THE SOCIAL RESPONSIBILITY OF UNIVERSITIES AND ITS IMPACT ON BUILDING ORGANIZATIONAL REPUTATION: THE CASE OF MARDIN ARTUKLU UNIVERSITY[1]

ÜNİVERSİTELERİN SOSYAL SORUMLULUĞU VE ORGANİZASYON İTİBARININ YAPILANMASINDA ETKİSİ: MARDİN ARTUKLU ÜNİVERSİTESİ ÖRNEĞİ[2]

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ABSTRACT

This article investigates the stakeholder's recognition for the Mardin Artuklu University's activities relating to social responsibility and its impact on the university's organizational reputation. Using data collected from a straddle sample of 919 persons of stakeholders of the university, we carried out ANOVA, two independent samples t test and multiple linear regression. The results suggest that there is less than medium level of recognition, the administrative staff has the highest level of recognition between the stakeholders and the social responsibility, in general, has very important role in building the organizational reputation for the university, with different levels of importance for the different fields of practicing social responsibility.

Keywords: *Social Responsibility, Stakeholders, Organizational Reputation, Mardin Artuklu University.*
Jel Codes: *M14,*

ÖZ

Bu makale, Mardin Artuklu Üniversitesi'nin sosyal sorumlulukla ilgili faaliyetlerinde paydaşların tanınırlığını ve bunun Üniversite'nin örgütsel itibarı üzerindeki etkisini incelemektedir. Üniversitenin paydaşları arasından rastgele seçilmiş, 919 kişilik örneklemden veri toplanarak, iki bağımsız örneklem t testi, çoklu doğrusal regresyon ve ANOVA testi uygulanarak analiz edildi. Sonuç olarak; orta dereceden daha az tanınırlık olduğunu ve idari personelin paydaşlar arasında en yüksek düzeyde tanınma düzeyine sahip olduğunu ortaya koymaktadır. Ayrıca, sosyal sorumluluğun farklı alanlardaki uygulamaları, farklı seviyelerde öneme sahip olmak üzere Üniversite'nin kurumsal itibarının oluşturulmasında çok önemli bir role sahip olduğunu göstermektedir.

Anahtar Kelimeler: *Sosyal Sorumluluk, Paydaşlar, Kurumsal İmaj, Mardin Artuklu Üniversitesi.*
Jel Kodları: *M14,*

1. INTRODUCTION

The rapid changes in the current business environment and competition to gain the satisfaction of clients and community have driven business organizations, in general, and higher education organizations, in particular, to run their business in ethical, social and environmental manners and adopt social practices that seek to improve their reputation and promote their legitimacy in the eyes of different stakeholders. The issue of reputation has become the focus of many organizations in the various sectors, governmental, private or non- profit.

The universities have always reflected the civilized face of their countries and have been a vital part of any society. This great role of the universities has pushed their administrations to strive to increase their capacity to serve the community. By motivating their employees, deepening social responsibility practices, and transforming this situation from mere thought into behavior rooted in the practices and ethics of staff and students.

Relating to the social responsibility of universities, at the first glance it seems easy to define the social responsibilities of universities. These institutions are social structures which are designed to improve intellectual abilities and skills of students. However, the economic, political and social changes that have taken place over the past decades have had a clear impact on institutions of higher education, which have undergone large reforms to meet these challenges and respond to the demands of the market, society and stakeholders, including current and potential students of the university. Universities are no longer limited to teaching, research and intellectual development of students only, but become social institutions that serve the community and contribute to deal with societal challenges and problems and find solutions for them. Therefore, the social responsibility of universities can be defined as a policy of a moral framework for the actors of the university: students, academics and administrative staff to assume their responsibilities towards educational, cognitive and environmental impacts produced by the university in an interactive dialogue with the community to promote sustainable development (Ayachi, 2015).

As the generations of graduates carry a scientific culture and skills and contribute to solving the problems of society, it is necessary to know the role of institutions of higher education, especially universities in social responsibility. It can be said that there are three area in which the university can serve the community (Al-Rawashdeh, 2011)

• In training: by integrating social, ethical and environmental issues into its curricula in response to sustainable development requirements.

• In scientific research: in order to collect and preserve the scientific heritage and transfer knowledge to society.

• In applied research: which contributing to the solving social problems and achieving social and economic efficiency.

Therefore, universities have tended to design their programs based on: community needs, students' needs, and academic needs. In general, we can summarize the areas of practicing the social responsibility in five areas: towards the community, economy, environment, employees and students.

Organizations must respond to the expectations of stakeholders, as they are better informed about the organization's reality and evaluate them. In addition, the strong competition and the wider demand for transparency and social responsibility have increased the importance of organizations' reputation. Organizations are no longer compete to attract customers only but are seeking to expand its market share by building a reputation that enables it to do so.

Reputation is described as the most competitive advantage in a competitive environment that leads to sustainability of organizations, high profits and customer loyalty (Siltaoja, 2006). From the view point of sociologists and management researchers reputation is the relationship that the organization builds with stakeholders. It is one of the most important intangible assets that organizations seek to maintain for their large role in survival and growth in crisis situations (Teodoresco, 2012). In brief: "Organizational reputation is a perception or judgement of stakeholders about the organization's ability to create value based on past actions. It provides a future prospect and it creates prominence for the organization". (Hendriks, 2016. P23).

This study investigated the social responsibility of Mardin University and its impact on its organizational reputation from the perspective of stakeholders. By this process, to deal with an important matter that attracts the attention of society in general and universities in particular, because social responsibility is a message of sincerity and human service aimed at improving the life of society. In addition, studying the reality of social responsibility at the University of Mardin provides an opportunity for those interested in and the management of the university to identify the strengths and weaknesses in their social policy and then to develop solutions that could be enhanced.

In general, we note that the focus of the university's attention is on two basic functions which are teaching and scientific research without giving enough attention to its responsibilities toward the community. Therefore, the first question that can be asked is: does Mardin University assume its duty towards community and environment beside its research and teaching activities? Observing many of the university's activities shows that a good proportion of that activities fill under some forms of social responsibility practices, but there is no clear stakeholder awareness of these practices. So we need to discuss this aspect and asking the following question: what is the level of awareness among stakeholders of the Mardin University's social practices? Mardin University and other universities in general, whether private or public, share a common goal of contributing to the well-being of society. Build the reputation is one of the most important factors that help in achieving that goal. Assuming social responsibility by its turn can help in building the reputation. So we need to answer the following question: do Mardin University social responsibility practices enhance its reputation?

The article proceeds as the following: the first section is the introduction, followed by literature review, and then we dealt with the methodology and findings and the conclusion at the end.

2. LITERATURE REVIEW

There are a large number of empirical studies relating to CSR. However, as we are interested in higher education, we will not review those concentrated on the SR of companies in general. For higher education, that is our interest, Muhammed Shafi (2014) concentrated on the SR in the context of relationships between higher education and business companies in India. He found that most of the social responsibility activities of the companies are on the margin of their basic business activities that include some social programs of charity. The study recommended that education should be restructured to suit the need of companies for skilled workers and support universities with funds for research and development. Some studies tried to evaluate the extent to which universities are bearing their SR. Najadat (2010) aimed to explain the social role of universities and their impact on providing services to society and identify the challenges of this role. The study stressed the importance of intensifying seminars and conferences that allow the promotion of society. In addition to increase the opportunities for adult education and its continuity and the

dissemination of knowledge in local community. By the same way Sanje (2012) analyzed the social responsibility practices at Bilgi University in Istanbul and found that universities need strong and successful education strategies to cope with intense competition. Also, reflected that social responsibility is one of the most preferred strategies by higher education institutions to obtain a good reputation and enhance the competitive role of the university.

Baqer (2012) tried to measure the social responsibility of faculty members and identify the differences according to the gender variable and the relationship between social responsibility and the performance of the faculty members. The study concluded that males are better than females in bearing SR and there is a positive relationship between social responsibility and job performance. Also, Sheldan (2014) focused on measuring the social responsibility practices of the faculty members towards the students, the university and the society. The study concluded that the faculty members are bearing their SR but there are no differences in social responsibility practices can be attributed to the variables of gender and age. Othman (2014) compared the attitudes of the private and public universities in Malaysia towards the implementation of social responsibility. The results referred to different response and applications in private and government universities.

Some studies (Rachid, 2014, Shakwara, 2013) concentrated on the role of administrative leaders in social responsibility. While Rachid (2014) aimed to identifying the extent to which the university leaders recognize the social responsibility practices and found the absence of a clear vision of the importance and the role of social responsibility in its moral and voluntary dimension in promoting reputation and achieving the desired goals. Shakwara (2013) tried to measure the extent to which the administrations of the studied universities are bearing their social responsibilities and their ability to disseminate and apply its practices. The study found that the administrative leaders in the studied universities are bearing their social responsibilities in its various dimensions. The study also confirmed that there are no differences in the degree of bearing of social responsibility due to the level of leadership.

Relating to the stakeholder's recognition of the universities' SR Vazquez (2013) studied the expectations and perspectives of the students at the University of Uruguay and the Catholic University towards corporate social responsibility practices. He showed the lack of academic programs relating to issues of social responsibility in a systematic way, the preservation of the environment and raise awareness of companies for these issues. Also, Burcea (2011) dealt with the students' perceptions of the social responsibility activities of the university and its impacts. He showed that the students understand the role of social responsibility at the academic level through their participation in a lot of student activities in this area.

The literature review indicates that the studies are concentrating on the importance of SR (social responsibility) in HE(higher education), its difficulties, the extent of bearing SR and the recognition of some stakeholders. Till now no one dealt with the recognition of the whole stakeholders, inside and outside the university, of the SR and its relationship with the organizational reputation. Therefore, we tried to bridge this gap by studying Mardin Artuklu University in this article. Based on previous studies we outlined the research variables and relationships in a model shown in figure1. The chart consists of two types of variables: independent variables represented by social responsibility practices towards the beneficiaries and dependent variables are university reputation with its three dimensions.

Figure 1: Social Responsibility and Reputation
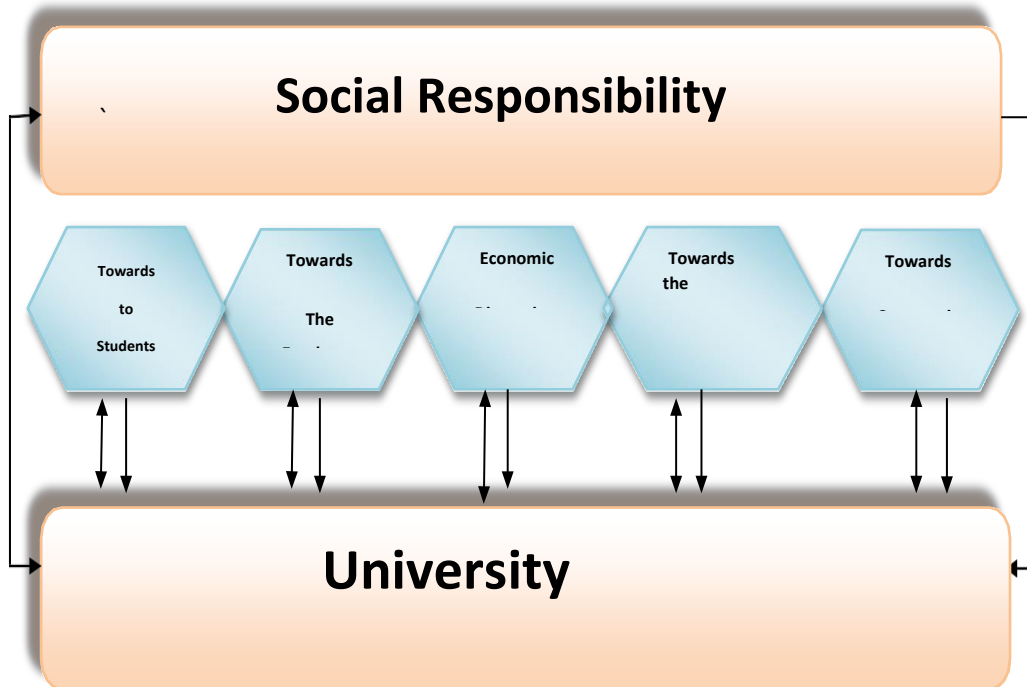
Source: Fombrun, 1996.

Drawing on the model the study will test the following Hypotheses:

• There are statistically significant differences ($\alpha \leq 0.05$) among respondents' recognition of social responsibility practices according to their demographic characteristics (qualification, occupation, experience, gender).

• There is a statistically significant relationship ($\alpha \leq 0.05$) between the social responsibility practices of the university and the university's reputation. This can be divided into the following sub- Hypotheses:

1. There is a statistically significant positive relationship between social responsibility practices towards society and university's reputation.

2. There is a statistically significant positive relationship between social responsibility practices towards the environment and university's reputation.

3. There is a statistically significant positive relationship between social responsibility practices in economic area and university's reputation.

4. There is a statistically significant positive relationship between social responsibility practices towards university employees and university's reputation

5. There is a statistically significant positive relationship between social responsibility practices towards university's students and its reputation

3. METHODOLOGY AND FINDINGS

Mardin Artuklu University is a public university in the city of Mardin. It is a new university in Turkey. It was founded on May 28, 2007 and aims to be a bridge between the Turkish universities and the Middle East and to make positive participation in the cultural and social environment of the region in which the city is located. The university' languages of instruction are Turkish, Arabic, Kurdish and English. The university has 6 faculties, 3 institutes, 1 music institute, 2 higher institutes and 6 vocational higher education schools.

Depending on the previous studies we designed a questionnaire includes questions related to the most important dimensions of social responsibility and organizational reputation. The total number was 49 questions. The questions were distributed as follow: 9 for interaction with community, 6 for environment, 8 for economic issues, 7 for interaction with the university staff, 7 for interaction with student and 12 represent organizational reputation. In addition, the questionnaire started by five demographic questions about: education level, gender, experience and occupation. The questions were closed ended with 5 point Likert Scale where the respondent is required to complete the questionnaire that needs them to indicate the extent to which they agree or disagree. The answers are given in the order; 1- Strongly disagree, 2- Disagree, 3- Neither agree nor disagree, 4- Agree, 5- Strongly agree. The closed-ended questions are chosen because they limit the answers of the respondents to response options provided on the questionnaire. This gives the advantages of time-efficient; responses are easy to code and interpret; ideal for quantitative type of research.

As the social responsibility is related to the community of the university, we chose the interested segments of the community that have a direct relationship with the university and form a large part of the stakeholders, which include the students, the universities staff and civil society leaders, to explore their recognition on social responsibility. These segments are the most interactive with the university and thus the most capable for the recognition and evaluation of university social responsibility. Using Stratified sampling we choose 1000 persons for carrying out our survey, and we received 919 acceptable answered questionnaires.

The demographic characteristics of the sample are shown on table 1. As we can see from the table the vast majority, 93, 7%, of surveyed people are educated with university level and more, which means that they have good experience in dealing with the universities. For gender the distribution was 34, 8% female and 65, 2% male that is consistent with the general level of female contribution to economic activity in Mardin. According to the experience about 77% has less than 5 year, which means that the vast majority of the sample are young people and students. Relating to the occupation 44,4% where students, 11% university's administrative staff, 1,3% university's academic staff, 24,7% belong to private sector and 18,6% public sector.

Table 1. The Demographics of the Sample

		Number	Percent %
Education	Secondary school and less	57	6.3
	Graduate	771	84.9
	Post Graduate	80	8.8

Gender	Female	316	34.8
	Male	592	65.2
Experience	Student	400	44.1
	Less than 5 year	300	33.0
	5-10 year	151	16.6
	More than 10 years	57	6.3
Occupation	Student	403	44.4
	University Officer	96	10.6
	Administrative Manager at University	4	0.4
	University Academic Director	2	0.2
	Academic	10	1.1
	Outside the University (Private Sector)	224	24.7
	Outside the University (Public Sector)	169	18.6

In questioning the reliability of the scales of the questionnaire we carried out the Cronbach's alpha test. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items is as a group. It is considered to be a measure of scale reliability. The value of more than 0, 7 for coefficient is considered acceptable. The result of this test is on the table 2. The value is 0,955 this means acceptable level of reliability.

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
0,955	6

To analyze our first hypothesis of: There are statistically significant differences ($\alpha \leq 0.05$) among respondents' recognition of social responsibility practices according to their demographic characteristics (qualification, work, experience, gender), firstly we used the means analysis, and then we carried out the one way ANOVA and Two Independent Samples t Test to compare the means. We calculated the mean and standard deviation according to demographic groups.

Relating the services that the university provides to the community table 3 demonstrate the recognition of the sample according to the demographics.

Table 3: The Recognition of Community Services

The Factor		Mean	Standart Deviation
Education	Secondary school and less	3.197	0.145
	Graduate	2.768	0.029

	Post Graduate	2.552	0.108
Gender	Female	2.732	0.049
	Male	2.799	0.035
Experience	Student	2.776	0.043
	Less than 5 year	2.818	0.046
	5-10 year	2.798	0.074
	More than 10 years	2.501	0.137
Occupation	Student	2.769	0.043
	University Officer	3.097	0.084
	Administrative Manager at University	4.277	0.055
	University Academic Director	-	-
	Academic	2.967	0.184
	Outside the University (Private Sector)	2.695	0.055
	Outside the University (Public Sector)	2.663	0.067
Total		2.776	0.864

The highest of recognition for the level of social services according to education is by people who have secondary school and less. According to the gender the male recognition is higher. According the experience the highest level is for people those have less than 5 years, while the lowest is for people who have more than 10 years. Ordered by the occupation the administrative managers at university recorded the highest level. Thus, the total mean is less than 3 this means that the sample in general is not satisfied with the level social responsibility.

Relating to taking care of the environment the evaluation of the services that provided to improve and save the environment is shown on table 4 according to the demographics.

Table 4: The Recognition of Environment Services

The Factor		Mean	Standart Deviation
Education	Secondary school and less	3.225	0.140
	Graduate	2.772	0.035
	Post Graduate	2.590	0.128
Gender	Female	2.731	0.053
	Male	2.813	0.042
Experience	Student	2.824	0.048

	Less than 5 year	2.819	0.056
	5-10 year	2.705	0.085
	More than 10 years	2.538	0.147
Occupation	Student	2.820	0.049
	University Officer	2.858	0.103
	Administrative Manager at University	4.000	0.289
	University Academic Director	-	-
	Academic	2.600	0.307
	Outside the University (Private Sector)	2.705	0.068
	Outside the University (Public Sector)	2.746	0.075
Total		2.784	0.992

Ordered by education the highest level of evaluation recorded by people those have secondary school and less. The males evaluation was higher than the females. The less experienced has higher level than the more experienced. According to occupation the administrative managers recorded the highest evaluation. The total level was less than 3 that means general dissatisfaction.

For providing economic benefits to the community the evaluations are listed on the table 5.

Table 5: The Recognition of Economic Benefits

The Factor		Mean	Standart Deviation
Education	Secondary school and less	2.910	0.141
	Graduate	2.842	0.034
	Post Graduate	2.714	0.101
Gender	Female	2.795	0.055
	Male	2.866	0.038
Experience	Student	2.847	0.047
	Less than 5 year	2.869	0.053
	5-10 year	2.853	0.082
	More than 10 years	2.623	0.124
Occupation	Student	2.846	0.047
	University Officer	3.081	0.097

	Administrative Manager at University	3.969	0.129
	University Academic Director	-	-
	Academic	2.975	0.164
	Outside the University (Private Sector)	2.647	0.062
	Outside the University (Public Sector)	2.902	0.073
Total		2.841	0.947

As shown in the table, the less educated people's evaluations are higher than more educated people. The males' are higher than females'. The level of evaluation decreases with the level of experience. According to occupation the administrative staff has the highest level. The total mean is less than 3 that means general dissatisfaction with level of this dimension of social responsibility.

Relating to the services provided to the employees, the assessments are on the table 6.

Table 6: The Recognition of the Services Provided to the Employees

The Factor		Mean	Standart Deviation
Education	Secondary school and less	2.978	0.132
	Graduate	2.870	0.032
	Post Graduate	2.804	0.112
Gender	Female	2.775	0.048
	Male	2.923	0.039
Experience	Student	2.840	0.045
	Less than 5 year	2.860	0.052
	5-10 year	3.020	0.081
	More than 10 years	2.761	0.113
Occupation	Student	2.844	0.045
	University Officer	3.290	0.100
	Administrative Manager at University	3.571	0.247
	University Academic Director	-	-
	Academic	3.343	0.222
	Outside the University (Private Sector)	2.673	0.059
	Outside the University (Public Sector)	2.912	0.066

Total		2.871	0.913

The table shows that people with secondary school and less education demonstrated the highest level according to education groups. According to gender the level of males is higher than females. The highest level of assessment, categorized by experience, recorded by people those have 5-10 years. In occupation groups the highest level recorded by the administrative managers at university. The total mean of recognition was 2,87 is less than 3, which means dissatisfaction.

In evaluation the level of services provided to the students, the results are listed on table 7.

Table 7: The Recognition of the Services Provided to the Students

The Factor		Mean	Standart Deviation
Education	Secondary school and less	3,038	0.132
	Graduate	2,887	0.032
	Post Graduate	2,775	0.112
Gender	Female	2,810	0.048
	Male	2,927	0.039
Experience	Student	2,904	0.045
	Less than 5 year	2,804	0.052
	5-10 year	3,000	0.081
	More than 10 years	2,895	0.113
Occupation	Student	2,920	0.045
	University Officer	3,232	0.100
	Administrative Manager at University	4,214	0.247
	University Academic Director	-	-
	Academic	3,229	0.222
	Outside the University (Private Sector)	2,539	0.059
	Outside the University (Public Sector)	3,019	0.066
Total		2.871	0,075

As shown table 7 in the people with lower level of education has higher level of evaluation. The males appreciate the level higher than females. The highest level of assessment categorized by experience again recorded by people those have 5-10 years. Out of occupation groups the highest level recorded by the administrative managers at university. Again the total mean is less than 3 that means that the level of bearing this dimension of social responsibility is not enough.

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Table 8: The Recognition of the All Dimensions of University SR

Dimensions	Mean
Community	2.7464
Environment	2.8026
Economic	2.8206
Staff	2.8476
Students	2.902
Social Responsibility	2.8238

Table 8 demonstrates that the means of levels of the recognition of the dimensions of social responsibility and the total level are less than 3 that refer to dissatisfaction with these levels. In ordering the levels of recognition the highest level is for the services and benefits provided to the students followed by the employees' benefits, economic benefits, saving the environment and community services (the lowest level). This may be the result of the fact that the employees and students are the closet groups to the classical tasks of the universities, which is research and teaching.

To evaluate the effect of education level on the assessments of the dimensions of social responsibility we carried out the one- way ANOVA analysis. One- way ANOVA is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups. It compares the means between the groups we are interested in and determines whether any of those means are statistically significantly different from each other. As it is shown in table 9, there is significant role for education level in the cases of providing services to the community and taking care of the environment, as $p < 0.05$. On the other hand, there is no significant differences in the assessments of the other dimensions relating to the education level, as $p > 0.05$.

Table 9: ANOVA According to the Education

Dimensions	F	P
Community	9.662	0.000*
Environment	7.325	0.001*
Economic	0.899	0.407
Staff	0.682	0.506
Students	1.214	0.297
* significant at the level 0.01		

To promote our analysis we carried out theTukey's HSD test for the two significant dimensions. The Tukey's HSD is a post-hoc test, meaning that it is performed after an analysis of variance (ANOVA) test. The purpose of Tukey's HSD test is to determine which groups in the sample differ. While ANOVA can tell the researcher whether groups in

the sample differ, it cannot tell the researcher which groups differ. That is, if the results of ANOVA are positive in the sense that they state there is a significant difference among the groups, the question becomes: Which groups in this sample differ significantly?

The results of Tukey analysis are shown on table 10. The table shows a significant difference between education groups relating to their recognition of the community services. There are significant differences between of group 1(Secondary school and less) and the other two groups 2(Graduate) and 3(Post Graduate). The mean decreases by about /0, 43/ from 1 to 2 and about /0, 65/from 1 to 3. But there is no significant difference between 2 and 3. We can explain these differences by two factors: the first is that group 1 is less educated and may be poorest, so may benefit from social programs more than the other two groups. The second is that the expectations of more educated people for social program may be higher, so they may be ready to appreciate that program at lower level.

Table 10: Tukey HSD According to Education

Dependent	Education (I)	Education (J)	Mean difference (I-J)	P
Community	Secondary school and less (1)	Graduate (2)	0.428	0.001*
	Secondary school and less (1)	Post Graduate (3)	0.645	0.000*
Environment	Secondary school and less (1)	Graduate (2)	0.453	0.002*
	Secondary school and less (1)	Post Graduate (3)	0.635	0.001*
* significant at the level 0.01				

Relation to taking care of the environment, again there are significant differences between group 1 from one hand and groups 2 and 3 to another. However, there is no significant difference between 2 and 3. The mean decreases by about /0, 45/ by moving from 1 to 2 and about /0, 64/ from 1 to 3. To explain these differences we refer to the differences in education that make people more aware of environmental risks. This leads to expectations of higher level about taking care of the environment.

To evaluate the role of gender in differences in the recognition of social responsibility dimensions we carried out Two Independents Samples t Test. The Independent Samples t Test compares the means of two independent groups in order to determine whether There is statistical evidence that the associated population means are significantly different. The results of the test listed on the table 11.

Table 11: Independent Samples Test According to the Gender

		F	P	T	P
Community	Equal variances assumed	0.222	0.638	-1.113	0.266
	Equal variances not assumed			-1.113	0.266

Environment	Equal variances assumed	3.215	0.073	-1.191	0.234
	Equal variances not assumed			-1.216	0.224
Economic	Equal variances assumed	1.620	0.203	-1.071	0.285
	Equal variances not assumed			-1.052	0.293
staff	Equal variances assumed	3.713	0.054	-2.323	0.020**
	Equal variances not assumed			-2.387	0.017**
Students	Equal variances assumed	0.977	0.323	-1.730	0.084
	Equal variances not assumed			-1.710	0.088
* significant at the level 0.05					

The table demonstrates that only the difference between males and females in recognition of services and benefits provided to the employees is significant, as $p < 0, 05$ in the two cases of equal variances assumed and equal variances not assumed. The level of males' recognition is higher than the females', which can be explained by the fact that the males are economically more active than females, and they have more chances for interaction with the university and recognize its activities in the context of social responsibility.

Relating to the effect of experience on the differences the recognition of the dimensions of social responsibility of the university we carried out one way ANOVA. As table 12 shows there are not significant differences, as $p > 0$ in all for all dimensions.

Table 12: ANOVA According to Experience

Dimensions	F	P
Community	2.204	0.086
Environment	1.826	0.141
Economic	1.108	0.345
Staff	1.787	0.148
Students	1.465	0.223

Relating to the role of occupation in the changes of the level of social responsibility recognition, we found, as shown on table 13, that the differences between the groups are significant in the cases of community services, economic benefits, staff services and

benefits, and student services and benefits, as $p < 0$. However, there is no role for occupation in the case of the recognition of taking care of the environment, as $p>0$.

Table 13: ANOVA According to Occupation

Dimensions	F	P
Community	5.560	0.000*
Environment	1.520	0.168
Economic	4.279	0.000*
Staff	6.315	0.000*
Students	9.329	0.000*
* significant at the level 0.01		

To make take our analysis deeper we carried out the Tukey analysis. We found the significant differences that recorded on the table 14. It should be noted that 1 refers to the students, 2 to the University Officers, 3 to the Administrative Managers, 4 to University Academic Directors, 5 to the Academics, 6 to the Outside the University (Private Sector) People and 7 to the Outside the University (Public Sector) People.

The table displays that:

•   For community services there are significant differences between the recognition of the administrative staff on one side and students and people from the outside of the university (public and private sector) on the other side. The administrative staff has the highest level of recognition. These differences can be attributed to the fact the administrative staff is the group this article seek top that engaged more in doing this activity, so they are able to recognize them more than the others.

•   In taking care of the environment there is significant difference between the administrative staff and the people from private sector. The higher level is for the administrative staff. We can attribute this difference in the recognition to the possibility that people who work in the private sector are poorer and less educated, so they may be less interested in the issues of the environment and save it. In addition, they have fewer opportunities for interaction with the university.

•   Relating to the advantages and benefits provided to the employees, again there are significant differences between the recognition of the administrative staff on one side and students and people from the outside of the university (public and private sector) on the other side. The administrative staff has the highest level of recognition. We can explain these differences if we know that the administrative staff is the most engaged in these activities, and they are its main target.

•   For services and benefits provided to the students the recognition of private sector people are significantly different from the other group and the level of all groups is higher than it. Again we can relate these differences in the recognition to the possibility that people those work in the private sector are poorer and less educated, so may have less opportunities for interaction with the university.

Table 14: Tukey HSD According to Occupation

	Occupation (I)	Occupation (J)	Mean difference (I-J)	P
Community	Student (1)	University Officer (2)	-0.32799**	0.013
	Student (1)	Administrative Manager at University (3)	-1.50855*	0.008
	University Officer (2)	Outside the University (Private Sector) (6)	0.40228*	0.002
	University Officer (2)	Outside the University (Public Sector) (7)	0.43524*	0.001
	Administrative Manager at University (3)	Outside the University (Private Sector)(6)	1.58284*	0.005
	Administrative Manager at University (3)	Outside the University (Public Sector)(7)	1.61580*	0.004
Environment	University Officer (2)	Outside the University (Private Sector) (6)	0.43373*	0.003
Staff	Student (1)	University Officer (2)	-.44544*	0
	University Officer (2)	Outside the University (Private Sector) (6)	0.61671*	0
	University Officer (2)	Outside the University (Public Sector) (7)	0.37844**	0.017
	Student (1)	Outside the University (Private Sector) (6)	0.38098*	0
	University Officer (2)	Outside the University (Private Sector) (6)	0.69324*	0
	Administrative Manager at University (3)	Outside the University (Private Sector) (6)	1.67538*	0.009
	Outside the University (Private Sector) (6)	Outside the University (Public Sector) (7)	-0.47998*	0
*significant at level 1%, ** significant at level 5%				

To test our second hypotheses of the effect of the five dimensions of the social responsibility on the organizational reputation. Here we have five explanatory (independent) variables (which are the responsibilities towards the community, the environment, the economy, the employees and students) that affect the response variable (dependent) which is the organizational reputation. So we chose to carry out a multiple linear regression. The multiple linear regression is used to explain the relationship between one continuous dependent variable and two or more independent variables. It attempts to

model the relationship between two or more explanatory variables and a response variable by fitting a linear equation to observed data.

the Adjusted R Square were to 0,706. It means that our model (with its five variables) can explain 70, 6% from the variances of the dependent variable, organizational reputation. This is a good level for explanation. The ANVOA displayed that F=436,207 and p = 0 < 0, 05 this means that our model fits our data.

Table 15: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	.127	.062	2.049	2.049	0.041
Community	.034	.033	1.044	1.044	0.297
Environment	.165	.031	5.396	5.396	0.000*
Economic	.194	.034	5.782	5.782	0.000*
Staff	.143	.033	4.346	4.346	0.000*
Students	.390	.027	14.340	14.340	0.000*
a. Dependent Variable: Organizational Reputation. *significant at level 1%					

As it is displayed by the table there are four significant coefficients of the regression (for the variables of Environment, Economic, Staff and Students) as p < 0,05 and one insignificant coefficient of the regression (for the variable of Community) as p > 0,05. So decide the following about our second hypothesis:

2-1   There is a statistically significant positive relationship between social responsibility practices towards society and university's reputation. (refused)

2-2   There is a statistically significant positive relationship between social responsibility practices towards the environment and university's reputation. (accepted)

2-3   There is a statistically significant positive relationship between social responsibility practices with economic dimension and university's reputation. (accepted)

2-4   There is a statistically significant positive relationship between social responsibility practices towards university employees and university's reputation (accepted)

2-5   there is a statistically significant positive relationship between social responsibility practices towards university's students and its reputation (accepted)

5. CONCLUSION

With testing the relationship between the recognition of different dimensions of the Mardin University SR and demographic characteristics and organizational reputation we found the following results:

1- The recognition of the dimensions of social responsibility and the total level are less the medium level

2- There is significant role for education level in the recognition of services provided to the community and taking care of the environment

3- The difference between males and females in recognition of services and benefits provided to the employees is significant

4- The experience has no role in the recognition of SR dimensions

5- There significant role for occupation in recognition of community services, economic benefits, staff services and benefits and student services and benefits.

6- The most important dimension of SR in building organizational reputation is student services followed by economic benefits, taking care of the environment and employee benefits respectively, with no role for community service.

According to these results we recommend the following to improve the social responsibility of Mardin Artuklu University and raise the recognition of stakeholder to support its organizational reputation:

1- Raise participation of stakeholders of social responsibility activities in the advertising and informing about these activities

2- Issue of a periodic social responsibility report in accordance with international standards to increase awareness of the activities

3- Direct more scientific research to contribute to solving the problems of the community and establishing joint research projects in cooperation with organizations outside the university and follow up the results of research and benefit from them.

4- Use workshops, seminars and lectures to promote the university employees' recognition and understanding for the concept, importance and practices of social responsibility.

5- Design an annual promotional program to support environmental activities at the university

6- Design a community communication system through public relationships and using various social media tools to communicate the university's social responsibility activities

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