.000	Accepted
<i>H₄: Philanthropic responsibility has a positive influence on the lecturers' organizational trust in their the university.</i>	0.247	0.000	Accepted
<i>H₅: Organizational trust has a positive influence on the commitment of lecturers to the university.</i>	0.632	0.000	Accepted

5. Conclusion

Through the analysis, the author has presented some of the following results on the effect of social responsibility awareness (CSR) on the trust and commitment of university lecturers in HCM City, the test results of the research scale show that the observed variables are not suitable for measuring the scales including Legal responsibility scale (observed variable PL6), Ethical responsibility scale (observed variable DD6), Organizational trust scale (observed variables NT2, NT5, NT7). The remaining observed variables of the scales are highly reliable.

The results of Exploratory Factor Analysis with independent and dependent variables all show the results with high convergence of the factors in the model, the tests in factor analysis including KMO, Battlet both provide the values with necessary reliability. Factors given in the analysis include Independent factors with: (1) Economic responsibility, (2) Legal responsibility, (3) Ethical responsibility, (4) Philanthropic responsibility; Dependent factors with: (1) Lecturers' Organizational trust, (2) Lecturers' Organizational commitment.

The results of the correlation analysis show that there is a strong correlation between independent variables. Also, among the independent variables, there are some variables with correlations of statistical significance, although the correlation coefficient is not large. Thus, the regression analysis needs to pay attention to the multicollinearity phenomenon. However, in the regression analysis, the values of VIF coefficients of the factors were all low (less than 2), indicating that the multicollinearity phenomenon did not occur.

The results of the regression analysis have shown that the factors in the research model can explain more than 50% of the variation in the assessment of the effect of social responsibility on organizational trust and commitment of the lecturers, showing that the relevance of the theoretical model to the actual data is quite good, the regression tests are secured.

The regression results have found a positive relationship between CSR awareness on Organizational trust as well as the effect of Organizational trust on Organizational commitment of the lecturers. The first regression model clarifies the perception factors: (1) Economic responsibility; (2) Legal responsibility; (3) Ethical responsibilities and (4) Philanthropic responsibilities, all have a positive effect on the organizational trust. Whereas, the element of legal responsibility has the strongest effect and the factor of economic responsibility has the lowest effect. The results of the second regression model emphasize that Organizational trust has a positive effect on lecturers' commitment to the university.

Research results show that the differences from previous studies, which is that all 4 elements of CSR have a positive effect on Organizational trust while Lee et al. (2012) found that only 2 elements of economic responsibility and philanthropic responsibility have a positive effect on Organizational. In another study by Lee et al. (2013), it explained that only legal responsibility has a positive effect on organizational trust. Thus, the effect of CSR elements on Organizational trust will vary depending on the characteristics of each country and each business factor.

Hereinafter are some suggested solutions to increase the trust and commitment of lecturers to universities based on CSR elements.

(1) Executing the university's legal responsibilities:

Demonstrating the spirit of "the law first" in all activities of the University; To properly and fully execute the State's guidelines, policies and laws in education; Ensure the requirements to be public and transparent on guidelines, policies, procedures, rules, and operational regulations of the university; Regularly review, update and supplement policies, rules and regulations on recruitment, training and development activities, social welfare, promotions for lecturers...

(2) Executing the university's ethical responsibilities:

It implies the compliance with the laws, guidelines, and policies of the State in education; Ensuring the rights and benefits of related parties (Universities - Researchers/Lecturers - Students - Entrepreneurs); Building a behavioral culture in universities; Promoting training activities associated with community service; Building typical models in universities (Leadership models, lecturer models, student models, staff model...) associated with social security activities within the permitted scope; Promoting the role of trade unions in universities...

(3) Executing the university's economic responsibilities:

Planning long-term vision and strategy in training high-quality human resources for society; Promoting the sustainable connection between universities and enterprises in human resource training; Promoting activities of connection, exchanges and international cooperation among domestic and foreign universities; Developing policies to attract, motivate, reward and promote the potential and new lecturers...

(4) Executing the university's philanthropic responsibilities:

Promoting educational and training activities associated with community service; Promoting the role of student activity organizations in participating in philanthropic activities organized by the University, the City or the affiliated provinces; Establishing study promotion funds and scholarships for students; Building Funds of Training support and welfare for lecturers and staff; Regularly organizing philanthropic activities inside and outside the university for lecturers and staff to join...

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