

CSR and Governance Principles in Business Administration According to Deans of BA Schools Perspective: BA of Northern Border University as Case Study

Mahmoud Mohammad AL-Ajlouni

m.m.ajlouni@hotmail.com

Department of Human Resources Management, Faculty of Business Administration, Box: 1321, Northern Border University, Arar, P.O. 91431 Saudi Arabia, 00966547474827
ORCID: <http://orcid.org/0000-0002-6185-8436>

Summary

The study shed the light on the information required by Governance Principles and Corporate Social Responsibilities of human resources department from the point deans' perspectives of BA colleges during the discussion the publication of studies that academic members earlier submitted in many journals as authors of similar studies talking about business schools and CSR in Saudi Arabia universities. The study sample was the deans of business schools in northern border university and interviews were used to collect data. Findings showed that CSR in business colleges within an integrated set of research products in the human resource that he owns, support the mechanisms of social services from a purposeful pioneering and creative perspective. In addition, the success of business administration colleges in preparing these cadres depends on the college's senior leadership represented by its dean and its administrative policy to motivate academic staff and students to develop the CSR and governance.

Keywords: *College of Business Administration, Human Resources, Governance, Social Responsibility, Saudi Universities.*

1. Introduction

The importance of governance is due to its use within the applied and strategic plans of companies in the commercial sector in its various segments, where the application of its principles has achieved economic success within the scope of megaprojects, and its concept and use extended to the scope of small projects seeking to enhance their social responsibility towards members of society, and keep pace with the activities of the authorities Non-profit organizations such as charities, aid and training institutions, donation and support organizations, and others in community service to improve their market reputation and continuity in the competitive market. Management information systems are an integral part of the system for preparing qualified human resources for the labour market. [1]

Here where the problem of the study lies under the identifying the ability of business schools to apply the concept of governance and social responsibility, by measuring the impact of the main axes in enhancing their

ability to apply the concept of governance and social responsibility towards society, and looking at the experience of business colleges in universities in this field, and identifying the problems that It may prevent the effective application of the principles of corporate governance and social responsibility.[2]

1.2. Study Questions

To meet the study's aims, the author has attempted to answer the following questions:

- i. What are the main activities that deans of business administration schools in KSA support to enhance CSR between students, staff and educational environment?

What is the governance of human resources and management information systems practices of Northern Border Unive.

2. Theoretical Consideration

Governance is one of the promoters of developing human resources trained on administrative systems with specifications that give them the ability to own the means of human resources training and education to be able to train and support decision-making, including controlling the distribution of jobs.[3, 4]

Business administration colleges prepare human resources in terms of purpose and application because of the importance of these colleges due to the increase in their graduates and the increasing global demand for human resources specialized in business administration in various disciplines. [5, 6]

The studies also indicated the increasing needs of millions of graduates specializing in the business sector who are able to keep pace with market requirements so that these graduates realize the importance of governance in their jobs, thus giving business schools an additional importance by providing business sector institutions with qualified and trained human resources to assume their responsibilities towards these institutions. [7, 8]

It also has an important role in transformation and change by developing courses that enhance graduates' ability to solve problems to maintain the business sector's need for its human resources. An important element behind the preparation of these human resources is the university education methods used in colleges so that the courses are linked in practical and applied terms through their ability to transfer knowledge from the college to the organization, which is what we call in our present. Management information systems that combine management theory and practice. [9, 10]

Practically, as educating and educating students while studying the concept of social work is a priority in raising graduates capable of creativity, scientific research and problem-solving, which are, in their entirety, the main objectives behind the graduation batches that serve the community for which those colleges were founded.[11]

In the absence of two components (the renewable cycle according to the needs of society, and the development of educational means and application) of the concept of social service, this will limit the graduate's ability to form a leadership and initiative personality, which is: one of the most important specifications for workers in the business sector.[12]

This comes due to the multiplicity of governance principles and their inclusion in many types, such as volunteering, accommodation, free training, organizing awareness campaigns, encouraging creativity, motivating entrepreneurs, and adopting talents, which from the company's perspective require efficient and capable human resources. To link personal capabilities and competencies with governance objectives.[13, 14]

The issue of the success of business schools in preparing these cadres depends on the senior leadership of the college represented by its dean and its administrative policy, and ways to motivate the college's professional, faculty and students to exchange knowledge, exchange experiences, and strive for it. Excellence and creativity. [15, 16]

In addition, to develop their ability to solve problems and implement policies of modernization and comprehensive development of the educational process to market it within the college and qualify students as human resources that are constantly increasing in medicine in the labor market. [17]

2.1. Published studies - College of Business Administration, Northern Border University

The importance of the deans of business schools was demonstrated through a study prepared by academics at the College of Business Administration at the Northern Border University, which focused on their view of the assessments of the Business Schools Accreditation Commission and the degree of governance practice in this college. [18]

The college of BA is accredited by the authority, that the majority of the deans of business faculties expressed important ideas and a distinguished evaluation that was

linked to strategies to enable students to achieve the goals of the educational process, and a growing interest in the authority's mechanisms for accrediting academic and program colleges, and the study concluded with a great focus by the deans on enhancing students' competency in skills communication, and support them to develop study plans through courses covering various skills required in the labour market. Communication skills are the important social means informing graduates who can communicate with their community and present pioneering ideas and effective innovations to solve problems and overcome obstacles facing individuals in society.[19]

2.2. Summary

It is clear from previous studies that a qualified human resource capable of applying the principles of governance and social responsibility must possess knowledge capabilities acquired during the university study period, within a piece of information and technical framework supported by a computerized management information system to enable it to support social service mechanisms from a pioneering, innovative, purposeful and constructive perspective. Under the umbrella of good governance, as it emerged from the above that the cumulative knowledge acquired during university studies is based on two main pillars: educational courses and applied teaching methods. These two pillars were adopted as basic axes in preparing this study to identify the reality of the ability of business schools to provide courses, educational aids and student activities that enhance the concept and principles of governance and social responsibility.[18-20]

8

3. Method

3.1. Instruments

An interview survey instrument was used to explore deans of BA colleges perspectives about CSR and Governance in BA colleges contains the main two questions of the study.[4]

3.2. Case study model

The study used the following model to explain the relationship between the business school, and best practices using different methods to implement CSR according to internal and external stakeholders. as shown in Figure 1.

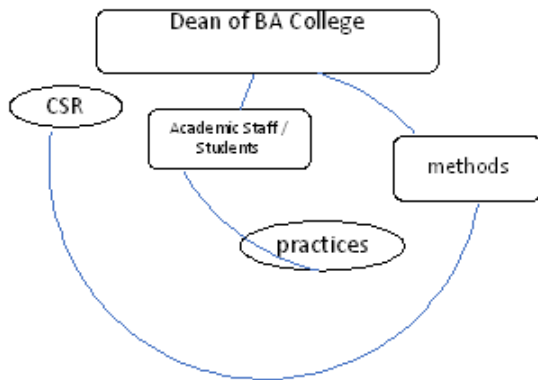


Fig. 1 corporate social responsibilities model in BA colleges

4. Results

The College of Business Administration at Northern Border University, in which this study was applied, is one of the few agencies according to the survey whose deans reinforce the college's orientation towards applying the principles of governance through administrative work and effective decisions and the promotion of social responsibility based on cooperation and excellence between the Deanship of the College and the faculty members.[20]

In the college, the concept of decentralization, spreading powers and distributing tasks is discussed, as it was found that the academic environment provides equal opportunities on the principle of awareness, training, credibility, institutional effectiveness, transparency and impartiality in decision-making by strengthening governance between the college, academics and students. The college witnessed development in various educational procedures and services. [21]

In addition to the library and the lobby dedicated to student activities, and the Internet concerning social responsibility, the college targeted community service through extra-curricular activities with the local community, which enhances community partnership by training students and academics on community activities and promoting a culture of volunteerism and charitable work. The College of Business Administration begins to sign several agreements with government agencies to train law, accounting and human resources students, hold information systems courses, human resources courses, CV preparation workshops, job projects, interviews for the career day, English language training, and support entrepreneurship, innovative ideas and development projects through community partnerships.[21]

The college also provides training courses in learning and education in developing the concept of environmental awareness and quality of life-based on the directions of the Saudi Vision 2030, conservation of wildlife, expanding the area of green spaces in the region, Earth Day and planting trees.

5. Discussion

The principles of governance and social responsibility are considered among the most important applications used to enhance the functional and educational reputation of the community by various educational institutions, as they enhance the ability of these institutions to market their products from research, studies and projects, to employ graduates and to qualify specialists.[22, 23]

Governance is a framework that enhances the partnership between business schools and various community institutions, profitable and military, for-profit and non-profit alike. Governance facilitates the task of organizing at the various levels of management and its operations in the Deanship and the faculty's employees, and it enhances oversight, transparency and follow-up, and the discovery of functional, administrative and technical deficiencies.[24, 25]

6. Conclusion

It is concluded that business administration colleges in general as a source of human resources that enhance social work to implement the concept of governance principles, develop an awareness of social responsibility, raise the level of job loyalty, and scientific and practical training for college employees and students alike through delegating powers, developing expertise, and training college staff and students.[26, 27]

Acknowledgment

The authors wish to acknowledge the approval and the support of this research study by the grant no: (BA-2017-1-7-F-7483), from the Deanship of Scientific Research in Northern Border University, Box: 1321, Arar, P.O. 91431 Saudi Arabia.

References:

- [1]. Aguilera RV, Florackis C, Kim H. Advancing the corporate governance research agenda. *Corporate Governance: An International Review*. 2016;24(3):172-80.
- [2]. Ahmad NBJ, Rashid A, Gow J. Board independence and corporate social responsibility (CSR) reporting in Malaysia. *Australasian Accounting, Business and Finance Journal*. 2017;11(2):61-85.
- [3]. Aithal P, Aithal S. Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges. *International Journal of Applied Engineering and Management Letters (IJAEML)*. 2019;3(2):1-35.
- [4]. Alnaser Y. Training Needs and Training Programs for Academic Leadership at Northern Border University. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*. 2016;3(2):140-55.
- [5]. Anheier HK, Krlev G, Mildenerberger G. *Social innovation. Comparative perspectives* NY: Routledge. 2019.

- [6]. Aquino RS, Lück M, Schänzel HA. A conceptual framework of tourism social entrepreneurship for sustainable community development. *Journal of Hospitality and Tourism Management*. 2018;37:23-32.
- [7]. Arulrajah AA, Opatha H, Nawaratne N. Green human resource management practices: A review. *Sri Lankan Journal of Human Resource Management*. 2015;5(1).
- [8]. Avdeeva E, Davydova T, Skripnikova N, Kochetova L, editors. Human resource development in the implementation of the concept of “smart cities”. *E3S Web of Conferences*; 2019: EDP Sciences.
- [9]. Chen C-L, Lin Y-C, Chen W-H, Chao C-F, Pandia H. Role of Government to Enhance Digital Transformation in Small Service Business. *Sustainability*. 2021;13(3):1028.
- [10]. Dean BA, Gibbons B, Perkiss S. An experiential learning activity for integrating the United Nations Sustainable Development Goals into business education. *Social Business*. 2018;8(4):387-409.
- [11]. Ebrahim A, Battilana J, Mair J. The governance of social enterprises: Mission drift and accountability challenges in hybrid organizations. *Research in organizational behavior*. 2014;34:81-100.
- [12]. Hamburg I, David A. *Entrepreneurship and Entrepreneurial Skills in Europe: Examples to Improve Potential Entrepreneurial Spirit*: Verlag Barbara Budrich; 2017.
- [13]. Jermisittiparsert K, Siam M, Issa M, Ahmed U, Pahi M. Do consumers expect companies to be socially responsible? The impact of corporate social responsibility on buying behavior. *Uncertain Supply Chain Management*. 2019;7(4):741-52.
- [14]. Johnson L, Becker SA, Cummins M, Estrada V, Freeman A, Hall C. *NMC horizon report: 2016 higher education edition: The New Media Consortium*; 2016.
- [15]. Minocha S, Reynolds M, Hristov D. Developing imaginers not managers—How to flip the business school model. *The International Journal of Management Education*. 2017;15(3):481-9.
- [16]. Nagy J, Oláh J, Erdei E, Máté D, Popp J. The role and impact of Industry 4.0 and the internet of things on the business strategy of the value chain—the case of Hungary. *Sustainability*. 2018;10(10):3491.
- [17]. National Academies of Sciences E, Medicine. *Barriers and opportunities for 2-year and 4-year STEM degrees: Systemic change to support students' diverse pathways*. 2016.
- [18]. Piwowar-Sulej K. Human resources development as an element of sustainable HRM—with the focus on production engineers. *Journal of cleaner production*. 2021;278:124008.
- [19]. Scheyvens R, Banks G, Hughes E. The private sector and the SDGs: The need to move beyond ‘business as usual’. *Sustainable Development*. 2016;24(6):371-82.
- [20]. Selden SC, Sowa JE. Voluntary turnover in nonprofit human service organizations: The impact of high performance work practices. *Human Service Organizations: Management, Leadership & Governance*. 2015;39(3):182-207.
- [21]. Slay KE, Reyes KA, Posselt JR. Bait and switch: Representation, climate, and tensions of diversity work in graduate education. *The Review of Higher Education*. 2019;42(5):255-86.
- [22]. Tang KN. Beyond Employability: Embedding Soft Skills in Higher Education. *Turkish Online Journal of Educational Technology-TOJET*. 2019;18(2):1-9.
- [23]. Wehrmeyer W. *Greening people: Human resources and environmental management*: Routledge; 2017.
- [24]. Vance CM, Paik Y. *Managing a global workforce: Challenges and opportunities in international human resource management*: Routledge; 2015.
- [25]. Wolfe DA. 10. *The Role of Universities in Regional Development and Cluster Formation. Creating knowledge, strengthening nations*: University of Toronto Press; 2016. p. 167-94.
- [26]. Wahid A, Ahmad MS, Talib NBA, Shah IA, Tahir M, Jan FA, et al. Barriers to empowerment: Assessment of community-led local development organizations in Pakistan. *Renewable and Sustainable Energy Reviews*. 2017;74:1361-70.
- [27]. Zighan S, Ahmed E-Q. *Lean thinking and higher education management: revaluing the business school programme management*. *International Journal of Productivity and Performance Management*. 2020.