Beyond the classroom: How CSR fosters teacher well-being and institutional success in higher education

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ARTICLE INFO

ABSTRACT

This study examines the effect of corporate social responsibility (CSR) on teacher well-being in the higher education sector, highlighting the mediating roles of communal relationships and teacher admiration and the moderating effect of teacher altruism. Data from **472** university teachers across **six** higher education institutions in **Beijing, Shanghai, and Guangzhou (China)** were analyzed using structural equation modeling. Results indicate that CSR positively affects teacher well-being both directly and indirectly via stronger communal relationships and increased teacher admiration. Teacher altruism further strengthens the positive CSR–admiration link but does not significantly influence the CSR–communal relationships link. The findings suggest that aligning CSR initiatives with faculty values maximizes positive outcomes for staff. The study offers **theoretical implications** by supporting the Conservation of Resources framework in an educational context and extends CSR research into the higher education sector. It also provides practical recommendations for university administrators to develop CSR strategies that promote a supportive and fulfilling environment for educators.

1. Introduction

Imagine a university where professors feel proud not only of their teaching, but also of their institution's efforts to give back to society. In such an environment, could the institution's commitment to corporate social responsibility (CSR) be a key factor in enhancing faculty well-being? Indeed, employee well-being is crucial for organizational success across sectors, encompassing mental, physical, and emotional health. Higher well-being among employees enhances engagement, motivation, and resilience (Ahmad, Ullah, Ryu, Ariza-Montes, & Han, 2023; Liu et al., 2023). At the organizational level, collective well-being improves performance, reduces turnover and absenteeism, and strengthens commitment, leading to greater efficiency and a more robust culture (Fu, Ahmad, Lho, & Han, 2023). As organizations navigate complex and evolving work environments, the importance of employee well-being has grown. The COVID-19 pandemic further highlighted the necessity of prioritizing well-being as organizations adapted to remote work and health concerns, prompting many to expand well-being initiatives (Carnevale & Hatak, 2020).In education, the well-being of teachers is especially crucial for the effectiveness and sustainability of educational systems.

Teachers educate future leaders, and their welfare directly influences the quality of education they provide. High teacher well-being, including positive mental and physical health, enhances performance, innovation, and commitment, leading to improved student learning environments (Hascher & Waber, 2021). Conversely, low well-being is associated with teacher burnout, poor teaching quality, and high turnover, which are detrimental to students and the education system (Collie, 2023). Therefore, improving the welfare of teachers is not only important for the educators themselves but also for maintaining a viable, high-quality educational system.

CSR refers to an organization's voluntary initiatives to contribute to social, environmental, and ethical causes beyond its financial interests. It entails the processes through which organizations seek to enhance societal welfare through activities such as environmental conservation, ethical labor practices, and support of social causes (Carroll, 2021). Prior research has shown that CSR practices can improve employees' well-being by giving them a sense of purpose, pride, and belonging in their organization (Yuxiang, Ahmad, Linda, & Heesup, 2024). Employees who perceive their organization as socially responsible report higher job satisfaction and organizational commitment, and lower stress

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levels (Ahmad, Ullah, AlDhaen, Han, & Scholz, 2022). CSR initiatives that directly support employee welfare (e.g. health promotion programs or flexible work policies) have also been linked to improved well-being (Ahmad et al., 2022).

This study aims to investigate the link between CSR and teacher well-being in China's higher education context, specifically, how a university's CSR activities influence its teachers' welfare. This focus addresses a notable gap in the literature: despite extensive CSR research, much of it centers on business organizations in Western contexts, with limited exploration in non-Western settings like China (Asrar-ul-Haq, Kuchinke, & Iqbal, 2017). Given China's significant global role and its unique cultural, economic, and regulatory environment, understanding CSR in the Chinese higher education sector is crucial. The Chinese university context, where CSR may shape educational outcomes, has been largely underexplored. Our study helps fill this gap, offering insights that are locally relevant and potentially applicable to other non-Western contexts.

In examining how CSR affects teacher well-being, we consider key mediating and moderating factors – in other words, the psychological, personal, and contextual mechanisms that could explain why and when CSR has an impact (Deng, Cherian, Ahmad, Scholz, & Samad, 2022; Guan, Ahmad, Sial, Cherian, & Han, 2023). We hypothesize a dual mediating role of communal relationships and teacher admiration. These mediators represent the social and emotional pathways through which CSR might influence well-being. Communal relationships capture the sense of inclusion, mutual care, and support that CSR initiatives can foster among employees (Clark & Mils, 1993), while teacher admiration reflects the respect and inspiration teachers feel due to their university's responsible behavior (Ahmad, Ullah, Ryu, et al., 2023). Analyzing these mediators allows us to understand how CSR initiatives translate into improved teacher well-being, contributing to more sustainable and positive educational management practices (López-Pérez, Melero, & Javier Sesé, 2017).

We also introduce teacher altruism as a moderator. Human values, especially altruistic values (the selfless concern for others), can shape how individuals perceive and react to CSR (Schwartz, Caprara, & Vecchione, 2010). Teachers with strong altruistic values may align more with their institution's CSR efforts. We expect that such values could amplify the effects of CSR on certain outcomes. Specifically, we test whether teachers' altruism intensifies the impact of CSR on their admiration for the university and on the communal relationships they experience. Exploring this moderating role helps provide a comprehensive understanding of how personal values interact with organizational practices to affect well-being (Harrison, Morehouse, & Boatwright, 2024).

Despite extensive research on CSR, gaps remain, especially in non-Western contexts and sectors like education. Most CSR literature focuses on Western contexts, with limited exploration in non-Western countries like China. Given China's significant global role and unique cultural, economic, and regulatory environment, we believe, understanding CSR in this context is crucial. The Chinese higher education sector, where CSR can shape outcomes, has been underexplored. Our study addresses these gaps, offering insights relevant locally and potentially applicable to other non-Western contexts. Previous research on well-being often isolates its physical or mental aspects, overlooking its holistic nature, which includes life, workplace, and psychological dimensions. Studies on employee well-being, particularly for teachers, have typically focused on traditional organizational settings rather than the unique challenges of educational institutions (Hascher & Waber, 2021). Our study addresses this gap by examining well-being's comprehensive dimensions and how CSR initiatives in higher education influence these areas, providing insights for both individual teachers and their institutions. There is a significant gap in contextualizing CSR research within education. While CSR is widely studied in business settings, its impact on educational institutions remains underexplored. Educational institutions face different imperatives and pressures than

traditional businesses, and our study aims to provide a sophisticated understanding of how CSR can address the unique needs of educators and their institutions.

The study of mediating and moderating variables in the CSR-well-being relationship is often overlooked, especially related to the specific context of psychological and emotional pathways explaining how and why CSR influence employee wellbeing. While some research explores CSR's direct effects on employee outcomes, few examine the psychological and emotional mechanisms involved (Aguinis & Glavas, 2012). The role of personal values like altruism as a moderating factor has also received little attention. Our study introduces communal relationships and teacher admiration as mediators and altruism as a moderator, offering a deeper understanding of how CSR impacts well-being. Lastly, integrating CSR initiatives with human values to influence employee outcomes is underexplored. Although the importance of values in shaping responses to CSR is acknowledged, empirical studies on how values like altruism interact with CSR to influence well-being are limited. By including altruism as a moderator in the model, our research study will help to address this gap and extend knowledge of the effect of organizational practices and individual values on well-being. In summary, our study aims to address these gaps and tends to advance the existing literature in the domain of CSR and education management.

2. Literature review

In various industries, CSR has become an important determinant of employees' workplace attitudes and behaviors. Studies have shown that CSR initiatives can improve job satisfaction, boost organizational commitment, and encourage employees' extra role behavior (Ahmad, Ullah, Arshad, & waqas Kamran, H., Scholz, M., & Han, H., 2021; Murtaza et al., 2021). CSR engagement can also enhance employees' overall well-being and morale (Ahmad, Samad, & Han, 2023). By providing employees with meaningful work and a sense of pride in their organization, CSR helps foster a positive work environment and can even reduce turnover intentions (Yu et al., 2021).

In mission-driven sectors such as education, these internal benefits of CSR may be even more crucial. Teachers are key stakeholders in their institutions and can be strongly influenced by their university's CSR efforts. **Teacher well-being**, referring to positive physical health, mental health, and healthy interactions with others, is an essential prerequisite for effective teaching and a healthy learning climate (Collie, Shapka, Perry, & Martin, 2015; Hascher & Waber, 2021). Implementing CSR in educational institutions has been found to improve teachers' psychological and physical health, performance, and job satisfaction (Asrar-ul-Haq et al., 2017). In other words, when universities actively engage in socially responsible practices, their faculty can experience tangible benefits in terms of motivation and well-being.

This study is based on conservation of resources (COR) theory put forward by Hobfoll (1989) positing that people aim at obtaining, maintaining, preserving or enhancing their resources such as energy, well-being, and social support. CSR activities are viewed as resource, which help to enhance employees' satisfaction by means of their security, that has positive influence on stress (Bolt & Homer, 2024). This theory helps in understanding of way that CSR helps enhance well-being in education sector. Based on this discussion, we propose the following hypothesis:

H1. CSR is positively associated with teacher well-being in the higher education sector.

CSR has also been linked to the quality of relationships within organizations. When an organization engages in CSR, it can cultivate mutual trust and a sense of being cared for among employees (Aguinis & Glavas, 2012; Zhang et al., 2021). This trust is crucial for the formation of **communal relationships**, wherein members of the organization feel connected and are willing to support each other without expecting direct reciprocation (Clark & Mills, 2012). CSR initiatives demonstrate that the

institution values ethics and community well-being, which helps employees perceive the organization as caring and fair. Such perceptions can foster a supportive, family-like atmosphere at work (Ahmad et al., 2021). In the education sector, when a university actively pursues CSR (for example, by helping local communities or improving environmental sustainability on campus), it can bring teachers together towards a shared purpose beyond their academic roles. This shared sense of purpose and pride can strengthen interpersonal bonds among faculty (Lee, 2020). Therefore, we hypothesize the following:

H2. CSR is positively associated with communal relationships among teachers in the higher education sector.

CSR initiatives improve the social responsibility and ethical standards which in return support the creation of a sense of belonging among teachers which is very important in an educational setting. Interpersonal connections are essential for teachers' health. Positive organizational relationships have been found to be associated with better job satisfaction, less stress, and better well-being (Tarrasch, Berger, & Grossman, 2020). According to Liu, Qiang, and Kang (2023), in educational contexts, teachers' communal relationships can enhance organizational commitment, and positively impact the quality of life of teachers. Communal relationships are central to the analysis of the CSR-wellbeing relationship. Positive social connections at work are known to improve employee well-being. In a teaching context, strong communal relationships among faculty, characterized by mutual trust, help, and a sense of belonging, are associated with greater job satisfaction, lower stress, and better overall well-being (Clark & Mills, 2012). When teachers feel part of a supportive community of colleagues, they tend to experience higher commitment and a better quality of work life (Ahmad et al., 2021). These collegial relationships provide emotional resources and practical support that help teachers cope with job demands, thereby enhancing their well-being. Thus, we propose:

H3. Communal relationships are positively associated with teacher well-being in the higher education sector.

Communal relationships are central to the analysis of the CSR-wellbeing relationship. CSR activities that contribute to communal relationship offer a channel by which CSR improves a teacher's welfare. Thus, by enhancing the work climate, CSR affects well-being indirectly by increasing the bonds of the community (Carmeli & Spreitzer, 2009). This mediating mechanism highlights the role of relational dimensions of CSR on organizational employee outcomes. In the context of the COR theory, CSR is organizational assets that is used to create communal relationship, which positively predicts teachers' well-being. In this respect, communal relationships are described as assets that help teachers to manage their job requirements and their health (Zhang, Wang, & Jia, 2021). Consequently, CSR affects well-being both positively and through the promotion of communal relationships that reduce stress and negative consequences. Combining the above arguments, we expect that communal relationships will **mediate** the impact of CSR on teacher well-being. In other words, one key reason CSR improves well-being may be that it first strengthens the sense of community among teachers. CSR initiatives that create a more inclusive, supportive work climate indirectly contribute to better well-being by increasing social support and camaraderie. In the context of COR theory, the social capital gained through communal relationships can be viewed as a valuable resource that teachers use to maintain and improve their well-being. We therefore hypothesize:

H4. Communal relationships mediate the relationship between CSR and teacher well-being in the higher education sector.

Beyond communal relationships, CSR can also influence how employees **feel about** their organization. CSR initiatives serve as a visible indicator that a university is committed to ethical practices, social responsibility, and community engagement. When faculty observe their institution actively engaging in such responsible behaviors, they are

more likely to develop a sense of admiration for the organization. This admiration stems from the alignment between the university's CSR actions and the personal values of the teachers, such as integrity, fairness, and a commitment to social good (Wu, 2024). In effect, the positive emotions generated by witnessing impactful CSR practices, such as pride and inspiration, lead to an enhanced sense of admiration among faculty members (Martínez-León & Olmedo-Cifuentes, 2022). Thus, we posit that higher levels of CSR engagement will be positively associated with increased teacher admiration. When a university is visibly committed to ethical practices, community service, or environmental sustainability, it can inspire **admiration** among its teachers. CSR demonstrates that the institution upholds values that employees often personally cherish, leading to increased respect and esteem for the (Cegarra-Navarro & Martínez-Martínez, 2009). This admiration reflects a positive emotional response, teachers feel proud of and inspired by their university's actions. Such positive emotions can strengthen teachers' identification with the university and boost their morale (Ahmad, Han, & Kim, 2024).

H5. CSR is positively associated with teacher admiration in the higher education sector.

In the higher education sector, if faculty members admire their university for its social responsibility initiatives, they are likely to experience greater job satisfaction and motivation. They perceive their employer as not just an academic institution but also a responsible citizen, which can heighten their sense of purpose and loyalty. **Teacher admiration** for the institution, therefore, is another pathway through which CSR might enhance well-being (Day & Qing, 2009). Feeling proud of one's institution fosters positive emotions and can reduce work-related stress. In the education sector, teacher admiration for their university can significantly impact their well-being. Universities engaged in CSR are seen as responsible institutions, which can lead to increased respect, emotional connection, and motivation among faculty (Erl, McGregor, Lucas, & Anderson, 2023). Admiring the university's CSR initiatives enhances job satisfaction and commitment by fostering pride and loyalty. Admiration plays a key role in teacher well-being as it fosters positive emotions, organizational identification, and job satisfaction, reducing stress (Ahmad, Ullah, Ryu, et al., 2023). In education, positive attitude towards CSR activities can enhance the motivation, commitment and the level of satisfaction (Pagán-Castaño, Sánchez-García, Garrigos-Simon, & Guijarro-García, 2021).

H6. Teacher admiration is positively associated with teacher well-being in the higher education sector.

Beyond its direct effects, CSR may also improve teacher well-being indirectly by enhancing the level of admiration that faculty feel for their institution. In this mediational pathway, CSR initiatives first foster admiration, by signaling the university's commitment to ethical and socially beneficial practices, which in turn leads to better well-being among teachers. This indirect effect suggests that the emotional rewards garnered through admiration (such as increased pride and a sense of belonging) partially account for the positive impact of CSR on well-being (Weiland, 2021). Accordingly, we propose that teacher admiration serves as a mediator in the relationship between CSR and teacher well-being.

CSR activities that foster admiration towards teachers produce a route through which the well-being may be improved. Effective CSR practices that are appreciated by employees enhance their psychological well-being (Kim, Kim, & Koo, 2022). Admiration is a form of psychological capital that helps teachers manage stress and improve their well-being. In COR theory terms, admiration can be viewed as a form of psychological resource gained from CSR, it increases teachers' emotional resilience and sense of meaning at work. This suggests a second mediating mechanism: by inspiring teachers, CSR contributes to well-being through enhanced positive emotions. Accordingly, we hypothesize:

H7. Teacher admiration mediates the relationship between CSR and

teacher well-being in the higher education sector.

Individual differences in personal values can shape the way teachers respond to CSR initiatives. Altruism, defined as a selfless concern for the well-being of others, is one such value that may amplify the effects of CSR on building supportive networks among faculty (Rim, Yang, & Lee, 2016). Teachers with high altruistic orientations are more inclined to engage in and value actions that promote collective well-being (Estrada-Vidal, Olmos-Gómez, & d. C., López-Cordero, R., & Ruiz-Garzón, F., 2020). Therefore, when their university undertakes CSR activities, these altruistic teachers are more likely to experience enhanced communal relationships characterized by mutual support and a shared sense of purpose. In contrast, the effect of CSR on communal relationships may be less pronounced for teachers who score lower on altruism. Thus, we hypothesize that teacher altruism moderates the CSR–communal relationships link, with a stronger positive effect for those with higher altruistic values. Thus, altruism could act as a **moderator** that alters the strength of the relationship between CSR and teachers' attitudes.

H8. Teacher altruism moderates the mediated relationship between CSR and teacher well-being, such that the mediation effect of communal relationships is stronger for teachers with higher levels of altruism.

We expect that when teachers have high altruistic values, CSR will have an even stronger effect on boosting positive feelings (such as admiration) and perhaps strengthening communal bonds. This reasoning is consistent with recent work suggesting that employees' values can amplify the influence of CSR on their attitudes. In the higher education context, an altruistic teacher may derive greater joy and inspiration from the university's charity drives or community outreach, thereby experiencing bigger gains in well-being. In contrast, a less altruistic teacher might be comparatively indifferent to those same CSR activities. Teachers who possess a strong sense of altruism are more likely to value and resonate with the socially responsible actions of their institution. For these individuals, CSR not only aligns with their personal values but also evokes a deeper emotional response, resulting in heightened admiration for the university. In contrast, teachers with lower levels of altruism may not experience the same degree of admiration in response to CSR activities. Consequently, we propose that teacher altruism moderates the relationship between CSR and teacher admiration, such that the positive effect of CSR on teacher admiration is more pronounced among teachers with higher levels of altruistic values. By considering altruism, we acknowledge that **"one size may not fit all"** in CSR's impact: the benefits of CSR might be contingent on personal characteristics. We therefore hypothesize the following moderation effects:

H9. Teacher altruism moderates the mediated relationship between CSR and teacher well-being, such that the mediation effect of teacher admiration is stronger for teachers with higher levels of altruism.

Based on the literature and the hypotheses H1–H9 developed above, our research model posits that CSR positively influences teacher well-being both directly and indirectly via two mediators (communal relationships and teacher admiration). Additionally, teacher altruism moderates the first-stage links between CSR and each mediator. This model will be empirically tested in the context of Chinese higher education.

3. Methods

3.1. Participants and data collection procedure

The participants of this study were university teachers from **six** higher education institutions (**two in each** of the cities Beijing, Shanghai, and Guangzhou). These cities were chosen to capture a variety of institutional types (including both high-ranking and mid-ranking universities), providing a diverse context to examine how CSR impacts teachers in different settings. The universities included in the sample all

had active CSR programs, ensuring that respondents had direct experience or awareness of their institution's CSR activities. We employed a time-lagged (multi-wave) data collection approach to reduce common method bias (Ahmad, Samad, & Han, 2024; Liu, Ahmad, Jiang, & Arshad, 2024). Data were collected in three waves, approximately two weeks apart. In the first wave, participants provided demographic information and reported their perceptions of their university's CSR. In the second wave, measures of communal relationships and teacher admiration were administered. In the final wave, participants answered questions about their well-being and altruistic tendencies. This temporal separation of measurements for predictor, mediator, and outcome variables helps in establishing clearer causal ordering and mitigates the influence of common response patterns (Awan et al., 2021; Kong et al., 2021).

The questionnaires were administered in person. The research team visited each of the identified universities to distribute and later collect the surveys. Respondents were informed about the purpose of the study, assured of their anonymity, and told that they could withdraw at any time. We obtained written informed consent from all participants, and the study procedures complied with ethical guidelines for research with human subjects (Ahmad, Ullah, AlDhaen, & Siddique, 2023; Han et al., 2022).

Using an a priori sample size calculator for structural equation models (Daniel, 2010), we determined that a minimum of around 400 respondents would be sufficient to detect the expected effects with adequate power. To account for non-responses and incomplete surveys, we distributed 650 questionnaires across the three waves. A total of 488 completed questionnaires were returned. After data cleaning (removing responses with excessive missing data or evident response bias), **472** valid responses remained for analysis. This final sample size exceeds the recommended threshold and was deemed adequate for the study's statistical requirements.

3.2. Measures

The measures in this study were selected from established scales to ensure reliability and validity. Each item was rated on a five-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). CSR was measured using an adapted version of Turker (2009) scale, with two sub-dimensions: CSR to social and non-social stakeholders, and CSR to employees, totaling 12 items. A sample item for social and non-social stakeholders is "My university participates in activities that aim to protect and improve the quality of the natural environment." For employees: "My university's policies encourage faculty and staff to develop their skills and careers."

Teacher well-being was assessed across three sub-dimensions, life well-being, workplace well-being, and psychological well-being, using 18 items from Zheng, Zhu, Zhao, and Zhang (2015). A sample item for life well-being is "I feel satisfied with my life as a university teacher," for workplace well-being: "I am satisfied with my teaching responsibilities and duties," and for psychological well-being: "I generally feel good about myself as a teacher, and I'm confident in my abilities."

Communal relationships were measured using a 5-item scale adapted for the educational context, focusing on support and mutual care within the university. A sample item is "I enjoy providing support to my university." These items were based on the work of Hon and Grunig (1999). Teacher admiration was measured using a 5-item scale adapted from Sweetman, Spears, Livingstone, and Manstead (2013). An example item is "I feel admiration when I think about my university." Teacher altruism, was measured using a 4-item scale borrowed from Ghosh and Khatri (2018). A sample item is "I sacrifice personal benefits to meet the needs of my students and colleagues." To mitigate potential common method bias, data collection occurred in three waves with a two-week interval between each wave, reducing the likelihood of responses being influenced by the same cognitive processes. Additionally, Harman's single-factor test confirmed that common method bias was not a

significant concern, ensuring the robustness of the findings.

The demographic profile of the participants is summarized in Table 1 below.

3.3. Data analysis

We used partial least squares structural equation modeling (PLS-SEM) with **SmartPLS** software to analyze the data (Ahmad, Ahmad, Lewandowska, & Han, 2024; Ahmad, Ahmad, & Siddique, 2024). PLS-SEM was chosen because it is well-suited for complex models that include multiple mediators and a moderator, and it places minimal restrictions on data distribution (Jiang, Ahmad, Arshad, & Liu, 2025; Wang et al., 2024). This approach is appropriate for our study's predictive and theory-building objectives. Our analysis followed a two-step procedure. First, we assessed the **measurement model** to ensure that our constructs were reliably and validly measured. This involved examining factor loadings for each survey item, composite reliability for each scale, and average variance extracted (AVE) to establish convergent validity. Discriminant validity was checked using the Fornell-Larcker criterion and cross-loading analysis, confirming that each construct was distinct from the others.

Second, upon establishing a robust measurement model, we evaluated the **structural model** to test the hypothesized relationships among constructs. We examined the path coefficients for each hypothesized link (H1–H9) and their statistical significance using a bootstrapping technique (with 5000 resamples). We also looked at the R-squared values for key endogenous variables (communal relationships, teacher admiration, and teacher well-being) to determine the amount of variance in these

outcomes explained by the model. In addition, we assessed the effect size (f^2) of each predictor and used the blindfolding procedure to check the predictive relevance (Q^2) of the model. The use of SmartPLS enabled simultaneous examination of all paths, including direct, mediating, and moderating effects, thus providing a comprehensive test of our theoretical model.

4. Results

Using PLS-SEM in SmartPLS, we first evaluated the measurement model's properties and then examined the structural model for hypothesis testing. The results strongly support the proposed hypotheses and confirm the theorized relationships between CSR, communal relationships (CR), teacher admiration (TA), teacher altruism (TAL), and teacher well-being (TWB).

4.1. Measurement model assessment

The initial assessment of the measurement model (see Table 2) demonstrated the reliability and convergent validity of all constructs. Most factor loadings exceeded 0.70, indicating that each survey item was a strong indicator of its intended construct. For example, the CSR indicators — covering both CSR to employees (CSR-E) and CSR to social and non-social stakeholders (CSR-SSNS), all loaded highly on their respective factors, confirming that the CSR construct was well-captured by our measures. Similarly, items for CR and TA showed high loadings on those constructs, reinforcing their measurement strength. The composite reliability values for all constructs ranged from 0.86 (for TAL) to 0.96 (for TWB), exceeding the recommended threshold of 0.70 and demonstrating strong internal consistency. The AVE for each construct was above 0.50 (minimum AVE = 0.62 for TAL), indicating adequate convergent validity (Ahmad, Samad, & Mahmood, 2024). Additionally, each construct's AVE was greater than the squared correlations with other constructs, supporting discriminant validity. Table 2 presents the factor loadings, composite reliabilities, and AVEs for all constructs. Overall, the measurement model statistics indicate that our measures are robust. With the measurement model validated, we proceeded to examine the structural relationships among the variables. Fig. 1 illustrates the measurement model, including the factor structure of CSR (split into CSR-E and CSR-SSNS sub-dimensions), TWB (with life, workplace, and psychological well-being sub-components), CR, TA, and TAL.

The R-square values indicate that CSR explains 19.5 % of the variance in CR and 31.8 % in TA, demonstrating CSR's significant impact on these key mediators.

The discriminant validity and effect sizes of the relationships between the constructs were further assessed, as shown in Table 3. The diagonal values represent the square roots of the average variance extracted (AVE) for each construct, confirming discriminant validity as these values are higher than the corresponding inter-construct correlations (Li, Ahmad, & Lewandowska, 2024; Liu, Ahmad, Lho, & Han, 2024). For instance, the square root of the AVE for CR is 0.878, which is higher than its correlations with other constructs, such as CSR (0.134) and TWB (0.286). This supports the distinctiveness of each construct within the model (Ahmad, Samad, & Han, 2023). (See Table 4.)

The HTMT values provided in Table 3 further reinforce the discriminant validity, with all values well below the recommended threshold of 0.85. Additionally, the f-square values highlight the effect sizes of the predictors on the dependent variables. Notably, CSR has a substantial effect on TWB, with an f-square value of 9.649, indicating a significant impact of CSR on TWB. CR and TA also contribute meaningfully to the variance in TWB, with f-square values of 0.122 and 0.096, respectively, underscoring the importance of these mediators in the model.

Table 1
Demographic profile of sample.

Demographic Information	Frequency ($n = 472$)	Percentage (%)
Age		
25–34	95	20.1
35–44	160	33.9
45–54	140	29.7
55–64	57	12.1
65 and above	20	4.2
Gender		
Male	235	49.8
Female	237	50.2
Academic Rank		
Assistant Professor	120	25.4
Associate Professor	180	38.1
Professor	112	23.7
Lecturer	40	8.5
Other	20	4.2
Years of Experience		
<5 years	78	16.5
5–10 years	142	30.1
11–15 years	127	26.9
16–20 years	85	18
>20 years	40	8.5
Faculty/Discipline		
Humanities	85	18
Social Sciences	120	25.4
Natural Sciences	102	21.6
Engineering and Technology	90	19.1
Business and Economics	55	11.7
Other	20	4.2
Type of University		
Public	315	66.7
Private	157	33.3

Table 2
Factor loadings, convergent validity and composite reliability.

Construct	CR	CSR	CSR-E	CSR-SSNS	LWB	PWB	TA	TAL	TWB	WWB
CR1	0.931									
CR2	0.859									
CR3	0.874									
CR4	0.879									
CR5	0.844									
CSR-E2		0.745								
CSR-E3		0.718								
CSR-E4		0.892								
CSR-E5		0.942								
CSR-E6		0.911								
CSR-SSNS1			0.867							
CSR-SSNS2			0.914							
CSR-SSNS3			0.868							
CSR-SSNS4			0.893							
CSR-SSNS5			0.925							
CSR-SSNS6			0.92							
LWB1				0.852						
LWB2				0.884						
LWB3				0.912						
LWB4				0.881						
LWB5				0.866						
LWB6				0.78						
PWB1					0.855					
PWB2					0.847					
PWB3					0.891					
PWB4					0.836					
PWB5					0.843					
PWB6					0.881					
TA2						0.848				
TA3						0.878				
TA4						0.937				
TA5						0.876				
TAL1							0.899			
TAL2							0.816			
TAL3							0.745			
TAL4							0.673			
WWB1								0.834		
WWB3								0.892		
WWB4								0.888		
WWB5								0.824		
WWB6								0.893		
Composite Reliability	0.944	0.926	0.962	0.946	0.944	0.891	0.866	0.938		
AVE	0.771	0.717	0.806	0.746	0.738	0.642	0.62	0.751		
R Square	0.195					0.318				

## 4.2. Structural model assessment

We tested the hypothesized paths in the structural model. The structural model results (summarized in Table 3) reveal that CSR had a significant **direct** positive effect on teacher well-being (TWB), supporting H1. Importantly, CSR also showed significant positive effects on the two mediators: communal relationships (CR) and teacher admiration (TA), supporting H2 and H5 respectively. In turn, both CR and TA were positively related to teacher well-being, supporting H3 and H6. Furthermore, the indirect effects of CSR on well-being through each mediator were significant, indicating mediation. Specifically, bootstrap analysis confirmed that CSR improves TWB **indirectly** via increased communal relationships (H4 supported) and via heightened teacher admiration (H7 supported).

We also examined the moderating effect of teacher altruism. The interaction term between CSR and teacher altruism was not a significant predictor of communal relationships ($p > 0.05$), suggesting that altruism does not significantly change the impact of CSR on communal relationships, thus H8 was not supported. However, the interaction between CSR and altruism was positive and significant for teacher admiration ($p < 0.01$), meaning teachers high in altruism showed an especially strong link between CSR and admiration for their university. This finding supports H9: teacher altruism amplifies the effect of CSR on teacher admiration.

The overall model explained a substantial portion of variance in key outcomes: for instance, CSR and the moderators accounted for about 20 % of the variance in communal relationships ($R^2 \approx 0.20$) and about 32 % in teacher admiration ($R^2 \approx 0.32$). In turn, around 55 % of the variance in teacher well-being was explained by the combined direct and indirect effects of CSR, CR, TA, and the interactions ($R^2 \approx 0.55$). These R-squared values indicate that the model has good explanatory power for a field study in this context. Fig. 2 depicts the structural model with standardized path coefficients and significance levels for each hypothesized relationship.

Finally, we probed the significant interaction effect (CSR × altruism on admiration) with a simple slopes analysis. As illustrated in Fig. 3, the positive relationship between CSR perceptions and teacher admiration is **stronger** for teachers who have higher altruistic values. In contrast, Fig. 4 shows that the slope of CSR versus communal relationships remains nearly flat across low, medium, and high levels of altruism, visualizing the non-significant moderation for that path. These plots corroborate our earlier findings: altruistic teachers respond to CSR with especially high admiration, whereas communal relationship building from CSR is generally uniform regardless of altruism level.

Overall, the results provide clear support for our model. CSR appears to enhance teacher well-being not only through a direct route but also by nurturing a supportive community among teachers and by inspiring teachers through admirable organizational conduct. Teachers' altruistic
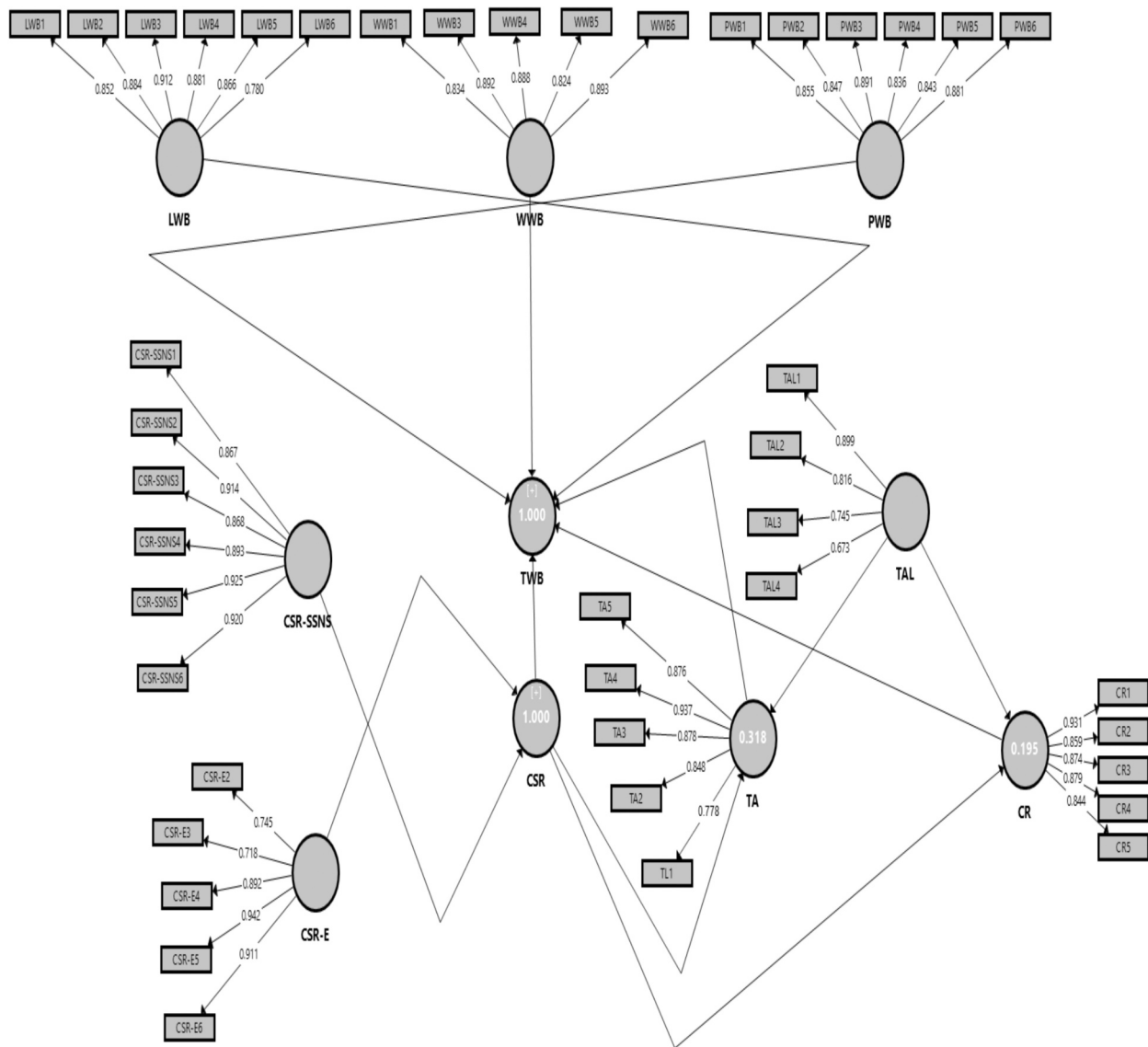
Fig. 1. Measurement model depicting the factor structure of corporate social responsibility (CSR), teacher well-being (TWB), communal relationships (CR), teacher admiration (TA), and teacher altruism (TAL). The model illustrates the relationships between observed variables (indicators) and their respective latent constructs, along with factor loadings and R-square values.

Table 3
Correlations and discriminant validity

Construct	CR	CSR	CSR-E	CSR-SSNS	LWB	PWB	TA	TAL	TWB	WWB
CR	0.878	0.134	0.139	0.123	0.323	0.17	0.287	0.438	0.286	0.328
CSR		0.846	0.842	0.775	0.44	0.576	0.541	0.189	0.578	0.521
CSR-E			0.847	0.839	0.454	0.588	0.552	0.192	0.592	0.537
CSR-SSNS				0.898	0.402	0.532	0.494	0.172	0.531	0.475
LWB					0.864	0.792	0.609	0.166	0.838	0.842
PWB						0.859	0.634	0.053	0.834	0.829
TA							0.801	0.258	0.669	0.627
TAL								0.788	0.132	0.148
TWB									0.799	0.747
WWB										0.867
HTMT	0.157	0.625	0.719	0.535	0.465	0.615	0.615	0.454	0.615	0.557
f-square	0.073	9.649	0.368				0.096	0.087	0.122	

Note: The table presents correlations (off-diagonal values), square roots of the average variance extracted (diagonal values), HTMT values, and f-square values for the constructs in the study.

Table 4
Hypotheses summary.

Path	Beta Value	Sd	t-statistic	*p*-value	Lower Limit CI	Upper Limit CI	Hypothesis
CSR ➔ TWB	0.049	0.012	4.083	0.000	0.044	0.053	H1➔Accepted
CSR ➔ CR	0.247	0.056	4.411	0.000	0.059	0.154	H2➔ Accepted
CR ➔ TWB	0.119	0.032	3.719	0.000	0.055	0.142	H3➔ Accepted
CSR ➔ CR ➔ TWB	0.0293	0.008	3.662	0.004	0.009	0.032	H4➔ Accepted
CSR ➔ TA	0.465	0.039	11.792	0.000	0.38	0.538	H5➔Accepted
TA ➔ TWB	0.148	0.038	3.895	0.009	0.098	0.162	H6➔ Accepted
CSR ➔ TA➔ TWB	0.069	0.012	5.75	0.000	0.016	0.074	H7➔ Accepted
Moderating Effect 1 ➔ CR ➔ TWB	0.018	0.052	0.346	0.211	−0.012	0.009	H8➔ Rejected
Moderating Effect 2 ➔ TA ➔ TWB	0.059	0.01	5.9	0.002	0.004	0.067	H9➔ Accepted
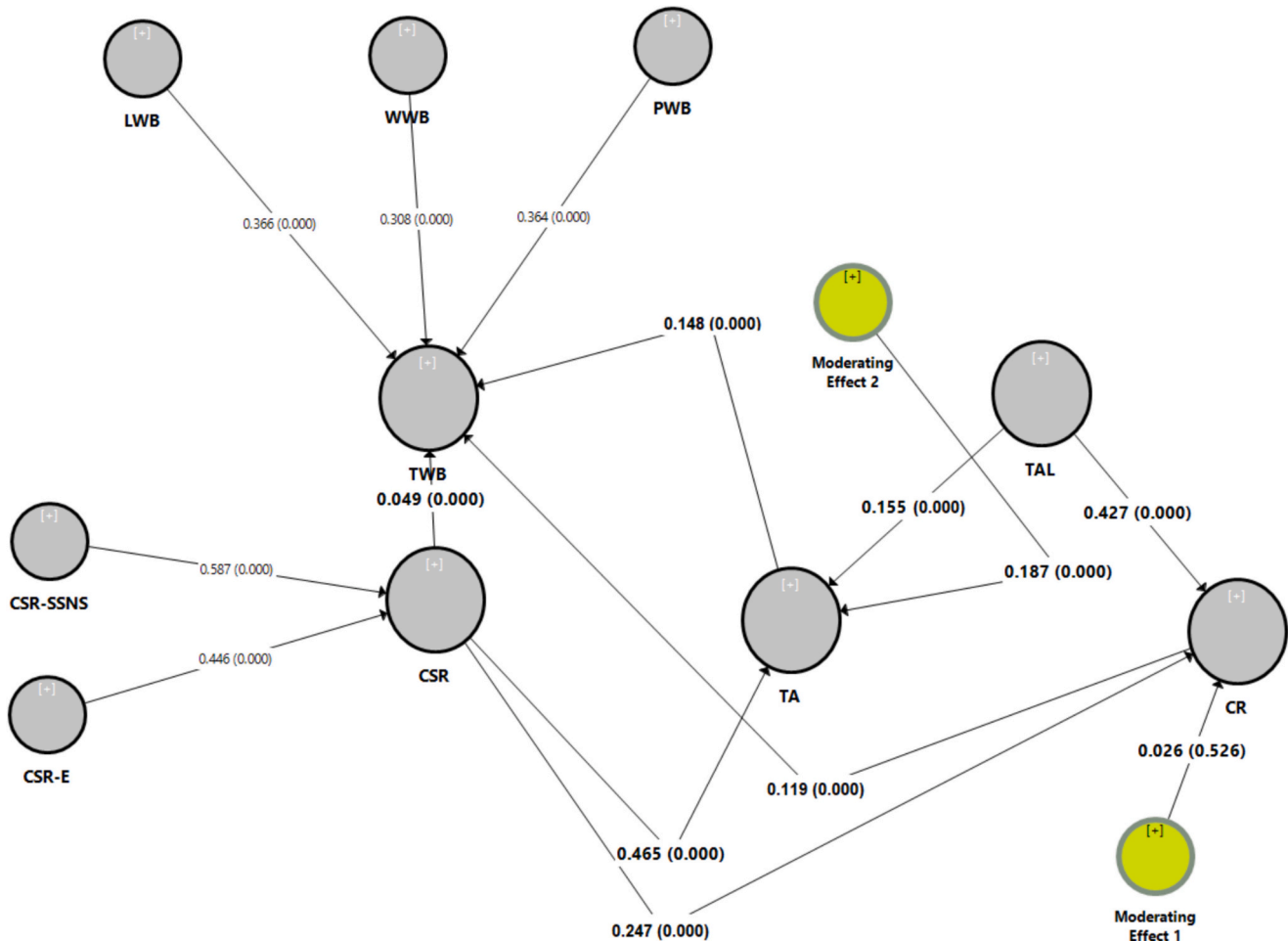
Fig. 2. Structural model illustrating the relationships between corporate social responsibility (CSR), teacher well-being (TWB), communal relationships (CR), teacher admiration (TA), and teacher altruism (TAL). The model shows the direct and indirect effects of CSR on TWB, with CR and TA as mediators and TAL as a moderator. Path coefficients and *p*-values are indicated alongside each path, demonstrating the significance of the relationships within the model.

values play a role in magnifying one of these pathways (CSR → admiration). In the next section, we discuss the implications of these findings in the context of existing theory and practice.

The simple slope analyses in Figs. 3 and 4 reveal the moderating effects of teacher altruism (TAL) on the relationships between corporate social responsibility (CSR) and both communal relationships (CR) and teacher admiration (TA). In Fig. 3, showing the CSR-CR relationship, the slopes for TAL at −1 SD, mean, and + 1 SD are relatively flat, indicating minimal moderating effect across different TAL levels. The near-horizontal lines suggest that TAL does not significantly alter the CSR-CR relationship, aligning with the earlier findings that showed no significant moderation for this pathway (H8). Fig. 4, depicting the CSR-TA relationship, shows more pronounced slopes, especially at +1 SD of TAL,

where the positive relationship between CSR and TA strengthens as TAL increases. This indicates that teachers with higher altruism experience a stronger positive impact of CSR on their admiration for the institution, supporting the significant moderating effect found for this pathway (H9). The varying slopes illustrate that the CSR-TA relationship is significantly influenced by TAL, with the effect being strongest at higher levels of altruism.

5. Discussion

The current study contributes to the knowledge on CSR and its effects on teacher engagement in higher learning institutions. Thus, the findings support the proposition that CSR has a direct and an indirect impact
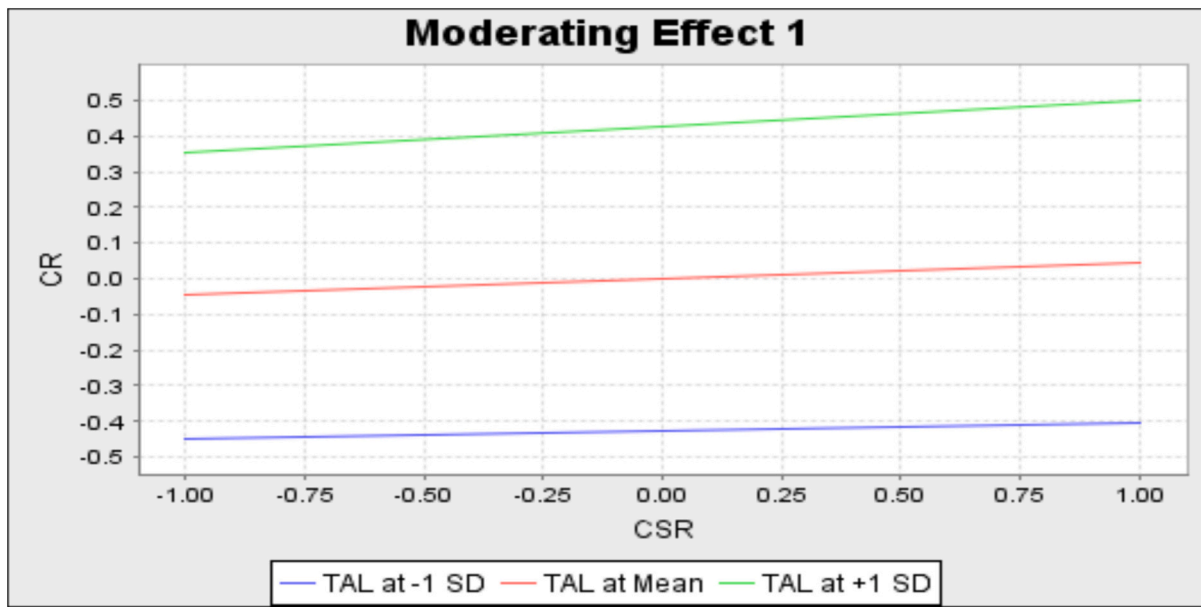
Fig. 3. Simple slope analysis for the moderating effect of teacher altruism (TAL) on the relationship between corporate social responsibility (CSR) and communal relationships (CR).
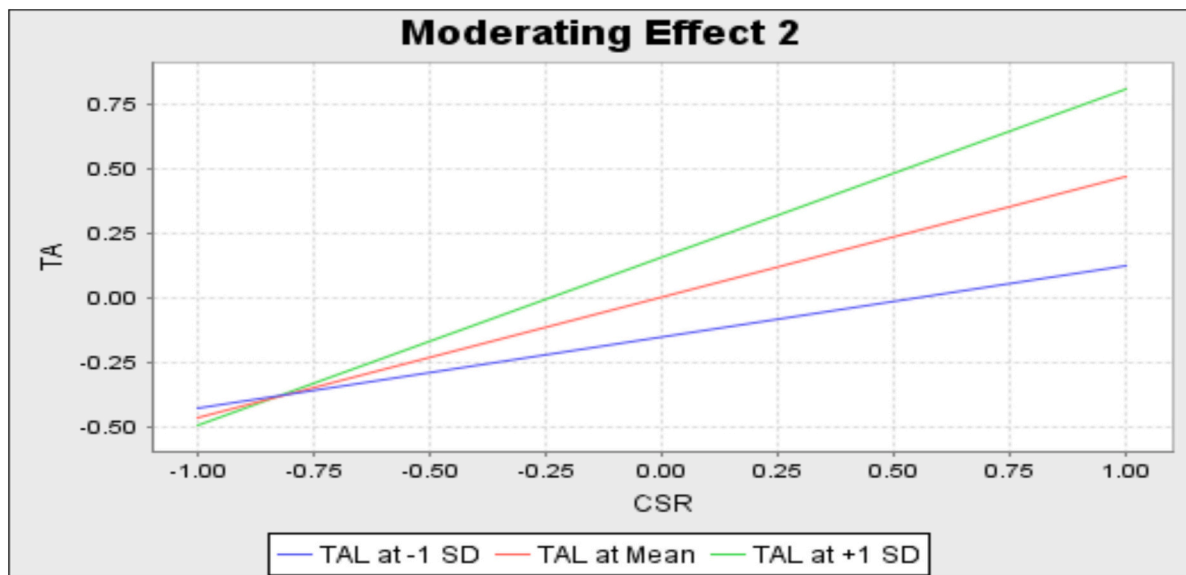

Fig. 4. Simple slope analysis for the moderating effect of teacher altruism (TAL) on the relationship between corporate social responsibility (CSR) and teacher admiration (TA).

on teacher well-being by mediating the effects of communal relationships and admiration for teachers. Further, the study reveals the role of teacher altruism and how personal values moderate the relationships between CSR and organizational outcomes. The relationship between CSR and teacher well-being is consistent with the literature on the positive effect of CSR on employee well-being in general. Other authors, for instance Aguinis and Glavas (2012) and Aguinis and Glavas (2019), have provided empirical evidence of the positive effects of CSR on engagement, satisfaction and organizational well-being. Our study builds upon these conclusions by examining how CSR activities in educational institutions can enhance educator's quality of life and thus promote a sustainable environment in the educational sector.

Of specific interest is the mediation of communal relationships in the CSR-teacher well-being relationship. Whereas, earlier literature has stressed on the role of social support for enhancing the well-being of the

people (Lee, 2020), this research has established that implementation of CSR program can enhance the communal relatedness in educational context. This implies that CSR not only improves the image of a university, but also helps in the creation of supportive faculty community hence improving well-being. This understanding is consistent with Liu, Qiang, and Kang (2023) where they highlighted on the importance of organizational culture in supporting the health of employees.

Likewise, the role of admiration for teachers stands as one of the most important mediators between CSR and teacher well-being. Teachers that perceive their institution as socially responsible are more likely to have positive attitude towards the university and this enhances their psychological wellbeing. This supports the notion that CSR can function as an extrinsic motivation and source of emotional reward for the teachers as found out by previous studies (Erl et al., 2023).

The moderation effect of teacher altruism brings some level of

sophistication to our results. Teacher altruism improves the CSR-teacher admiration relationship more than the CSR-communal relationships relationship. This implies that whereas, appreciation for CSR increases personal admiration, the cultivation of communal relationships may entail more straightforward communication techniques. The moderation of teacher altruism on the CSR-teacher admiration relationship indicates that CSR has a more profound effect on the employees who are altruistic since they gain more emotional satisfaction from the CSR activities, thus admiring their institution more, which is consistent with Ahmad, Han, and Kim (2024) assertion that altruistic workers are more sensitive to the practices of the institution.

In sum, the current study underlines the importance of CSR for enhancing teacher's positive psychological functioning and contributes to the understanding of the underlying processes. Thus, analyzing communal relationships, teacher admiration, and teacher altruism, the present study contributes to the understanding of how CSR programs might enhance the supportive and motivated educational workforce. The present study has important implications for university managers and policymakers interested in employing CSR approaches to improve faculty satisfaction.

5.1. Theoretical implications

This study makes several theoretical contributions to the literature on CSR and employee well-being, particularly in the higher education context. First, our work is among the first to empirically demonstrate that CSR can directly and indirectly enhance the well-being of employees in an educational setting. By providing evidence that the direct and mediated effects of CSR on teacher well-being are significant, the current study extends CSR research beyond the business sector into the realm of education. We show that CSR is a relevant and beneficial construct for educational organizations and their stakeholders. In doing so, we fill an important gap in the literature and confirm that the positive impacts of CSR on employees are not limited to corporate settings. Second, the study sheds light on the mechanisms through which CSR affects employee outcomes by examining two mediators: communal relationships and teacher admiration. Prior research had established that CSR can influence employees' attitudes and behaviors, but our findings specify how those effects occur in a university context. We found that CSR initiatives foster a sense of community (strong communal relationships) among faculty and also inspire teachers (enhancing their admiration for the institution). Both factors, in turn, improve teacher well-being. This nuanced understanding of the psychological and social pathways of CSR's influence is a contribution to the literature, especially in the context of higher education where such dynamics were previously underexplored. It highlights the importance of relational and emotional factors (sense of belonging and pride) as key channels linking CSR to positive employee outcomes.

Third, our study emphasizes the role of personal values in the CSR–employee well-being relationship by introducing teacher altruism as a moderator. The results indicate that a teacher's altruistic orientation can amplify certain benefits of CSR (notably, increasing the admiration they feel when their institution engages in CSR). This suggests that individual differences play a significant part in how CSR is experienced: employees who personally value helping others are likely to resonate more with their organization's socially responsible actions. By demonstrating this, we encourage future research to take into account personal values and dispositions when evaluating the impact of CSR. Our findings align with emerging perspectives that underscore the interaction between organizational initiatives and individual employee characteristics. In industries like education, where intrinsic motivation and personal values tend to be strong, such interactions are especially pertinent. Last, our work provides a contextual contribution by examining CSR in the higher education sector in China, an environment largely overlooked in prior CSR studies. The findings reinforce that theoretical concepts need to be understood with reference to the cultural

and institutional context, as the processes and impacts of CSR on employees may differ across settings. For instance, in Western countries, CSR initiatives are often driven by voluntary corporate policies and stakeholder expectations (Carroll, 2021), whereas in China, CSR tends to be strongly guided by government agendas and a cultural emphasis on collective harmony (Tang, Loi, & Lai, 2023). Despite these differences in CSR approaches, our results suggest that the positive effects of CSR on employee well-being can be observed in both contexts. This underscores that CSR principles have broad applicability, but it is crucial to tailor CSR strategies to local values and norms. Our context-specific findings enrich the generalization of CSR theory by showing that CSR can be implemented in diverse industries and cultures effectively, provided it is aligned with the surrounding social and institutional environment.

Additionally, our study offers an opportunity to integrate insights from social identity theory (SIT) into the discussion, complementing the COR-based perspective. SIT posits that individuals derive part of their identity and self-worth from their membership in social groups or organizations (Tajfel, 1978). In our context, when teachers see their university actively engaging in respected CSR practices, they likely feel proud to be associated with such an institution. This pride can strengthen their identification with the university, they see its values as aligned with their own, and boost their self-esteem as members of the organization. Such enhanced organizational identification, as explained by SIT, provides another psychological pathway through which CSR can improve teacher well-being. Our use of COR theory was focused on how CSR provides tangible and emotional resources (like social support through communal bonds and positive emotions through admiration) that alleviate stress and enhance well-being. We maintain that COR was a highly suitable primary framework for our model, as it directly accounted for the resource-based mechanisms evidenced in our findings. However, by acknowledging SIT, we add that CSR's effects are also linked to teachers' sense of identity and belonging. In essence, CSR not only supplies resources that help teachers thrive (per COR theory) but also bolsters their pride and identity as part of the institution (per SIT). Recognizing this dual theoretical perspective strengthens our explanation of the results. We defend the use of COR theory as the foundation for our hypotheses because it successfully predicted how and why CSR would benefit teachers (through resource gains). At the same time, incorporating the SIT lens enriches our theoretical contribution by highlighting an additional, identity-based reason why CSR matters to employees. Together, COR and SIT provide a more holistic understanding of how CSR initiatives in universities can foster teacher well-being: by empowering teachers with supportive resources and by making them feel that they belong to an admirable, value-driven organization.

5.2. Practical implications

The findings of this research carry important practical implications for university leaders and policymakers aiming to promote teacher well-being through CSR activities. Our study shows that CSR efforts, when aligned with what faculty care about, can improve not only the institution's image but also the day-to-day experience and health of teachers. Below, we outline both broad recommendations and specific strategies for leveraging CSR in educational institutions:

First, educational institutions should incorporate CSR activities that are in line with faculty values and that build a sense of community on campus. In practice, this means choosing and designing CSR programs that faculty find meaningful. For example, universities can establish faculty volunteer programs or organize community service events in which teachers work together on social or environmental projects. Such initiatives might include faculty-led charity drives, mentorship programs for underserved students in the community, or collaborative sustainability projects on campus. These actions serve a dual purpose: they contribute to society while also strengthening communal relationships among teachers. When teachers collaborate in worthwhile

causes beyond their formal job duties, it fosters camaraderie and a feeling of "we're in this together." Over time, this enhanced togetherness and collegial support can translate into reduced stress and higher well-being for teachers. University leaders should therefore support CSR projects that actively bring faculty together, creating opportunities for positive interaction and team-building around social good. By embedding CSR in the fabric of campus life (e.g., annual days of service, green campus committees including faculty members), institutions can cultivate a more supportive, mission-driven culture that benefits teacher morale and wellness.

Second, universities should recognize the role of teacher admiration in improving well-being and strive to implement CSR initiatives that teachers can take pride in. In other words, faculty should not only participate in CSR, they should also feel proud of their institution's impact. To achieve this, universities can improve communication and engagement around CSR. This could include regularly reporting CSR activities and achievements to faculty (for instance, sharing news about community projects or environmental milestones the university has reached) and celebrating these successes in internal forums. Additionally, involving teachers in the planning and leadership of CSR initiatives can heighten their sense of ownership and pride. For example, a university might form a committee of faculty and staff to identify worthy causes to support each year, or invite teachers to lead certain outreach programs. By acknowledging and showcasing the positive outcomes of the university's CSR work, and the teachers' contributions to those outcomes, the institution fosters a sense of admiration and loyalty. When teachers feel proud of their university's good deeds, their own job satisfaction and emotional well-being are likely to rise. Thus, practical steps such as internal newsletters highlighting faculty involvement in CSR, award programs recognizing socially engaged faculty, or events where teachers and leadership jointly reflect on CSR achievements can all reinforce this admiration and its associated benefits.

Third, our results indicate that the effectiveness of CSR initiatives can depend on personal values like altruism. Universities should be mindful that teachers vary in how strongly they value altruistic or prosocial behavior. To maximize the reach and impact of CSR, institutions should design a diverse portfolio of CSR programs that can engage teachers across this spectrum. For highly altruistic teachers, universities could provide outlets that directly satisfy their drive to help others, for instance, partnerships with local charities, opportunities for teachers to volunteer in the community or mentor students beyond their own classrooms, and encouraging faculty to propose new social projects. These opportunities allow altruistic educators to channel their values into action, which our study suggests will enhance their well-being and fulfillment at work. At the same time, it's important to ensure that even those faculty who might be less overtly altruistic can connect with CSR in some way. This could involve highlighting the personal and institutional benefits of certain CSR activities (such as how a sustainability initiative also creates a healthier campus for everyone), thereby appealing to a broad audience. Inclusivity in CSR programming is key – for example, offering both donation-based campaigns and hands-on volunteer activities, and ensuring participation is convenient and rewarding. By considering faculty values in developing CSR, universities can engage more teachers. In practice, this means soliciting faculty input on which causes to support, providing various levels of involvement (from one-time events to ongoing projects), and creating an environment where all teachers feel that they can contribute meaningfully to CSR efforts. An outcome of this inclusive approach is that all teachers, not just the naturally altruistic ones, can reap the well-being benefits of being part of a socially responsible organization.

Finally, our findings highlight the importance of a contingency approach to CSR in higher education. One size does not fit all; universities should tailor their CSR strategies to fit their specific cultural and organizational context. This has several practical implications. Educational institutions operate under different cultural norms and stakeholder expectations compared to corporations, so their CSR plans should reflect educational values (such as knowledge sharing, community service, youth development) and resonate with both faculty and students. University administrators should ensure that their CSR initiatives respect and leverage the local community's culture and the institution's own traditions. For example, a university in a collectivist culture might emphasize group-oriented CSR activities (like school-wide service days), whereas one in a more individualist setting might encourage voluntary faculty-led projects. The key is to align CSR with the institution's mission and the society's needs. By doing so, CSR efforts will likely have a more profound and authentic impact, which in turn maximizes the benefits for teacher well-being. In a nutshell, this research suggests that creating a positive work environment for teachers goes hand-in-hand with promoting socially responsible values. University decision-makers should integrate CSR into their strategic planning not just as an image-building exercise, but as a tool for improving the daily work life of faculty. Fostering strong communal relationships among teachers, instilling pride through admirable actions, and ensuring CSR reflects both faculty values and cultural context are all practical steps that can lead to a more supportive, healthy, and fulfilling workplace for educators – ultimately enhancing both teacher well-being and institutional success.

5.3. Limitations and future research directions

Despite the findings of this study, there are some limitations that should be noted, which also point to the future directions for the research on the effect of CSR on TWB. First, the cross-sectional approach of the study reduces our ability to establish the cause-effect relationship between CSR and TWB; future studies could use cross-sectional designs to establish the temporal relationships between these constructs. Second, this study only examines the Chinese higher education context and therefore the findings of this study may not be generalizable to other settings or countries. Future research could extend these relationships in other cultural and institutional contexts to increase the generalizability of our results. Third, although we explored the moderating influence of TAL, the other individual and environmental characteristics that can affect the success of CSR initiatives were left out of the study. Further studies could explore the moderating variables, including the organizational culture, leadership, or personality characteristics of employees to gain a better insight into the possible antecedents of the effects of CSR on organizational health. Finally, the study is based on the self-reports only and thus, it can be vulnerable to common method variance. Possible future studies could also use data from multiple sources and include objective measures to reduce this bias and increase the methodological credibility of the results.

6. Conclusion

This research aims to assess the relationship between CSR and teacher well-being in higher education by considering the mediating variables of communal relationships and admiration for the teacher, as well as the moderating variable of teacher altruism. The study supports the hypothesis that CSR activities are beneficial to teachers' quality of life both independently and in terms of positive changes in social and emotional climate in schools. CSR promotes a better community relationship and also improves the aspect of teacher appreciation, which leads to a better working environment. Also, the concept of teacher altruism underscores the need for organizations to ensure that CSR programs complement the faculty's values for optimum benefits. These findings are important for the university managers and policy makers who wish to foster and sustain positive educational climate. Therefore, the successful and targeted application of CSR activities that are congruent with faculty culture can help boost teacher morale and organizational performance. This research therefore calls for the understanding of how CSR works in different settings and in different populations and therefore, any future CSR interventions targeting teacher well-being must be done with respect to the environment in

which the teachers operate.

Consequently, our study contributes to the literature on CSR, stressing its importance and possibilities in the sphere of education. Since the universities are facing a lot of difficulties in the contemporary educational environment, the findings of this research can help in the development of CSR initiatives that would strengthen the positions of the universities and improve the quality of life and job satisfaction of educators, who play the critical role in the achievement of the academic mission.

CRediT authorship contribution statement

Yansen Che: Writing – original draft. **Sarminah Samad:** Writing – review & editing. **Heesup Han:** Supervision, Project administration. **Hyungseo Bobby Ryu:** Writing – review & editing, Resources.

Informed consent statement

Informed consent was obtained from all subjects involved in the study.

Declaration of competing interest

The authors declare no conflict of interest.

Acknowledgments

Data availability

Data will be made available on request.

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