


**TOTAL QUALITY MANAGEMENT AND CORPORATE SOCIAL RESPONSIBILITY  
INTEGRATED PRACTICES FOR HIGHER EDUCATION INSTITUTIONS: CONCEPTUAL  
FRAMEWORK**

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p><b>Received</b> November, 01<sup>st</sup> 2023</p> <p><b>Accepted</b> February, 01<sup>st</sup> 2024</p>	<p><b>Purpose:</b> This study aims to develop an integrated framework for Total Quality Management (TQM) and Corporate Social Responsibility (CSR) practices in higher education, bridging the gap in previous research that treated them separately.</p> <p><b>Theoretical Framework:</b> The study acknowledges the philosophical foundations and substantial overlap between TQM and CSR. However, it highlights that previous research has not adequately integrated these two practices in the context of higher education. Therefore, the theoretical framework of this research seeks to integrate TQM and CSR within the higher education context.</p> <p><b>Methodology:</b> Employing a comparative approach, the study reviews the literature and develops a theoretical framework. The proposed integrated TQM-CSR practices are compared with the only one TQM-CSR framework generated by prior study.</p> <p><b>Findings:</b> The significant TQM-CSR practices that are expected to enhance organizational performance were identified. The proposed mediating variable was selected to be Employees' Performance emphasizing its importance for overall organizational success.</p> <p><b>Research Implications:</b> This research provides practical guidance for implementing TQM-CSR practices in higher education institutions and highlights the significance of employees' performance for organizational success.</p> <p><b>Originality/Value:</b> This study contributes to the existing literature by addressing the ambiguity surrounding the integration of TQM and CSR in higher education. By developing an integrated framework and examining the mediating role of employees' performance, this research adds originality to the discourse on TQM-CSR practices in the higher education domain. The study's findings provide valuable insights for HEIs seeking to enhance their total quality and engagement with stakeholders.</p>
<p><b>Keywords:</b></p> <p>Total Quality Management; Corporate Social Responsibility; TQM-CSR Practices; Higher Education Institutions; Organizational Performance; Employee Performance; Framework Development.</p> <div data-bbox="169 1070 478 1317" style="text-align: center;">  </div>	<p>Doi: <a href="https://doi.org/10.26668/businessreview/2024.v9i2.2633">https://doi.org/10.26668/businessreview/2024.v9i2.2633</a></p>

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## PRÁTICAS INTEGRADAS DE GESTÃO DA QUALIDADE TOTAL E RESPONSABILIDADE SOCIAL CORPORATIVA PARA INSTITUIÇÕES DE ENSINO SUPERIOR: ESTRUTURA CONCEITUAL

### RESUMO

**Objetivo:** Desenvolver um quadro integrado para as práticas de gestão da qualidade total (TQM) e de responsabilidade social das empresas (RSE) no ensino superior, colmatando a lacuna existente na investigação anterior que as tratou separadamente.

**Estrutura Teórica:** O estudo reconhece os fundamentos filosóficos e sobreposição substancial entre TCM e CSR. Salienta, no entanto, que a investigação anterior não integrou adequadamente estas duas práticas no contexto do ensino superior. Por conseguinte, o quadro teórico desta investigação procura integrar o GCT e a RSE no contexto do ensino superior.

**Metodologia:** Utilizando uma abordagem comparativa, o estudo analisa a literatura e desenvolve um quadro teórico. As práticas GCT-RSE propostas são comparadas com o único quadro GCT-RSE gerado por um estudo anterior.

**Constatações:** Foram identificadas práticas significativas do GCT-CSR que se espera melhorem o desempenho organizacional. A variável de mediação proposta foi selecionada para ser Desempenho do Funcionário, enfatizando sua importância para o sucesso organizacional geral.

**Implicações da Pesquisa:** Esta pesquisa fornece um guia prático para implementar práticas de TQM-CSR em instituições de ensino superior e destaca a importância do desempenho dos funcionários para o sucesso organizacional.

**Originalidade/Valor:** Este estudo contribui para a literatura existente ao abordar a ambiguidade em torno da integração do MTC e RSE no ensino superior. Ao desenvolver um quadro integrado e examinar o papel mediador do desempenho dos funcionários, esta pesquisa acrescenta originalidade ao discurso sobre as práticas de TQM-CSR no campo do ensino superior. As conclusões do estudo fornecem informações valiosas para as instituições de ensino superior que procuram melhorar a sua qualidade global e o seu envolvimento com as partes interessadas.

**Palavras-chave:** Gestão da Qualidade Total, Responsabilidade Social das Empresas, TQM-CSR Práticas, Instituições de Ensino Superior, Desempenho Organizacional, Desempenho dos Funcionários, Desenvolvimento de Estruturas.

## GESTIÓN DE LA CALIDAD TOTAL Y RESPONSABILIDAD SOCIAL EMPRESARIAL PRÁCTICAS INTEGRADAS PARA INSTITUCIONES DE EDUCACIÓN SUPERIOR: MARCO CONCEPTUAL

### RESUMEN

**Objetivo:** Desarrollar un marco integrado para las prácticas de Gestión Total de la Calidad (GCT) y Responsabilidad Social Empresarial (RSE) en la educación superior, cerrando la brecha en investigaciones previas que las trataban por separado.

**Marco Teórico:** El estudio reconoce los fundamentos filosóficos y la superposición sustancial entre la MCT y la RSE. Sin embargo, destaca que investigaciones previas no han integrado adecuadamente estas dos prácticas en el contexto de la educación superior. Por lo anterior, el marco teórico de esta investigación busca integrar la GCT y la RSE en el contexto de la educación superior.

**Metodología:** Utilizando un enfoque comparativo, el estudio revisa la literatura y desarrolla un marco teórico. Se comparan las prácticas propuestas de GCT-RSE con el único marco GCT-RSE generado por un estudio previo.

**Hallazgos:** Se identificaron las prácticas significativas de GCT-RSE que se espera mejoren el desempeño organizacional. La variable mediadora propuesta fue seleccionada para ser el Desempeño de los Empleados, enfatizando su importancia para el éxito organizacional general.

**Implicaciones de la Investigación:** Esta investigación proporciona una guía práctica para implementar las prácticas de TQM-CSR en las instituciones de educación superior y destaca la importancia del desempeño de los empleados para el éxito organizacional.

**Originalidad/Valor:** Este estudio contribuye a la literatura existente al abordar la ambigüedad que rodea la integración de la GCT y la RSE en la educación superior. Al desarrollar un marco integrado y examinar el papel mediador del desempeño de los empleados, esta investigación añade originalidad al discurso sobre las prácticas TQM-CSR en el ámbito de la educación superior. Las conclusiones del estudio proporcionan información valiosa para las instituciones de enseñanza superior que tratan de mejorar su calidad total y su compromiso con las partes interesadas.

**Palabras clave:** Gestión de la Calidad Total, Responsabilidad Social Empresarial, Prácticas TQM-CSR, Instituciones de Educación Superior, Desempeño Organizacional, Desempeño de los Empleados, Desarrollo del Marco.

## INTRODUCTION

In the contemporary global business landscape, organizations face increasing challenges in delivering top-quality products and services to customers (Fraihat et al., 2023). Simultaneously, there is growing pressure on firms to act responsibly and address the interests of internal and external stakeholders concerning quality (Bahia, Abbas, & Idan, 2023; Frolova & Lapina, 2015; Inyang et al., 2023), as well as environmental (Hermawan, Sari, Biduri, Rahayu, & Rahayu, 2023), and social concerns (Korschun, Bhattacharya, & Swain, 2016). Consequently, total quality management (TQM) and corporate social responsibility (CSR) have become vital for establishing a sustainable competitive advantage in the global marketplace.

TQM and CSR are widely recognized as effective management practices (Benavides-Velasco, Quintana-García, & Marchante-Lara, 2014). TQM emphasizes the continuous improvement of organizational operations, enhancing value and productivity to satisfy customer needs (C.-H. Wang, Chen, & Chen, 2012). CSR, on the other hand, entails companies voluntarily integrating social and environmental concerns into their business operations and stakeholder interactions (Tandoh et al., 2022). Both TQM and CSR share the consensus that internal and external stakeholders are key elements in enhancing stakeholder benefits (Benavides-Velasco et al., 2014; Ghobadian, Gallear, & Hopkins, 2007).

The impact of an organization's decisions and activities on society and the environment is of utmost importance. Transparent and ethical behavior that contributes to sustainable development, societal well-being, and takes into account stakeholder expectations, applicable laws, international norms, and is integrated throughout the organization and its relationships, is critical. Universities have the opportunity to demonstrate social responsibility by fostering sustainable development in their management practices. It should become inherent in the institution's way of being, working, and practicing. Social responsibility ought to be an integral part of any university's core beliefs and functions (Chen, Nasongkhla, & Donaldson, 2015).

Historically, educational institutions have enjoyed autonomy. However, recent pressures such as global competition, marketization, and shifts in government roles, including demands for accountability, a stable environment, and economic pressures, have altered this landscape (V. H. P. Rodriguez et al., 2023). Educational institutions play a vital role in developing the workforce and human resources, thereby contributing to the economic and social advancement of nations (Abdulkareem & Oyeniran, 2011). In this regard, higher education systems are instrumental in enhancing a country's position in the global economy (Tongvijit, Nomnian, Sirisunhirun, & Arakpothchong, 2023).

The objective of this paper is to construct a comprehensive framework that integrates concepts from Total Quality Management and Corporate Social Responsibility (TQM-CSR) to influence the organizational performance of higher education institutions. Furthermore, the framework incorporates the mediating role of employees' performance to gain a deeper understanding of the relationship between TQM-CSR practices and organizational performance.

## THEORETICAL FRAMEWORK

One area that remains unexplored in the research on TQM and CSR is the extent of overlap between these two comprehensive and influential concepts. Despite their significant similarities, TQM, being more widely adopted across organizations of various sizes and types, can serve as a catalyst for the integration of CSR within an organization. TQM has effectively influenced the balance between profit-driven motives and the adherence to ethical practices while considering the interests of a broader range of stakeholders. Similarly, corporate social responsibility acknowledges the importance of pursuing profitability, but it also recognizes value-based behaviors (such as those benefiting people and the environment) as the foundation for sustainable performance (Ghobadian et al., 2007).

Although the benefits of adopting TQM and CSR to address the current challenges in the education industry are interconnected, previous research has primarily focused on examining the individual impact of TQM and CSR on organizational performance. For instance, some studies have analyzed the influence of TQM on performance in the education industry, including both financial and non-financial aspects (Argia & Ismail, 2013; Svensson & Wood, 2005). Others have investigated the effects of CSR on organizational performance in the education sector (Atakan & Eker, 2007; Sengupta, 2017). The assessment of organizational performance varies across sectors and countries, and a comparative summary of previous studies on TQM, CSR, and organizational performance is presented in Table 1 based on the findings from the literature review.

Table 1. Comparative summary of the prior studies of TQM and CSR influencing organizational performance.

Authors (year)	Area of research and Country	Independent variable (IV)	Dependent variable (DV)	Mediator
(Ngambi & Nkemkiafu, 2015)	Manufacturing firms (Cameroon)	Total Quality Management	Organizational performance	CSR
(Busu, 2019)	Renewable Energy Sector (Romania)	TQM	The organizational performance	CSR
(Singh, Kumar, & Singh, 2018)	Manufacturing and service industry (India)	TQM	Organizational performance	CSR

(Parast & Adams, 2012)	Petroleum industry (Mexico, China, India, US, and Taiwan)	CSR	Organizational performance	TQM
(Robson, Mitchell, & Management, 2007)	Manufacturing and service (North Eastern England)	TQM and others	CSR and organizational performance	
(Benavides-Velasco et al., 2014)	Hospitality Industry (Andalusia)	TQM and CSR individually	Organizational performance	
(Mehralian, Nazari, Zarei, & Rasekh, 2016)	Pharmaceutical industry (Iran)	TQM and CSR individually	Organizational performance	TQM mediates the relationship between CSR and performance
(Khurshid, Amin, & Ismail, 2018)	Theoretical research	Integrated TQM-CSR practices		

Source: Prepared by the authors, 2024.

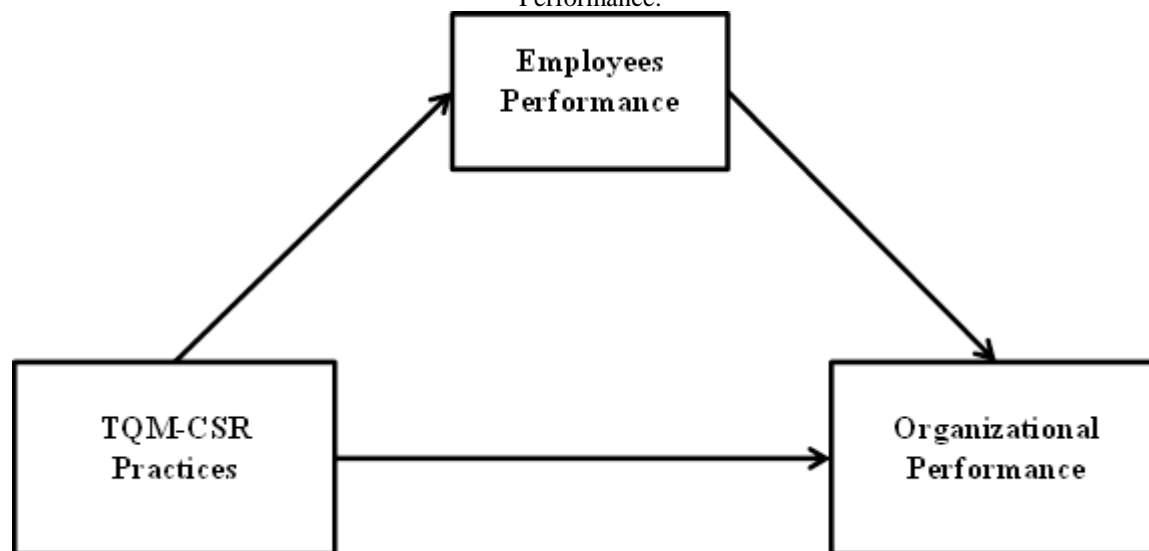
Total quality management (TQM) and corporate social responsibility (CSR) are management concepts that can create a sustainable competitive advantage in the hotel industry. A study conducted by Benavides-Velasco et al. (2014) examined the impact of implementing TQM and CSR on the performance of hotel partners. The research, which surveyed 141 Spanish hotels in Andalusia, demonstrated that this approach can enhance the hotels' revenue generation for their partners, leading to positive effects on overall performance. The study also revealed the complementary nature of these two management concepts, as TQM can facilitate the development of CSR.

Companies that provide high-quality products and services while prioritizing human dignity and satisfying employees without causing harm to people or the environment align with the principles of CSR. Stakeholder theory emphasizes the importance of meeting the needs of all stakeholders. Khurshid et al. (2018) merged TQM and CSR and identified shared variables between quality management and social responsibility to address key stakeholder demands. They suggested further empirical research to identify the factors that support TQM and CSR practices.

Recent literature on TQM and CSR highlights the need for empirical research on their integration and impact on organizational performance (Mehralian et al., 2016; Tarí, 2011). The findings of the literature review indicate that TQM and CSR practices share many similarities (Khurshid et al., 2018) and both concepts have direct and indirect influences on organizational performance. Furthermore, in the context of educational institutions, the adoption of TQM or CSR practices often includes overlapping practices that can be considered as part of both TQM and CSR. Therefore, this research aims to evaluate the impact of integrated TQM and CSR practices on the organizational performance of private higher education institutions (PHEIs).

The relationship between TQM and CSR has been acknowledged for some time. According to Ghobadian et al. (2007), the goal of the quality movement is to enable companies to deliver high-quality products at minimal costs, in the quickest time, while emphasizing work satisfaction, human dignity, and long-term trust between stakeholders and the company. TQM promotes stakeholder interests and holds strong ethical dimensions that go beyond the interests of the owners. There is a long-standing relationship between CSR and TQM, and organizations often address issues related to social responsibility, safety, health, environment, and quality through the integration of CSR and TQM practices. In fact, TQM can enhance CSR initiatives (Ghobadian & Hopkins, 2017). In summary, TQM and CSR reinforce each other, highlighting the need for an integrated set of practices to effectively achieve quality and sustainability goals.

Figure 1. Initial Framework explaining the relationship between TQM-CSR practices and Organizational Performance.



Source: Prepared by the authors, 2024.

## METHODOLOGY

This study adopts a comparative approach to examine and evaluate the integration of Total Quality Management (TQM) and Corporate Social Responsibility (CSR) practices in the higher education context. The methodology consists of two key components: a literature review and a comparative analysis.

1. **Literature Review:** The study begins with an extensive review of relevant literature on TQM, CSR, and their integration in the higher education domain. This review involves collecting and analyzing scholarly articles, books, reports, and other relevant sources to gain a comprehensive understanding of the theoretical and practical aspects of TQM and CSR in higher education.

The literature review focuses on identifying existing frameworks or models that address the integration of TQM and CSR in the higher education sector. Additionally, it explores the key principles, concepts, and practices associated with TQM and CSR that are relevant to the context of higher education institutions. This review serves as the foundation for developing a theoretical framework that integrates TQM and CSR practices.

2. Comparative Analysis: Following the literature review, the study develops a theoretical framework for the integrated TQM-CSR practices in higher education. The proposed framework is then compared with the only existing TQM-CSR framework generated by Khurshid et al. (2018). This comparative analysis aims to identify similarities, differences, strengths, and weaknesses between the two frameworks.

Integrated practices of CSR and TQM:

Based on the literature, Table 2 has been constructed to identify the most common TQM and CSR practices for higher education institutions (HEIs) and how they have been adopted by previous researchers studying TQM and CSR in the context of educational institutions. These practices have shown suitability for the unique characteristics of educational institutions and have been narrowed down to nine practices, which are as follows:

Practice 1: Continuous improvement (P1)

Practice 2: Strategy and planning (P2)

Practice 3: Leadership and commitment (P3)

Practice 4: Stakeholders focus and satisfaction (P4)

Practice 5: Educational services improvement (P5)

Practice 6: Social and legal concerns (P6)

Practice 7: Organizational governance and Process management (P7)

Practice 8: Ethics and human resources (P8)

Practice 9: Environmental protection (P9)

Table 2. The comparison between TQM and CSR elements through the selected TQM-CSR practices based on the previous studies.

Authors (year)	Research Focus	P1	P2	P3	P4	P5	P6	P7	P8	P9
(Choi & Eboch, 1998)	TQM		Strategic quality planning						Human resource	
(Sohail & Hoong, 2003)	TQM		Strategy and planning	Top management commitment	Customer involvement and satisfaction			Process management	Employee training and development	
(Valmohammadi, 2011)	TQM			Quality leadership	Customer focus, supplier focus			Process management	Employee focus	
(Steiber, Alänge, & Excellence, 2013)	TQM	Continuous learning		Visible leadership	Customer focus			Process focus		
(Sinha, Garg, & Dhall, 2016)	TQM	Continual improvement		Leadership	Customer focus		Involvement of people	System approach to management Process approach		
(Jabbarzare, Shafiqhi, & Application, 2019)	TQM	Continuous improvement			Customer focus				Employee involvement	
(J. Rodriguez, Valenzuela, & Ayuyao, 2018)	TQM	Continuous quality improvement		Leadership commitment	Stakeholder satisfaction		People empowerment			
(Asif, Awan, Khan, Ahmad, & Quantity, 2013)	TQM			Leadership	Stakeholder's focus	Program design and resources		Process control and improvement		
(Burli, Bagodi, & Kotturshettar, 2012)	TQM		Policies and strategies	Leadership and commitment	Student satisfaction	Education process	Society satisfaction	Infrastructure management		
(Mashagba & Research, 2014)	TQM			Management commitment.		Follow-up of the educational process.			Development of human resources.	
(Psomas & Antony, 2017)	TQM	Continuous improvement	Strategic quality planning	Leadership and top management commitment	Student focus	Knowledge and education		Process management	Teaching staff and employee management and involvement	



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(Antunes, Mucharreira, Teixeira Fernandes Justino, & Teixeira Quirós, 2018)	<b>TQM</b>	Continuous improvement		Leadership / administration commitment	Student focus	Development/ teacher training			Involvement / teachers' empowerment	
(Ahmed, Ali, & Science, 2016)	<b>TQM</b>			Leadership	Stakeholders' focus			Process control and improvement	Recognition and reward	
(Yaakub & Samsudin, 2019)	<b>TQM</b>		Strategic planning	Top management commitment	Focus on customer satisfaction	Teaching and learning delivery		System and management processes	Human resource management	
(Turker, 2009)	<b>CSR</b>				CSR to stakeholders		CSR to government		CSR to employees	
(Kanji & Chopra, 2010)	<b>CSR</b>		Organizational strategic planning systems				Social accountability and social investment	Corporate governance and economic responsibility	Ethics and human resources	Environment protection and sustainability
(Pérez & Rodríguez del Bosque, 2013)	<b>CSR</b>				Responsibilities toward shareholders	Activities oriented to customers	Obligations toward society		Ethical and legal concerns Responsibilities toward employees	Environmental protection
(Kao, Yeh, Wang, & Fung, 2018)	<b>CSR</b>	Self-innovation				Product safety and services quality	Firm's community involvement		Employee rights	Environmental protection
(Nejati, Shafaei, Salamzadeh, & Daraei, 2011)	<b>CSR</b>				Consumer (students) issues	Fair operating practices	Community involvement and development Human rights	Organizational governance		The environment
(L. Wang, Juslin, & Management, 2011)	<b>CSR</b>						Social responsibility	Economic responsibility		Environment responsibility

Source: Prepared by the authors, 2024.

Based on the table above, nine practices have been practically adopted by both TQM and CSR researchers. The integration of TQM and CSR is supported by the research of Khurshid et al. (2018), who emphasize the importance of integrating CSR and TQM in order to meet the expectations of consumers, society, workers, and the community. Organizations are expected to provide high-quality goods and services while also being just, responsible, and dedicated to employee happiness and environmental sustainability such as CO<sub>2</sub> reduction (Atta et al., 2022; Atta, Shaharun, Khan, et al., 2023; Atta, Shaharun, & Maksudur Rahman Khan, 2023).

Hamdan and Alheet (2021) recommend that quality researchers expand their scope to include social responsibility factors and outcomes, as TQM and CSR share similar philosophical origins and promote overlapping principles. Similarly, Ghobadian et al. (2007) found that TQM and CSR have fundamental similarities and that their elements exhibit important similarities. Integrating these practices and developing a set of practices that incorporate quality, stakeholders, sustainability, management, law, ethics, and economic perspectives represents a significant advancement in organizational management.

Khurshid et al. (2018) conducted a study that combined TQM, CSR, and company performance, highlighting the pressure companies face from various stakeholders to provide high-quality products and services. The study emphasizes that companies can create wealth for their shareholders by offering high-quality products and services that respect human dignity, satisfy employees, and have a positive impact on society and the environment. The study also explores how stakeholder orientation influences the implementation of TQM, CSR, and company success.

To investigate the impact of the selected TQM-CSR practices on the organizational performance of HEIs, Table 3 summarizes the most common elements of the TQM-CSR practices.

Table 3. Summary of the elements in each TQM-CSR practices.

Practice code	TQM-CSR practice name	Elements involved and references
P1	Continuous Improvement	<ul style="list-style-type: none"> <li>• <b>Continuous learning</b> (Steiber et al., 2013)</li> <li>• <b>Continuous improvement</b> (Antunes et al., 2018; Jabbarzare et al., 2019; Psomas &amp; Antony, 2017; Sinha et al., 2016)</li> <li>• <b>Continuous quality improvement</b> (J. Rodriguez et al., 2018)</li> <li>• <b>Self-innovation</b> (Kao et al., 2018)</li> </ul>
P2	Strategy and Planning	<ul style="list-style-type: none"> <li>• <b>Strategic quality planning</b> (Choi &amp; Eboch, 1998; Psomas &amp; Antony, 2017)</li> <li>• <b>Strategy and planning</b> (Sohail &amp; Hoong, 2003; Yaakub &amp; Samsudin, 2019)</li> <li>• <b>Policies and strategies</b> (Burli et al., 2012)</li> <li>• <b>Organizational strategic planning systems</b> (Kanji &amp; Chopra, 2010)</li> </ul>

P3	<b>Leadership and Commitment</b>	<ul style="list-style-type: none"> <li>• <b>Top management commitment</b> (Mashagba &amp; Research, 2014; Psomas &amp; Antony, 2017; Sohail &amp; Hoong, 2003)</li> <li>• <b>Quality leadership</b> (Valmohammadi, 2011)</li> <li>• <b>Visible leadership</b> (Steiber et al., 2013)</li> <li>• <b>Leadership</b> (Ahmed et al., 2016; Asif et al., 2013; Sinha et al., 2016)</li> <li>• <b>Leadership and commitment</b> (Antunes et al., 2018; Burli et al., 2012; Psomas &amp; Antony, 2017; J. Rodriguez et al., 2018)</li> </ul>
P4	<b>Stakeholders Focus and Satisfaction</b>	<ul style="list-style-type: none"> <li>• <b>Customer involvement and satisfaction</b> (Sohail &amp; Hoong, 2003)</li> <li>• <b>Customer focus</b> (Jabbarzare et al., 2019; Sinha et al., 2016; Steiber et al., 2013; Valmohammadi, 2011; Yaakub &amp; Samsudin, 2019)</li> <li>• <b>Supplier focus</b> (Valmohammadi, 2011)</li> <li>• <b>Stakeholder satisfaction</b> (J. Rodriguez et al., 2018)</li> <li>• <b>Stakeholder focus</b> (Asif et al., 2013)</li> <li>• <b>Student satisfaction</b> (Burli et al., 2012)</li> <li>• <b>Student focus</b> (Antunes et al., 2018; Psomas &amp; Antony, 2017)</li> <li>• <b>Responsibilities toward shareholders</b> (Pérez &amp; Rodríguez del Bosque, 2013; Turker, 2009)</li> <li>• <b>Consumer (students) issues</b> (Nejati et al., 2011)</li> </ul>
P5	<b>The Educational Services Improvement</b>	<ul style="list-style-type: none"> <li>• <b>Program design and resources</b> (Asif et al., 2013)</li> <li>• <b>Education process</b> (Burli et al., 2012)</li> <li>• <b>Follow-up of the educational process</b> (Mashagba &amp; Research, 2014)</li> <li>• <b>Knowledge and education</b> (Psomas &amp; Antony, 2017)</li> <li>• <b>Development/ teacher training</b> (Antunes et al., 2018)</li> <li>• <b>Teaching and learning delivery</b> (Yaakub &amp; Samsudin, 2019)</li> <li>• <b>Activities oriented to customers</b> (Pérez &amp; Rodríguez del Bosque, 2013)</li> <li>• <b>Product safety and services quality</b> (Kao et al., 2018)</li> <li>• <b>Fair operating practices</b> (Nejati et al., 2011)</li> </ul>
P6	<b>Social and Legal Concerns</b>	<ul style="list-style-type: none"> <li>• <b>Involvement of people</b> (Sinha et al., 2016)</li> <li>• <b>People empowerment</b> (J. Rodriguez et al., 2018)</li> <li>• <b>Society satisfaction</b> (Burli et al., 2012)</li> <li>• <b>CSR to government</b> (Turker, 2009)</li> <li>• <b>Social accountability and social investment</b> (Kanji &amp; Chopra, 2010)</li> <li>• <b>Obligations toward society</b> (Pérez &amp; Rodríguez del Bosque, 2013)</li> <li>• <b>Firm's community involvement</b> (Kao et al., 2018)</li> <li>• <b>Community involvement and development</b> (Nejati et al., 2011)</li> <li>• <b>Social responsibility</b> (L. Wang et al., 2011)</li> <li>• <b>Human rights</b> (Nejati et al., 2011)</li> </ul>
P7	<b>Organizational Governance and Process Management</b>	<ul style="list-style-type: none"> <li>• <b>Process management</b> (Psomas &amp; Antony, 2017; Sohail &amp; Hoong, 2003; Valmohammadi, 2011)</li> <li>• <b>Process focus</b> (Steiber et al., 2013)</li> <li>• <b>System and Process approaches to management</b> (Sinha et al., 2016; Yaakub &amp; Samsudin, 2019)</li> <li>• <b>Process control and improvement</b> (Ahmed et al., 2016; Asif et al., 2013)</li> <li>• <b>Infrastructure management</b> (Burli et al., 2012)</li> <li>• <b>Corporate governance and economic responsibility</b> (Kanji &amp; Chopra, 2010)</li> <li>• <b>Organizational governance</b> (Nejati et al., 2011)</li> <li>• <b>Economic responsibility</b> (L. Wang et al., 2011)</li> </ul>
P8	<b>Ethics and Human Resources</b>	<ul style="list-style-type: none"> <li>• <b>Human resource management</b> (Choi &amp; Eboch, 1998; Yaakub &amp; Samsudin, 2019)</li> <li>• <b>Employee focus</b> (Valmohammadi, 2011)</li> <li>• <b>Employee involvement</b> (Jabbarzare et al., 2019)</li> <li>• <b>Development of human resources</b> (Mashagba &amp; Research, 2014; Sohail &amp; Hoong, 2003)</li> <li>• <b>Teaching staff and employee management and involvement</b> (Antunes et al., 2018; Psomas &amp; Antony, 2017)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Recognition and reward</b> (Ahmed et al., 2016)</li> <li>• <b>Responsibility to employees</b> (Pérez &amp; Rodríguez del Bosque, 2013; Turker, 2009)</li> <li>• <b>Ethics and human resources</b> (Kanji &amp; Chopra, 2010)</li> <li>• <b>Ethical and legal concerns</b> (Pérez &amp; Rodríguez del Bosque, 2013)</li> <li>• <b>Employee rights</b> (Kao et al., 2018)</li> </ul>
<b>P9</b>	<b>Environmental Protection</b>	<ul style="list-style-type: none"> <li>• <b>Environment protection and sustainability</b> (Kanji &amp; Chopra, 2010)</li> <li>• <b>Environmental protection</b> (Kao et al., 2018; Pérez &amp; Rodríguez del Bosque, 2013)</li> <li>• <b>The environment</b> (Nejati et al., 2011)</li> <li>• <b>Environment responsibility</b> (L. Wang et al., 2011)</li> </ul>

Source: Prepared by the authors, 2024.

### Mediator Variable

Employee performance refers to how well an employee carries out their job responsibilities, completes required tasks, and exhibits appropriate behavior in the workplace. Empirical studies have shown that employee performance plays a mediating role in the relationship between management or business practices and overall company performance. For example, research conducted by Zufri, Ibrahim, and Vol (2018) in the banking sector found that employee performance mediates the relationship between compensation, motivation, work environment, and organizational performance. Similarly, a study by Qadariah and Idris (2019) in a district education office in Indonesia suggested that employee performance mediates the relationship between job embeddedness, self-efficacy, commitment, and organizational performance.

In the healthcare sector, Nayak and Sahoo (2015) investigated the mediating role of employee performance, specifically commitment, in the relationship between quality of work and organizational performance. Their findings supported the idea that employee performance mediates the relationship between quality of work and organizational performance. Another study by Katsaros, Tsirikas, Kosta, and Journal (2020) surveyed employees from 213 Greek shipping companies and found that employee performance mediates the relationship between leadership and firm performance.

Furthermore, employee training is recognized as a crucial aspect of human resource management and is aligned with TQM practices in effective human resource management. The importance of education and training in the organizational success of educational institutions, particularly for school teachers, has been studied by Naqvi and Khan (2013). They highlighted the significance of teacher training and its impact on teacher performance, emphasizing that some government schools overlook the importance of proper training for teachers and its positive influence on their work.

It is important to note that TQM and CSR practices have a direct and significant impact on employees, who play a crucial role in educational organizations. Employees can directly experience the effects of TQM and CSR practices and understand how these practices contribute to improving overall organizational performance within the institution.

To summarize the preceding discussion, it has been shown that employee performance is influenced by both CSR practices (Ali et al., 2020; Carlini & Grace, 2021; Chaudhary, 2020; Edwards & Kudret, 2017; Story & Neves, 2015; Sun, Yu, & Finance, 2015) and TQM practices (Al-Sarayreh et al., 2019; Dedy et al., 2016; Iqbal & Asrar-ul-Haq, 2018; Nasab, Hemmati, & Kia, 2014). Furthermore, employee performance has been found to have an impact on organizational performance (Elnaga, Imran, & Management, 2013; Hameed, Waheed, & science, 2011; Mohamed et al., 2018; Naqvi & Khan, 2013).

In light of these findings, it is plausible that employee performance may mediate the relationship between TQM-CSR practices and organizational performance. However, the question of whether employee performance serves as a mediator between integrated TQM-CSR practices and organizational performance remains unanswered. Therefore, the objective of this research is to address this research gap by examining the mediating effect of employee performance on the relationship between integrated TQM-CSR practices and organizational performance.

## RESULTS AND DISCUSSION

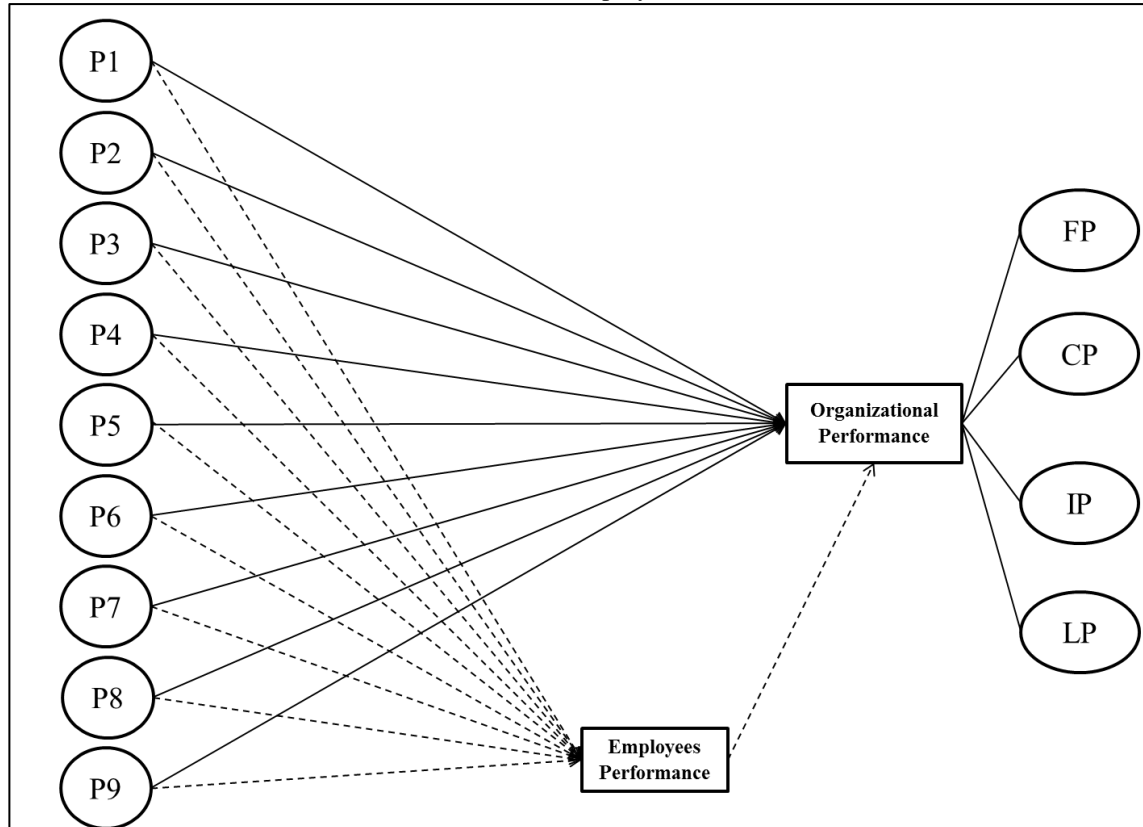
The conceptual framework is developed based on a comprehensive literature review conducted in the previous sections. The independent variable in this framework is the Integrated (TQM-CSR) practices, which consist of the following components: Continuous improvement (P1), Strategy and planning (P2), Leadership and commitment (P3), Stakeholders focus and satisfaction (P4), Educational services improvement (P5), Social and legal concerns (P6), Organizational governance and process management (P7), Ethics and human resources (P8), and Environmental protection (P9).

The dependent variable in the framework is Organizational Performance (OP), which is measured across four perspectives: the financial perspective (FP), the customer perspective (CP), the internal business process (IP), and the learning and growth perspective (LP).

The mediator variable in this framework is Employees Performance (EP). It is proposed that employees' performance plays a mediating role in the relationship between the integrated TQM-CSR practices and organizational performance.

The conceptual framework is designed to test the hypotheses of this research, and the overall structure is depicted in Figure 2.

Figure 2. Conceptual Module Framework of TQM-CSR practices and Organizational Performance relationship with the mediation of Employees Performance.



Source: Prepared by the authors, 2024.

The information provided in the module suggests that there is a direct relationship between TQM-CSR practices and organizational performance. However, it also suggests that there is an indirect relationship between TQM-CSR practices and organizational performance, which is mediated by Employee Performance. In other words, TQM-CSR practices have a direct impact on organizational performance, but this impact is further influenced by the level of employee performance within the organization. The mediator variable, Employee Performance, plays a role in mediating the relationship between TQM-CSR practices and organizational performance.

The integration of TQM and CSR practices involves examining the similarities between these practices and combining them into a unified set of practices that can achieve the goals of both TQM and CSR. Several dimensions of commonality between TQM and CSR practices can be identified. Firstly, TQM aims to enhance stakeholder satisfaction by improving product and service quality, work environment, and operations, which aligns with the CSR practice of

satisfying stakeholders. This alignment has been supported by various scholars (Ghobadian et al., 2007; McAdam & Leonard, 2003; Van der Wiele, Kok, McKenna, & Brown, 2001). Secondly, TQM emphasizes continuous measurement and improvement, a practice that aligns with CSR's focus on social responsiveness and improvement, as noted by (Zwetsloot, 2003). Thirdly, TQM systems bring about changes in organizational culture that facilitate the adoption of CSR goals and practices (Zink, 2007).

Fourthly, TQM contributes to achieving higher social standards and promoting greater transparency, which are fundamental goals of CSR practices (Zwetsloot, 2003). Fifthly, TQM emphasizes the importance of trust and mutual benefits in partner relationships, along with an ethical perspective that surpasses societal expectations and legal requirements. These practices and values are common in CSR (Benavides-Velasco et al., 2014). Lastly, TQM and CSR share similar philosophical roots, as supported by several studies (Abbas, 2020; Ghobadian et al., 2007; Hamdan & Alheet, 2021; Khurshid et al., 2018; Nogueiro, Saraiva, & Jorge, 2017; Sila & Excellence, 2020). Both approaches aim to improve organizational performance in terms of stakeholder satisfaction, continuous improvement, fostering organizational culture, setting higher social standards, building trust in relationships, and adopting ethical perspectives. These similarities provide support for the potential integration of TQM and CSR practices.

To provide further evidence, Khurshid et al. (2018) developed an integrated framework based on stakeholder theory. They reviewed the literature and theoretically connected TQM practices with CSR practices, resulting in an integrated TQM-CSR framework comprising eight factors: Top Management/Leadership, Strategic Planning Management, Human Resource Management, Process Management, Supplier Management, Customer Management, Social/Community Management, and Environmental Management. A comparison summary in Table 4 illustrates the differences between Khurshid et al. (2018) integrated TQM-CSR framework and the proposed TQM-CSR framework in the current study.

Table 4. Comparison of the current study's TQM-CSR practices and Khurshid's.

TQM practices in education proposed by prior research	TQM-CSR Integrated Practices by Khurshid et al. (2018)		Reason of being TQM-CSR practice (Relation with CSR)	Name of practices in the current research framework
	Inline	Name of practices		
<b>TQM1: Continuous Improvement</b> (Antunes et al., 2018; Psomas & Antony, 2017; J. Rodriguez et al., 2018)	*	Not involved in the framework, they included continuous improvement under the process management.	Added to the framework because it is very important to stakeholders' needs, which leads to be important as CSR	<b>P1: Continuous Improvement</b>

			practice (Kao et al., 2018).	
<b>TQM2: Strategy &amp; Planning</b> (Burli et al., 2012; Psomas & Antony, 2017; Yaakub & Samsudin, 2019)	✓	Strategy & Planning	Keep in the framework because strategic and planning should include quality and social issues (Tarí, 2011).	<b>P2: Strategy &amp; Planning</b>
<b>TQM3: Leadership &amp; Commitment</b> (Ahmed et al., 2016; Antunes et al., 2018; Asif et al., 2013; Burli et al., 2012; Mashagba & Research, 2014; Psomas & Antony, 2017; J. Rodriguez et al., 2018; Yaakub & Samsudin, 2019)	✓	Top management / leadership	Leadership plays a significant role in building a sustainable organizational culture in the implementation of TQM and CSR practices.	<b>P3: Leadership &amp; Commitment</b>
<b>TQM4: Stakeholders Focus &amp; Satisfaction</b> (Ahmed et al., 2016; Antunes et al., 2018; Asif et al., 2013; Burli et al., 2012; Psomas & Antony, 2017; J. Rodriguez et al., 2018; Yaakub & Samsudin, 2019)	✗	The framework is manufacturing based and only viewed from stockholders from customer and supplier perspective. Hence the variable used is Customer and Supplier management.	Stockholders for education sector involved students, employees, owner or investor, government...hence. This research expands the scope to as Stakeholder.	<b>P4: Stakeholders Focus &amp; Satisfaction</b>
<b>TQM5: Process Management</b> (Ahmed et al., 2016; Asif et al., 2013; Burli et al., 2012; Mashagba & Research, 2014; Psomas & Antony, 2017; Yaakub & Samsudin, 2019)	✓	Process Management	Process management is important to insure that CSR is practiced in series activities.	<b>P7: Organizational governance and Process Management</b>
<b>TQM6: Service (Education) Improvement</b> (Ahmed et al., 2016; Antunes et al., 2018; Asif et al., 2013; Burli et al., 2012; Mashagba & Research, 2014; Psomas & Antony, 2017; Yaakub & Samsudin, 2019)	✗	The framework is manufacturing based, therefore the service quality was not the main concern compared to the educational institutions.	For educational institutions improving educational service increases stakeholders' satisfaction which is part of CSR goals.	<b>P5: Service (Education) Improvement</b>
<b>TQM7: Human Resource</b> (Ahmed et al., 2016; Antunes et al., 2018; Mashagba & Research, 2014; Psomas & Antony, 2017; J.	✓	Human Resource Management	HRM practices can enhance employees' commitment to the implementation of CSR practices and promote a socially responsible culture.	<b>P8: Ethics &amp; Human Resource</b>



Rodriguez et al., 2018; Yaakub & Samsudin, 2019)				
CSR practices proposed by prior research	TQM-CSR Integrated Practices by Khurshid, et al, (2018)		Reason of being TQM-CSR practice (Relation with TQM)	Name of practices in the current research framework
	Inline	Name of practices		
<b>CSR1: Social responsibility</b> (Kanji & Chopra, 2010; Kao et al., 2018; Nejati et al., 2011; Pérez & Rodríguez del Bosque, 2013; Turker, 2009; L. Wang et al., 2011)	✓	Social and / or community management	The society and its concerns will affect the growth of a business, which encouraged TQM to focus on satisfying the society.	<b>P6: Social and legal concerns</b>
<b>CSR2: Environment responsibility</b> (Kanji & Chopra, 2010; Kao et al., 2018; Nejati et al., 2011; Pérez & Rodríguez del Bosque, 2013; L. Wang et al., 2011)	✓	Environmental management	Environmental protection and sustainability practice is one of the organizations' competitive advantages, and quality standards.	<b>P9: Environmental Protection</b>

Source: Prepared by the authors, 2024.

According to Table 3, Khurshid et al. (2018) introduced the integrated framework of TQM-CSR practices, which was a novel contribution to the literature. However, this framework was developed based on a literature review and did not involve empirical studies. Therefore, Khurshid et al. recommended that future research should investigate the possibilities of integrating TQM and CSR practices through empirical studies and appropriate questionnaire surveys. They also suggested incorporating the perspectives of academics and managers to address broader issues related to the measurement scales of TQM and CSR.

It should be noted that Khurshid et al. (2018) developed a general integrated framework that did not specifically include business properties of the educational sector. As a result, some important practices such as Continuous Improvement, Stakeholder Focus & Satisfaction, and Service (Education) Improvement were not included in their framework. Additionally, the practice of Supplier Management, proposed by Khurshid et al. (2018), is not essential for the education sector and has been excluded from the current TQM-CSR practices.

Taking into account the similarities between TQM and CSR and considering Khurshid's TQM-CSR framework and recommendations, this research integrates TQM and CSR practices specifically for higher education institutions (HEIs). This study addresses the literature gap mentioned earlier and aligns with the suggestions of several authors regarding future research on TQM and CSR practices in the education sector. Therefore, the present study contributes to

the existing body of literature by empirically identifying the main TQM and CSR practices adopted by HEIs and examining their impact on organizational performance.

## CONCLUSION

The implementation of both TQM and CSR practices has the potential to enhance organizational performance by systematically managing quality and social responsibility. It has been found that TQM practices can directly influence organizational performance. Furthermore, the integration of TQM and CSR practices can improve employees' productivity and performance, leading to overall positive outcomes for the organization. The mediating role of employees' performance between TQM-CSR practices and organizational performance has been highlighted.

Previous studies have typically examined TQM and CSR practices as separate entities. However, this research has taken a step forward by integrating these practices into a single set of practices called TQM-CSR. This integration represents a significant development in the field of education and organizational management, as it combines the philosophical and practical aspects of both TQM and CSR. The investigation of the mediation role of employees' performance adds further importance to this research.

It is important to note that future research should focus on empirical evidence and further exploration of the integrated TQM-CSR framework as a new approach to TQM and CSR practices. This will contribute to the existing literature and provide insights for organizations looking to adopt an integrated approach to improve their performance and fulfill their social responsibilities.

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