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**THE INFLUENCE OF ORGANIZATIONAL FACTORS AND
EMPLOYEE-DRIVEN FACTORS ON SOCIAL
SUSTAINABILITY PRACTICES IN A PRIVATE UNIVERSITY
IN KEDAH**



**MASTER OF HUMAN RESOURCE MANAGEMENT
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**THE INFLUENCE OF ORGANIZATIONAL FACTORS AND EMPLOYEE-
DRIVEN FACTORS ON THE SOCIAL SUSTAINABILITY PRACTICES IN
A PRIVATE UNIVERSITY IN KEDAH**



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College of Business,
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ABSTRAK

Kemampuan sosial telah muncul sebagai komponen penting reputasi organisasi dalam pendidikan tinggi. Kajian ini mengkaji pengaruh faktor organisasi dan didorong oleh pekerja terhadap amalan kemampuan sosial dalam institusi pendidikan tinggi swasta di Kedah, Malaysia. Ia juga mengkaji peranan penyederhanaan Tanggungjawab Sosial Korporat (CSR) dalam hubungan ini. Faktor organisasi termasuk komitmen kepimpinan, nilai dan budaya organisasi, dan dasar sumber manusia, manakala faktor didorong oleh pekerja merangkumi kesedaran dan pendidikan, kepelbagaian tenaga kerja, dan penglibatan pekerja. Reka bentuk penyelidikan kuantitatif dan rentas keratan telah digunakan. Data dikumpulkan melalui soal selidik dalam talian yang ditadbir sendiri dan diedarkan kepada kakitangan akademik dan bukan akademik, menghasilkan 150 respons yang sah. Analisis statistik—termasuk ujian kebolehpercayaan, korelasi Pearson, regresi berganda, dan regresi hierarki—dijalankan menggunakan SPSS. Penemuan menunjukkan bahawa kedua-dua faktor organisasi dan didorong oleh pekerja meningkatkan amalan kemampuan sosial dengan ketara. Walau bagaimanapun, CSR tidak menunjukkan kesan penyederhanaan yang ketara terhadap hubungan ini. Kajian ini menyumbang kepada pandangan empirikal tentang kemampuan sosial dalam pendidikan tinggi swasta dan menawarkan cadangan praktikal untuk pemimpin institusi yang bertujuan untuk memperkukuh inisiatif kemampuan dalaman.

Kata kunci: *Kemampuan Sosial; Faktor Organisasi; Faktor Didorong Pekerja; Tanggungjawab Sosial Korporat; Pendidikan Tinggi*

ABSTRACT

Social sustainability has emerged as a critical component of organizational reputation in higher education. This study investigates the influence of organizational and employee-driven factors on social sustainability practices within a private higher education institution in Kedah, Malaysia. It also examines the moderating role of Corporate Social Responsibility (CSR) in these relationships. Organizational factors include leadership commitment, organizational values and culture, and human resource policies, while employee-driven factors encompass awareness and education, workforce diversity, and employee engagement. A quantitative, cross-sectional research design was employed. Data were collected through a standardized, self-administered online questionnaire distributed to academic and non-academic staff, yielding 150 valid responses. Statistical analyses—including reliability testing (Cronbach's alpha), Pearson correlation, multiple regression, and hierarchical regression—were conducted using SPSS. Findings reveal that both organizational and employee-driven factors significantly enhance social sustainability practices. However, CSR did not exhibit a significant moderating effect on these relationships. The study contributes empirical insights into social sustainability within private higher education and offers practical recommendations for institutional leaders aiming to strengthen internal sustainability initiatives.

Keywords: : *Social Sustainability; Organizational Factors; Employee Driven Factors; Corporate Social Responsibility; Higher Education*

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LIST OF ABBREVIATIONS

HR	Human Resource
CSR	Corporate Social Responsibility
SPSS	Statistical Package for Social Sciences
HRM	Human Resource Management
SSP	Social Sustainability Practices
HEI	Higher Education Institution
SDGs	Sustainable Development Goals
UN	United Nations
r	Pearson Correlation Coefficient
p	Probability Value
α	Cronbach's Alpha
N	Population Size
n	Sample Size

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Sustainability has emerged as a critical issue in modern academic and policy discussions, especially after the implementation of the United Nations Sustainable Development Goals (SDGs). Realizing the Sustainable Development Goals by 2030 necessitates revolutionary alterations inside institutions, particularly higher education institutions (United Nations, 2020). Sustainability is typically understood via three linked dimensions: economic, environmental, and social; however, research and institutional efforts have traditionally emphasized economic and environmental sustainability. As a result, the social aspect of sustainability has garnered relatively scant empirical investigation, particularly in organizational and employee-centric environments.

Social sustainability refers to organizational practices and institutional frameworks that foster enduring human well-being, equity, inclusiveness, and quality of life. In organizational contexts, social sustainability impacts employee well-being, workplace relationships, institutional trust, and organizational commitment. Previous research highlights that organizations pursuing social sustainability programs frequently encounter structural, institutional, and resource-related obstacles that impede effective execution (Huq et al., 2014; Pedersen & Gwozdz, 2013). These problems are especially prominent in service-oriented institutions like higher education, where human capital is the principal determinant of organizational effectiveness.

In higher education institutions, social sustainability include staff welfare, equitable employment practices, inclusive governance, professional development, and

community engagement, in addition to corporate operations. Private colleges operate in competitive, market-oriented environments and depend significantly on staff dedication, institutional prestige, and stakeholder confidence. The effective execution of social sustainability measures in private institutions is closely connected to leadership dedication, institutional culture, human resource policies, and employee involvement.

Prior research has shown that social sustainability positively influences organizational success by promoting inclusive work environments, increasing employee enthusiasm, and strengthening organizational resilience (Chu, 2013). In educational institutions, socially sustainable practices enhance personnel wellbeing, instructional quality, student outcomes, and institutional legitimacy. Nonetheless, despite its significance, empirical investigations on social sustainability at the employee level inside private higher education institutions are scarce, especially in the Malaysian setting.

Corporate Social Responsibility (CSR) is increasingly acknowledged as a strategic tool for integrating social sustainability into organizational operations. Corporate Social Responsibility efforts enhance ethical behavior, social accountability, and stakeholder involvement, ultimately fortifying the relationships between organizations and their personnel (Dhanesh, 2014). Empirical data indicates that corporate social responsibility (CSR) favorably affects employee attitudes and performance, especially when employees recognize the organization's commitment to social and ethical ideals (Shafiq et al., 2023).

This study examines the influence of organizational factors (leadership commitment, corporate values and culture, and human resource policies) and employee-driven factors (awareness and education, workforce diversity, and employee engagement) on

social sustainability practices, with corporate social responsibility considered as a moderating variable. The study is undertaken at a private university in Kedah, Malaysia, where social sustainability efforts are integrated into institutional plans to enhance employee wellness, inclusion, and workplace cohesiveness.

1.2 Problem Statement

Organizations across all sectors are progressively adopting social sustainability and corporate social responsibility programs to meet ethical standards and boost organizational credibility. Nonetheless, a significant gap persists between the implementation of social sustainability measures and the empirical comprehension of their true impact on employees' daily experiences, welfare, and performance. The efficacy of organisational sustainability policies, despite being clearly specified, is predominantly contingent upon employee awareness, acceptance, and engagement.

In higher education institutions, employees are essential in implementing sustainability plans. Leadership decisions, institutional culture, and human resource policy directly impact both academic and non-academic personnel. Previous research demonstrates that social elements, including fairness, equality, education, health, and employee involvement, substantially impact organizational sustainability and performance outcomes (Ajmal et al., 2017). Nonetheless, empirical studies investigating the functioning of these aspects within private universities are limited.

Private universities in Malaysia encounter unique obstacles relative to state institutions, such as funding limitations, performance-driven employment frameworks, and intensified rivalry for both students and faculty. The Department of Statistics Malaysia (DOSM, 2023) indicates that the private education industry employs a significant fraction of Malaysia's academic workforce; nevertheless, research on employee

wellness and sustainability practices in this sector is still underdeveloped. This disparity is more pronounced at the regional level, notably in northern states like Kedah, where private higher education institutions play a crucial role in local economic and social advancement.

Moreover, while social sustainability is acknowledged as a crucial element of the Triple Bottom Line paradigm, it remains underrepresented in empirical research relative to economic outcomes (Santos & Moreira, 2021). In the absence of a comprehensive understanding of how organizational and employee-driven factors affect social sustainability practices, institutions may find it challenging to formulate successful policies that promote employee wellbeing and long-term institutional sustainability.

This research investigates the shortcomings by experimentally analyzing social sustainability practices at a private institution in Kedah, focusing on internal organizational dynamics and the moderating influence of CSR. This research examines employees' perspectives and experiences to demonstrate how social sustainability programs generate actual workplace outcomes at private higher education institutions.

The choice of a private institution in Kedah is both contextually and practically substantiated. Malaysia has witnessed substantial expansion in private higher education over the last twenty years, propelled by rising demand for tertiary education and governmental initiatives promoting private sector involvement. Recent national statistics indicate that private higher education institutions represent a significant share of Malaysia's tertiary education sector and employ a considerable segment of the academic and administrative workforce (Department of Statistics Malaysia, 2023).

In contrast to public universities, private colleges function under market-driven governance frameworks, depend significantly on tuition revenue, and encounter

heightened demands to uphold staff efficiency, institutional prestige, and stakeholder contentment. These characteristics provide private institutions especially conducive environments for investigating social sustainability and corporate social responsibility activities at the employee level. In Kedah, private universities significantly contribute to regional human capital development and employment; nevertheless, empirical research on sustainability practices inside these institutions is limited.

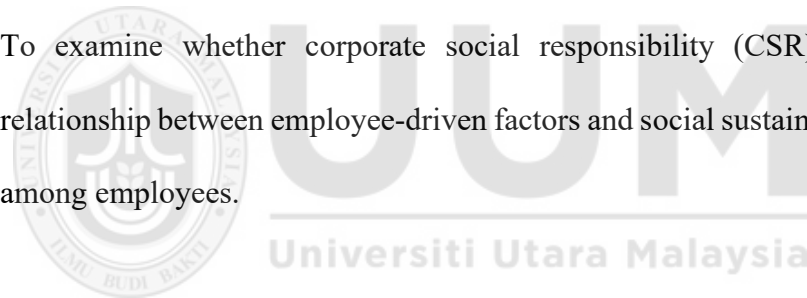
This research provides context-specific insights into the operation of social sustainability methods within resource-constrained, competitive educational settings by concentrating on a private institution in Kedah. The findings are pertinent not only to private higher education institutions in Malaysia but also to analogous institutions in developing and emerging countries.

1.3 Research Questions

1. Do organizational factors (leadership commitment, corporate values and culture, and human resource policy) influence social sustainability practices among employees of one private university in Kedah, Malaysia?
2. Do employee-driven factors (awareness and education, workforce diversity, and employee engagement) influence social sustainability practices among employees of one private university in Kedah, Malaysia?
3. Does corporate social responsibility (CSR) moderate the relationship between organizational factors and social sustainability practices among employees?
4. Does corporate social responsibility (CSR) moderate the relationship between employee-driven Factors and Social Sustainability practices among employees?

1.4 Research Objectives

1. To investigate whether organizational factors (leadership commitment, corporate values and culture, and human resource policies) influence social sustainability practices among employees of one private university in Kedah, Malaysia.
2. To investigate whether employee-driven factors (awareness and education, workforce diversity, and employee engagement) influence social sustainability practices among employees of one private university in Kedah, Malaysia.
3. To identify whether corporate social responsibility (CSR) moderates the relationship between organizational factors and social sustainability practices among employees.
4. To examine whether corporate social responsibility (CSR) moderate the relationship between employee-driven factors and social sustainability practices among employees.



1.5 Significance of the Study

The purpose of this research is to examine how employee-driven and organizational factors influence social sustainability practices, as well as how Corporate Social Responsibility (CSR) moderates this relationship. Understanding how internal organizational dynamics support social sustainability has become increasingly important as organizations recognize the growing need for ethical, responsible, and socially accountable business practices (United Nations Global Compact Network Malaysia & Brunei [UNGCMYB], 2022). This study seeks to identify how specific organizational and employee-related factors affect the implementation and effectiveness of social sustainability initiatives in the workplace.

Research into the interaction between organizational and employee factors and social sustainability, particularly within private tertiary institutions in Malaysia, is crucial in addressing a significant gap in the existing literature. While sustainability initiatives in public universities have been widely examined, private institutions often operate under different governance structures, funding mechanisms, and stakeholder expectations, which may influence sustainability outcomes differently (UNGCMYB, 2022). Understanding how internal dynamics—such as leadership commitment, institutional culture, and employee engagement—shape social sustainability practices enable the development of strategies that are both effective and contextually relevant within private higher education institutions.

Organizational factors, including leadership vision, governance structures, and institutional policies, play a pivotal role in embedding social sustainability within organizations. In private tertiary institutions, where decision-making processes may be more centralized or market-driven, leadership commitment to sustainability largely determines whether social values are integrated into curricula, community engagement initiatives, and staff development programmes (Abdullah et al., 2024; UNGCMYB, 2022). Examining these factors provides insight into how top-down support influences the success of sustainability initiatives and how CSR can function as a mechanism that aligns institutional objectives with broader societal expectations.

Employees, both academic and non-academic, represent a critical component in the successful implementation of social sustainability practices. Their attitudes, awareness, and active participation significantly influence the extent to which sustainability initiatives are embraced within institutions. Prior studies indicate that perceived organizational support, motivation, and access to sustainability-related training

positively affect employee engagement, job satisfaction, and organizational commitment (Abdullah et al., 2024; PwC, 2024). By investigating employee-related factors, this study highlights how empowered staff contribute to inclusive education, ethical workplace practices, and meaningful community engagement, while also identifying barriers to participation such as unclear sustainability goals or insufficient incentives.

In an increasingly competitive higher education environment, effective social sustainability practices can enhance institutional reputation, stakeholder trust, and long-term organizational resilience. Evidence suggests that employees and stakeholders increasingly value organizations that demonstrate strong commitments to social and environmental responsibility, influencing employment decisions, institutional loyalty, and public perception (Market.Biz, 2025; PwC, 2024). For private tertiary institutions that rely heavily on tuition fees, partnerships, and donor support, social sustainability initiatives driven by CSR are not only ethical imperatives but also strategic assets that contribute to competitive advantage.

The findings of this study have important policies and practical implications. They can inform institutional governance frameworks and support alignment with national and regional accreditation requirements. As Malaysia advances its commitment to the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities), private tertiary institutions are expected to integrate social sustainability principles into their operations (Department of Statistics Malaysia [DOSM], 2023). This research provides evidence-based recommendations for embedding social sustainability into academic governance, curriculum design, CSR strategies, and staff development initiatives.

Corporate Social Responsibility is examined in this study as a critical moderating variable that can either strengthen or weaken the relationship between organizational and employee factors and social sustainability practices. Within private tertiary institutions, CSR initiatives—such as scholarships, ethical governance practices, community outreach, and staff welfare programmes—serve as mechanisms that align institutional values with societal needs (UNGCMYB, 2022). Investigating CSR’s moderating role clarifies how it can be strategically leveraged to enhance employee engagement, reinforce institutional accountability, and strengthen the social dimension of sustainability.

This research further contributes to the broader discourse on education for sustainable development (ESD), particularly within the Malaysian context, where rapid socio-economic development, educational privatization, and cultural diversity intersect. By examining how CSR mediates internal organizational dynamics, the research offers context-specific insights that can inform both national and international best practices in building socially responsible and sustainable educational institutions (Abdullah et al., 2024; DOSM, 2023).

Overall, this research provides both theoretical and practical contributions by demonstrating how CSR enhances the positive effects of organizational and employee factors on social sustainability practices. Practically, the findings can assist institutional leaders in designing strategies that promote inclusive, ethical, and supportive workplaces, while strengthening employee motivation, commitment, and sense of belonging (PwC, 2024; Market.Biz, 2025). Ultimately, this research reinforces the view that socially responsible practices not only improve organizational performance but

also foster positive societal outcomes, contributing to sustainable and ethically grounded relationships between institutions, employees, and society at large.

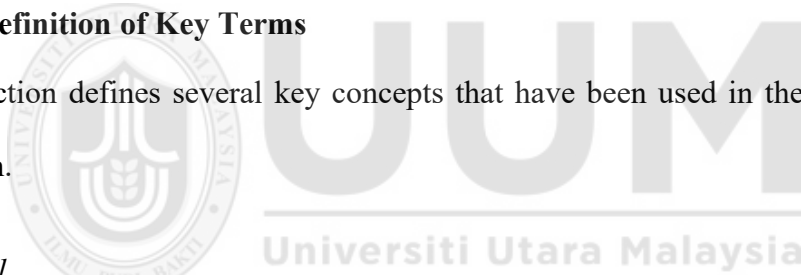
1.6 Scope of the Study

The main objective of this research is to examine the influence of organizational factors and employee-driven factors on the social sustainability practices at the private university in Kedah while corporate social responsibility (CSR) act as the moderator. The research focused on the specific strategies, understanding the specific methods employed by the institution, the way they seem to influence employees and the possible gaps in results among diverse demographic groups.

1.7 Definition of Key Terms

This section defines several key concepts that have been used in the context of this research.

*Table 1.1
Definition of Key terms*



Variable	Author(s) & Year	Definition of Term
Social Sustainability Practices	Kobal Grum & Babnik (2022)	Social sustainability practices are organizational actions that enhance human well-being, equity, and social justice in the workplace, such as safety, fair pay, inclusion, and work–life balance.
Leadership Commitment	Khan & Quaddus (2023)	Leadership commitment refers to the demonstrated dedication and active involvement of top management in promoting organisational goals, ethical conduct, and sustainability initiatives through resource allocation, strategic direction, and continuous support.
Corporate Values and Culture	Kim & Ma (2023)	Corporate culture comprises shared beliefs, norms, and values that influence employees’ ethical judgement, decision-making, and alignment with organisational goals.
Human Resource Policies	Sheehan et al. (2021)	HR policies are formal frameworks that govern recruitment, employee development, compensation, and performance management to ensure consistency, fairness, and organisational effectiveness.
Awareness and Education	Alzahrani (2023)	Awareness and education initiatives enhance employees’ understanding, attitudes, and pro-sustainability behaviour by increasing knowledge related to ethical, environmental, and social practices.
Workforce Diversity	Hossain et al. (2024)	Workforce diversity refers to the representation and inclusion of employees with varied demographic, cultural, and professional backgrounds to enhance collaboration, innovation, and equity.
Employee Engagement	Gupta & Sharma (2023)	Employee engagement is the emotional and psychological attachment employees have towards their organization, motivating them to contribute positively to organizational success.
Corporate Social Responsibility (CSR)	Wirba et al. (2023)	CSR is an organization’s voluntary commitment to operate ethically and to contribute to sustainable development by addressing economic, social, and environmental concerns of stakeholders through policies and practices that go beyond legal compliance.

1.8 The Organisation of the Study

There are five (5) chapters in this project paper. Chapter one gives a general idea of the research. The study commences with its background, presenting the problem statement, research questions, research objectives, significance of the study, scope of the research,

and definitions of important words pertinent to the research. This chapter defines the groundwork for examining the moderating influence of Corporate Social Responsibility (CSR) on the relationship between social sustainability practices and employees at a private institution in Kedah.

Chapter two gives a thorough assessment of the relevant literature. It encompasses a theoretical and conceptual discourse on social sustainability, Corporate Social Responsibility (CSR), and employee-related variables. The chapter also looks at real-world research on organizational characteristics (like Leadership Commitment, Corporate Values and Culture, and Human Resource Policies) and employee-driven factors (like Awareness and Education, Workforce Diversity, and Employee Engagement) that affect social sustainability practices. Furthermore, the foundational ideas, conceptual framework, and the formulation of hypotheses concerning the moderating influence of CSR are explained.

Chapter three discusses the research approach employed for this study. It describes the research design, the population and sampling strategy, the ways of collecting data, the research tools, and how to measure the variables. The chapter also talks about the methods used to analyze the data and the statistical methods used to test the study hypotheses. Chapter four shows and talks about the study's results. It contains the findings from the descriptive analysis, reliability tests, correlation analysis, and regression analysis employed to identify the correlations among the variables and to evaluate the moderating influence of CSR. The findings are backed up by useful tables and statistics that make them easier to understand.

Chapter five discusses a thorough look at the results in connection to the research objectives and the literature review that was highlighted in Chapter two. It talks about

the most important findings of the study, what they mean in theory and practice, and the problems that came up throughout the investigation. At the end of the chapter, there are ideas for future research and ways to make higher education institutions more socially sustainable.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Sustainability has been a favorite research topic and has gained attention from many academic scholars. Transformation change is needed to achieve the Sustainable Development Goals (SDG) By 2030, United Nations (2020). In implementing social sustainability initiatives, an organization may face challenges arising from numerous resource-based and institutional issues (Huq et al., 2014; Pedersen and Gwodz, 2013). Social sustainability has been given least priority of the other two sustainability, economic and environmental.

In higher education institutions, social sustainability has a complex relationship to employee wellness, inclusive governance, ethical leadership, and equitable human resource policies. Private universities operate under competitive and resource-limited settings, rendering internal organizational dynamics and staff engagement essential for sustainable institutional performance. This chapter examines the relevant research on social sustainability practices, organizational issues, employee-driven elements, and Corporate Social Responsibility (CSR), specifically concerning private higher education institutions. It also examines the foundational theories that inform the conceptual framework of this study.

2.2 Definition and concept of variables

This study investigates social sustainability practices in a private higher education institution, emphasizing organizational and employee-driven elements that affect employees' views and behaviors. To maintain conceptual clarity and consistency, it is

essential to explicitly describe and elucidate the primary variables analyzed in this research. Defining the variables establishes a shared comprehension of the constructs employed and guarantees their consistent interpretation within the framework of social sustainability and higher education institutions.

This study categorizes variables into four primary groups: social sustainability practices as the dependent variable; organizational factors (leadership commitment, corporate values and culture, and human resource policies) and employee-driven factors (awareness and education, workforce diversity, and employee engagement) as independent variables; and Corporate Social Responsibility (CSR) as a moderating variable. These variables are based on existing theories, specifically Social Exchange Theory and Stakeholder Theory, and are supported by previous empirical research in organizational behavior, sustainability, and higher education.

The subsequent subsections explain the definitions and conceptual underpinnings of each variable as utilized in this study. The explanations are based on current literature and contextualized within a private university setting, specifically highlighting how these variables affect social sustainability practices among both academic and non-academic staff.

2.2.1 Social sustainability practices in Higher Education Institutions

Social sustainability practices imply organizational behaviors and institutional frameworks that foster human well-being, equity, inclusiveness, and enduring societal stability. Kobal Grum and Babnik (2022) characterize social sustainability practices in the workplace as measures that promote equity, employee welfare, just treatment, and social justice, encompassing safe working conditions, equitable compensation, inclusion, and work–life balance. Such approaches are vital in higher education

institutions for bolstering both academic and non-academic personnel, who are integral to teaching excellence, research output, and institutional reputation.

Social sustainability in educational institutions encompasses not just adherence to labor norms but also employee involvement in decision-making, chances for professional growth, inclusive institutional cultures, and supportive leadership frameworks. Lewandowska et al. (2023) believe that socially sustainable organizations cultivate respect, equity, and employee advancement as fundamental elements of sustainable management. In academic environments, these behaviors enhance job satisfaction, organizational dedication, and collaborative connections among colleagues.

Prior research defines key elements of social sustainability, including fairness, health, education, demographic inclusion, cultural sensitivity, social cohesion, and employee involvement (Ajmal et al., 2017). In private colleges, emphasizing these factors aids in reducing workplace inequities, decreasing staff turnover, and fostering inclusive academic environments. Thus, social sustainability strategies are both ethically crucial and strategically vital for institutional effectiveness and enduring sustainability.

2.2.2 Organizational Factors

Organizational factors indicate internal components inside an organisation that influence employees' work experiences, organizational culture, and degrees of support and participation. This study identifies three organisation factors—Leadership Commitment, Corporate Values and Culture, and Human Resource (HR) Policies—that are recognized to impact the effectiveness of social sustainability activities in the workplace.

Leadership Commitment is the demonstrated dedication and involvement of organizational leaders in the promotion of sustainability objectives, ethical conduct, and employee well-being. Crawford et al. (2021) defined leadership commitment as the active involvement of leaders in shaping organizational climate and impacting employee performance by providing guidance, support, and role modelling.

Leaders committed to social sustainability offer strategic direction, allocate resources, and engage in sustainability initiatives, indicating that these efforts are priorities for the organization. Khan and Quaddus (2023) highlighted that leadership commitment entails the readiness of decision-makers to endorse sustainable practices and motivate employees to align with organizational objectives. Leaders are essential in motivating employees to adopt sustainability values, shaping work behavior, and cultivating a socially responsible culture within their organization.

Corporate culture is the set of common meanings, values, and rules that affect how employees feel and how the company works (Nazir & Islam, 2020). An effective organizational culture fosters collaboration, inclusivity, and ethical decision-making. According to Kim and Ma (2023), corporate culture significantly affects how organizations respond to ethical dilemmas and sustainability issues. Cultures that prioritize mutual respect, learning, and transparency are more likely to successfully implement socially sustainable practices.

Corporate values serve as fundamental principles that shape employee behaviour and decision-making processes. The incorporation of social values such as equity, integrity, and respect within organizational culture significantly strengthens employee commitment to sustainability objectives (Kim & Ma, 2023). Aligning organizational culture with sustainability objectives improves job satisfaction, ethical behaviour, and

employee retention (Nazir & Islam, 2020). Therefore, cultivating a value-driven culture is crucial for the integration of social sustainability across both structural and behavioural dimensions.

Human Resource (HR) policies establish the frameworks that regulate recruitment, compensation, employee development, and performance management (Sheehan et al., 2021). The integration of sustainability principles into human resource policies promotes fairness, equality, and empowerment among employees. Vikneswaran et al. (2024) assert that sustainable HR policies improve employee well-being and capability development by fostering work-life balance, inclusivity, and continuous learning.

Sustainable HR practices serve as drivers for organizational transformation by fostering consistency and ethical behaviour in employment functions. Integrating social sustainability factors such as diversity recruitment, equitable compensation, and safe working conditions improves employee satisfaction and engagement (Sheehan et al., 2021). Equitable HR systems foster internal trust and social capital in organizations, consequently enhancing overall sustainability performance (Vikneswaran et al., 2024).

2.2.3 Employee-driven factors

Awareness and educational programs give workers the information and motivation they need to act in ways that are good for the environment. Training programs improve employees' understanding of their roles in achieving organizational sustainability goals and foster a shared sense of responsibility (Abdul Rahman & Ismail, 2021). Education enhances employees' understanding of ethical, environmental, and social issues, thereby fostering their participation in social initiatives.

Organizations that prioritize sustainability education demonstrate greater employee commitment and performance (Alzahrani, 2023). Employee awareness of organizational sustainability objectives promotes active engagement in social sustainability initiatives. Education and awareness enhance a sense of purpose, strengthening the organization's reputation for social responsibility and promoting collective well-being (Abdul Rahman & Ismail, 2021).

Workforce diversity means having people from different demographic, cultural, and professional backgrounds work together (Shore et al., 2009). A diverse workforce enhances creativity, improves problem-solving abilities, and encourages inclusivity within the organization. Hossain et al. (2024) argue that diversity fosters innovation and ensures that decisions reflect a range of perspectives, thereby improving social sustainability outcomes.

Diversity contributes to social sustainability by promoting fairness and equality in opportunities and treatment (Shore et al., 2009). Organizations that prioritize diversity adhere to ethical and legal standards, promoting inclusive cultures that improve employee morale and engagement. This inclusiveness improves decision-making and aligns with the overarching social sustainability goals of equity and community integration (Hossain et al., 2024).

Employee engagement is the level of emotional and mental commitment that workers show to their company (Bakker & Albrecht, 2018). Engaged employees exhibit energy, commitment, and immersion in their tasks, which improves both individual and organizational outcomes. Gupta and Sharma (2023) argue that engagement enhances well-being, satisfaction, and productivity, which are critical for sustaining social practices within organizations.

Engagement is fundamentally associated with social sustainability, influencing employee interactions, collaboration, and contributions to organizational objectives. Employees who view themselves as valued and connected are more likely to support ethical and socially responsible practices (Bakker & Albrecht, 2018). Promoting engagement through recognition, empowerment, and supportive leadership enhances the organization's capacity to achieve sustainable social outcomes (Gupta & Sharma, 2023).

2.2.4 Corporate social responsibility

The term "corporate social responsibility" (CSR) is an organization's voluntary dedication to moral business practices and sustainable development that takes into account social, environmental, and economic factors (Wirba et al., 2023). Corporate Social Responsibility extends beyond legal compliance, focusing on initiatives that produce beneficial outcomes for stakeholders and communities. The perception of corporate social responsibility (CSR) refers to employees' views on their organization's ethical conduct, which in turn influences job satisfaction, trust, and performance (Paruzel et al., 2021).

Corporate Social Responsibility (CSR) influences social sustainability by connecting an organization's internal initiatives with external societal expectations. Organizations that adopt CSR strategies demonstrate a commitment to fairness, equity, and the generation of long-term value. Companies that prioritize corporate social responsibility demonstrate enhanced employee morale and social cohesion, contributing to a sustainable and ethical organizational culture (Wirba et al., 2023).

2.3 Related Underpinning Theories

This research investigates social sustainability strategies among employees at a private higher education institution. A theoretical basis is necessary to explain how organizational and employee-driven elements affect social sustainability practices by clarifying the behavioral mechanisms that influence employees' perceptions, attitudes, and reactions to institutional activities.

Social sustainability in educational institutions is influenced not just by official rules or strategic aims but also by employees' perceptions of organizational support, equity, and ethical commitment within their daily work environment. The willingness of employees to participate in and endorse social sustainability efforts is influenced by positive relationships between the institution and its employees, along with the institution's broader responsibilities to various stakeholders. Theories explaining employee-organization connections and institutional accountability are especially important to this research.

This research is fundamentally based on Social Exchange Theory (SET), which elucidates how reciprocal connections between organizations and employees affect attitudes, commitment, and behavior. Stakeholder Theory serves as an adjunct perspective to address the extensive social and ethical obligations of private higher education institutions to staff, students, and society. Overall, these theories establish a solid framework for understanding the influence of organizational and employee-driven factors on social sustainability practices, as well as the role of Corporate Social Responsibility (CSR) as a moderating factor in this dynamic.

2.3.1 Social Exchange Theory

Social Exchange Theory (SET) is a common theoretical framework in organizational behavior that explains workplace connections through mutual trades between individuals and institutions (Cross et al., 2019). The theory asserts that employees assess their connection with an organization based on the support, equity, and resources provided, reciprocating with favorable attitudes and behaviors when they regard the transaction as advantageous.

This study proposes that Social Exchange Theory elucidates the impact of organizational factors—namely leadership commitment, corporate values and culture, and human resource policies—on workers' tendency to participate in social sustainability initiatives within a private institution. When institutional leaders exhibit dedication to employee wellbeing, equity, and ethical behavior, employees interpret these acts as organizational support. SET proposes that these impressions motivate employees to show appreciation by enhancing engagement, cooperation, and involvement in socially sustainable workplace practices.

SET discusses the significance of employee-driven variables in this study. Awareness and education, workforce diversity, and employee engagement are processes by which employees perceive and react to organizational assistance. Informed employees who feel included and emotionally engaged are more likely to show gratitude for excellent organizational treatment by endorsing social sustainability activities and fostering a harmonious, inclusive institutional environment.

Moreover, SET offers an accurate theoretical rationale for incorporating Corporate Social Responsibility (CSR) as a moderating variable in this research. CSR activities signify supplementary organizational resources and demonstrate institutional

dedication to social and ethical principles. When employees regard CSR efforts as authentic, these initiatives bolster the quality of social interactions between the institution and its staff, hence amplifying the beneficial impacts of organizational and employee-driven elements on social sustainability practices. Consequently, SET serves as the principal theoretical framework for elucidating and empirically evaluating the correlations posited in this study.

2.3.2 Stakeholder Theory

Stakeholder Theory enhances Social Exchange Theory by broadening the study by covering the wider social obligations of institutions beyond employee-organization interactions. Stakeholder Theory proposes that organizations possess ethical and strategic responsibilities towards many stakeholder groups, including employees, students, communities, and society as a whole (Freeman et al., 2020). In the realm of private higher education institutions, Stakeholder Theory holds significant relevance, as universities function within intricate social systems and are anticipated to foster social progress through ethical governance, inclusive practices, and employee welfare. Employees are acknowledged as essential internal stakeholders whose satisfaction, engagement, and welfare directly affect institutional performance and social sustainability results.

This study utilizes Stakeholder Theory to analyze social sustainability practices, highlighting the necessity for private colleges to reconcile organizational goals with the social requirements of employees and the broader community. The theory further substantiates the function of CSR as a strategic tool by which organizations exhibit accountability to stakeholders and synchronize internal practices with societal

expectations concerning equity, inclusion, education, and social welfare (Kobal Grum & Babnik, 2022; Lewandowska et al., 2023).

This study utilizes Social Exchange Theory as the primary theoretical framework, as it directly elucidates employee attitudes, reciprocal behavior, and workplace involvement, despite Stakeholder Theory offering a significant ethical and institutional perspective. Stakeholder Theory serves as an auxiliary framework that enhances the study's rationale for social sustainability and corporate social responsibility inside private higher education institutions.

2.4 Summary of the Chapter

This chapter examined the relevant research regarding social sustainability practices, organizational variables, employee-driven factors, and the moderating influence of Corporate Social Responsibility (CSR) in the context of private higher education institutions. The discourse highlighted that employee wellness, inclusiveness, justice, and equitable treatment are essential elements of social sustainability within university environments, where both academic and non-academic staff are pivotal to institutional efficacy and enduring sustainability.

The chapter analyzed critical organizational elements, specifically leadership commitment, business values and culture, and human resource policies, emphasizing their impact on the execution of social sustainability practices in private colleges. Leadership commitment was recognized as a pivotal factor in integrating sustainable values, whereas institutional culture and human resource policy influenced employees' perceptions of equity, support, and ethical governance. Furthermore, employee-centric elements such as awareness and education, workforce diversity, and employee engagement were identified as critical processes by which employees perceive

organizational support and actively participate in socially sustainable workplace practices.

This chapter established the theoretical framework of the investigation. Social Exchange Theory (SET) serves as the principal theoretical framework elucidating how employees' perceptions of organizational support and equitable treatment affect their mutual behaviors, engagement, and involvement in social sustainability projects. Stakeholder Theory was integrated as an alternative framework to emphasize the extensive social and ethical obligations of private higher education institutions to staff, students, and society. Collectively, these theories offer a cohesive understanding of the interplay between organizational and employee-driven elements that affect social sustainability practices.

The chapter ultimately integrated conceptual concepts, empirical facts, and theoretical viewpoints to establish a robust framework for the investigation. The examined literature substantiates the proposed research hypotheses and offers a clear justification for investigating CSR as a moderating variable that enhances the influence of organizational factors, employee-driven factors, and social sustainability practices at a private university in Kedah. This foundation underpins the research design and empirical analysis detailed in the following chapters.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research methodology used to accomplish the objectives of this study, which examines the influence of organizational factors and employee-driven factors on social sustainability practices at a private university in Kedah. It provides a comprehensive explanation of the research design, population, sampling procedure, data collection methods, measurement instruments, reliability and validity testing, data analysis techniques, and ethical aspects. The research findings are guaranteed to be reliable, valid, and accurate through the implementation of the methods.

3.2 Research Framework

Figure 3.1 shows the framework in action. This study's theoretical framework demonstrates the relationship between social sustainability practices with the dependent variable which is the employee in the organization and how CSR supports both variables as moderator.

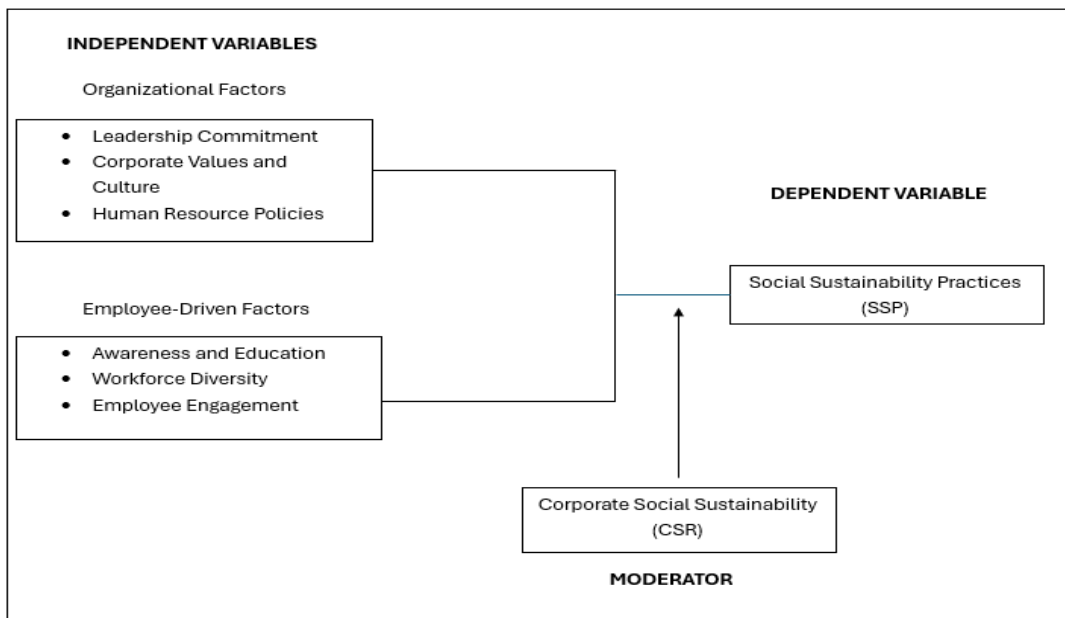


Figure 3.1
Research Framework

3.3 Hypotheses Development

This part formulates the hypotheses for the current investigation, grounded in the conceptual framework and the theoretical and empirical analyses discussed in the prior literature review. The hypotheses are designed to experimentally investigate the influence of organizational factors and employee-driven factors on the social sustainability practices and employee outcomes in a private institution in Kedah. The moderating influence of corporate social responsibility (CSR) in influencing these connections is examined.

This study, informed by Stakeholder Theory and Social Exchange Theory, conceptualizes employees as essential internal stakeholders whose attitudes and behaviors are shaped by organizational practices about social sustainability and corporate social responsibility (CSR). In the context of higher education, universities function as multifaceted organizations tasked with ensuring equitable treatment, welfare, and enduring sustainability for their academic and administrative personnel. Therefore, social sustainability strategies integrated at both the organizational and employee levels are anticipated to impact employee outcomes, while corporate social responsibility is posited to enhance these benefits.

3.3.1 Organizational Factors

Leadership commitment, organizational values and culture, and HR rules shape social sustainability practices. Top management fosters ethics, employee well-being, and sustainability through leadership commitment (Crawford et al., 2021; Khan & Quaddus, 2023). Corporate principles and culture affect employees' ethical and socially responsible behavior (Nazir & Islam, 2020; Kim & Ma, 2023). Human resource policies that promote fairness, employee growth, and sustainability also help social sustainability programs (Sheehan et al., 2021; Vikneswaran, 2024). Previous research shows that organizations with excellent internal governance and supportive policies are more socially sustainable (Ajmal et al., 2017; Lin, 2021). Thus, organizational elements may improve social sustainability.

H_{1a}: Leadership commitment has an influence on social sustainability practices.

Social sustainability projects are driven by leadership involvement, role modelling, and resource allocation. Leaders who promote social well-being, fair labour, and employee engagement improve organisational sustainability (Crawford et al., 2021; Khan & Quaddus, 2023). Strong leadership directly promotes employee social responsibility attitudes and sustainability program participation (Mani & V., 2018; Marzouqi et al., 2019).

H_{1b}: Corporate values and culture has an influence on social sustainability practices

Companies' values, norms, and ethics impact their behaviour and decision-making (Nazir & Islam, 2020; Kim & Ma, 2023). Organizations that value equity, fairness, and community engagement foster social sustainability. Culturally linked organizations improve social sustainability and societal effect (Barron & Gauntlett, 2022; Lewandowska et al., 2023).

H_{1c}: Human resource policies has influence on social sustainability practices.

HR policies promote social sustainability through equitable compensation, professional development, and inclusive practices (Sheehan et al., 2021; Vikneswaran, 2024). According to research, formal HR frameworks boost employee satisfaction, involvement, and social sustainability compliance (Ajmal et al., 2017; Davidescu, 2020).

3.3.2 Employee-driven Factors

Awareness, education, workforce diversity, and participation empower employees to actively promote social sustainability. Awareness and education on ethical, social, and sustainability issues improve employee participation in sustainability projects (Abdul Rahman & Ismail, 2021; Alzahrani, 2023). Diversity in the workplace promotes inclusivity and diverse viewpoints on sustainability decisions (Shore et al., 2009; Hossain, 2024). Employee engagement shows psychological attachment and drive to promote equity, well-being, and social advancement (Bakker & Albrecht, 2018; Gupta & Sharma, 2023). Thus, employee-driven elements may improve social sustainability.

H_{2a}: Awareness and education influence social sustainability practices

Training and awareness programs enhance employees' understanding of sustainability concepts, ethical practices, and social responsibility, fostering proactive engagement in organizational initiatives (Abdul Rahman & Ismail, 2021; Alzahrani, 2023).

H_{2b}: Workforce diversity has influence on social sustainability practices A diverse workforce fosters inclusivity, equity, and collaboration, thereby improving the execution of social sustainability practices within the organization (Shore et al., 2009; Hossain et al., 2024).

H_{2c}: Employee engagement has an influence on social sustainability practices

Employees who are engaged demonstrate greater commitment and motivation to engage in activities that promote social sustainability, including volunteering, mentoring, and advocating for workplace equity (Bakker & Albrecht, 2018; Gupta & Sharma, 2023).

3.3.3 Corporate social responsibility (CSR)

H₃: CSR positively moderates the influence of organizational factors on social sustainability practices in a private university in Kedah.

By linking company actions with ethical, social, and community goals, CSR programs enable social sustainability (Wirba et al., 2023; Paruzel, 2021). Active CSR initiatives give resources, recognition, and frameworks to leadership, culture, and HR rules. When CSR is well-integrated, leadership and HR efforts promote social sustainability better, increasing employee participation and workplace equity.

H₄: CSR positively moderates the influence of employee-driven factors on social sustainability practices in a private university in Kedah.

CSR makes it easier for employee-driven factors to have an impact on social development practices. When CSR projects show that a company really cares about the well-being of society, employees are more likely to get involved in social projects and use their knowledge and skills. Studies show that CSR makes employees more motivated, engaged, and aware, which makes diversity in the workplace, training, and participation in sustainability programs work better (Wirba et al., 2023; Paruzel et al., 2021; Kobal Grum & Babnik, 2022).

3.4 Research Design

This study employs a positive, quantitative research design, which is deemed most appropriate for objectively examining the relationships proposed in this study's conceptual framework. The questionnaire items were adapted from previously validated instruments to ensure content validity and reliability measurement. As outlined in Chapter One, the research aims to determine the influence of organizational factors and employee-driven factors on social sustainability practices at a private university in Kedah. Quantitative research enables the systematic testing of hypotheses, facilitates empirical validation of theoretical models, and allows for statistical generalisation of findings to a wider population (Creswell & Creswell, 2018). Given that the study seeks to quantify employees' perceptions and evaluate causal relationships between constructions, this approach aligns closely with the research objectives.

This methodological choice is consistent with prior studies in the domain of social sustainability, organizational behaviour, and CSR that have adopted quantitative designs to examine similar relational models. For instance, Khan and Suhaimi (2022) used a quantitative survey to investigate the impact of organizational values, leadership, and sustainability policies on employee outcomes in Malaysian higher education institutions, demonstrating that a quantitative approach provides measurable insights into complex organizational constructs. Likewise, Kusumawardani et al. (2023) applied quantitative analysis to examine how CSR influences employee engagement, concluding that statistical hypothesis testing yields robust evidence to support theory-driven claims. These studies provide methodological alignment and strengthen the rationale for employing a similar research design in the present investigation.

The selection of quantitative design also aligns with the theoretical foundations presented in Chapter Two, particularly Social Exchange Theory (SET) and Stakeholder Theory. SET posits that employees form workplace attitudes and behaviours based on reciprocal exchanges with their employer. The use of quantitative measurement scales enables the operationalisation of reciprocity-driven constructs such as employee engagement, perceived social sustainability, and CSR, thereby facilitating empirical assessment of SET propositions. Quantitative analysis has been widely endorsed for testing SET-based organizational models due to its capacity to detect relational strength, direction, and significance between variables (Cropanzano et al., 2017). Stakeholder Theory further supports this methodological approach, as quantitative data offers objective insight into how organizational responsibilities towards employees—as internal stakeholders—shape perceptions and behavioural outcomes.

Moreover, quantitative survey design is advantageous for assessing moderating effects, which forms a critical component of this study. Moderation analysis requires numerical data to test whether the strength or direction of relationships between variables changes as a function of another variable. Hayes (2018) emphasises that moderation is most rigorously examined using quantitative statistical procedures such as the PROCESS Macro in SPSS, which allows for robust estimation of interaction terms. Past research adopting similar moderation models within the sustainability and HRM context—such as Ahmad et al. (2023) who evaluated CSR as a moderator between HRM practices and employee attitudes—demonstrates that quantitative methods provide strong explanatory power and accuracy for such analyses.

In the context of higher education institutions, previous scholars have likewise adopted quantitative methodologies to evaluate sustainability practices. Rahman and Chowdhury (2021) examined sustainability-driven workplace culture and its influence

on academic staff behaviour using a quantitative survey, highlighting the method's suitability for capturing perceptual and behavioural differences across employee groups. The advantages of this approach include: (i) its ability to collect standardised data from many respondents, (ii) minimisation of researcher bias, (iii) enhanced reliability and replicability, and (iv) suitability for comparative, correlational, and causal analyses. Given these strengths, the quantitative approach is well-positioned to fulfil the analytical requirements of this study and to produce generalisable findings that contribute to academic literature and organizational practice.

3.5 Operational Definition

This section outlines the conceptual definitions and implementation of the study variables for empirical measurement. Operational definitions explain the conversion of abstract constructs into observable and quantitative indicators, hence ensuring the consistency, reliability, and replicability of the study (Sekaran & Bougie, 2022). All factors in this study were assessed using recognized and validated instruments tailored to the setting of private higher education institutions in Malaysia.

3.5.1 Organizational Factors

Organizational components represent the primary independent variable in this study. Organizational variables are defined as internal policies, practices, leadership dedication, and organizational culture that facilitate and enhance social sustainability inside the organization (Yusoff and Azam, 2022). This research identifies three dimensions of organizational factors: business values and culture, human resource policies, and leadership commitment to social sustainability.

Corporate values and culture, human resource policies, and leadership commitment are measured by the items used by Yusoff, M., & Azam, S. (2022) based on a five-point scale whereby, 1 = strongly disagree, and 5= strongly agree, participants rated their degree of agreement with the organizational factors item in table 3.1 below.

Table 3.1

Organizational factors Item

Variable	Operational Definition	Items	Authors
Corporate values and culture	The degree to which organizational ideals and culture foster ethical conduct, equity, and social accountability.	1. My organization promotes ethical values in daily work practices.	Yusoff, M., & Azam, S. (2022)
		2. The organizational culture encourages fairness and mutual respect among employees.	
		3. Social responsibility is embedded in my organization's core values.	
		4. Employees are encouraged to act in socially responsible ways.	
Human Resource Policies	Human resource policies that promote employee welfare, equity, and social sustainability within organizations	1. HR policies in my organization support employee well-being.	Yusoff, M., & Azam, S. (2022)
		2. Employees are treated regardless of background.	
		3. Training programs promote awareness of social sustainability.	
		4. HR practices encourage a healthy work environment.	
Leadership Commitment	Management's dedication to advancing and endorsing social sustainability initiatives	1. Top management supports social sustainability initiatives. 2. Leaders actively promote socially responsible practices. 3. Management integrates social sustainability into decision-making. 4. Leaders demonstrate commitment to employee welfare.	

3.5.2 Employee-driven Factors

Employee-driven factors are the second independent variable in this research. Employee-driven elements are defined as employees' awareness, engagement, and dedication to social sustainability activities inside the firm (Nguyen & Le, 2021). This framework encompasses workforce diversity, awareness and education, and employee involvement in sustainability initiatives. Employee-driven factors were assessed with the employee-driven factors items modified from Nguyen and Le (2021). Participants assessed their concurrence with statements concerning their comprehension of social sustainability, involvement in sustainability-related endeavors, and sense of obligation toward socially sustainable practices.

It is based on a five-point scale whereby, 1 = strongly disagree, and 5= strongly agree, participants rated their degree of agreement with the Employee-Driven Factors.

*Table 3.2
Employee-driven factors Item*

Variable	Operational Definition	Items	Authors
Workforce Diversity	Employees' attitudes of inclusivity, equitable opportunity, and appreciation for diversity within the company	1. Employees from different backgrounds are treated fairly in my organization. 2. My organization respects diversity among employees. 3. Equal opportunities are provided to all employees regardless of gender, ethnicity, or background. 4. Diversity is encouraged and valued in the workplace.	Nguyen & Le (2021)

Variable	Operational Definition	Items	Authors
Awareness and Education	Human resource policies that promote employee welfare, equity, and social sustainability within organizations	1. I am aware of my organization's social sustainability initiatives.	
		2. I understand how my work contributes to social sustainability.	
		3. The organization provides sufficient information about social sustainability practices.	
		4. I am knowledgeable about the importance of social sustainability in the organization.	
Employee Engagement	Employees' active engagement, participation, and accountability for social sustainability initiatives	1. I actively support social sustainability initiatives in my organization.	
		2. I feel personally responsible for contributing to social sustainability at work.	
		3. I am willing to participate in activities that promote social sustainability.	
		4. I contribute ideas or suggestions to improve social sustainability practices.	

3.5.3 Social Sustainability Practices

The metrics for assessing social sustainability activities were derived from Rahman and Kamarulzaman (2020). Social sustainability practices signify organizational efforts to foster fairness, equity, diversity, and the enduring welfare of employees. In this study, social sustainability practices were considered the dependent variable.

The items evaluated the degree to which the organization applies equitable employment practices, promotes employee welfare, advocates for diversity, and cultivates a socially sustainable workplace. Responses were quantified utilizing a five-point Likert scale, with 1 representing Strongly Disagree and 5 denoting Strongly Agree.

Table 3.4
Social Sustainability Factors Items

Variable	Operational Definition	Items	Authors
Social Sustainability Practices	Organizational activities that foster fairness, equity, inclusiveness, and sustain employee well-being	<ol style="list-style-type: none"> 1. My organization promotes fair treatment of employees. 2. Employee welfare is prioritized in organizational practices. 3. The organization encourages an inclusive work environment. 4. Employees feel supported in maintaining long-term well-being. 5. Social sustainability practices are consistently implemented. 	Rahman & Kamarulzaman (2020)

3.5.4 Corporate Social Responsibility (CSR)

Corporate Social Responsibility (CSR) was assessed utilizing items modified from Kim and Park (2023). Corporate Social Responsibility (CSR) include organizational activities and policies that demonstrate ethical accountability, regard for employee welfare, social equity, and sustainable development. This study investigated CSR as a moderating variable affecting the relationship between organizational variables, employee-driven factors, and social sustainability practices.

The CSR questions evaluated employees' attitudes regarding their organization's dedication to ethical conduct, equitable treatment of staff, socially responsible policies, and societal contributions. All CSR questions were assessed utilizing a five-point Likert scale, with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

*Table 3.3
Corporate Social Responsibility Items*

Variable	Operational Definition	Items	Authors
Corporate Social Responsibility (CSR)	Organizational policies that prioritize employee wellbeing, equitable treatment, and ethical accountability	<ol style="list-style-type: none"> 1. My organization is committed to improving employee well-being. 2. Employees are treated fairly in this organization. 3. The organization considers employees' interests when making decisions. 4. The organization provides a safe and healthy working environment 5. My organization behaves ethically in its business operations. 6. The organization follows ethical standards even when it is not profitable. 7. Social responsibility is an important value in my organization. 8. The organization actively contributes to the welfare of society 	Kim & Park (2023)

3.6 Measurement of Variables/Instrumentation

To find out how social sustainability practices affect the employees in the organization, this research uses a wide range of measurements, including perception and awareness of social sustainability practices, Employer satisfaction, Work-Life Balance. By using well-thought-out questions and tested scales, researcher hope to get a quantitative picture of the many aspects of workers' experiences with social sustainability practices at their own companies.

3.7 Data Collection

A preliminary study, which consisted of thirty employees, was carried out in order to evaluate the clarity, reliability, and internal consistency of the items before the main survey was carried out. In order to avoid the possibility of response contamination, the pilot data were not included in the final study (Hair et al., 2019). It was during the middle of December 2025 and the beginning of January 2026 that the primary data collection was carried out.

The participation was entirely voluntary, informed consent was obtained, and both anonymity and secrecy were guaranteed. Prior to the analysis, the replies were checked to ensure that they were complete, and those that were found to be invalid or incomplete were disregarded.

In this study, a structured, self-administered questionnaire was employed to gather primary data, reflecting respondents' perceptions of human resource procedures and their intentions to continue with their respective organizations. The data collection process took place over a period of one week, commencing at the middle of December 2025 and concluding in early January 2026. The researcher utilized primary data through an online survey form for data collecting in this study. The questionnaire was sent out using Google Forms through the link in the email send to the staff.

Human Resource Departments of the university have helped to ensure high returns by providing a list of academic and non-academic staff members. To keep the dataset's integrity, responses that were incomplete, duplicate, or invalid were not included. This methodical and ethically informed strategy for data collecting guarantees the dependability, validity, and applicability of the study's findings.

3.8 Population and Sampling

Population indicates the comprehensive collection of objects, individuals, or events that demonstrate specific attributes that are essential to the research objectives (Sekaran & Bougie, 2022). The context for this research is the influence of organizational and employee-driven factors on social sustainability practices, which comprises all employees at a private university in Kedah, Malaysia.

Generally, research design relies on probability and non-probability sampling to select study participants. Probability sampling gives each population member a known, non-zero chance of being sampled, improving representativeness and generalization. In contrast, non-probability sampling does not involve random selection, so each population member's chances of inclusion are unknown, making it better for exploratory studies or situations where random selection is impossible (Shamsudin et al., 2024; sampling guide article, 2024).

Under non-probability sampling, several techniques are commonly employed, including convenience sampling, voluntary response sampling, purposive (judgmental) sampling, snowball sampling, and quota sampling. These approaches are characterized by the absence of random selection, whereby the probability of each population element being included in the study is unknown. Similarly, a census study is classified under non-probability sampling because, although all members of the target population are included, no randomization process is applied, and participation depends on accessibility and respondents' willingness to participate.

Census studies collect data from all members of a defined population rather than a subset and are typically employed when the population size is small, clearly identified, and **accessible**. In organizational research, a census approach involves inviting every unit within the target population to participate, thereby enhancing data completeness

and reducing coverage error. Such an approach is particularly appropriate when the research aims to obtain an accurate representation of a specific organization rather than to generalize findings to a wider population (Saunders et al., 2023). Recent literature discusses census designs that are achievable and frequently used in organizational studies, specifically in human resource and management research, where formal sample frames may not be available or practical (Shamsudin et al., 2024).

All organization employees were invited to participate in this census survey using non-probability sampling. The clearly defined and manageable population size and the research purpose of capturing full employee viewpoints on corporate social responsibility and social sustainability aspects made this approach appropriate. Census designs increase data depth and richness, but their non-probability nature reflects organizational randomization and sample frame limits.

The present research involved 180 employees, including both academic and non-academic employees. The academic staff is composed of lecturers, senior lecturers, professors, and research personnel, all of whom are directly involved in the creation of knowledge, teaching, and research activities. Administrative officers, human resource personnel, registrars, and other support staff comprise the non-academic staff, which is essential for the university's operational and organizational operations.

Table 3.6
Population Table by Employee Category

Employment Category	Total
Academic Staff	80
Non-Academic Staff	100

Employment Category	Total
Total	180

3.8.1 Sample Size

The private university in Kedah employs 180 staff members, consisting of 80 academic and 100 non-academic staff. According to physical and administrative limitations, it was impractical to include the complete population in the study; hence, a suitable sample size was established to guarantee accuracy in methodology and representativeness.

According to the Krejcie and Morgan (1970) sample size determination table, a minimum of 123 respondents is necessary for a population of 180, with a 95% confidence level and a 5% margin of error. This value denotes the minimal sample size required to achieve statistically valid results.

Before the primary data collection, a pilot study with 30 employees was executed to evaluate the clarity and reliability of the research instrument. The preliminary data were excluded from the final analysis to prevent response bias. Subsequent to the pilot phase, questionnaires were disseminated to qualified staff members.

Consequently, 150 valid and applicable replies were acquired and preserved for study. Despite this figure surpassing the minimum advised sample size, current methodological literature advocates for the utilization of larger samples wherever practical, since they amplify statistical power and reinforce the reliability of regression and moderation analyses (Hair et al., 2019). The final sample size of 150 respondents is methodologically consistent and enhances the validity of the study's findings.

The incorporation of both academic and non-academic personnel guarantees that the sample accurately represents the institutional framework of the private university, thus facilitating a thorough evaluation of organizational dynamics, employee-related factors, corporate social responsibility, and social sustainability practices within a higher education context.

The sample size calculation can be seen in *Table 3.7* below.

Table 3.7
Sample size calculation

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Source: Krejcie & Morgan (1970)

3.8.2 Sampling Procedure

This research involved both academic and non-academic members of the private university in Kedah. This study categorized the employee population into academic staff, engaged in teaching, research, and academic governance, and non-academic personnel, who facilitate administrative, operational, and student-related duties. This division was essential as social sustainability strategies and organizational policies

impact both categories differently within a higher education institution. Sekaran and Bougie (2020) assert that this is suitable when a population has diverse subgroups that may vary in their perceptions or responses to organizational activities

Questionnaires were then disseminated to qualified staff in each category using official institutional communication channels. Due to the limited population size and great accessibility of respondents at the private university, a comprehensive participation strategy was implemented instead of rigid probabilistic random selection. This method is frequently utilized in organizational and higher education research where near-total involvement is achievable without affecting data integrity (Hair et al., 2019).

A total of 150 valid replies was obtained from both academic and non-academic personnel, guaranteeing equitable representation across employee categories. This technique improved the data's representativeness while reducing selection bias, thereby enhancing the reliability and relevance of the study's findings in the context of private higher education institutions.

3.9 Data Collection Procedures

The data collection process was conducted in an ethically guided manner to ensure the accuracy, reliability, and integrity of the research findings. Primary data were collected using a structured, self-administered questionnaire, which was designed to capture employees' perceptions of organizational factors, employee-driven factors, corporate social responsibility, and social sustainability practices within a private university in Kedah.

Prior to the main data collection, a pilot study involving 30 employees was carried out to assess the clarity, relevance, and reliability of the questionnaire items. Feedback from

the pilot study was used to refine wording and improve item clarity. The pilot responses were excluded from the final dataset to prevent response bias.

Following the pilot phase, the finalized questionnaire was distributed to eligible academic and non-academic staff through official institutional communication channels using an online survey platform (Google Forms). The online method was selected due to its practicality, accessibility, and suitability for collecting standardized responses from employees within a higher education setting.

Participation in the study was entirely voluntary. All respondents were provided with a clear explanation of the study objectives, assurance of confidentiality and anonymity, and information regarding their right to withdraw at any stage without consequence. Informed consent was obtained electronically prior to questionnaire completion, in accordance with ethical research standards (refer to Appendix - Permission for Data Collection).

The data collection period spanned approximately two weeks, during which follow-up reminders were issued to encourage participation and improve response rates. Upon completion of the data collection process, all responses were screened for completeness, consistency, and validity. Incomplete, duplicate, or invalid responses were excluded from the final analysis to maintain data quality.

In total, 150 valid responses were retained for analysis. The collected data were subsequently coded and prepared for statistical analysis using SPSS, as detailed in the following section. This structured and ethically compliant data collection procedure ensured that the findings accurately reflect employee perceptions of social sustainability practices within the private higher education context.

Data analysis was performed to evaluate the research hypotheses and to investigate the interrelations of organizational factors, employee-driven factors, corporate social responsibility, and social sustainability practices inside a private institution in Kedah. The gathered questionnaire data were coded, inputted, and analyzed utilizing the Statistical Package for the Social Sciences (SPSS). Before hypothesis testing, data screening and preparation were conducted to detect missing values, outliers, and inconsistencies. Descriptive statistical analysis was initially utilized to summarize the demographic features of respondents and to outline the central tendency and dispersion of the study variables, encompassing means and standard deviations.

A reliability study was performed using Cronbach's alpha coefficient to evaluate the internal consistency of the measuring devices. This stage guaranteed that all constructs satisfied acceptable reliability standards prior to subsequent analysis. Correlation analysis was employed to assess the strength and direction of relationships among the independent variables (organizational factors and employee-driven factors), the moderating variable (corporate social responsibility), and the dependent variable (social sustainability practices). This analysis offered initial insights into the relationships among the investigated variables.

Multiple regression analysis was utilized to evaluate the influence of organizational and employee-driven factors on social sustainability practices to test the given hypotheses. Furthermore, moderation analysis was performed to investigate the moderating effect of corporate social responsibility on the correlations between the independent variables and social sustainability practices. The moderation impact was evaluated through interaction terms, adhering to recognized statistical methodologies for moderation analysis (Hayes, 2018).

These analytical tools facilitated a thorough analysis of direct and moderating effects, ensuring that the study's quantitative results are robust, reliable, and consistent with the research aims and theoretical framework.

3.10 Summary of the Chapter

This chapter outlined the study technique employed to investigate the influence of organizational and employee-driven factors on social sustainability practices inside a private university in Kedah, with corporate social responsibility serving as a moderating variable. The chapter outlined the quantitative research design, demographic and sampling methodology, sample size determination, and data collection processes utilized in the study. A standardized questionnaire was employed to collect primary data from both academic and non-academic personnel, guaranteeing thorough representation of the university's workforce. The chapter defined the operational definitions and measurement of essential variables, together with the ethical considerations observed to during the data gathering process.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presents the statistical findings derived from the empirical investigation of the influence of organizational factors and employee-driven factors on social sustainability practices and the moderating role of Corporate Social Responsibility (CSR) at a private university in Kedah, Malaysia. The analysis is structured to systematically address each research objective and test the corresponding hypotheses. Following the principles of quantitative research, this chapter proceeds through several sequential phases: (1) response rate analysis, (2) demographic profiling of respondents, (3) reliability assessment of measurement instruments, (4) descriptive statistical analysis of all study constructs, (5) correlation analysis to examine bivariate relationships, (6) multiple regression analysis to test direct and moderating effects, and (7) comprehensive hypothesis testing. All statistical procedures were executed using IBM SPSS Statistics.

4.2 Response Rate

The data collection process yielded a complete response set with no missing questionnaires. From the total population of employees at the selected private university in Kedah, a purposive sample of 150 respondents was targeted, and exactly 150 fully completed questionnaires were returned. This represents a response rate of 100%, calculated as follows:

$$\begin{aligned} \text{Response Rate} &= \frac{\text{Number of Respondents}}{\text{Total Distributed Questionnaire}} * 100 = \frac{150}{150} * 100 \\ &= 100\% \end{aligned}$$

The remarkable response rate can be linked to multiple factors: the support of university administration in enabling data collection, the clear disclosure of study objectives to participants, and the guarantee of anonymity and confidentiality in data management. The comprehensive response rate reduces worries about non-response bias and improves the reliability and generality of the findings within the study environment. The strong response demonstrates a significant degree of involvement and readiness among university personnel to engage in research on social sustainability methods.

4.2.1 Respondent's Demographics

The demographic characteristics of the 150 respondents provide important contextual information for interpreting the study findings. Table 4.1 presents the comprehensive demographic profile.

Table 4.1 Demographic Profile of Respondents

Demographic Variable	Category	Count	Percentage (%)
Gender	Male	67	44.7
	Female	83	55.3
Age Group	Below 25	6	4.0
	25-34	48	32.0
	35-44	39	26.0
	45-54	50	33.3
	55+	7	4.7
Department	Academic	69	46.0
	Non-Academic	81	54.0

Education Level	Diploma	7	4.7
	Bachelor's	62	41.3
	Master's	17	11.3
	Doctorate	63	42.0
	Other	1	0.7
Length of Service	<1 year	18	12.0
	1-3 years	35	23.3
	4-6 years	62	41.3
	7-10 years	28	18.7
	>10 years	7	4.7
Employment Type	Full-time	22	14.7
	Contract	128	85.3

The demographic analysis reveals several noteworthy patterns. The sample shows a relatively balanced gender distribution with a slight predominance of female respondents (55.3%). Age distribution indicates a mature workforce, with the majority concentrated in the 25-54 age range (91.3%), suggesting respondents possess substantial work experience and organizational tenure. The departmental distribution shows a near-equal split between academic (46.0%) and non-academic (54.0%) staff, providing perspectives from both core academic functions and administrative operations.

Significantly, the educational profile reflects a highly qualified workforce, with 95.3% holding at least a bachelor's degree and 42.0% possessing doctoral qualifications. This elevated educational attainment is characteristic of higher education institutions and suggests respondents possess the cognitive capacity to comprehend and evaluate complex organizational concepts such as social sustainability. The length of service distribution indicates a workforce with varied organizational experience, with 41.3%

having served 4-6 years and 23.3% having 1-3 years of service. The employment type reveals a predominant contractual employment model (85.3%), reflecting contemporary trends in higher education staffing practices in Malaysia.

4.3 Data Screening

Data screening was conducted, including missing value analysis and reliability assessment, to ensure data quality and suitability for analysis.

4.4 Missing Value Analysis

A total of 150 data points were analysed for missing values using SPSS, and no missing values were found. All questionnaires were filled out and suitable for analysis.

4.5 Reliability Analysis

Internal consistency reliability of all multi-item measurement scales was assessed using Cronbach's alpha coefficient. The results, presented in Table 4.2, demonstrate excellent reliability for all constructs, with alpha values substantially exceeding the conventional threshold of 0.70 recommended by Nunnally (1978) for social science research.

Table 4.2 Reliability Analysis of Constructs

Construct	Number of Items	Cronbach's Alpha
Leadership Commitment	4	0.931
Corporate Values	4	0.911
HR Policies	4	0.919
Awareness & Education	4	0.886

Workforce Diversity	4	0.915
Employee Engagement	4	0.895
Corporate Social Responsibility	4	0.875
Social Sustainability Practices	4	0.905

All measurement scales exhibit Cronbach's alpha values ranging from 0.875 to 0.931, indicating strong internal consistency. Leadership commitment demonstrates the highest reliability ($\alpha = 0.931$), followed by human resource policies ($\alpha = 0.919$) and workforce diversity ($\alpha = 0.915$). Corporate social responsibility shows the lowest, though still excellent, reliability ($\alpha = 0.875$). These robust reliability coefficients confirm that the measurement instruments consistently capture their respective latent constructs, thereby supporting the validity of subsequent statistical analyses.

4.6 Descriptive Statistics

Descriptive statistics provide foundational insights into respondents' perceptions across all study constructs. Table 4.3 presents the mean scores, standard deviations, and range statistics for each variable measured on a 5-point Likert scale.

Table 4.3

Descriptive Statistic of Study Variables

Items	n	Min	Max	Mean	Std. Deviation
Leadership Commitment	150	2.25	5.00	4.35	0.689
Corporate Values and Culture	150	2.25	5.00	4.32	0.644

Human Resource Policies	150	1.75	5.00	4.13	0.765
Awareness and Education	150	2.75	5.00	4.34	0.635
Workforce Diversity	150	2.00	5.00	4.21	0.713
Employee Engagement	150	2.75	5.00	4.31	0.640
Corporate Social Responsibility	150	2.50	5.00	4.36	0.642
Social Sustainability Practices	150	1.00	5.00	4.16	0.829

The descriptive analysis shows that people have consistently positive views of all areas of the organization, with mean scores between 4.13 and 4.36 on the 5-point scale. Corporate social responsibility (CSR) got the highest average score ($M = 4.36$, $SD = 0.642$), which means that people think the university is very committed to CSR. Leadership commitment follows closely ($M = 4.35$, $SD = 0.689$), suggesting effective leadership support for social sustainability initiatives. Awareness and education ($M = 4.34$, $SD = 0.635$) and corporate values and culture ($M = 4.32$, $SD = 0.644$) also demonstrate high mean scores, reflecting a generally supportive organizational environment for sustainability practices.

Social sustainability practices, the dependent variable, shows the lowest mean score ($M = 4.16$, $SD = 0.829$), though still indicating overall positive assessment. The relatively higher standard deviation for this construct ($SD = 0.829$) suggests greater variability in respondents' perceptions of implemented sustainability practices compared to other organizational dimensions. Human resource policies exhibit the second-lowest mean ($M = 4.13$, $SD = 0.765$), potentially indicating areas for improvement in aligning HR systems with sustainability objectives.

The consistently high mean scores across all constructs (all above 4.0) suggest a generally favourable organizational climate concerning social sustainability within the studied university. However, the minor variations in means provide preliminary indications of relative organizational strengths and potential areas for enhancement.

4.7 Correlation Analysis

Pearson correlation analysis was conducted to examine bivariate relationships between social sustainability practices (the dependent variable) and the seven independent variables. The results, presented in Table 4.4, reveal statistically significant positive correlations between all predictor variables and social sustainability practices.

Table 4.4 Correlation Analysis

Variable	N	r	Sig. (2-tailed)
Leadership Commitment	150	0.835**	< .001
Corporate Values and Culture	150	0.777**	< .001
Human Resource Policies	150	0.832**	< .001
Awareness and Education	150	0.718**	< .001
Workforce Diversity	150	0.789**	< .001
Employee Engagement	150	0.697**	< .001
Corporate Social Responsibility	150	0.824**	< .001

Correlation is significant at the 0.01 level (two-tailed)

The correlation matrix demonstrates several important patterns. Leadership commitment exhibits the strongest association with social sustainability

practices ($r = 0.835, p < 0.001$), indicating that perceptions of leadership support account for approximately 69.7% of shared variance with sustainability implementation. Human resource policies show the second-strongest correlation ($r = 0.832, p < 0.001$), suggesting that HR systems significantly covary with sustainability practices. Corporate social responsibility demonstrates a substantial correlation ($r = 0.824, p < 0.001$), supporting its theoretical relevance to sustainability outcomes.

All correlation coefficients exceed 0.697, indicating strong relationships according to Cohen's (1988) effect size conventions (where $r \geq 0.50$ represents a large effect). The statistically significant correlations (all $p < 0.001$) provide preliminary support for Hypotheses H1a, H1b, H1c, H2a, H2b, and H2c, which posit positive relationships between organizational/employee factors and social sustainability practices. The strength and consistency of these correlations justify proceeding with multivariate regression analysis to examine combined and interactive effects.

4.8 Multiple Regression Analysis

To test the research model comprehensively, hierarchical multiple regression analysis was employed. This approach allows sequential examination of (1) the direct effects of social sustainability factors and CSR on sustainability practices, and (2) the potential moderating effect of CSR.

Table 4.5 Model Summary for the Influence of Social Sustainability Factors and CSR on Social Sustainability Practices

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
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1	0.892	0.796	0.793	0.36505
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a. Predictors: (Constant), Social Sustainability Factors, Corporate Social Responsibility

The model summary in Table 4.5 shows that the multiple regression model explains approximately 79.6% of the variance in social sustainability practices ($R^2 = .796$), indicating a strong predictive power. The adjusted R^2 (.793) confirms that this result remains robust even when adjusted for the number of predictors. This suggests that social sustainability factors and corporate social responsibility collectively contribute substantially to variations in social sustainability practices.

Table 4.6

Moderation Analysis Results

Model	Predictor	β	t	p	95% CI
2	Constant		109.41	< .001	[4.114, 4.264]
	Social Sustainability Factors	0.647	9.17	< .001	[0.678, 1.050]
	Corporate Social Responsibility	0.248	3.41	.001	[0.130, 0.490]
	Interaction Term	-0.054	-1.29	.201	[-0.241, 0.051]

The moderating role of corporate social responsibility was tested by adding an interaction term (Social Sustainability Factors \times Corporate Social Responsibility) to the regression model, as shown in Table 4.6. The interaction term was not statistically significant ($\beta = -.054$, $t = -1.285$, $p = .201$), indicating that corporate social

responsibility does not moderate the relationship between social sustainability factors and social sustainability practices. Therefore, hypotheses H3 and H4, which proposed CSR as a positive moderator, are rejected.

To examine the specific moderating effects proposed in H3 and H4, two distinct moderation analyses were performed utilizing hierarchical regression. The initial analysis investigated whether corporate social responsibility moderates the link between organizational characteristics and social sustainability practices (H3) shows in *Table 4.7*. The second examined in *Table 4.8* shows whether CSR moderates the connection between employee-driven factors and social sustainability practices (H4).

Table 4.7

The moderating role of CSR on the influence of Organizational factors and social sustainability practices.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.158	.029		144.895	.000
	OrgFactors_centered	.826	.081	.661	10.158	.000
	CSR_centered	.340	.081	.272	4.177	.000
2	(Constant)	4.178	.036		116.919	.000
	OrgFactors_centered	.813	.083	.651	9.859	.000
	CSR_centered	.329	.082	.263	3.990	.000
	Interaction_Org	-.057	.062	-.038	-.920	.359

Table 4.8

The moderating role of CSR on the influence of employee-driven factors and social sustainability practices.

Model	Predictor	β	t	p	ΔR^2	Sig. F Change
1	Employee-Driven Factors	.400	5.695	< .001	-	-
	CSR	.505	7.197	< .001	-	-
2	Employee-Driven Factors	.399	5.668	< .001	.000	.804
	CSR	.500	6.833	< .001		
	EmpFactors * CSR	-.012	-0.248	.804		

The findings from the different moderation analyses indicate that corporate social responsibility does not significantly moderate the relationship between organizational factors and social sustainability practices ($\beta = -.038$, $p = .359$), nor does it moderate the relationship between employee-driven factors and social sustainability practices ($\beta = -.012$, $p = .804$). In both models, the interaction terms were insignificant, and the change in R^2 was minimal (.001 and .000, respectively). This suggests that although CSR independently affects sustainability behaviors, it neither amplifies nor diminishes the impact of organizational or employee-driven factors on such practices within this institutional framework. Consequently, H3 and H4 lack support.

Table 4.9

ANOVA for the regression model predicting social sustainability

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	76.463	2	38.231	286.894	< .001
Residual	19.589	147	0.133		
Total	96.052	149			

a. Dependent Variable: Social Sustainability Practices

b. Predictors: (Constant), Social Sustainability Factors, Corporate Social Responsibility

The ANOVA table (Table 4.7) indicates that the regression model is statistically significant, $F(2, 147) = 286.894, p < .001$. This means that the combination of social sustainability factors and corporate social responsibility significantly predicts social sustainability practices. The null hypothesis is thus disproved, and it can be said that certain social sustainability procedures significantly impact social sustainability practices.

Table 4.10

Regression Coefficients for Predictors of Social Sustainability Practices

Predictor	B	SE	β	t	Sig.
(Constant)	4.158	0.030		139.51	< .001
Social Sustainability Factors	0.870	0.094	0.651	9.216	< .001
Corporate Social Responsibility	0.338	0.088	0.270	3.827	< .001

a. Dependent Variable: Social Sustainability Practices

As shown in Table 4.8, both predictors are statistically significant predictors of social sustainability practices. Social sustainability factors have the strongest influence ($\beta = .615, p < .001$), meaning it is the most important factor. Corporate social responsibility also significantly predicts social sustainability practices ($\beta = .270, p < .001$). These results support the conclusion that both variables independently contribute to the prediction of social sustainability practices.

4.9 Hypothesis Testing Summary

Based on comprehensive statistical analyses, the ten research hypotheses derived from the conceptual framework were evaluated. Table 4.9 presents the formal hypothesis testing outcomes.

Table 4.11

Summarization of Research Hypothesis

Hypothesis	Statement	Result
H1	Organizational factors have a significant positive effect on social sustainability practices within organizations.	Supported
H1a	Leadership commitment has a positive impact on social sustainability practices.	Supported
H1b	Corporate values and culture have a positive impact on social sustainability practices.	Supported
H1c	Human resource policies have a positive impact on social sustainability practices.	Supported
H2	Employee-driven factors have a significant positive effect on social sustainability practices within organizations among employees.	Supported
H2a	Awareness and education have a positive impact on social sustainability practices within organizations among employees.	Supported

H2b	Workforce diversity has a positive impact on social sustainability practices within organizations among employees.	Supported
H2c	Employee engagement has a positive impact on social sustainability practices within organizations among employees.	Supported
H3	Corporate Social Responsibility (CSR) positively moderates the relationship between organizational factors and social sustainability practices among employees in a private university in Kedah, Malaysia.	Not Supported
H4	Corporate Social Responsibility (CSR) positively moderates the relationship between employee-driven factors and social sustainability practices among employees in a private university in Kedah, Malaysia.	Not Supported

The correlation analysis revealed strong positive relationships between all independent variables and social sustainability practices, with correlation coefficients ranging from .697 to .835 (all $p < .001$). The regression analysis confirmed that social sustainability factors ($\beta = .651, p < .001$) and corporate social responsibility ($\beta = .270, p < .001$) are significant predictors of social sustainability practices, explaining 79.6% of the variance. However, the moderation analysis showed that corporate social responsibility does not moderate the relationship between social sustainability factors and social sustainability practices ($\beta = -.054, p = .201$).

4.10 Summary of the Chapter

This chapter included an extensive statistical analysis of data gathered from 150 employees of a private university in Kedah, Malaysia. The analysis was developed in several stages, commencing with demographic profiling and reliability evaluation, followed by descriptive statistics, correlation analysis, and hierarchical regression modelling.

The demographic profile revealed a sample characterized by high educational attainment, balanced departmental representation, and predominantly contractual employment status. Reliability analysis confirmed excellent internal consistency for all measurement scales ($\alpha = 0.875$ to 0.931). Descriptive statistics indicated generally positive perceptions across all organizational dimensions, with corporate social responsibility receiving the highest mean evaluation ($M = 4.36$) and social sustainability practices the lowest ($M = 4.16$), though still positive.

Correlation analysis demonstrated strong positive relationships between all predictor variables and social sustainability practices, with coefficients ranging from 0.697 to 0.835 (all $p < 0.001$). Regression analysis revealed that social sustainability factors and CSR collectively explain 79.6% of the variance in sustainability practices, with social sustainability factors ($\beta = 0.651$) exerting approximately 2.4 times the predictive influence of CSR ($\beta = 0.270$).

Moderation analysis failed to support the hypothesized interactive role of CSR, with the interaction term showing non-significant effects ($\beta = -0.054$, $p = 0.201$). Consequently, eight of ten research hypotheses received empirical support, while two moderation hypotheses were rejected.

The results offer strong support for the significance of organizational and personnel characteristics in the execution of social sustainability practices, while challenging the moderating role of CSR within this institutional framework. The subsequent chapter will analyze these findings in the context of established theoretical frameworks and empirical literature, addressing implications for theory, practice, and future research initiatives.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

The empirical findings from Chapter Four are critically examined in regard to the study's aims and hypotheses in this chapter. This chapter interprets the results on organizational and employee-driven factors on social sustainability practices and examines Corporate Social Responsibility (CSR) as a moderator in a private institution in Kedah, Malaysia. Chapter Five framework organizes the discussion conceptually to fit with the study's conceptual model, quantitative data, and sustainability literature. The chapter also discusses the study's theoretical and practical contributions, limits, and future research.

5.2 Discussion

The discussion is organised according to the key dimensions examined in the study, namely the level of social sustainability practices, the influence of organizational factors and employee-driven factors on social sustainability practices, and the moderating role of Corporate Social Responsibility (CSR) at a private university in Kedah, Malaysia

5.2.1 Levels of Social Sustainability Practices among Employees

The results demonstrate that the overall degree of social sustainability activities at the examined private university has increased. Descriptive data indicated that social sustainability activities achieved a mean score of 4.16 on a five-point Likert scale, implying that employees mainly view the institution as actively participating in socially sustainable practices. These principles cover ethical workplace conduct, diversity, equity, employee welfare, and community involvement.

Despite the mean score being relatively lower than other categories like CSR and leadership commitment, it nevertheless remains within the positive range, signifying effective yet improvable implementation. The increased standard deviation linked to social sustainability practices indicates diversity in employee experiences, suggesting that although policies and programs are present, their implementation may vary among departments or employee groups. This discovery highlights the necessity for reliable institutional frameworks to convert sustainability objectives into consistently implemented practices.

5.2.2 Influence between Organizational Factors and Social Sustainability Practices

Although CSR showed a substantial direct impact on social sustainability practices, moderation analysis indicated that CSR does not significantly influence the strength of the correlations between corporate or employee-driven factors and sustainability outcomes. This indicates that CSR operates as an independent facilitator of social sustainability rather than as a contingent or interactive process.

Consistent with Hypothesis H1a, leadership commitment emerged as the primary organizational driver for social sustainability activities. The significant correlation between leadership commitment and social sustainability practices ($r = 0.835$, $p < .001$) indicates that prominent support from upper management, ethical role modeling, and the provision of sufficient resources substantially improve the execution of socially sustainable initiatives. This conclusion aligns with previous research that underscores the importance of leadership commitment in establishing ethical standards and bolstering employee confidence in organizational sustainability initiatives (Crawford et al., 2021; Khan & Quaddus, 2023).

Hypothesis H1b is confirmed since corporate values and organizational culture demonstrate a strong positive correlation with social sustainability practices ($r = 0.777$, $p < .001$). This outcome demonstrates that common values prioritizing fairness, inclusivity, and social responsibility influence employee behavior and decision-making, therefore enabling the effective implementation of sustainability projects (Nazir & Islam, 2020; Kim & Ma, 2023).

The findings strongly validate Hypothesis H1c, indicating that human resource regulations substantially affect social sustainability practices. Human Resources policies concerning equity, employee advancement, welfare, and equal opportunity establish structural frameworks that integrate sustainability principles into everyday business operations. This corresponds with current literature recognizing HR systems as essential facilitators of corporate social sustainability (Sheehan et al., 2021; Vikneswaran, 2024).

5.2.3 Influence between Employee-Driven Factors on Social Sustainability Practices

The findings offer strong empirical evidence for Hypothesis H2, which asserts that employee-driven factors significantly enhance social sustainability practices. Correlation studies demonstrated substantial positive associations between awareness and education, workforce diversity, employee engagement, and social sustainability practices, suggesting that employees actively contribute to the promotion of social sustainability inside the firm.

In accordance with Hypothesis H2a, awareness and education demonstrated a substantial positive correlation with social sustainability practices ($r = 0.718, p < .001$). This indicates that employees possessing greater sustainability knowledge are more inclined to endorse and engage in sustainability activities (Abdul Rahman & Ismail, 2021; Alzahrani, 2023).

Hypothesis H2b is validated, as workforce diversity exhibits a robust positive correlation with social sustainability practices ($r = 0.789, p < .001$). A diverse workforce promotes inclusion, equity, and collaborative decision-making, hence enhancing sustainable results (Shore et al., 2009; Hossain et al., 2024).

The results corroborate Hypothesis H2c, demonstrating that employee involvement significantly influences social sustainability practices ($r = 0.697, p < .001$). Committed personnel demonstrate enhanced dedication to advancing social welfare and ethical standards (Bakker & Albrecht, 2018; Gupta & Sharma, 2023).

5.2.4 The Moderating Role of CSR on the influence of organizational factors on Social Sustainability Practices

The results demonstrate that while CSR exerts a considerable direct influence on social sustainability practices, the moderation analysis showed no statistically significant interaction effect between CSR and organizational characteristics. As a result, Hypothesis H3 was dismissed.

The findings indicate that organizational factors, specifically leadership commitment, organizational values and culture, and human resource policies, have a significant and direct impact on social sustainability practices, irrespective of the extent of CSR implementation. Leadership commitment emerged as the most significant predictor, highlighting the essential significance of senior management support in integrating social sustainability concepts into institutional operations. This discovery emphasizes that leadership-oriented governance systems are pivotal to the implementation of sustainability in higher education institutions.

The lack of a moderating effect indicates that CSR neither amplifies nor diminishes the influence of organizational characteristics on social sustainability practices. CSR seems to operate as an autonomous driver rather than a conditional or interactive mechanism. In the university setting, CSR activities may become institutionalized as normative norms, so diminishing their ability to enhance the impact of internal organizational frameworks and leadership dynamics.

5.2.5 The Moderating Role of CSR on the influence of employee-driven factors on Social Sustainability Practices

The moderation study revealed that the relationship between CSR and employee-driven factors, specifically awareness and education, workforce diversity, and employee engagement, was not statistically significant. Consequently, Hypothesis H4 was likewise dismissed.

In the absence of moderation, employee-driven factors demonstrated significant positive correlations with social sustainability practices. The results demonstrate that employee awareness, inclusive workforce practices, and elevated engagement levels directly facilitate the successful execution of social sustainability activities. The results indicate that employees' sustainability-related behaviors and attitudes function independently of CSR initiatives.

This result indicates that within the analyzed institutional context, employee-led sustainability initiatives are mainly driven by internal drive, expertise, and workplace inclusivity rather than by organizational CSR tactics. CSR does not substantially modify the strength of these links, suggesting that employee contributions to social sustainability are independent of CSR involvement and are integrated into routine corporate activities.

The results indicate that both organizational and employee-driven factors significantly impact social sustainability practices, accounting for 79.6% of the variance in the dependent variable. Leadership commitment, corporate values and culture, along with human resource policies, were recognized as the primary determinants, underscoring the significance of top management support in advancing sustainability goals. While CSR exhibited a robust direct influence on social sustainability practices, it did

not significantly alter the linkages between organizational or employee-driven factors and sustainability results. This indicates that CSR independently enhances societal sustainability instead of serving as an interacting or amplifying factor. The findings thus establish CSR as a complementary, rather than a moderating, factor in social sustainability activities within higher education.

5.3 Regression Analysis

A regression study demonstrated that social sustainability parameters have a substantial and significant impact on social sustainability practices, accounting for 79.6% of the variance in the dependent variable. Organizational factors—specifically leadership commitment, corporate values and culture, and HR policies—emerged as the most significant predictors. The commitment of leadership showed the strongest link with social sustainability practices, underscoring the significance of senior management support in integrating sustainability concepts into institutional operations.

Employee-driven elements, including awareness and education, workforce diversity, and employee engagement, demonstrated substantial positive correlations with social sustainability practices. The findings suggest that the adoption of sustainability is most effective when employees are informed, involved, and operating within inclusive contexts. The findings endorse the perspective that social sustainability is a collective responsibility, requiring both strategic guidance from leadership and active engagement from employees.

Besides that, this study also looked at the differences between academic and non-academic staff. This analysis was conducted to determine if perceptions of social sustainability practices differed among employee groups with differing jobs, responsibilities, and work conditions inside private tertiary institutions. Academic and non-academic personnel contribute differently to institutional operations and may consequently view organizational policies, employee engagement, and sustainability initiatives differently. Comprehending these distinctions offers a deep understanding of the execution of social sustainability practices and facilitates more focused and inclusive institutional initiatives.

Organizational factors play a vital role in shaping the social sustainability landscape within private tertiary institutions. Leadership commitment, institutional policies, and resource allocation significantly influence how social sustainability is prioritized and implemented. For instance, when management actively promotes inclusive hiring practices, equitable workload distribution, and professional development opportunities, it sets a precedent for a socially responsible culture. However, the effectiveness of these initiatives often hinges on how well they resonate with the diverse roles and expectations of academic and non-academic staff. While academic staff may prioritize research support and academic freedom, non-academic staff might value job security, fair compensation, and recognition of their operational contributions.

On the other hand, employee-driven factors such as individual values, engagement levels, and participation in decision-making processes are equally critical to the success of social sustainability efforts. Employees who feel empowered and heard are

more likely to champion sustainability initiatives, fostering a bottom-up approach that complements top-down strategies. The study's exploration of academic versus non-academic staff perceptions reveals that these groups may engage with and interpret social sustainability through different lenses. Academic staff might focus on the integration of sustainability into curricula and research, whereas non-academic staff may emphasize workplace well-being, inclusivity, and community outreach.

Understanding these complicated perspectives is essential for crafting holistic and effective social sustainability strategies. By acknowledging the distinct contributions and concerns of both academic and non-academic personnel, institutions can design targeted interventions that address specific needs while promoting a shared vision of sustainability. This dual approach not only enhances institutional cohesion but also ensures that social sustainability is embedded across all facets of the organization, from administrative operations to academic programming. Ultimately, fostering a culture that values both organizational leadership and grassroots employee engagement is key to advancing sustainable development in private tertiary education.

5.4 Contribution of the study

This research offers numerous substantial contributions to both theory and practice. This study theoretically enhances the literature on social sustainability and corporate social responsibility by offering empirical evidence from a private higher education institution in Malaysia, a context that is currently underrepresented in sustainability research. The study empirically establishes that CSR functions as a direct predictor of

social sustainability practices, rather than as a moderating variable, therefore enhancing existing sustainability models.

The results emphasize the significance of leadership dedication, supportive human resource policies, and proactive employee involvement in enhancing social sustainability practices inside the firm. The findings indicate that institutional leaders must integrate social sustainability objectives into governance and decision-making frameworks, while human resource professionals should synchronize recruiting, training, and performance management systems with inclusive and ethical workplace practices. The results suggest that corporate social responsibility efforts must be deliberately included into internal organizational policies to enhance employee wellness and promote a socially sustainable institutional culture.

5.5 Limitations of the study

Despite its theoretical and practical contributions, the research has some limitations that should be considered when interpreting the results. First, the research was undertaken at a single private university in Kedah, which may limit its relevance. Private universities have different governance structures, funding systems, employment arrangements, and strategic aims than public universities, hence the conclusions may not apply to schools in various regulatory or institutional situations.

Second, the study used a cross-sectional methodology to capture employee perceptions at one moment. This method is useful for studying correlations between variables, but it can't determine causality or track social sustainability activities over time.

Institutional tactics and external variables may influence employees' impressions of leadership, HR regulations, and CSR programs.

The study used self-reported questionnaire data, which may introduce common method bias or social desirability bias. In a sustainable and ethical organisation, institutional loyalty or perceived expectations may have influenced respondents' responses. Although secrecy and anonymity were guaranteed, survey-based research's perceptual assessments remain a drawback.

Fourth, the study includes academic and non-academic workers without further categorizing them by department, tenure, or job status. The present analysis did not account for subgroup differences in social sustainability perceptions. Finally, while CSR was studied as a moderating variable, the study focused on employee and workplace ethics-related internal CSR activities. External CSR activities like community participation and environmental initiatives were not explored but may help explain higher education sustainability practices.

5.6 Recommendation for the Future Research

Based on this research's limitations, numerous next research directions are suggested. First, future studies should involve multiple private and public universities in Malaysia or other nations. Comparative studies would reveal how institutional form, governance systems, and national policy settings affect higher education social sustainability.

Second, future research should track social sustainability activities over time using longitudinal approaches. Such approaches would let researchers analyze connections

between variables and measure the long-term effects of leadership efforts, HR reforms, and CSR campaigns on employee attitudes and behaviours.

Third, mixed-method research may combine quantitative surveys with qualitative methods like interviews or focus groups. Qualitative insights from academic and non-academic personnel may illuminate how departmental or operational staff encounter, interpret, and apply social sustainability strategies.

Fourth, future study could examine alternate mediating or moderating variables that may affect organizational, employee-driven, and societal sustainability strategies. Leadership, organizational fairness, governance, psychological safety, and employee well-being are variables. These characteristics may explain why CSR is a direct predictor in this study.

Fifth, more study may compare academic and non-academic workers by job role, employment contract, and career stage. Such analysis would help higher education institutions develop more focused and inclusive sustainability initiatives for varied staff groups. Finally, future research may include environmental, economic, and social sustainability. How higher education institutions contribute to sustainable development goals would be clearer with a comprehensive sustainability framework.

5.7 Conclusion

This research looked at how organizational factors and employee-driven factors influence social sustainability practices at a private university in Kedah, Malaysia. Corporate Social Responsibility (CSR) was also used to explain things. The results make it clear that strong organizational leadership and active employee participation are two things that make private colleges and universities socially sustainable.

The data show that the most important things that influence social sustainability practices are leadership commitment, organizational values and culture, and human resource policies. This shows how important institutional governance and strategic direction are. However, it was shown that employee awareness, workforce diversity, and participation all made sustainability results much better. This shows that universities need more than just formal policies to be socially sustainable; they also need employees who are knowledgeable and motivated.

CSR did not act as a moderating variable, but it did have a big effect on policies that promote social sustainability. This result improves current models of sustainability by showing that CSR works as an independent institutional commitment rather than a conditional mechanism in private universities. Thus, the fact that the moderation hypotheses were thrown out is a useful theoretical addition, not a limitation.

Overall, this study adds useful real-world proof to the small amount of research that has already been done on social sustainability in private higher education institutions. To achieve social sustainability, it is important to have integrated leadership,

supportive organizational processes, and participation from all employees. This study gives solid information for leaders and lawmakers who want to create socially sustainable learning environments by giving insights based on real-life experiences at private tertiary education.



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APPENDICES

UNIVERSITI UTARA
MALAYSIA COLLEGE OF
BUSINESS
MASTER OF HUMAN
RESOURCE MANAGEMENT

QUESTIONNAIRE:

THE INFLUENCE OF ORGANIZATIONAL FACTORS AND EMPLOYEE-
DRIVEN FACTORS ON SOCIAL SUSTAINABILITY PRACTICES IN A
PRIVATE UNIVERSITY IN KEDAH

Dear Participant,

My name is **Liliana Mas Aliza binti Rofiki**, and I am a Master of Human Resource Management student at **Universiti Utara Malaysia (UUM)** under the supervision of **Professor Dr. Abdul Halim Abdul Majid**. I am currently conducting a research study entitled:

“The Influence of Organizational Factors and Employee-driven Factors on Social Sustainability Practices in a Private University in Kedah”.

You have been randomly selected to participate in this study. I would greatly appreciate it if you could kindly complete all the survey items as accurately and honestly as possible. The questionnaire will take approximately **10–15 minutes** to complete. Please be assured that all responses will be treated with **strict confidentiality and anonymity**, and the information collected will be used **solely for academic research purposes**. Participation in this study is entirely voluntary.

Should you have any questions or require further clarification regarding this research, please do not hesitate to contact me. Your participation in this study is highly appreciated. Thank you for your time and cooperation in completing this questionnaire.

Yours sincerely,

Liliana Mas Aliza binti Rofiki

Master of Human Resource Management

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QUESTIONNAIRES

SECTION A – DEMOGRAPHIC INFORMATION

Kindly answer by marking a tick (✓) in the appropriate box.

i) Gender

a)	Male
b)	Female

ii) Age

a)	Below 25
b)	25-34
c)	35-44
d)	45-54
e)	55 and above

iii) Department/Unit

a)	Academic
b)	Non-Academic

iv) Highest Education Level

a)	Diploma
b)	Bachelor's degree
c)	Master's Degree
d)	Doctorate Degree
e)	Other's Professional Qualifications

vi) Length of service

a)	Less than 1 year
b)	1-3 years
c)	4-6 years
d)	7-10 years
e)	More than 10 years

vii) Employment Type

a)	Permanent
b)	Contract

SECTION B1 – ORGANIZATIONAL FACTORS

Please indicate your level of agreement on a 5-point scale: 1 = Strongly Disagree, 5 = Strongly Agree.

(Likert Scale)

1	2	3	4	5
Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree

a) Leadership Commitment

i)	Top management demonstrates strong support for social sustainability initiatives.	1	2	3	4	5
ii)	Leaders actively support social sustainability initiatives.	1	2	3	4	5

iii)	Management communicates ethical and responsible behavior clearly.	1	2	3	4	5
iv)	Leaders encourage fairness and respect among employees.	1	2	3	4	5

b) Corporate Values and Culture

i)	The organization's culture promotes fairness and respect among employees.	1	2	3	4	5
ii)	Ethical behavior is part of our organizational identity.	1	2	3	4	5
iii)	Inclusiveness is encouraged at all organizational levels	1	2	3	4	5
iv)	Organizational values align with the principles of social sustainability	1	2	3	4	5

c) Human Resource Policies

i)	HR policies support employee welfare.	1	2	3	4	5
ii)	Diversity and Inclusion are emphasized in HR practices.	1	2	3	4	5

iii)	Equal opportunities are given to all employees regardless of background.	1	2	3	4	5
iv)	Training and development programs emphasize ethical and sustainable practices.	1	2	3	4	5

SECTION B2 – EMPLOYEE-DRIVEN FACTORS

Please indicate your level of agreement on a 5-point scale: 1 = Strongly Disagree, 5 = Strongly Agree.

(Likert Scale)

1	2	3	4	5
Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree

a) Awareness and Education

i)	I am aware of the organization's sustainability initiatives	1	2	3	4	5
ii)	I understand how my role contributes to social sustainability goals	1	2	3	4	5
iii)	The organization provides information and training on sustainability issues. /	1	2	3	4	5

iv)	I am encouraged to learn about social and ethical work practices.	1	2	3	4	5
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b) Workforce Diversity

i)	The organization values employees from diverse backgrounds	1	2	3	4	5
ii)	Diversity is valued in my organization.	1	2	3	4	5
iii)	Employees from different cultural backgrounds are treated equally.	1	2	3	4	5
iv)	Diverse perspectives are considered in decision-making processes	1	2	3	4	5

c) Employee Engagement

i)	I am motivated to support sustainability initiatives	1	2	3	4	5
ii)	I feel responsible for contributing to sustainability.	1	2	3	4	5
iii)	My sustainability-related opinions are valued.	1	2	3	4	5

iv)	I feel proud working in a socially responsible organization.	1	2	3	4	5
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SECTION C – CORPORATE SOCIAL RESPONSIBILITY (CSR)

Please indicate your level of agreement on a 5-point scale: 1 = Strongly Disagree, 5 = Strongly Agree.

(Likert Scale)

1	2	3	4	5
Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree

i)	The organization prioritizes employee well-being	1	2	3	4	5
ii)	Ethical conduct guides organizational decisions.	1	2	3	4	5
iii)	CSR initiatives align with organizational values.	1	2	3	4	5
iv)	Employees are encouraged to join CSR activities.	1	2	3	4	5

SECTION D – SOCIAL SUSTAINABILITY PRACTICES

Please indicate your level of agreement on a 5-point scale: 1 = Strongly Disagree, 5 = Strongly Agree.

(Likert Scale)

1	2	3	4	5
Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree

i)	Fair treatment is consistently practiced.	1	2	3	4	5
ii)	Employee feedback is valued	1	2	3	4	5
iii)	Inclusive working environments are promoted.	1	2	3	4	5
iv)	Policies support long-term well-being	1	2	3	4	5

SSPS OUTPUT

Frequency

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	67	44.7	44.7	44.7
Female	83	55.3	55.3	100.0
Total	150	100.0	100.0	

Age Group				
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25	6	4.0	4.0	4.0
	25-34	48	32.0	32.0	36.0
	35-44	39	26.0	26.0	62.0
	45-54	50	33.3	33.3	95.3
	55 and above	7	4.7	4.7	100.0
	Total	150	100.0	100.0	

Department

			Cumulative
Frequency	Percent	Valid Percent	Percent

Valid	Academic	69	46.0	46.0	46.0
	Non-Academic	81	54.0	54.0	100.0
	Total	150	100.0	100.0	

Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	7	4.7	4.7	4.7
	Bachelor	62	41.3	41.3	46.0
	Master	17	11.3	11.3	57.3
	Doctorate	63	42.0	42.0	99.3

Other	1	.7	.7	100.0
Total	150	100.0	100.0	

Length of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	18	12.0	12.0	12.0
	1-3	35	23.3	23.3	35.3
	4-6	62	41.3	41.3	76.7
	7-10	28	18.7	18.7	95.3

More than 10 year	7	4.7	4.7	100.0
Total	150	100.0	100.0	

Employment Type

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Full-time	22	14.7	14.7	14.7
Contract	128	85.3	85.3	100.0
Total	150	100.0	100.0	

Descriptives

Descriptive Statistics for each items

	N	Minimum	Maximum	Mean	Std. Deviation
Top management demonstrates strong support for social sustainability practices	150	1	5	4.32	.797
Leaders actively support social sustainability initiatives	150	1	5	4.37	.719
Management communicates ethical and responsible behavior clearly	150	2	5	4.36	.726
Leaders encourage fairness and respect among employees	150	2	5	4.33	.783
The organization's culture promotes fairness and respect among employees	150	2	5	4.26	.755
Ethical behavior is part of our organizational identity	150	2	5	4.37	.718
Inclusiveness is encouraged at all organizational levels.	150	2	5	4.30	.766
Organizational values align with the principles of social sustainability.	150	3	5	4.35	.655
HR policies support employee welfare	150	1	5	4.07	.860
Diversity and Inclusion are emphasized in HR practices.	150	1	5	4.11	.863

Equal opportunities are given to all employees regardless of background.	150	1	5	4.03	.944
Training and development programs emphasize ethical and sustainable practices	150	2	5	4.29	.729
I am aware of the organization's sustainability initiatives	150	2	5	4.37	.709
I understand how my role contributes to social sustainability goals.	150	3	5	4.41	.677
The organization provides information and training on sustainability issues.	150	2	5	4.25	.777
I am encouraged to learn about social and ethical work practices	150	1	5	4.34	.776
The organization values employees from diverse backgrounds.	150	2	5	4.27	.802
Diversity is valued in my organization.	150	2	5	4.30	.730
Employees from different cultural backgrounds are treated equally	150	2	5	4.13	.838
Diverse perspectives are considered in decision-making processes	150	1	5	4.13	.822
I am motivated to support sustainability initiatives	150	3	5	4.35	.695

I feel responsible for contributing to sustainability.	150	2	5	4.37	.680
My sustainability-related opinions are valued	150	2	5	4.14	.828
I feel proud working in a socially responsible organization.	150	3	5	4.37	.727
The organization prioritizes employee well-being	150	1	5	4.12	.904
Ethical conduct guides organizational decisions	150	1	5	4.21	.840
CSR initiatives align with organizational values.	150	3	5	4.49	.642
Employees are encouraged to join CSR activities.	150	3	5	4.62	.575
Fair treatment is consistently practiced	150	1	5	4.01	.948
Employee feedback is valued	150	1	5	3.89	1.018
Inclusive working environments are promoted	150	1	5	4.40	.811
Policies support long-term well-being	150	1	5	4.33	.847
Valid N (listwise)	150				

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
LC_mean	150	2.25	5.00	4.3467	.68895	-.871	.198	.190	.394
CV_mean	150	2.25	5.00	4.3183	.64435	-.634	.198	-.039	.394
HRP_mean	150	1.75	5.00	4.1283	.76453	-.520	.198	-.298	.394
AD_mean	150	2.75	5.00	4.3400	.63476	-.596	.198	-.642	.394
WD_mean	150	2.00	5.00	4.2067	.71345	-.481	.198	-.671	.394
EE_mean	150	2.75	5.00	4.3050	.64041	-.496	.198	-.845	.394
CSR_mean	150	2.50	5.00	4.3600	.64212	-.680	.198	-.398	.394
SSP_mean	150	1.00	5.00	4.1583	.80290	-.911	.198	.978	.394
Valid N (listwise)	150								

Correlations

		LC_mean	CV_mean	HRP_mean	AD_mean	WD_mean	EE_mean	CSR_mean	SSP_mean
LC_mean	Pearson Correlation	1	.748**	.782**	.668**	.773**	.688**	.765**	.835**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	150	150	150	150	150	150	150	150
CV_mean	Pearson Correlation	.748**	1	.765**	.644**	.740**	.687**	.753**	.777**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	150	150	150	150	150	150	150	150
HRP_mean	Pearson Correlation	.782**	.765**	1	.681**	.787**	.728**	.780**	.832**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	150	150	150	150	150	150	150	150
AD_mean	Pearson Correlation	.668**	.644**	.681**	1	.741**	.751**	.701**	.718**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	150	150	150	150	150	150	150	150
WD_mean	Pearson Correlation	.773**	.740**	.787**	.741**	1	.800**	.759**	.789**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	150	150	150	150	150	150	150	150
EE_mean	Pearson Correlation	.688**	.687**	.728**	.751**	.800**	1	.733**	.697**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	150	150	150	150	150	150	150	150
CSR_mean	Pearson Correlation	.765**	.753**	.780**	.701**	.759**	.733**	1	.824**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	150	150	150	150	150	150	150	150
SSP_mean	Pearson Correlation	.835**	.777**	.832**	.718**	.789**	.697**	.824**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	150	150	150	150	150	150	150	150

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

Regression

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.892 ^a	.796	.793	.36505	.796	286.894	2	147	.000
2	.893 ^b	.798	.794	.36424	.002	1.650	1	146	.201

a. Predictors: (Constant), CSR_centered, SSF_centered
b. Predictors: (Constant), CSR_centered, SSF_centered, Interaction


ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.463	2	38.231	286.894	.000 ^b
	Residual	19.589	147	.133		
	Total	96.052	149			
2	Regression	76.682	3	25.561	192.658	.000 ^c
	Residual	19.370	146	.133		
	Total	96.052	149			

a. Dependent Variable: SSP_mean

b. Predictors: (Constant), CSR_centered, SSF_centered

c. Predictors: (Constant), CSR_centered, SSF_centered, Interaction



Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	4.158	.030		139.514	.000
	SSF_centered	.870	.094	.651	9.216	.000
	CSR_centered	.338	.088	.270	3.827	.000
2	(Constant)	4.189	.038		109.409	.000

SSF_centered	.864	.094	.647	9.173	.000
CSR_centered	.310	.091	.248	3.406	.001
Interaction	-.095	.074	-.054	-1.285	.201

a. Dependent Variable: SSP_mean

Coefficients

Moderation Analysis Results for Hypothesis H3

Model	Predictor	β	t	p	ΔR^2	Sig. F Change
1	Organizational Factors	.661	10.158	< .001	-	-
	CSR	.272	4.177	< .001	-	-
2	Organizational Factors	.651	9.859	< .001	.001	.359
	CSR	.263	3.990	< .001		

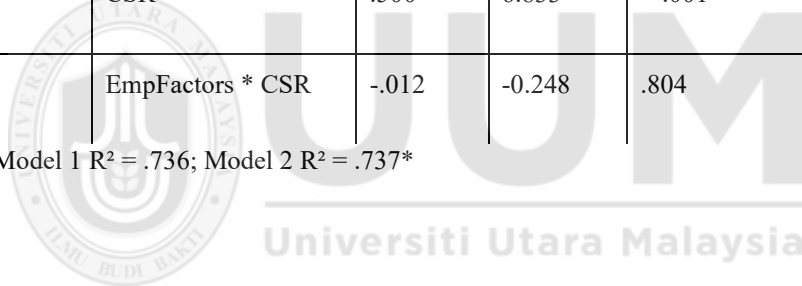
OrgFactors * CSR	-.038	-0.920	.359		
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Note: Model 1 R² = .811; Model 2 R² = .812

Moderation Analysis Results for Hypothesis H4

Model	Predictor	β	t	p	ΔR^2	Sig. F Change
1	Employee-Driven Factors	.400	5.695	< .001	-	-
	CSR	.505	7.197	< .001	-	-
2	Employee-Driven Factors	.399	5.668	< .001	.000	.804
	CSR	.500	6.833	< .001		
	EmpFactors * CSR	-.012	-0.248	.804		

Note: Model 1 R² = .736; Model 2 R² = .737



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Dear Sir/Madam,

DATA COLLECTION

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COURSE CODE : BPMZ69912
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This is to certify that the following is a postgraduate student from UUM College of Business, Universiti Utara Malaysia. She is pursuing the above-mentioned course which requires her to undertake an academic study and prepare an assignment. The details are as follows:

NO.	NAME	MATRIC NO.
1.	LILIANA MAS ALIZA BINTI ROFIKI	831523

In this regard, I hope that you could kindly provide her with assistance and cooperation so that she can successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance are very much appreciated.

Thank you.

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