
The Application of Correspondence Analysis in Studies of CSR Awareness at Economic Universities in Poland and Croatia

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Iwona Bąk¹, Grażyna Wolska², Maciej Oesterreich³

Abstract:

Purpose: The aim of the article is to present and compare the results of actions taken for the education of students of economic faculties about social responsibility of business in Poland and Croatia.

Design/Methodology/Approach: The following research methods will be used in the article: descriptive method and selected methods of descriptive statistics (analysis of the structure and interdependencies of variables).

Findings: In spite of implementing programs regarding the concept of social responsibility of business at many universities specialising in economics, both in Poland and Croatia, the insufficient knowledge of the assumptions and importance of the idea of social responsibility in business is noticed.

Practical Implications: The wider discussion on the idea of social responsibility of business was intensified by the crisis that began in 2008. It caused reflections on discrepancies between socio-economic practice and the theory of economics to be raised more often in the literature on the subject as well as in practice. As a result of these reflections and discussions, many economists indicate that one of the most beneficial solutions is the collective inclusion of enterprises and institutions in the idea of social responsibility of business.

Originality/Value: Comparison of level of knowledge in term of CSR of Polish and Croatian students. Results can be compared with other countries.

Keywords: CSR, Poland, Croatia, multiple correspondence analysis.

JEL Classification: A13 B55 C13.

Paper type: Study research.

¹West Pomeranian University of Technology in Szczecin, Faculty of Economics, Department of Applied Mathematics in Economics, ibak@zut.edu.pl

²Nicolaus Copernicus University in Toruń, Faculty of Economic Sciences and Management, Department of Economic Policy and Regional Studies, grazyna.wolska@umk.pl

³Corresponding author, West Pomeranian University of Technology in Szczecin, Faculty of Economics, Department of Applied Mathematics in Economics, moesterreich@zut.edu.pl

1. Introduction

In many academic environments, in recent years, the growing interest in the idea of corporate social responsibility has been noticed. Initially, this concept was mainly in the sphere of the attention of enterprises and scientists. The focused attention of the scientific community on social aspects was, primarily, a result of the last global crisis, which began at the turn of 2007/2008. Experiences from this crisis prove that the dominance of purely market solutions, with marginalization of the ethical and moral background, leads to abuse and crisis of trust, which adversely affects economic performance and threatens democracy as the basis of the socio-economic system. As a result of the crisis, economic determinism manifested itself in a special way, focusing only on the market's logical value, free from valuation and morality, on its quantitative and rational independence from other areas of life (Urlich, 2015). I. Sachs drew attention to this, stating that the distortions of the modern economy are "results from the improper organization of the social and political system, not the lack of goods" (Sachs, 1996).

Nowadays, in the second decade of the 21st century, economists realize that the inadequacy of economic theory to the complexity of the real world, especially the neoclassical theory, which marginalized other schools of economic thinking, requires a closer connection of economics as a scientific discipline with economic reality. The exposed deficiencies and imperfections of the formal neoclassical school created a place for other schools of economic thinking and began to encourage the activation of ordoliberalism, new institutional economics, political economy and constitutional economics, and the history of economic thought that had been treated in recent decades inappropriately.

The wider consideration of social aspects of management increased interest in qualitative research methods, characteristic of, among others, for behavioral economics and psychological economics (Mączyńska and Pysz, 2014). As a consequence of these reformulations, the process of creating ethical conditions for the functioning of the economy took place (Carroll and Buchholz, 2009), including emphasizing the importance of corporate social responsibility, often referred to as the English abbreviation CSR (corporate social responsibility).

2. Literature Review

Responsibility is generally associated with a certain amount of knowledge, objectivity and personal attributes. It also requires widespread education, which can not be carried out in a short time, all the more so as the decades-long neoliberal domination of economics has had a great impact on the attitudes of both the elderly and the younger generation.

As was aptly noted by Simmel (2006) and Szulczewski (2013) it would seem that young people moving to big cities of the globalization era, starting their independent

lives, freed from the ties that traditional environments imposed on them, are able to decide for themselves. They say that the highest value is freedom, authenticity, or self-determination and autocreation, and therefore self-creation.

However, due to the need to stimulate consumption, they are subjected to a new pressure in the form of marketing and promotion of certain lifestyle styles affecting their preferences and moral beliefs. For the most part, they are not able to resist this subtle and mass manipulation. That is why a society of consumption is created, that puts the highest material value and unreflective activity. Since the beginning of the 20th century the sociology of culture shows how this process supports the development of the monetary economy, in which "there is no place for sentiment" (Simmel, 2006; Szulczewski, 2013).

The created attitudes and habits among young people will require building a new identity. Evolution, especially in the human mentality, can not be carried out in a short time. To change the inclinations of youth from quantitative to qualitative need a minimum of a few decades. Especially since, as Z. Bauman wrote, from the 1970s the changes in the moral consciousness of societies are so deep that the philosophy of culture announced the advent of a new phase of the era, or even a new era in the history of mankind. He also claims that there was no level in the validation of the normative sphere in morality. Instead of normativity of ethics, only conscience remained as the ultimate privatized instance of moral settlements (Bauman, 1994; 2008).

In a view of the profound negative consequences, there has been a need to intensify the search for appropriate and real directions of socio-economic transformations, and above all the cooperation of various environments, that have in mind the interest of local communities, representatives of business, science and other interest groups (Kizielewicz, 2012). CSR as an idea is one of the rudiments that can help shape the new socio-economic order.

Other literature studies also show that there have been many publication about CSR. Many conferences are organized. The rankings of enterprises implementing the CSR concept are also conducted. Economists dealing with these issues are convinced that the assumptions of this concept should be disseminated not only among professionally active but also future elites. A positive symptom of this trend is inclusion in curriculum of universities of economics, courses focused on CSR.

3. Research Methodology

In order to check the effects of education in this area, the authors of this article carried out surveys aimed at presenting and comparing the results of activities undertaken for the education of students of faculties of economics on corporate social responsibility in Poland and Croatia. A comparison of the level of knowledge on the CSR idea in Poland and Croatia will allow to deduce whether the knowledge /

ignorance of this concept is a standard among the youth of these two countries, or whether in one of these countries the education system has failed. In the analysis there were used 1142 questionnaires obtained as a result of research carried out in Poland and Croatia in 2018. The correspondence analysis was used as a research tool. The Correspondence Analysis module in the Statistica 12.0 package was used in calculation and graphical presentation of the results.

The multiple analysis of correspondence (MCA), which belongs to a group of multidimensional methods, is a tool allowing the study of coexistence⁴ of the category of two or more nominal features describing objects (eg. respondents). When considering many features, a multidimensional analysis is applied, using one of the four ways to register number of the observed categories of features: a complex matrix of tags, Burt matrix, multidimensional contingency analysis, combined contingency table. In the article the second method of data register was used, ie the Burt matrix, which is the most common basis for conducting correspondence analysis (Greenacre, 1994). In next step, the dimension of the actual co-existence space (K) was determined, based on the formula:

$$K = \sum_{q=1}^Q (J_q - 1) \quad (1)$$

where: J_q – the number of categories of diagnostic features q ($q = 1, 2, \dots, Q$), Q – the number of variables.

Due to the fact, that the result of a multidimensional correspondence analysis is usually presented graphically in two- or three-dimensional space, first was checked the level in which the eigenvalues (λ_k) of the lower-dimensional space explain the total inertia ($\lambda = \sum_{k=1}^k \lambda_k$). To this, the Greenacre criterion was applied, according to which eigenvalues are considered, as important for the study, which met the following inequality:

$$\lambda_k > \frac{1}{Q} \quad (2)$$

where: Q – the number of variables.

In next step, the quality of the mapping was improved by modification of eigenvalues according to the Greenacre proposal (Stanimir, 2005), based on the formula:

⁴The analysis of correspondence is widely discussed, among others in the works of Gatnar and Waleziak (2004) and Stanimir (2005).

$$\tilde{\lambda}_k = \left(\frac{Q}{q-1}\right)^2 \cdot \left(\sqrt{\lambda_{B,k}} - \frac{1}{Q}\right)^2 \quad (3)$$

where:

Q – the number of variables,

$\lambda_{B,k}$ – the k -th eigenvalue ($k = 1, 2, \dots, K$),

$(\sqrt{\lambda_{B,k}} = \gamma_{B,k})$, $\gamma_{B,k}$ – the k -th singular value of B (Burt) matrix.

The result of the correspondence analysis is a graphical presentation of simultaneous occurrences of the variable categories (Greenacre and Hastie, 1987; Goodman, 1986). If the best form of the presentation of coexistence of variables is space with a dimension greater than three, a different method for analyzing results should be chosen. For this purpose, classification methods can be used in both the low and high space (Bąk, 2013). The categories of all the analyzed features should be defined as objects, and as the variables defined values the coordinates of each category. Classification methods are also useful when the number of all variants of features is large and the scatter of points on the graph does not allow unambiguously to separate classes unambiguously.

3.1 Statistical Material

As was indicated at the beginning of the work, statistical data about level of knowledge of the concept of corporate social responsibility (CSR) were taken from the survey in the form of a set of unidentifiable data of students undertaking courses at Polish and Croatian economic universities. The survey includes 1421 individual questionnaires filled from January to October 2018. Answers were obtained based on acceptance in the study. The study group was dominated by Polish students, only every third person came from Croatia. Over 67% of the total respondents were women (Table 1).

Table 1. Characteristics of the studied population

Country	Women	Men	Total
Croatia	293	125	418
Poland	670	333	1003
Total	963	458	1421

In the questionnaires there were formulated questions about the knowledge of CSR, and in particular how students assess their knowledge about the analyzed phenomenon, from where they get information about this subject and how they assess their reliability. In addition, variables related to: the country of origin, gender, age and level of study were included in the study. The following symbols are assigned to the categories of these variables:

country: PL – Poland, CH – Croatia;

age: A1 – up to 25 years, A2 – 25 years and more;
sex: S1 – women, S2 – man;
level of the study: L1 – Bachelor's, L2 – Master's and PhD;
knowledge of CSR: CSR1 – Yes, CSR2 – No, CSR3 – hard to say;
knowledge about activities related to CSR: DZIAL1 – Yes, DZIAL2 – No;
independent search for information on CSR: INF1 – Yes, INF2 – No;
courses about CSR during studies: W1 – Yes, W2 – No, W3 – do not know;
place for ethics in business: ET1 – Yes, TE2 – No, ET3 – hard to say.

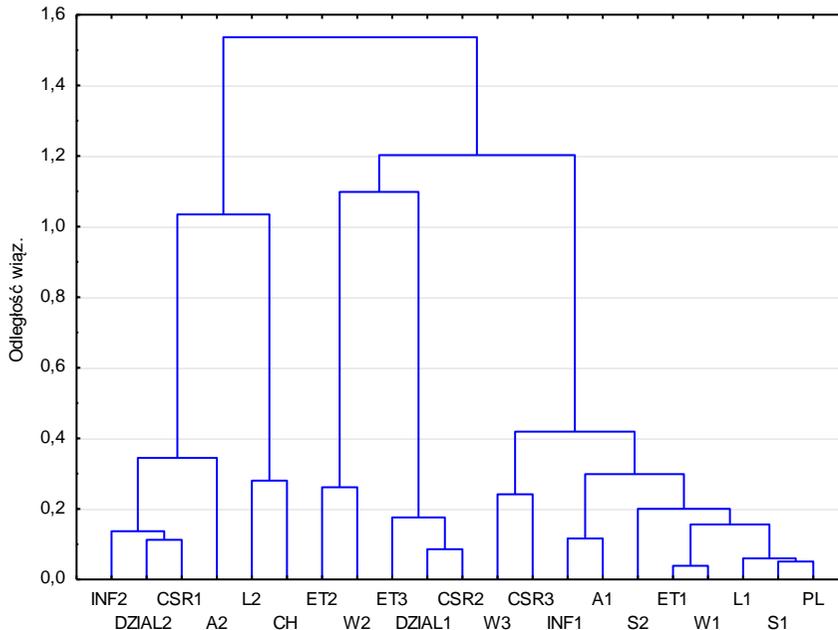
4. Research Results

The multiple analysis of correspondence was carried out on the basis of the Burt matrix with dimensions 21x21, constructed from nine variables. The dimension of the real space of co-existence of answers to the analyzed questions, designated on the basis of formula no. 1, was 12. In order to examine to what extent the eigenvalues of the lower-dimensional space explain the total inertia, the Greenacre criterion (Greenacre, 1994; Stanimir, 2005) was used. In accordance with this criterion the eigenvalues which are larger than $\frac{1}{Q} = \frac{1}{9} = 0.1111$ shall be deemed relevant for the study. Table 1 shows that these are inertia for K, which has a value of at most 5. For these dimensions the values of measure τ_k was analyzed and it turned out that the degree of explanation of inertia in the two-dimensional space is 28.78% and in the three-dimensional space 38.03%. In addition, a figure of eigenvalues was made and using the elbow criterion it was found that the space for the presentation of co-existence of variable variants should be three-dimensional (Figure 1).

In order to improve the quality of the mapping in three-dimensional space, the modification of eigenvalues was applied, according to the Greenacre proposal (formula 3). Primary and modified eigenvalues, together with the degree of explanation of total inertia, were presented in Table 2.

Table 2. Singular values, eigenvalues and the degree of explanation of total inertia in primary and modified version

K	Singular values (γ_k)	Eigenvalues (λ_k)	$(\lambda_k/\lambda) \cdot 100\%$	$\tau_k \cdot 100\%$	$\tilde{\lambda}_k \cdot 100\%$	$\tilde{\lambda}_k/\tilde{\lambda} \cdot 100\%$	$\tilde{\tau}_k \cdot 100\%$
1	0.4804	0.2307	17.3062	17.3062	17.2565	36,2114	36,2114
2	0.3912	0.1530	11.4760	28.7822	9.9266	20,8303	57,0417
3	0.3511	0.1233	9.2465	38.0287	7.2906	15,2988	72,3404
4	0.3428	0.1175	8.8130	46.8417	6.7934	14,2555	86,5959
5	0.3358	0.1127	8.4555	55.2972	6.3877	13,4041	100,0000
6	0.3325	0.1105	8.2898	63.5870	$\tilde{\lambda} = 47.6549$		

Figure 1. Classification of categories of analysed variables using the Ward method

Source: Own elaborations.

After modification, the first three eigenvalues constitute 72.34% of the modified total inertia. The new coordinate values in the three-dimensional space for the variable categories were determined using the formula:

$$\tilde{F} = F^* \cdot \Gamma^{-1} \cdot \tilde{\Lambda} \quad (4)$$

where:

\tilde{F} – a matrix (size 21×3) of new coordinate for variable categories,

F^* – a matrix (size 21×3) of the original coordinate for the variable categories,

Γ^{-1} – diagonal inverse matrix (size 3×3) of singular values,

$\tilde{\Lambda}$ – diagonal matrix (size 3×3) of modified eigenvalues (dimension).

Due to the large number of analyzed variables and their categories the interpretation of these results obtained in three-dimensional space is very difficult. Therefore, in order to achieve a more meaningful interpretation the Ward's⁵ method was implemented, which made it possible to determine the connections between

⁵The Ward method is one of the agglomeration classification methods. It is used in empirical research both in terms of objects and features of classification. In this method the distance between groups is defined as the module of the difference between the sums of squares of the distance of points from the means of the groups to which these points belong (Pociecha et al., 1988; Malina, 2004; Młodak, 2006; Balicki, 2009).

categories variants. Figure 2 shows the joins of categories into classes, the horizontal line was marked, in which the merging of classes was discontinued.

4.1 Classification of Categories using the Ward Method

The following three classes were obtained:

Group I (INF2, DZIAL2, CSR1, A2, L2, CH): includes Croatian students aged 25 and more who study at master's and doctoral studies; they know the definition of CSR, but they do not have information about activities related to CSR and they do not search for such information by themselves;

Group II (ET2, W2, ET3, DZIAL1, CSR2): concerns Polish and Croatian students who have encountered information about activities related to socially responsible business, but they do not know this concept well, they also think that during their studies they have not gained knowledge on this subject; in their opinion, in business it is difficult to talk about ethics, it seems to them that there is no place for it;

Group III (W3, CSR3, INF1, A1, S2, ET1, W1, L1, S1, PL): includes Polish students under the age of 25, studying at undergraduate studies who have no idea about CSR, despite that during the studies information on this subject was passed; respondents claim that they independently search for information on CSR; in their opinion, business should be ethical.

The presented research results are not optimistic. They show a large convergence with the results obtained by other scientists. Research on the knowledge of the CSR concept among students led, among others, González-Rodríguez *et al.* (2013). They compared the level of knowledge about corporate social responsibility and its understanding among 1074 students of higher-education schools in Bulgaria, Poland and Spain. The analysis shows that there was a clear differences between the analyzed countries. Polish students were more aware of CSR activities than Bulgarian and Spanish students. The authors pointed out that this may be due to cultural differences and different curricula in the analyzed countries. In turn, in the work (Ćoćkalo *et al.*, 2015) the results of five-year research (2010-2014) regarding the attitude of students in Serbia to CSR and its relation to the competitiveness of enterprises were presented. In total, 3354 students of economic and management studies were subjected to research, and data were collected from 22 Serbian cities and municipalities. The analysis presented in the study shows that the percentage of students who knew the concept of CSR increased during the analyzed period from 28.3% in 2010 to 56.7% in 2014. The authors, however, determined that the level of knowledge of students is unsatisfactory, which makes it impossible for them to develop and implement of activities related to corporate social responsibility. At the same time, they stressed that such measures determine the growth of competitiveness of Serbian enterprises. Comparable conclusions can also be found in (Kvasničková *et al.*, 2014) relating to the Czech Republic.

Other studies conducted by Tormo-Carbó *et al.* (2016) have analyzed 510 undergraduate and postgraduate management students of the AGH University of Science and Technology in Krakow. Respondents agreed with the statement that ethics in business and education is important. Unfortunately, the authors were not able to prove whether courses related to corporate social responsibility had an impact on students' ethical awareness. Interestingly, it turned out, that ethical awareness was higher among those students who did not participate in courses related to CSR. At the same time, this group expressed the greatest interest in participation in such courses. Similar observations we can find in the work (Popowska, 2016). The research involved 693 undergraduate students (bachelor or engineering students of management) of the Gdańsk University of Technology, from which research sample (200 scores) was composed. The presented results show that 57.5% of the respondents did not participate in any courses related to corporate social responsibility, and only 19.5% of the them assessed the level of knowledge of CSR issues as good or very good. 64% of respondents wanted to expand their knowledge on the subject.

An unusual approach to the analysis of student perception of CSR was presented in the paper (Marin and Marinescu, 2011). The authors analyzed the answers to questions contained in questionnaires of 400 students (out of 1156) of the University of Bratislava, undertaking studies at three years of undergraduate studies and three faculties: Public Administration, Business Administration and Marketing. They were used to assess the level of knowledge about the activities undertaken by the academic community and environments supporting local communities in the field of environmental protection. The authors pointed out the practical knowledge of students on CSR, resulting from their involvement in specific actions.

Similar observations related to CSR at universities can be seen in the work of researchers from outside Europe. (Vázquez *et al.*, 2014) emphasized the very important role of curriculum and teachers in encouraging and involving students in this important field of modern business thinking (Christensen *et al.*, 2007; Co'rdoba and Campbell, 2007; Kelly and Alam, 2009; Murphy *et al.*, 2012). Segon and Both (2009) examined 280 students of the Royal Melbourne Institute of Technology University to answer the question whether the MBA program should be supplemented with subjects related to business ethics and CSR. 73.5% of respondents stated that ethics in business is the foundation of not only a good business, but also a society. At the same time, 50.4% of respondents indicated that ethical business can not be taught, because it is a personality trait that education does not influence.

Ullah and Majumder (2014) analyzed 200 questionnaires obtained from students of several universities in Bangladesh in order to determine their attitude to CSR and its impact on purchasing decisions. The results of the research confirmed that the respondents have known the concept of CSR as well as the fact that their purchasing decisions were influenced by the reception of actions carried out by enterprises. On

the other hand, Haski-Leventhal and Manefield (2018) in their report, assessed the attitude of students towards CSR. The online survey was attended by 876 respondents who came from 40 countries around the world, including Australia, Brazil, India, the USA and the Netherlands. They all undertook studies at universities that were signatories of PRME⁶. 87.6% of respondents agreed with the statement that business has a social responsibility beyond making profits. 76.3% of people declared that business ethics and social responsibility are critical to the survival of a business enterprise. At the same time, 71.3% disagreed with the claim that the most important concern for a company is making a profit, even if it means bending or breaking the rules. In turn, Gholipour *et al.* (2012), based on research conducted on a group of Iranian students of business, pointed out that factors such as age and gender do not affect their perception and actions in the context of corporate social responsibility. Similar results were found in the work (Belal *et al.*, 2014).

The evaluation carried out by the authors of the article, led to very similar results. They confirmed that (generally speaking), surveyed students of business universities in Poland and Croatia (as in the other analysed countries, which research results were presented above), did not show much knowledge related to the CSR concept and do not attach too much importance to it. However, there are slight differences in their views on this subject. Among the respondents (Group II), both in Poland and Croatia, there was a group of students who did not show particular interest in the CSR concept and did not believe in its potential. In combination with the results presented earlier by other scientists, this situation can be commented on by the following reasons:

1. Universities in East-Central and Eastern Europe (just like in other regions of the world) have little involvement in the process of education of CSR. At this point, it is worth noting that the CSR concept was formulated in countries with an established market economy and is oriented to them (Wolska, 2017). Poland and Croatia do not have long and rooted traditions of market economy, therefore, dissemination of the idea of CSR in those countries, where these processes are still evolving, requires increased education, because the CSR concept turns out to be still considered to be niche. In addition, too few schools of higher education introduce it to their curricula. In addition, universities that educate in this area of study do not show good results. This is confirmed by the empirical studies carried out by the Authors. This situation can be explained, among others cultural and financial differences, infrastructural solutions, institutional and still existing stereotypes that fair play rules make it difficult to achieve economic benefits. These beliefs, visible not only among students, but also often in the scientific community, do not impact on wider, deeper and convincing education popularizing the idea of CSR. Meanwhile, moral culture plays a

⁶ <http://www.unprme.org/about-prme/index.php> (18.02.2019)

- big role. Features such as: justice, including social, cooperation, kindness, bond, integrity, honor and decency, although seemingly lofty or even trivial are crucial. Strong democratic institutions are needed to eliminate negative factors, in media, courts, a parliament, strong civic tradition, in which local communities, their institutions and organizations play a key role, as they are the foundation for educational processes. This has become particularly important in the context of post-socialist countries (including Poland and Croatia), in which depreciation of institutions, organizations and ethical behavior have largely occurred.
2. Students turn out to be careful observers of economic life and see many irregularities committed by business entities and institutions. This often leads to unbelief in the effectiveness of the CSR concept. In the same time media very rarely present a counterpoint for negative examples of irregularities in business. This is difficult because it is not easy to recall a convincing list of ethically relevant and profitable companies in the long run. Not because such examples do not exist, but because they are not the subject of discussion, they are, so to speak, “invisible”. An example in Poland are Stefczyk's Funds. They show that giving patterns of ethical behavior is quite risky because declarations often diverge from reality. Cases of unethical activities are evident, most of them are publicized by media. However, behavioural patterns are uncertain, because from the perspective of time, the owners or managers, for profit, may change the rules of dealing from ethical to immoral and unethical. That's how it happened with the Stefczyk's Foundation. Students in Poland and Croatia, even if they do not make deeper reflection, also see the weakness of government and public institutions that inhibit predilection towards any social activity. Meanwhile, their reform requires above all, a high intellect of politicians and thinking from the perspective of the future, not immediate benefits. Therefore, the greater effects of companies' activities in the area of CSR, as many researchers say, can be seen in countries where governments and institutions are stable (Hall and Jones, 1999; Rodrik, 1999; Djankov *et al.*, 2003) and eliminate such symptoms as: non-compliance with laws, non-performance of contracts, widespread corruption, and protect property rights and do not lead to taxation as a confiscation.
 3. A lot of interest in CSR issues, along with many apt theoretical postulates and practical concepts, favors the occurrence of superficial concepts, often unconvincing to young people. The CSR concept must be close to economic realities and have pragmatic in capturing human motivations. A key factor in effective CSR education in research centers is the creation of infrastructure including: training in the field of CSR ideas; promoting education in the field of ethics and corporate social responsibility; promoting CSR in mass media; creating certificates and inspiring business entities to obtain them; conducting audits and ethical reports in business entities; disseminating ethical behavior by promoting and displaying good examples; introduction in business entities clearly formulated standards in the field of

environmental protection; subjective treatment of employees; introduction codes of business ethical. The government, enterprises and social organizations must be involved in the constitution of CSR infrastructure. Without the inclusion of any of these entities for its construction, it is not possible to create a professional and stable CSR infrastructure.

5. Conclusion

In conclusion, the research conducted in Polish and Croatian economic universities shows that there are no significant disproportions in the knowledge about the CSR concept between Polish and Croatian students and that the knowledge about CSR is transferred to a very limited extent. The conducted research also confirms that in both countries the education system failed, so if the CSR concept is to succeed, universities should become more involved in education than ever before. Both countries also do not have professionally created CSR infrastructure. This is a priority issue because to implement this idea, especially in post-socialist countries such as Poland and Croatia, a separate strategy is needed, based on the identification of specific factors that determine the effectiveness of implementing the CSR concept.

Moreover, bearing in mind the political and socio-economic experience that these countries have had, the success of joining to the concept of CSR will be partial if it is not explained to the public, especially to young people: why this concept is so important, what are the values and sense behind it, from which this idea arises, and why this idea on the international market is an important competitive tool. People generally know how important it is, but it's easier for them to understand when they have it all organized. A good strategy should also be based on the facts, the set goals should be realistic and indicated specific benefits and, then the bonds, trust, mutual commitment and readiness for joint action are built faster.

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