SOCIAL RESPONSIBILITY AND GRADUATE'S JOB (CHALLENGES, STRATEGIES AND PATTERNS)

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ABSTRACT

EthicalResponsibility Always been one of the most important expectations in the field of Corporate socialResponsibility. Despite the importance of this issue, there is still no model and pattern for measuring the university social responsibility. This research was conducted with the aim to identify the indicators for measuring the university social Responsibility.The present study is performed using quantitative survey technique.Findings showed that the scale social impacts with have been the most university image explanation. The degree, the university brand, work experience and the internship have had the greatest impact on creating a positive image of the university. Cognitive effectsthe third scale illustrate the university image. Strengthening self-Esteem, knowledge of the job market, problem solving and risk-taking have affected the university image and have had a significant social impact.

Resultsshowed that four organizational, cognitive, educational and social factors play a key role in providing an appropriate and positive image of the university.The image and brand of the university have played a key role in creating the business environment for Graduates.

Considering that the creation of business contexts is influenced by Educational, Organizational and social programs, short-term and medium-term organizational planning with innovative, creative educational models and the efforts of motivated professors with knowledge of the labor market, it improves the social impact of the university and can play a decisive role in Strengthening Social Responsibility.

Keywords: Ethical Responsibility, Graduate Business, Social Impacts, Patterns.

1. DESIGN OF THE PROBLEM

Today, the serious challenges faced by universities to achieving their goals, missions, and Strategy Implementation.with the arrival of the universities to the Third Generation and that their close connection with industry and society, acting responsibly towards society which has intensified with ever increasing impact of the academic community on the economy, society, and the environment (Setopasin, et al: 2011).

Social responsibility; organizational commitment goes beyond what is legally prescribed and pursues long-term goals that are desirable in society (Rabinz& Colter 2012).In general, to implement social responsibility; there are two traditional and modern approaches. The traditional approach focuses on the social responsibility of individuals in jobs, and about the new approach it has a strategic approach to professional Ethics.The latter approach emphasizes the responsibility of the organization with a system approach (Gharamaleki, 2011).

Social responsibility by reinforcing behaviors extra formal role offers many benefits for the university: Benefits of social responsibility are including job satisfaction, organizational commitment, sustainability, psychological health, work-life balance, organizational identity and organizational citizenship behavior

(OCB) among the universities human resources (UHR). The social responsibility approach, moreover, followed by an increasing legitimacy, profitability, competitive advantage and organizational success.

Positive motivations of ethical responsibility have led to organizational commitment, a positive business environment, and motivation in employees. The results of the positive impacts on social responsibility have increased financial performance, attracted investors and customers who have ethical thinking, and achieved a competitive advantage (leonidas, et al, 2012).

The university is on the path of strategy development and implementation of ethical responsibility in close relationship with its key elements. Development and implementation of this strategy, which requires the design of a model for measuring social responsibility in order to distinguish the role of each member, while determining the indicators of professional ethics responsibility.The most developed model in the field of university ethics responsibility is influence-based pattern which, from a business perspective, causes connection between social responsibility and the way in which that organizations manage their impacts. The university leads to four types of effects (educational science; internal organization (university environment); knowledge creation (cognitive) and external organizational impact (society).

One of the most important areas of this model is to focus on the factor of the graduates business by Considering the educational, research, planning and skill indicators. It is imperative that educational and research programs to be supported in a way that maximizes business opportunities for graduates. The university movement In the course of the business creation for students and graduates has been done as an important of responsibility indicator towards individuals and society.Alumni have high motivation to enter the community as university products with potential. Therefore, in this research, social responsibility and ethical quality of academic community performance through responsible management impacts of educational, cognitive, organizational, and environmental in order to promote and improve sustainable human development. The mission of the University is to educate, research, provide professional, specialized and social services and must pursue social responsibility in this area.In this regard, develops solutions such as creating a research center of ethical responsibility, adoption of a responsibility strategy in the university, and providing a desirable organizational image have been considered.

Obviously, implementing these strategies requires helpful and collaboratively behaviors: voluntary behaviors for helping others to solve problems or prevent problems, task assignment, accuracy and attention to the work requirements beyond the minimum required and obligatory of the organization, regular presence at meetings without requesting an excused absence, performing and completing assigned tasks ahead of time, civic virtue and sense of belonging to the organization, a sense of responsibility for organizational issues and problems and close relationship with the organization and efforts to improve organizational processes. As noted above, the key question to ask here is, "What are the challenges, strategies and measurement model of the university social responsibility in the alumni business?

2. THEORETICAL APPROACHES

Social responsibility theories focus on four goals; profitability, using the responsible power of the business unit, integration of social demands and ethical practices, in order to create a good society.

Applying each of these approaches in the concept of social responsibility depends significantly on the community environment and the specific characteristics of the organization and its services. Instrumental theories; the corporate social responsibility is considered to be profitability and wealth creation, which emphasizes the goal of creating value and achieving competitive advantages (Brown, 2009). Political theories assess the social responsibility of businesses as a result of their social power. Businesses affect society and society affects businesses. The corporate responsibility goes beyond their legal requirements, and its main concern is the power and position of the corporation in society (Karima, et al, 2006). Integrative theory; It is focused on the integrity of social demands. The growth and creation of businesses depend on society.

Organizations should always seek to respond to social demands and achieve social legitimacy order as prestige in their operations (Karigha& Mell, 2006). Ethical theories; they understand the relationships between business unit and society in terms of ethical values. This leads to a view of corporate social responsibility based on ethical attitudes, and corporations must accept social responsibility as an ethical commitment.

This theory seeks to achieve the desirable society and tries to emphasize the ethical requirements in the relationship between the organization and society (leitao& Silva, 2007).

3. EXPERIMENTAL BACKGROUND (EXTERNAL AND INTERNAL):

✓ Brown (2012) believes that higher education in countries is a powerful element in achieving environmental sustainability. Studies and research are conducted by university campuses to help environmental sustainability and create a socially desirable future, are one of the fundamental manifestations of responsibility.

✓ CSR Europe (2011) was dedicated to explaining the importance of this concept in universities. By studying the 10 highest ranked universities in the world, they concluded that these universities are widely seeking to develop internal social responsibility. Increasing the sense of responsibility will lead to the promotion of the personal social commitment in organizations and social sustainability. Universities also have a fundamental role to play in developing a culture of accountability by having a responsibility to society and their direct customers (students) (Hou, Reber, 2011: 165).

✓ Griffin and Barney (2011); Social responsibility is the set of duties and obligations that an organization must perform in maintaining and caring for the community in which it operates. Under the new conditions, factors such as globalization, privatization of educational institutions in the higher education field, and countless institutions have used a similar business approach in competing in transition Industry. Some institutions, as a strategy of generate advantage, are pursuing organizational prestige, organizational identity, organizational reputation, and social responsibility (Dahan&Senol, 2012: 95).

✓ Christopher (2009) in his classification refers to the concept of corporate social responsibility to the internal-external dimensions of CSR in which the internal dimensions comprise: health, employee safety and accountability of managers and includes more limited range of stakeholders. External dimensions comprise interaction with local and social environments and cover a broad range of stakeholders.

Therefore, the purpose of this study is to investigate the level of responsibility and perceived social responsibility by university graduates. In this study, the dimensions of responsibility and accountability of the university in business the field have been measured. Finally, the model is introduced, in order to take due action to evaluate the contribution of various factors in the university social responsibility and identify the required ethical codes.

Table 1: Summary of theoretical approach, concepts and social responsibility dimensions

Researcher and View	Theoretical description
(Schwartz,2015).	Organizational health in the university system has several components: communication, participation in the organization, loyalty, Commitment, ethical spirit, social responsibility, improvement and development of the employee efficiency and resources.
Rabinz& Colter 2014	Social responsibility; organizational commitment beyond what is legally prescribed and pursuing long-term goals are desirable for society.
(Pennino, 2013):	The dimensions of professional ethics include: self-reliance: striving for independence in everyday activities; diligence; Leisure; The desire to have leisure time and believe in the importance of non-work activities; Ethics; Believing in life, morally and fairly (equitable) ; Delaying pleasures; Tendency of future orientation
(Braxon , 2011).	Professional ethics is meant the organizational skill to implement ethical principles; Processes, methods, and techniques for promoting ethics include communication skills, diagnostic skills, and ethical problem solving and coping with ethical conflicts.
Interactional (Brown, 2009)	Interacting with the private sector and higher education, commercializing university output and universities to help produce green products
Milovanovic ,(Barac, 2009).	Corporation social responsibility is the continued commitment of business to ethical behavior and contributing to economic development while improving the quality of employees' life and their families and society.
Ethical (Gose, Manuel et al, 2008)	Social responsibility fulfills public expectations. It increases profitability in the long run (long-term profitability) and increases and enhances corporate reputation and helps to create an environment for discovering and attracting talent.

Table 2: A summary of the background research in the social responsibility field

Researcher & year	Subject and results	Indicators
Khanifar et al., 2017	Designing a model of factors affecting CSR: Variables Affecting Social Responsibility: Social Responsibility: Responsibility to observance of ethical principles, Transparency of protection Benefits of Beneficiaries (as well as Factors Affecting It) including Knowledge and Belief of Senior, protection and preservation of environment	Accountability for the protection of the interests of stakeholders, respecting ethical-social principles Social responsibility.
VafaeeYeganeh 2016	The CSR Impacts on Organizational Effectiveness: The application of corporation social responsibility issues in various service and manufacturing sectors is considered. There is a strong positive relationship between social responsibility and organizational effectiveness.	CSR, Organizational Effectiveness, customers' mental image, Creativity, Employee Ethics, Customer Satisfaction,

4. CARROLL'S CLASSIFICATION OF SOCIAL RESPONSIBILITY:

Carroll has classified corporate social responsibility as follows.

Economic Responsibility: Profitability, a good job for the workforce, quality products for consumers.

Legal Responsibility: Obey the rules and follow the rules of the game.

Ethical Responsibility: Directing business ethically, doing the right thing, administration justice and fairness.

Philanthropic Responsibility: Voluntary participation in society, allocating money and time to do good deeds.
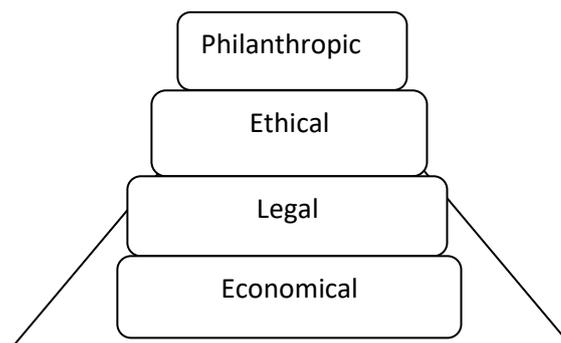

Figure 1: Carroll's CSR pyramid

5. SUMMARY OF APPROACHES

In summary, it can be said that different insights in social and ethical responsibility of organizations have resulted from two approaches: in the first approach, the main goal of the organization is to satisfy the social responsibility through stakeholders achieving the economic goals. This view argues that competitive advantage can be achieved through maximizing value for the individuals in the organization. The second approach considers responding to social demands by the organization as a means to obtain social legitimacy, image promotion, and operationalizing the organization's brand. It also emphasizes the organization's commitment to ethical responsibility against the stakeholders.

Thus, combining two abovementioned approaches, it can be said that the improvement of the organization's image and maintaining its name and brand are among ethical responsibility achievements. Considering the ethical and social responsibilities of the organization increases the legitimacy of the organization's actions. It also improves the competitive advantage, thus the success probability of the organization will increase. High responsibility sense leads to the high social commitment of the individuals in the organization so social sustainability will improve. Having responsibility against society and clients (students and graduates), universities play an important role in developing the responsiveness culture. The pattern of universities' ethical responsibility components has been considered in four dimensions: cognitive effects, organizational effects, educational effects, and social effects. Apart from the legal obligations of the university, such components are somehow ethical commitment and responsibility against clients and society.

6. CONCEPTUAL FRAMEWORK

Regarding the theoretical basics of professional ethics and social responsibility, and considering basics of ethics, integrity, and instrumental theories; social responsibility models and domestic and foreign empirical background, the conceptual framework can be provided. To formulate and implement social responsibility strategy, universities have close relationships with their key elements (professors, students, and graduates). Formulation and implementation of this strategy require designing an assessment pattern for the social responsibility to determine the professional ethics indicators in addition to the role of each university member in realizing the strategy. Thus, the interesting pattern in the social responsibility assessment area is a pattern based on the effectiveness that leads to social responsibility connection from a business point of view and manages its effects on the society and the economy in that organization.

Table 4: Three-level model of social responsibility maturity stages

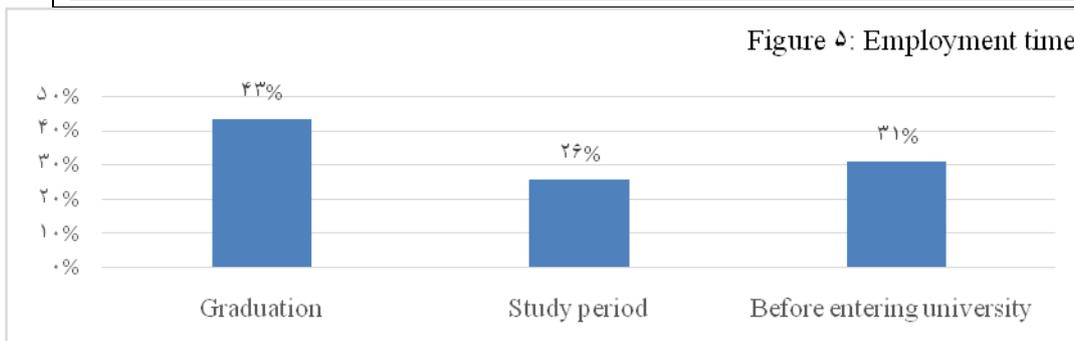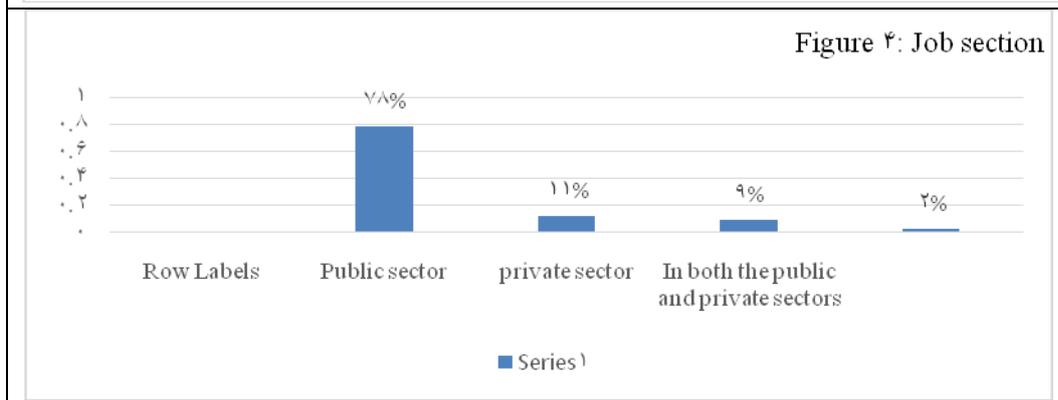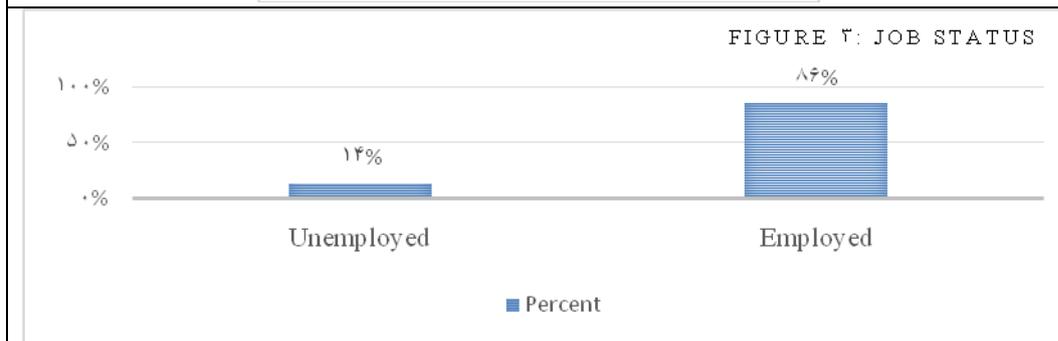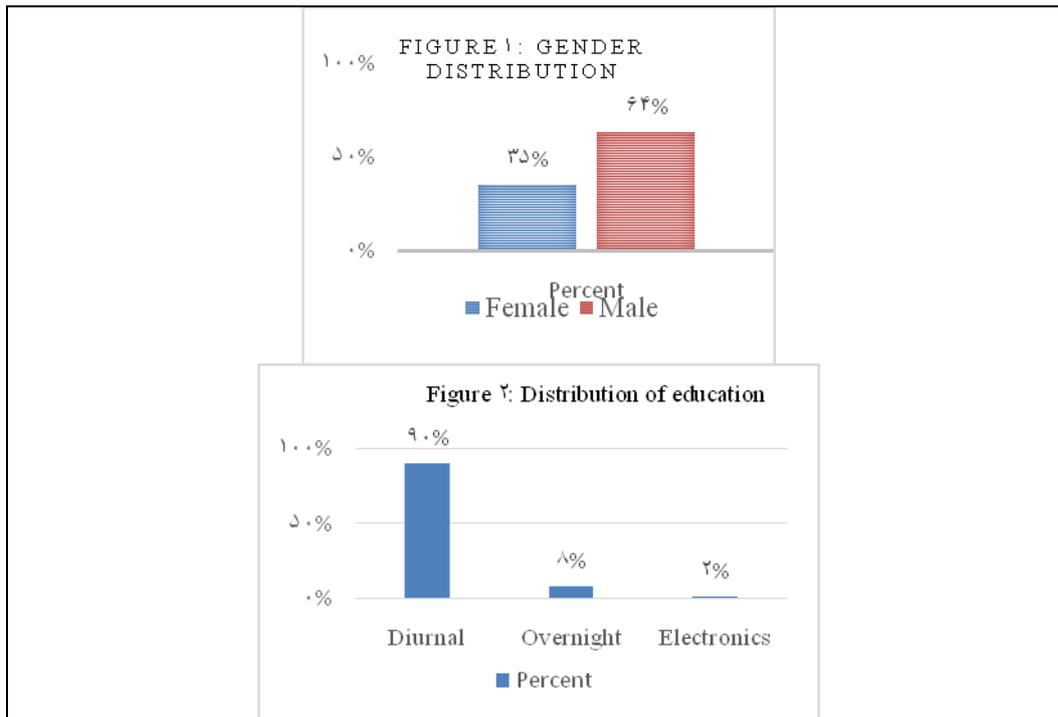| Level	Type of responsibility	Measurement indicators	methods	results
Level	Establishment of guidelines and implementation regulations	Personal motivation and effort in students Self-confidence Creating skills for the job market Changing furniture and classroom architecture Strengthening skills and creativity in solving the problem of risk-taking and daring skills(Boldness)	Develop a sustainability balanced scorecard for designing and measuring social responsibility reporting	Organizational Identity Organizational the protection of Mental Health
Level	Growth of standardization of responsibilities	Strengthen effective communication skills Strengthen skills in a language Implementation of job search courses Promoting work while studying development of software skills	Evaluation of 360 degree process re-engineering Proper progress of law enforcement actions	passionate organization, work-life balance
Level	The stability of new networks responsible to maturity	Gain work experience Internship Degree + skills Use new language teaching tools Image of the name and brand of the university in the community	Sustainability Report Transparency of customers responsiveness Reduce costs	Job Satisfaction Organizational Commitment Corporation citizenship behavior

7. METHODOLOGY

The present study has been conducted through a quantitative method based on survey technique. To evaluate the nominal and content validity of the questionnaire, experts' opinions were used. Cronbach's alpha method was used to assess the reliability of the data collection tool. The reliability calculation result was 0.82 that is a high score. In addition to descriptive tests, linear and multivariate regression tests were used in the statistical analysis in which correlation coefficient (R^2), value (F, Variance analysis), and Beta (Standard B) were assessed and showed in the path diagram.

8. FINDINGS

Based on the findings 36 percent of the respondents were female and 64 percent were male. 90 percent of the participants have educated in the day courses. 86 percent had a job and 14 percent were jobless. 31 percent had a job before entering the university. 43 percent found a job after graduation and 26 found a job while they were students. 65 percent had full-time jobs and self-employment was only 2 percent. 78 percent had a job in the public sector and 12 percent were working for the private sector. 63 percent found their jobs related to their field of study. 50 percent believed that they had a promotion chance in their current job. 54 percent declared their income between 3 to 5 million Tomans and 35 percent had an income of more than 5 million Tomans. Tables 1-9 show the distribution of the graduates and their employment based on the percentages.
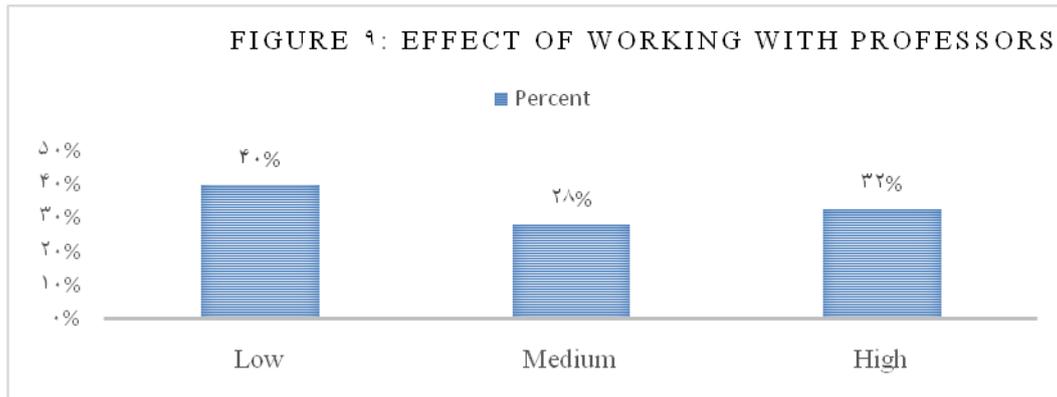
Descriptive tables:

FIGURE ۱: GENDER DISTRIBUTION

Figure ۲: Distribution of education

FIGURE ۳: JOB STATUS

Figure ۴: Job section

Figure ۵: Employment time

FIGURE ۸: IMPACT OF DEGREE

FIGURE ۹: EFFECT OF WORKING WITH PROFESSORS

Table 5: Scientific and educational effects of graduates on university image

R	R² (R-squer)	STD	F(ANOVA)	B -Un	BETA
.781	.610	1,990	729,74	.661	.781

The results of the regression test between the university image and the cognitive, organizational, educational and social effects of the graduates are as follows:

In the university image relationship test and educational features, the coefficient value (762. R =) shows that the correlation between these two positive variables and the coefficient value is close to one, so there is a strong correlation. The value of the coefficient (R = 610) indicates that the variable of educational effect explains the variance of the dependent variable (university image). The standard error (STD = 1.990) indicates the predictive power of the regression equation. The test results (F) and the beta coefficient value show that the relative share of the independent variable is .729 explains the amount of change in the dependent variable. That is, by increasing a standard deviation in educational characteristics, the university image .7229 standard deviations improves. Therefore, the educational impact of graduates has a great role in predicting the image of the university.

Table 6: Effects of graduate knowledge (cognitive) on university image

R	R² (R-squer)	STD	F(ANOVA)	B -Un	BETA
.728	.530	2,17	523,14	.669	.728

In the university image test and the cognitive characteristics of the graduates, the value of the correlation coefficient (728. R =) shows that the correlation between these two positive variables and the coefficient value is close to one, so there is a strong correlation. The value of the coefficient (R = 530) indicates that the independent variable (cognitive effect) explains the variance of the dependent variable (university image). The standard error (STD = 2.17) indicates the predictive power of the regression equation. The test results (F) and the beta coefficient value show that the relative share of the independent variable is .728 explains the amount of change in the dependent variable. That is, by increasing a standard deviation in cognitive characteristics, the university image is 728. Standard deviation improves.

Table 7: External (social) effects of graduates on university image

| R	R² (R-squer)	STD	F(ANOVA)	B -Un	BETA
.840	.706	1,72	1118,71	.909	.840

In the study of the relationship between university image and social characteristics, the value of the Correlation Coefficient (R =840) shows that the correlation between these two positive variables and the value of the coefficient is close to one. So there is a strong correlation. The value (R = 706) indicates that the variable (social effect) explains the variance of the dependent variable (university image). The error (STD = 1.72) indicates the predictive power of the regression equation. Test results (F) and beta coefficient value show that the relative share of the independent variable is 840. , Explains the changes of the dependent variable. That is, by increasing a standard deviation in social characteristics, the university image is 840. Standard deviation improves. Therefore, the social impact of graduates has a great role in predicting the image of the university.

Therefore, considering the linear and multivariate regression test, according to the beta test, the degree of effectiveness and predictability of the dependent variable by independent variables can be explained. According to the results, the educational effects of the university, organizational effects, cognitive effects and social effects had the highest effect on the university image in the internal and external dimensions of the organization, respectively. Table 11 shows the effect of the variables.

Table 9: Results of the regression equation (beta test (B) of several variables between independent variables and dependent variables

Standardized beta	Non-standardized beta	Variables are enteredin the regression equation
728	669	knowledge (cognitive)Impacts
591	645	Corporate Environmental Impacts
781	661	Science education Impacts
840	909	External (social) effects

Diagramthe path of relationships between variablesBased on multivariate regression test; the diagram of the relationship between the dependent variable and the variables entered in the regression equation is plotted and presented as follows:
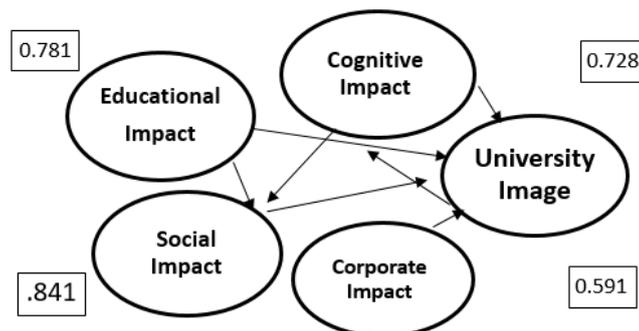
According to Figure 2, university social impact with the coefficient 0.840 has had the most explanatory power for the university's intra-organizational image. Indeed, the academic certificate, the university's brand and reputation, academics' knowledge of the market, practical activities, and job experience achievement and training have led to the most social effect of graduates in the society. Educational impact also, with the coefficient 0.781, has been the second variable regarding the explanation of university image. Moreover, skill-based education, quality of educational resources, and the use of technologies in education have created an educational impact. Besides, the cognitive impact with the coefficient 0.728 has been the third variable explaining the university brand image. Motivation and effort, self-confidence boosting, job market knowledge, problem-solving creativity boosting, and risk-taking have had a positive and significant effect on the cognitive impact and social impact. Organizational impact, with the coefficient of 0.591, has been the fourth variable explaining the university image. Order and discipline in the organization, appropriate teaching method, appropriate behavior and interaction, and boosting the working culture and communication skills have had a positive and significant organizational effect on graduates. Summarily, variables included in the equation have played a significant role in predicting the university brand image. Therefore, boosting the social, educational, cognitive, and organizational impacts leads to fortifying the university's inter- and intra-organizational image. University's brand and image play an important role in creating business opportunities for graduates.

9.   A MODEL TO ASSESS UNIVERSITY SOCIAL RESPONSIBILITY

According to the diagram, it can be noted that university social responsibility is affected by social, educational, cognitive, and organizational factors, respectively. The effect of each factor is positive and direct. The cognitive factor has been examined by assessing the impact of motivation, self-confidence boosting, job market knowledge, problem-solving creativity, risk-taking, and cooperation with academics and shown its effect on the university image with a beta equal to 0.728. use of technologies in education, interdisciplinary thinking, and software skills. The organizational factor also has shown its effect on the university image with a value of beta equal to 0.591 by evaluating the impact of order and discipline at the organization, appropriate teaching method, appropriate behavior and interaction, and boosting the working culture and communication skills. The social factor also has shown its impact on the university image through academic certificate, the university's brand and reputation, academics' knowledge of the market, practical activities, and job experience achievement and training. The value of beta for the social factor has been 0.840. The results indicated that the university social responsibility model was affected by a four-factor process. These factors have created a positive and significant impact on the university's inter- and intra-organizational image linearly and accumulatively and provided job opportunities for graduates. Based on the social responsibility model, the organization's actions regarding its responsibility is ranked in three levels, namely, responsibility creation (level 1), responsibility growing (level 2), and responsibility maturity (level 3), and assessed in line with the four factors. Finally, the following results were obtained by aligning university's educational, cognitive, organizational, and social actions with three levels of social responsibility:

Level 1: The organizational impact and creating ethical responsibility in the university lead to the organizational support of the university's plans.

Level 2: Aligning the organizational and cognitive acts leads to interaction between the factors and, consequently, the growth of ethical responsibility in the university. As a result, a balance between work and life is created, and organizational enthusiasm is built.

Level 3: The alignment of organizational and cognitive impact with educational impact and responsibility maturity leads to organizational commitment, job satisfaction, and citizenship behavior.

The alignment of the factors above with performances and results leads to the unification of strategies and the university's plans and creates job opportunities for graduates in society. In other words, university social impacts enhance the university image and brand by improving the value of academic certificates, the knowledge of the job market, practical activities, and job experience achievement and training. A diagram representing the model to assess university social responsibility for graduates' jobs is shown on the next page.

10. CONCLUSION

Dealing with social responsibly, in general, and ethical accountability, in particular, is considered as an important challenge in both public and private organizations. Given that   the approaches to management have shifted away from only doing organization tasks and moved toward organizational citizenship behavior in the light of ethical accountability, there must be a focus on ethical accountability system in academic enterprises as well. Since the third national strategic plan is aimed at promoting social responsibility and ethical accountability as one of its important goals, it is necessary to conduct a detailed review and study of this issue and to take effective steps in enhancing the ethical accountability and social responsibility in universities. To this end, this study develops a model of social responsibility measurement by drawing on the theoretical fundamentals of professional ethics and social responsibility, as well as the related literature available in Iran and abroad.

As already mentioned, universities have forged a close relationship with their key Elements(professors, staff, students and alumni) with the aim of developing and implementing ethical accountability strategy. The implementation of such a strategy requires a model to measure ethical accountability, so that we determine the extent to which each factor contributes to the development of this strategy. Therefore, the social responsibility model in question is an efficacy-based model, which is considered from a business perspective. As one of its important features, this model takes into account both the educational and research indicators and the indicators of graduates' Employability .The educational, research and support programs need to be planned so as to maximize the chance of employability of the graduates. This study considers the

university' efforts in promoting students and Graduates employability through measuring the cognitive, organizational, educational and social impact as an important indicator of social responsibility.

In sum, improving social, educational, cognitive and organizational aspects lead to an improvement of the internal and external image of university. The brand and image of university play an important role in the employability of the graduates in business. The findings of the current study show that the following indicators contribute to the employability of graduates in the society: Academic degree, the reputation of university, the quality of education and research, and the prominent professors teaching at the university.

Therefore, in the ANOVA, beta coefficient can be used to predict the effect and dependent variable from the independent variables. The results show that the social, educational, cognitive and organization factors impact the image of university and organization in a descending order. In conclusion, four factors, namely, cognitive, educational, organizational and social, are key to provide the formation of a positive, good image of university, with social and educational factors having the biggest effect in this regard.

11. SUGGESTIONS

Using the social responsibility measurement model, the indicators of social and moral responsibility of the university are presented as a strategic proposal for planning and trying to target:- It is necessary to use as strengths; He used environmental opportunities (knowledge of the labor market, extracurricular activities and internships) to gain work experience for graduates. This will lead to the acquisition of skills and the strengthening of social communication and citizenship behavior.It is necessary for you to use the value of your academic degree as an advantage against environmental threats (lack of skill-devolvement, competition and application of new technologies in business), and start businesses by using software and different technical and social skills.

In boosting one's confidence, it is necessary to develop theoretical and applied social interaction skills, and to also encourage graduates. Such teachings, using development model of value cards and 360 degree evaluation can lead to organizational Encouragement and work balance.

It is necessary, alongside programs for creativity improvement in problem solving, risk taking, to pay attention to teaching of new language skills, labor market knowledge, technology and software skills. This can improve internal aspects of people and also social effectively, work dedication and work satisfaction.

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