Raising Perceptions on Corporate Social Responsibility for Achieving Sustainable Development Goals

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Abstract

The Sustainable Development Goals (SDGs) 2030 is the United Nations development agenda for developing the economy, society, and environment. Moreover, Corporate Social Responsibility (CSR) is an emerging topic in the business world. The paper aims to pursue business students' knowledge and perception of CSR activities linked to SDGs. The quantitative research design and descriptive research analysis were used. The data were collected from business learning students of three public universities in Bangladesh. CSR's perception-related items positively correlated with Spearman's Rho's formula. The descriptive statistics revealed perceptions of CSR activities among respondents, which are directly and indirectly related to SDGs. In addition, the two-tailed Mann-Whitney U test and Kruskal-Wallis H test showed a variation of perceptions among groups. The findings of this study showed respondents had an acceptable knowledge level on CSR activities. There was a positive perception of respondents on economic and social dimensions of SDGs and mainly

included in philanthropic and economic fields of CSR. Besides, their consciousness of the environmental dimension related to ethical and legal activities of CSR concepts was comparatively low. Finally, favourable knowledge and perception of business studying students in CSR activities are imperative for the successful implementation of SDGs.

Keywords: Business, Corporate Social Responsibility, Emerging Economy, Perception, Sustainable Development Goals

1. Introduction

At present, CSR is an integral part of business, and it is a driving force of business sustainability, social development, and environmental conservation. CSR activities are also contributing various ways in business institutions. On the other hand, education in business and commercial areas plays vital roles in companies and industries directly and indirectly. Business schools and their higher education contribute various ways to a firm's performance and entrepreneurial success (Hunady et al., 2018). De Burgh and Saha (2014) supported a business education and commerce degree to enhance corporate skills comprising ethical obligation, social equity, and environmental issues. This way, business schools and their students affect SDGs by the road of CSR activities (García-Feijoo et al., 2020). CSR and SDGs are co-related; business schools, educational systems, and graduates directly prosecute CSR, indirectly accelerate SDGs.

The economy of Bangladesh is expanding very swiftly compared to other south Asian countries (Moyeen & West, 2014). In here, many small and large-scale business organizations are performing their activities successfully. CSR is becoming more urgent in small to large-scale organizations for short-term profitability and long-term sufficiency (Masum et al., 2019). But CSR is being practised in limited areas, such as banking sectors guided by Bangladesh Bank and SMEs working as subcontractors forced by foreign companies. Moreover, most of these companies focus on charitable and philanthropic activities denying environmental and legal issues (Moyeen & West, 2014). So, the application of CSR policies is not satisfactory in Bangladesh.

The research aims at depicting knowledge and perceptions on corporate social responsibility (CSR) aligning with sustainable development goals (SDGs) of business graduate-level students of the public universities in Bangladesh. The study's specific objectives were to measure the knowledge and the perception of business faculty students of the public universities on CSR and show the link between CSR and SDGs.

2. Literature Review

In a general sense, the obligations and responsibilities of business to society are called CSR. It encompasses not only community but also broad areas. CSR discusses broad areas covering the economy, society, and environment (ElAlfy et al., 2020). CSR also focuses on attaining business goals and success, keeping intact ethical values, larger public welfare, and no harm to the environment (Chauhan & Dawra, 2017). CSR concepts have been practised in various countries in different spheres for a long time. In past, organizations were concerned about law and legal issues. But CSR begins when the law ends. An organization is not socially

responsible unless it operates social obligations outside the law's requirement (Davis, 1973). CSR is a notion of management in which firms connect society and the environment in their activities and interact with their stakeholders (UNIDO, 2002). Stakeholders include shareholders, customers, suppliers, employees, local neighbourhoods, government, and the various environmental factors, directly and indirectly, related to business.

After all, Carroll's definition has covered significant areas of CSR. He (1991) defined CSR as economic, ethical, legal, and philanthropic responsibilities. Thus, CSR is the obligation and responsibility of corporations related to economic, legal, honest, and charitable aspects that collaborate the profitability of the business, society's welfare, and conservation of the environment.

Philanthropic Responsibilities
Be a good corporate citizen.
Contribute resources to the community and improve quality of life.

Ethical Responsibilities
Be ethical.
Obligation to do what is right, just and fair, Avoid harm.

Legal Responsibilities
Obey the law.
Law is society's codification of right and wrong, Play by the rules of the game.

Economic Responsibilities
Be profitable.
The foundation upon which all others rest.

Figure 1. The Pyramid of Corporate Social Responsibility (Carroll, 1991)

CSR is an integral part of business, and it plays an essential role in the industry in various ways. CSR is helpful for the prosperity and success of the company, and it also enhances revenues and reduces different costs (Adda et al., 2016). CSR activities influence reputation, brand, financial capacity, consumer's loyalty and satisfaction, products specialization, market share, the attraction of highly-competent workers, work efficiency and effectiveness, cost minimization, and risk reduction that are crucial to get a competitive advantage for a business (Lu et al., 2020). Thus, CSR activities affect overall organizational performance positively (Nazri et al., 2018). It is a corporate strategy that increases competitive advantage and raises customer satisfaction, goodwill, trust, and loyalty (Islam et al., 2021). Internal CSR practising is helpful to bring job satisfaction among the workforces of an organization (Chan & Hasan, 2019).

Furthermore, During the COVID-19 pandemic, business organizations assist employees, customers, communities, society, and other vital stakeholders by taking CSR activities (Mahmud et al., 2021). CSR helps to be accountable to society, links business with the

community, and collaborates between civil society, business, investors, and government based on a win-win policy (Singh & Misra, 2021). It also impacts the overall business's strategy that contributes to conserving the environment, preventing pollution, reducing waste and recycling, and bringing sustainability to the organization (Boubakary & Moskolaï 2016).

The SDGs are a new approach to global governance that is the successor to the Millennium Development Goals (MDGs). Many social and environmental problems have kept human civilization under severe pressures worldwide from the past decades. That lead to a historic universal political understanding in September 2015, when 193 nations signed the reputed SDGs or Global Goals or the United Nations Sustainable Development Goals for 2030 (Pedersen, 2018). It contains 17 Goals, and 169 related targets are interconnected, inseparable and symmetric, including the economic, social, and environmental aspects. SDGs are anticipated to greet better sustainability disclosure (ElAlfy et al., 2020). SDGs are known as the inclusive Goals for making possible all steps to eradicate poverty, preserve the planet, and confirm peace and prosperity of all people by 2030. SDGs are also deliberated as tools and techniques for developing, empowering, and reforming the economy, bringing positive social and political transformation (Rendtorff, 2019). The United Nations (UN) introduced SDGs for alleviating poverty, ensuring a safe planet, peace, and prosperity for present and future generations.

Table 1. The dimensions of sustainability and the Sustainable Development Goals (SDGs) (García-González et al., 2020; Albareda-Tiana et al., 2018)

Economic Dimension	Social Dimension	Environmental Dimension
SDG 1- No Poverty SDG 8- Decent Work and Economic Growth SDG 9- Industry, Innovation and Infrastructure SDG 10- Reduced Inequalities SDG 12- Responsible Consumption and Production	SDG 2- Zero Hunger SDG 3- Good Health and Well-Being SDG 4- Quality Education SDG 5- Gender Equality SDG 11- Sustainability Cities and Communities SDG 16- Peace, Justice and Strong Institutions SDG 17- Partnerships for the Goals	SDG 6- Clean Water and Sanitation SDG 7- Affordable and Clean Energy SDG 13- Climate Action SDG 14- Life Below Water SDG 15- Life on Land

Three dimensions of SDGs involve various parts of economic, social and environmental spheres (García-González et al., 2020; Albareda-Tiana et al., 2018). SDGs involve the economic sphere that mainly depicts business activities. On the other hand, the business organization contributes to society and environmental preservation through CSR activities. The goals, the specific targets, and the thousands of indicators describe business organizations' guidelines to work for sustainable development (Pedersen, 2018). Multinational enterprises (MNEs) play vital roles in SDGs relevant innovation, but SDGs have trade-offs among SDGs (Van der Waal et al., 2021). Business stimulates the SDGs agenda positively through a business-oriented approach (Jimenez et al., 2021). SDGs and corporate sustainability work as a global business opportunity and prosperity model equally applicable to different economic and social realities (Pattanaro & Donato, 2018).

2.1 CSR Knowledge

Education is a vital issue for enhancing CSR knowledge in the academic sector. It is a subject of business institutions, and for all, educational organizations should incorporate CSR into their syllabus (Ad ámek, 2013). The administrative body or superior authority of institutions with CSR knowledge can quickly establish good governance, bring the best performance, favourable financial returns, and flourish firm responsibilities (Nguyen and Huang, 2020). There is a high requirement of CSR topics in educational organizations for the advantages of internal and external stakeholders of the institutions (V ázquez et al., 2013). The community's favourable knowledge and awareness of CSR motivate organizations to operate and behave ethically and responsibly (Hieu, 2011). In this way, education improves CSR's knowledge and understanding among people and supports CSR's program executions (Karabasevic et al., 2016). Over the past few years, the awareness level of CSR has been increasing day by day in Bangladesh (Ismail, 2011). Business and commerce based academic institutions or divisions are playing vital roles to enhance CSR's awareness among its students in Bangladesh through various programs.

Hypothesis 1: The CSR knowledge among respondents is favourable.

2.2 CSR Perceptions

With the economic development in Bangladesh, CSR is getting talkative and emerging issues. CSR has been considered a central issue among business people, academia, and civil society (Belal & Roberts, 2010). There is no specific law of CSR. The Companies Act 1994 and The Bangladesh Labor Law 2006 guides organizations in limited areas of CSR (Khatun, 2014). On the other hand, the central bank of Bangladesh (Bangladesh Bank) developed CSR guidelines for the first time in 2008. Bangladesh Bank has been publishing CSR reports of financial and non-financial organizations bi-yearly from that time. Besides, there are seven broad categories of CSR programs: reliefs for humanity and disaster, health care, educational help, cultural development, environment conservation, infrastructural advancement, and creating earning facilities (Mahmud et al., 2020). Regrettably, CSR is practised chiefly in limited aspects, like philanthropy, law, ethics, and economy. Bangladeshi companies are usually concerned about employee-related CSR activities but pay less attention to environmental elements (Masum et al., 2019).

On the other hand, CSR activities don't cover all areas as the global perspectives. A recent study on CSR of the banking sector showed that societal needs are more critical than GRI guidelines as well as CSR practices are culturally dependent, not globally accepted (Ndiweni et al., 2018). Besides, SMEs working directly or indirectly as subcontractors of the large-suppliers face problems in accessing global markets due to their inability to maintain the globalized CSR guidelines intended by large international buyers (Rahim & Wisuttisak, 2013). CSR plays a crucial role in economic progress, sustainable development, and social welfare. It has become an attentive matter among the research community and government, lawmakers, politicians, business people, civil society, social workers, and NGOs (Khatun, 2014). Corporate stakeholders as employees, owners, managers, government, society, suppliers, customers, and others are direct or indirect beneficiaries of CSR in various ways.

However, a positive perception of CSR uniformly among the business community is significant for attaining SDGs (Moyeen & West, 2014). People's positive feeling and consciousness on CSR is crucial for the practical application of CSR's concept. But there is a lack of positive public perception and participation in CSR in Bangladesh (Rana, 2015).

Hypothesis 2: There is a lack of favourable perception of CSR among respondents.

2.3 CSR and SDGs

CSR and SDGs are two essential topics interrelated to each other. SDGs are a cogent model for businesses organizations to work on CSR. Inter-relating factors, such as industry, water, education, and gender, link SDGs with CSR (Chauhan & Dawra, 2017). The Earth Summit by the United Nations Conference on Environment and Development (UNCED) presented CSR as the sustainability documents in 1992 at Rio de Janeiro. Similarly, in 2002 the Johannesburg Summit by World Summit on Sustainable Development (WSSD) focused on CSR and accountability of large and small businesses contributing to sustainable development (Behringer & Szegedi, 2016). CSR and SDGs are necessary applied and promoted notions by companies globally (Mai, 2013). CSR is a model that flourishes a business to contribute to SDGs. It brings the spirit of SDGs into the business strategy for economic benefits, environmental preservation, and social development (Behringer & Szegedi, 2016). CSR is the idea of sustainable development at a corporate level that plays a critical role in any enterprise and tries to achieve its long-term goals (Nguyen et al., 2020). CSR supports SDGs clearly and helps companies, managers, employees, shareholders, and stakeholders to know the society (Juneja, 2014). CSR activities are first related to economic and social and environmental areas. Thus, various areas of SDGs can be achieved through the CSR activities of the business organizations.

Hypothesis 3: There is a relationship between CSR and SDGs.

3. Methodology

Quantitative research was considered applicable in this study and anticipated for measuring knowledge and perception of CSR by business studies students. In this study, the population consisted of various aged students under several subjects of business studies from three public universities in Bangladesh. The convenience sampling method under a non-probability sample design was appropriate for this research. In this paper, 100 respondents were selected as per the agreement of most statisticians (Tool4dev, 2021). Besides, Kish (1965) stated minimum sample size in social science research should be 30-200.

In the research, the online survey was directed by a fully structured questionnaire consisting of closed-ended questions with several options for respondents to choose from. In the online survey, the survey link of google Forms was circulated in email, text message, Facebook page, Facebook groups, and messenger groups. Beyond those, respondents were requested to refer to others like snowball sampling. Because of the non-speaking citizens in Bangladesh, the questionnaire was translated by an interpreter from English to Bengali and sent to two experts in business areas. This questionnaire incorporated their recommendations. Ethical considerable issues such as respondent's confidentiality and anonymity, data privacy, and

compliance were maintained carefully.

The questionnaire of this research consisted of three parts. Part A narrated socio-demographic data, including age, gender, education levels, subjects, career choice, and university of respondents. Part B represented CSR education knowledge, followed by Kot (2014). Part C was designed to determine students' perceptions of CSR related to SDGs and obtained from the CSR's pathways of Gupta (2019) and CSRPs activities narrated by Mahmud et al. (2020). A five-point Likert scale from 1= strongly disagree (SD) to 5=strongly agree (SA) was used to measure perceptions.

4. Results and Discussion

The majority of the respondents were male, 75% and the remaining 25% were female respondents presented in Table 2. About the fourth-fifths of the respondents were aged between 16-22 years, and the rest were aged from 23 to 30 years. The majority of the respondents studied at the undergraduate level, and only 18% were at the graduate level. All of the respondents were from ten subject areas from the business faculty. More than half preferred government service for future careers, and the rest chose private sectors and entrepreneurship. Most of them were from the University of Rajshahi.

Table 2. Socio-demographic Characteristics of Respondents

Variables	Sub-Variables	Frequency n=100	Percentage (%)
Age	16-22 years	82	82.0
	23-30 years	18	18.0
Gender	Male	75	75.0
	Female	25	25.0
Education Level	Honours (Undergraduate)	82	82.0
	Masters (Graduate)	18	18.0
Subjects of Respondents	Management / Human Resource Management / Management Information System	63	63.0
	Accounting / Accounting Information System	15	15.0
	Finance / Finance and Banking / Insurance and Banking	10	10.0
	Marketing	8	8.0
	Institute of Business Administration	4	4.0
Career Choice	Government service	52	52.0
	Private service / non-government organization	21	21.0
	Entrepreneur	27	27.0
University Name	University of Rajshahi	67	67.0
	University of Dhaka	14	14.0
	Begum Rokeya University, Rangpur	19	19.0

All of the respondents knew about CSR in Table 3. Around half of them learned about CSR at their secondary level, while half in higher secondary and undergraduate levels. About 55% of respondents studied CSR as a chapter, 30% read it as a chapter topic, and 15% learned it as a course. Overall, respondents had studied CSR in different portions. Based on their CSR's education, the awareness level of CSR was favourable.

Table 3. Knowledge of CSR

Variables	Sub-variables	Frequency (n=100)	Percentage (%)
Known about the term CSR	Yes	100	100.0
Known about CSR at the education level.	Secondary School Certificate (SSC) or 10th Class or O level	28	28.0
	Higher Secondary Certificate (HSC) or 12th Class or A level	51	51.0
	Honours (Undergraduate)	21	21.0
Quantity of Study on CSR	A chapter	55	55.0
	A topic of chapter	30	30.0
	A subject/course	15	15.0

The expected average inter-item correlation range for broad higher-order construct to be 0.15 to 0.20 and 0.40 to 0.50 for narrow-order (Clark & Watson, 1995). Likewise, almost all psychometricians consented that Cronbach's alpha value of 0.70 was allowable. Therefore, Table 4 shows the internal consistency reliability of the following items was acceptable.

Table 4. Internal Consistency Reliability

Dimensions	Number of variables	Cronbach's alpha	Average inter-item correlation (AIC)
Perception of CSR	21	0.888	0.277
Economic	6	0.792	0.396
Social	9	0.832	0.354
Environmental	6	0.845	0.477

Table 5 represents descriptive statistics of the perception of students on CSR through three dimensions of SDGs. In the economic dimension, the business organization's six CSR activities exposed positive feelings on these items. About 99% of the students agreed to removing poverty and generating job facilities. All of them acceded to infrastructure development and abating inequality among various people. Thus, around 98% of the respondents had favourable perception about fair payment to the organization's workforces and proper management of rubbish spawned by internal operations of the business.

In the second dimension of this table, all students supported donating medical facilities, monetary aid in education, and gender equality in the workplace. Except all, only a single respondent was neutral in the case of food security, community advancement, and growing road safety. In these ways, about 98% to 96% of students favoured strengthening the organization, establishing peace and justice in the community, and partnership with interest groups and government.

A differential scenario was observed in the last environmental areas where more than 20% of respondents answered "Neutral." Fourth-fifths of them perceived positively in pure water, affordable clean energy, controlling greenhouse effect and forestation projects. On the other hand, about 75% of students clearly understood sea life's protraction and land conservation.

Table 5. Descriptive Statistics on the Perception of CSR

	Items	Mean	Median	Standard Deviation	Min	Max
	Economic dimension (ECO)					
ECO 1	Financial support to the poor and help to eliminate poverty.	4.49	4.50	.522	3	5
ECO 2	Minimum wages and other facilities to employees.	4.38	4	.528	3	5
ECO 3	Employment creation and arrange training programs for people.	4.31	4	.486	3	5
ECO 4	Constructing roads, bridges, culverts, ports, and smart factories.	4.31	4	.465	4	5
ECO 5	Support and inclusion of minorities, women, widows, and disabled people.	4.32	4	.469	4	5
ECO 6	Reduction of plastic and polyethene use and recycling factories wastages.	4.37	4	.525	3	5
	Social dimension (SCO)					
SCO 1	Ensuring food safety and product purity.	4.36	4	.503	3	5
SCO 2	Donation to hospitals and provide free medical treatment.	4.38	4	.488	4	5
SCO 3	Assisting poor students and providing scholarships.	4.49	4	.502	4	5
SCO 4	Funding for playgrounds, transportation, playing instruments, and medical equipment.	4.25	4	.458	3	5
SCO 5	Raising awareness of road accidents.	4.26	4	.463	3	5
SCO 6	Preserving employee rights, internal transparency, and accountability of the organization.	4.35	4	.539	3	5
SCO 7	It builds public awareness of women's oppression, rape, child marriage, trafficking, child labour, and other social problems.	4.25	4	.520	3	5
SCO 8	Keeping relationships with stakeholders of the organization.	4.27	4	.529	3	5
SCO 9	Taking part in development activities with the government.	4.43	4	.537	3	5
	Environmental dimension (ENV)					
ENV 1	Waning water pollution by following environmental laws.	3.85	4	.479	3	5
ENV 2	Saving the environment by using green and renewable energy.	3.86	4	.513	3	5
ENV 3	Minimizing greenhouse gas emissions.	3.86	4	.493	3	5
ENV 4	Preventing sea pollution and conserving sea assets.	3.81	4	.526	3	5
ENV 5	Defending deforestation and diminishing soil pollution	3.81	4	.545	3	5
ENV 6	Arranging tree plantation programs	3.84	4	.487	3	5

In Table 6, Spearman's Rho Correlations among economic variables were positive and significant. Therefore, the positive correlation indicated the validity of variables (Karras, 1997). The highest correlation coefficient was between ECO 3 and ECO 5, 0.629 ($p<0.01$). Most of the values were positively correlated in moderated and good levels (Akoglu, 2018).

Similarly, Table 7 and 8 represented a positive association among social and environmental variables.

Table 6. Spearman's Rho Correlations of Economic Variables

	ECO 1	ECO 2	ECO 3	ECO 4	ECO 5	ECO 6
ECO 1	1					
ECO 2	.187	1				
ECO 3	.303**	.421**	1			
ECO 4	.411**	.340**	.558**	1		
ECO 5	.387**	.279**	.629**	.560**	1	
ECO 6	.324**	.302**	.506**	.414**	.437**	1

**. Correlations is significant at the 0.01 level (2-tailed)

Table 7. Spearman's Rho Correlations of Social Variables

	SCO 1	SCO 2	SCO 3	SCO 4	SCO 5	SCO 6	SCO 7	SCO 8	SCO 9
SCO 1	1								
SCO 2	.175	1							
SCO 3	.211*	.510**	1						
SCO 4	.229*	.385**	.161	1					
SCO 5	.166	.421**	.281**	.410**	1				
SCO 6	.446**	.293**	.222*	.386**	.378**	1			
SCO 7	.280**	.318**	.385**	.380**	.477**	.448**	1		
SCO 8	.216*	.394**	.231*	.484**	.510**	.456**	.523**	1	
SCO 9	.437**	.374**	.292**	.354**	.374**	.504**	.365**	.596**	1

Table 8. Spearman's Rho Correlations of Environmental Variables

	ENV 1	ENV 2	ENV 3	ENV 4	ENV 5	ENV 6
ENV 1	1					
ENV 2	.437**	1				
ENV 3	.513**	.607**	1			
ENV 4	.415**	.590**	.542**	1		
ENV 5	.487**	.491**	.554**	.427**	1	
ENV 6	.471**	.480**	.421**	.530**	.303**	1

**. Correlations is significant at the 0.01 level (2-tailed)

In Table 9, the result of the two-tailed Mann-Whitney U test was insignificant at age ($U = 737.50$, $z = -0.004$, $p > .01$, $r = .000$), gender ($U = 784.00$, $z = -1.224$, $p > .01$, $r = .122$), and education level age ($U = 737.50$, $z = -0.004$, $p > .01$, $r = .000$). Therefore, perceptions of CSR based on respondent's age, gender and education level didn't vary significantly.

Table 9. Two-Tailed Mann-Whitney *U* Test for the Perception of Students on CSR based on Age, Gender and Education Level

Variables	Respondent's Groups	N (n=100)	Mean Rank	*U*	Z	p	r
Perceptions on CSR	16-22 years ages	82	50.49	737.50	-.004	.996	.000
	23-30 years ages	18	50.53				
Perceptions on CSR	Male	75	52.55	784.00	-1.224	.221	.122
	Female	25	44.36				
Perceptions on CSR	Honours	82	50.49	737.50	-.004	.996	.000
	Masters	18	50.53				

Table 10 displays the result of the Kruskal-Wallis *H* test, and there was a significant difference in CSR's perception among the students of three universities (*p*=0.011). On the other hand, there were insignificant differences in perception of CSR based on respondent's educational level at knowing CSR (*p*=0.308) and quantity of CSR's learning (*p*=0.359).

Table 10. Kruskal-Wallis *H* Test for the Perception of Students on CSR based on University, Education Level at Knowing CSR and Quantity of CSR's Study

Variables	Groups	N (n=100)	Mean Rank	Kruskal-Wallis *H*	df	p
Perception	University of Rajshahi	67	45.27	9.028	2	.011
	University of Dhaka	14	70.21			
	Begum Rokeya University, Rangpur	19	54.42			
Perception	Secondary School Certificate (SSC)	28	43.70	2.356	2	.308
	Higher Secondary Certificate (HSC)	51	52.15			
	Honours (Undergraduate)	21	55.57			
Perception	A chapter	55	54.21	2.049	2	.359
	A topic of chapter	30	46.60			
	A subject/course	15	44.70			

Table 11 shows the weighted average mean score of the 21st items under three dimensions was 4.20, indicating the positive perception among business faculty students. But student's understanding varied among three SDGs dimensions. Respondents perceived economic and social dimensions similarly having weighted average mean, 4.36 and 4.34, respectively. Elsewhere, their consciousness of environmental issues was comparatively low, resulting WAM score of 3.84 as the result of Moyeen & West (2014).

Table 11. Weighted Average Mean of Three Dimensions

Dimensions	Weighted Average Mean (WAM)
Economic	4.36
Social	4.34
Environmental	3.84

Table 12 depicts the relationship between CSR comprising four responsibilities of Carroll and three dimensions of SDGs. Twenty-one CSRs items were mentioned previously, related to seventeen SDGs. SDG 1, SDG 8, SDG 9, SDG 10, and SDG 12 were in an economic issue related to three CSR areas except for legal responsibilities. In the same way, SDG 2, SDG 3, SDG 4, SDG 5, SDG 11, SDG 16, and SDG 17 were under the social dimension covered three types of responsibilities. Finally, SDG 6, SDG 7, SDG 13, SDG 14, and SDG 15 were

environmental issues focused on all but economic-based CSR activities.

Table 12. CSRs and SDGs Matrix

	SDGs			
CSR		SDG 1, SDG 8, SDG 9, SDG 10, SDG 12	SDG 2, SDG 3, SDG 4, SDG 5, SDG 11, SDG 16, SDG 17	SDG 6, SDG 7, SDG 13, SDG 14, SDG 15
		Economic dimension	Social dimension	Environmental dimension
	Philanthropic responsibilities	ECO 1, ECO 5, ECO 6	SCO 2, SCO 3, SCO 4, SCO 5, SCO 7, SCO 8, SCO 9	ENV 2
	Ethical responsibilities	ECO 4	SCO 1	ENV 4, ENV 6
	Legal responsibilities			ENV 1, ENV 3, ENV 5
	Economic responsibilities	ECO 2, ECO 3	SCO 6	

From the above result and discussion here, hypothesis 1 and 3 were matched with analysis and accepted. On the other hand, hypothesis 2 didn't assimilate thoroughly with the presumption and was rejected.

5. Conclusion

CSRs impact humanity, society, the economy, and the environment through numerous manners related to various modes of SDGs. It has direct and indirect impacts on various dimensions of SDGs. So, it is imperative to carry out CSR activities for the implementation of UN agenda 2030 successfully. Respondent's Knowledge of CSR was acceptable. Besides, there was a favourable perception level among business faculty students in Bangladesh, but it varied in different goals of SDGs. Environmental issues were perceived comparatively low than economic and social issues. However, business faculty students have enormous scope to participate in business operations and policy making. It is vital to have a higher perception level on CSRs among them to achieve Sustainable Development Goals.

This research was not from limitations. Initially, only three universities students were selected. Secondly, the sample size was small and the areas of CSR activities were limited. Lastly, only one faculty students were chosen. Further studies can be conducted with a large sample size for strengthening validity and reliability. Future research having more public and private university students, including different areas, can improve acceptability. Similarly, conducting research having huge number of CSR activities are essential for enhancing quality.

The research will inspire policymakers of a country to focus on CSR for the proper execution of SDGs. Besides, it is helpful for business organizations to handle CSR activities carefully for their development and the betterment of the whole community. In this case, comprehensive learning programs on CSR can be the best tools for enhancing the knowledge and the perception among learners. Thus, educational institutions can achieve SDGs by expanding CSR knowledge and perception among students.

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