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ORIGINAL ARTICLE

Institutional pressures and the adoption of responsible management education at universities and business schools in Central and Eastern Europe

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Abstract

Business schools, and universities providing business education, from across the globe have increasingly engaged in responsible management education (RME), that is in embedding social, environmental and ethical topics in their teaching and research. However, we still do not fully understand the institutional pressures that have led to the adoption of RME, in particular concerning under-researched regions like Central and Eastern Europe (CEE). Hence, we undertook what is to our knowledge the most

comprehensive study into the adoption of RME in CEE to date (including 13 countries: Belarus, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Russia, Slovenia and Ukraine). We find that, with regard to RME, isomorphic pressures seem to shape teaching and research in different ways, which suggests that the idea of a holistic approach to RME, promoted by, for example, the Principles of Responsible Management Education (PRME), needs to be revisited; rather, different trajectories of organizational engagement may emerge for each principle. As a contribution to institutional theory, we discuss how a highly fragmented organizational field—like RME with its multiple dimensions—impacts on notions of actor centrality, where actors achieve centrality with regard to some dimensions of the field but fail to do so for others. In particular, we found that the European Union holds centrality in the area of RME teaching, but not in RME research. Our findings thus suggest that the concept of field centrality needs further clarification.

KEYWORDS
actor centrality, business education, business schools, Central and Eastern Europe, institutional fields, responsible management education

1 | INTRODUCTION

Business schools, as well as university faculties and departments that provide business education, have come under sustained criticism in recent years over the impact of the education they provide on the relationship between business and society. They have been criticized for doing little to improve student skills in critical thinking and complex reasoning (Bunch, 2020) and for even fostering amoral decision-making among graduates (Hummel et al., 2018). In addition, business school research has been chided for neglecting burning real-life questions over a quest for theoretical contributions (Tourish, 2020). In response to such criticism, many business schools and universities have increased their efforts to include social and environmental impacts of business as well as ethical reflection on business practices in their curricula, research topics and organizational practices (Painter-Morland et al., 2016).

Attention to social, environmental and ethical aspects of business education has increasingly been carried out under the concept of responsible management education (RME) (Cullen, 2020). Specific conceptualizations of RME have been supported by high-profile international bodies, such as the United Nations (UN) with its Principles of Responsible Management Education (PRME) or the Global Responsible Leadership Initiative (GRLI). Studies into RME adoption initially focused on North America (Christensen et al., 2007; Rutherford et al., 2012) as well as Western Europe (Matten & Moon, 2004; Moon & Orlitzky, 2011), with other studies also covering China and India (Wong et al., 2010) or Nigeria (Ugwuozor, 2020). However, one region that has remained particularly under-researched is Central and Eastern Europe (CEE). For the purposes of this paper, we follow the Organization for Economic Co-operation and Development (OECD, 2001) which defines CEE as "the group of countries comprising Albania, Bulgaria, Croatia, Czech Republic, Hungary, Poland, Romania, Slovak Republic, Slovenia, and the three Baltic States: Estonia, Latvia and Lithuania"; commonly it also includes the European successor states to the former Soviet Union, including Belarus, Moldova, Russia and Ukraine, as well as the other members of former Yugoslavia, that is, Bosnia-Herzegovina, Kosovo, Macedonia, Montenegro and Serbia.

CEE is an important focal point for studies into RME for several reasons (Bohatá, 1997). Countries in the region first underwent a radical transformation during the Communist era, and then again during their transition from planned to market economies. As a consequence, attitudes toward business and notions of business responsibilities underwent profound changes (Koleva et al., 2010). Furthermore, the region has experienced increased FDI by multinationals from North America, Western Europe and other parts of the globe (Makhavikova, 2018), which has aided the import of CSR tools as well as a growing interest in RME. Thus, the co-existence of pre-communist, communist and post-communist conceptualizations of the role of business in society provides an important, almost experiment-like opportunity to study the emergence of RME practices.

Our analysis utilizes institutional theory to help us better understand the pressures that have led business schools and universities in the CEE region to adopt RME. Institutional theory has become a powerful tool for analyzing various organizational phenomena (Greenwood et al., 2011); yet, this theory has only rarely been applied specifically to RME. For example, Rasche and Gilbert (2015) develop conceptually how coercive, mimetic and normative pressures affect the diffusion of RME policies and practices in business schools. Such works notwithstanding, we do not fully understand the isomorphic pressures that have led to the adoption of RME, in particular not for an under-researched region like CEE. Hence, the research question of our paper is: how have institutional pressures shaped the adoption of RME in the CEE region?

Our study makes a number of contributions. First, we contribute to theory-building about RME. Prior literature suggested that teaching and research in higher education should evolve in a close relationship, in a teaching-research nexus (Neumann, 1992). However, we found with regard to RME that isomorphic pressures seem to shape teaching and research in different ways. This finding indicates a need to reconsider the idea that RME can be implemented in a holistic way (Doherty et al., 2015; Weybrecht, 2017), as promoted for example by the six PRME principles. Instead, our study suggests that different pathways of organizational engagement may emerge for teaching and research. Secondly, with regard to the development of institutional theory our data indicate that a field that is organized around a concept that consists of multiple dimensions, like RME, is likely to lead to much greater complexity in field change than a mono-dimensional field. In particular, such a more complex understanding of the field has implications for actor centrality, as we found that, for example, the European Union is central in the sub-field of RME teaching but not in the sub-field of RME research. Consequently, rather than univalently only instigating field-level change or only resisting such change (Zietsma et al., 2017), central actors may engage in more complex action to change the field with regard to some of its dimensions while simultaneously resisting change with regard to others.

The remainder of the paper is organized as follows. The next section reviews relevant literature to develop hypotheses for our study. The research methods section then justifies and explains the data collection and analysis methods we applied. Following this, we present the findings of our study. The discussion section links our findings to prior literature, discusses implications of our research as well as limitations and avenues for future research and comments on implications for policy and practice. Finally, the conclusions summarize our main points.

2 | LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

2.1 | Business schools and responsible management education

Business schools, and universities providing of business education, have come under sustained criticism regarding the impact of their teaching on business practices as well as on wider society. They have been chided for doing little to foster critical thinking, complex problem-solving or ethical reasoning (Bunch, 2020). In parallel, business school research has been criticized for a standardization of research into formulaic patterns which severely hampers its social relevance (Tourish, 2020). Such criticism has led to growing calls for RME (see the recent handbook by Moosmayer et al., 2020). This concept has been defined as "efforts aimed at embedding reflections about corporate responsibility [...], environmental sustainability [...], and ethics [...] into business schools' educational practices" (Rasche & Gilbert, 2015, p. 240).

Calls for RME have received extensive support from influential intergovernmental organizations, such as the UN's Higher Education Sustainability Initiative (HESI) or the UN Global Compact's PRME (Forray & Leigh, 2012). HESI aims to provide "an interface between higher education, science, and policy making by raising the profile of higher education's sector in supporting sustainable development, convening multi-stakeholder discussions and action, and sharing best practices" (https://sdgs.un.org/HESI). PRME operationalizes RME as consisting of six principles: purpose, values, method (i.e., teaching), research, partnership and dialog (see e.g. Forray & Leigh, 2012). Another important initiative is the Global Responsible Leadership Initiative (GRLI), which was co-founded by the European Foundation for Management Development (EFMD), UNGC and the Association to Advance Collegiate Schools of Business (AACSB International); it calls heads of businesses and other organizations to provide leadership for "deep systemic change across three domains: how we live and make a living, how we learn, and how we lead" (GRLI, 2017, p. 1). More indirectly, attention to RME has also been supported by a growing emphasis by governments and intergovernmental organizations on CSR and related concepts. Key documents here are the European Commission's (2011) renewed strategy for CSR and the Guidelines for Multinational Enterprises by the OECD (2011).

Various interpretations of RME have led to different, not always consistent ways in which RME is being understood and adopted in business schools and universities (Beddewela et al., 2021; Doherty et al., 2015). In a recent review of the RME literature, Abdelgaffar (2021b) classifies prior work into (1) RME purpose, (2) intended outcomes, (3) strategies and (4) challenges (similarly, Dyllick, 2015). With regard to purpose, RME aims to address the above criticisms of business schools and to "foster a sustainability mindset and responsible agency in business school graduates" (Abdelgaffar, 2021b, p. 621; see also Haski-Leventhal et al., 2017). The intended outcome of RME lies in nothing less than a transformation of the business school worldview, to replace the traditional, value-free and under-socialized approach to management education with an education that centers on a holistic triple bottom-line understanding (Fougère et al., 2014).

As to strategies, a number of scholars have stressed that RME concerns the integration of sustainability, responsibility and ethics not only into curricula and pedagogy but also into research, business school strategy and values, campus operations and outreach activities (Beddewela et al., 2017; Setó-Pamies & Papaoikonomou, 2016). In terms of teaching, business schools and universities have increasingly offered courses on business ethics, corporate social responsibility, sustainability and related topics (Christensen et al., 2007; Moon & Orlitzky, 2011). There is also a growing recognition that RME needs to be supported by innovative pedagogy, such as action-based, participatory learning (Blasco, 2012). Business school research needs to move beyond conventional discipline-based research structures to be able to more directly addresses societal issues and public policy questions, not least how business can contribute to meeting the SDGs (Dyllick, 2015). Another element of a holistic RME strategy concerns a school's operations; creating a

more sustainable campus, in turn, requires resources, training and the setting of performance indicators and relevant policies (Lozano et al., 2015). Last but not least, RME can be enhanced by outreach activities that include collaboration with external partners, such as international student organizations like ENACTUS, Net Impact or OIKOS (Borges et al., 2017).

Challenges to the adoption of RME arise internally and externally to the business school or university. Internally, RME hinges on organizational culture and values; in particular, it cannot be achieved without institutional commitment, leadership support, the allocation of resources and the provision of training (Beddewela et al., 2017). Of equal importance are the moral presuppositions that underpin business school activities (Painter-Morland, 2015). As RME initiatives often result from the efforts of committed individuals, they may be curtailed where the faculty lacks competency and autonomy to engage with the RME agenda (Painter-Morland et al., 2016). Externally, barriers to RME adoption can arise from a university or business school's social context, from government policies, legal constraints and market dynamics (Beddewela et al., 2017).

2.2 | Prior studies into the adoption of RME in the CEE region

The international adoption of RME has been studied in a number of comparative studies (Christensen et al., 2007; Matten & Moon, 2004; Moon & Orlitzky, 2011). However, coverage of the CEE region remains scant.[i] For example, in their survey of 72 European and 22 North American institutions, Moon and Orlitzky (2011) included 16 responses from Central Europe, but this category mixed Austria, Germany and Switzerland with Bosnia-Herzegovina, Hungary, Poland, Slovakia and Slovenia. To our knowledge, the only study with a significant emphasis on CEE was undertaken by Rosenbloom and Gudić (2008) under the auspices of the Central and Eastern European Management Development Association (CEEMAN). It included 154 respondents from 33 countries, with 69% representing institutions from CEEMAN member countries. When asked about RME coverage in foundational business courses, 57% of respondents reported that CSR was "sometimes" and 37% reported that CSR was "always" discussed.

More generally, research into CSR and related topics has thrived in recent decades. North America has been an early center of CSR research (Schwartz & Carroll, 2008), while Western Europe has a long tradition of examining the moral nature of business–society relations, often from a system's perspective (Van Luijk, 1997). Egri and Ralston (2008) as well as Pisani et al. (2017) have recently assessed the state of CSR research in the international domain. Although the number of international studies has increased, hardly any of these have focused on CEE countries.[ii] Similarly, a bibliometric analysis by Jaklič et al. (2020) of international business articles related to Central and Eastern Europe found no trace of CSR as a topic. In sum, although RME as a topic has attracted increasing attention in recent years (Rasche et al., 2020), this development does not seem to apply to the CEE region.

2.3 | Institutionalism

As the institutionalization of RME in an organization is a socio-political process, we apply an institutionalist lens to tease out which specific factors drive CEE business schools and universities to engage with RME (Rasche & Gilbert, 2015). Following Fligstein (2001, p. 108), "Institutions are rules and shared meanings [...] that define social relationships, help define who occupies what position in those relationships, and guide interaction by giving actors cognitive frames or sets of meanings to interpret the behavior of others." As an early contribution to institutional studies, DiMaggio and Powell (1983) distinguished between three types of isomorphic processes, coercive, mimetic and normative ones, that make organizations increasingly similar to each other (see also Scott, 2014). Organizations that are guided by institutionalist pressure in similar ways can be thought of as belonging to an organization field (DiMaggio & Powell, 1983). Furthermore, organizational practices are shaped by pressures that operate at different levels; as developed by Zucker (1987, p. 443), "organizations are influenced by normative pressures, sometimes arising from external sources such as the state, other times arising from within the organization itself."

More recent institutionalist research has focused not so much on homogeneity but on variation as an outcome of institutional processes (Greenwood et al., 2011). For our purposes, work is particularly important that analyses how structural differences between the organizations that make up a field, for example, their degree of centrality can lead to differences in the ways in which they are affected by institutional pressures. Here, Vasi (2007) suggests that institutional processes may operate in overlapping and nested organizational fields.

2.4 | Institutionalism, business school education and RME

Applying institutional theory to RME, Rasche and Gilbert (2015) suggested viewing RME as a social practice that has become institutionalized through a range of isomorphic pressures (see also Rasche et al., 2020); they then apply the distinction by DiMaggio and Powell (1983) between normative, coercive and mimetic forms of isomorphic pressure (see also Doherty et al., 2015).

Normative pressure to engage with RME has first and foremost arisen from the sustained criticism of business schools, as detailed above (Bunch, 2020; Tourish, 2020). In response, desirable norms of appropriate behaviour have been developed by professional networks, such as the GRLI (Muff et al., 2020). Engagement with the RME agenda is furthermore driven by a growing interest among (future) students in sustainability, ethics and related topics. For example, the latest PRME survey on student attitudes to responsible management found that half of the respondents would give up more than 20% of their initial salary to work for a company that cares about employees (Haski-Leventhal & Haertle, 2019). Coercive pressure emanates from the requirements of accreditation bodies, as all of the major ones (EFMD, AACSB and AMBA) now stress the need to

engage with RME. For example, the accreditation guidelines by the European Quality Improvement System (EQUIS) require an entire chapter for "evidence that Ethics, Responsibility and Sustainability (ERS) are reflected in the School's mission, vision and strategy" (EFMD, 2023, p. 15). Similar pressure emerges from international rankings. Here, the Financial Times MBA ranking now includes a criterion on "environmental and social governance." At the same time, RME requirements still remain somewhat ill-defined (Haski-Leventhal et al., 2017); this situation opens the door to mimetic behaviour, where business schools follow seemingly successful peers. An important mechanism here is the PRME Champions Group, which is charged with providing thought and action leadership on RME (Haertle et al., 2017).

As an example of the interaction of these drivers, Aaltonen and Siltaoja (2022) examined motives for taking up RME among Finnish business schools. They found two distinct approaches, an authenticity-driven approach that was the result of faculty-led initiatives and a prestige-driven approach that emphasized accreditations and market orientation. They also reported a recent shift to more prestige-driven change, even at schools with a more authenticity-driven background (see also Solitander et al., 2012).

2.5 | Hypothesis development

On the basis of our review of literature on RME and institutional theory, we developed hypotheses to guide our empirical research. The theoretical model for our study is given in Figure 1.

One key driver in the field of RME are influential international organizations, such as the Higher Education Sustainability Initiative (HESI) or the UN Global Compact's Principles for Responsible Management Education (PRME) (Forray & Leigh, 2012). From an institutionalist perspective, the growth of PRME and comparable initiatives have arguably contributed to RME becoming an institutionalized social practice (Rasche & Gilbert, 2015). This pressure concerns in particular the teaching side, educating the next generation of managers and business professionals, yet PRME also commits its signatories to pursuing a research agenda in responsible management (Parkes et al., 2017). Given its growing reputation, PRME with its soft policy mechanism has become a key influence on the adoption of RME (Beddewela et al., 2021). Thus, we test the following hypotheses:

H1a. Engagement in RME in terms of teaching will be greater at universities and business schools that are signatories of PRME.

H1b. Engagement in RME in terms of research will be greater at universities and business schools that are signatories of PRME.

In many CEE countries, the pursuit of EU membership has worked not only as a counterweight to the normative legacy of Marxist-Leninist philosophy and the often-tumultuous experiences of the transition period in terms of attitudes to business and the role of business in society, but it has also helped the acceptance of CSR in the CEE region (Koleva et al., 2010). Furthermore, the influence of EU integration is visible in strong incentives for the enforcement of the Bologna criteria for degrees and curricula in the European Higher Education Area (Warren et al., 2021). Hence, we propose that the salience of the CSR discourse in the European Union has led to a greater adoption of RME both in teaching and research at universities and business schools in the EU member states as compared to non-EU countries. More formally expressed:

H2a. Engagement in RME in terms of teaching will be greater at universities and business schools in EU member states than in non-EU states.

H2b. Engagement in RME in terms of research will be greater at universities and business schools in EU member states than in non-EU states.

Given that much of the current RME discussion emanates from intergovernmental organizations, like the UN, we expect that universities with a more international outlook will exhibit greater engagement with RME, both in terms of research and teaching. Such universities are more likely to participate in international scholarly discussions and therefore tend to be better informed about trends in RME practices. Additionally, they may engage in RME due to (perceived) peer pressure when comparing themselves to business schools and universities in North America and Western Europe, where RME has been prominent for some time now (Moon & Orlitzky, 2011). Student exchange programmes are also likely to have contributed to the internationalization of universities and business schools, which in turn may have affected their curricula. Similarly, hiring international faculty can aid research relationships with individuals and institutions from abroad. Therefore, we suggest:

H3a. Engagement in RME in terms of teaching will be greater at universities and business schools with a more international outlook.

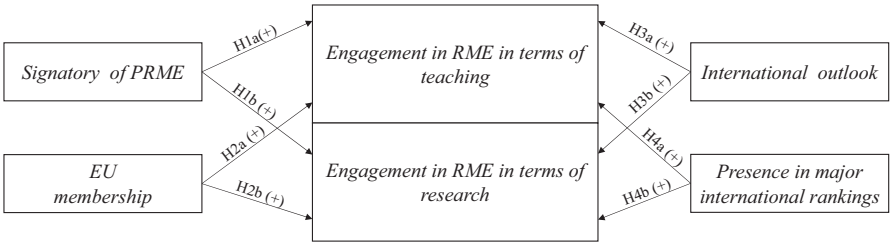

FIGURE 1 Theoretical model.

H3b. Engagement in RME in terms of research will be greater at universities and business schools with a more international outlook.

A further source of isomorphic pressure on universities and business schools have been academic league tables and ranking schemes, which are increasingly applied as measures of academic excellence (Aaltonen & Siltaoja, 2022). Furthermore, rankings can induce business schools to demonstrate a more substantive commitment to sustainability and to be sensitive to unethical activities (Rindova et al., 2018). Given the recent attention to RME by leading business schools, rankings encourage isomorphism in educational and research structures (Cornuel & Hommel, 2015). Hence, inclusion in major international rankings is likely to lead to greater uptake of RME practices. More formally expressed:

H4a. Engagement in RME in terms of teaching will be greater at universities and business schools that are present in major international rankings.

H4b. Engagement in RME in terms of research will be greater at universities and business schools that are present in major international rankings.

3 | RESEARCH DESIGN

3.1 | Study sample

Our research project utilizes a cross-sectional survey of leading universities and business schools in the CEE countries administered between September 2017 and May 2018. The sample for this included (a) business schools, (b) business departments or faculties in multi-faculty universities and (c) non-business university departments or faculties which may engage in RME practices. As the concept of RME has been interpreted in vastly different ways, we took steps to guard against possible bias in the interpretation of the term "RME." First, we provided our respondents with a general definition and offered them a variety of potential synonyms in the survey, such as "business ethics", "sustainability", "business responsibility" (as was also done by e.g. Matten & Moon, 2004). Secondly, we asked respondents for sample curricula to check whether the respondents' interpretation of RME matches ours.

For countries with a relatively small number of universities and business schools, we contacted the whole population. Where this was not feasible, we focused on "leading" schools as these are arguably more likely to engage in RME. For these countries, the project participants from the respective country identified a list of such institutions based on national rankings and accreditations. Overall, 475 universities and business schools were included in the sample. These represent slightly more than one fifth of the total number of universities and business schools in the 13 countries. Each institution was contacted three times in the period between September 2017 and May 2018, unless the survey was completed after the first or second contact. Where necessary, the scholars from the respective countries translated the survey into national languages, using a re-translation check. In a number of countries, this step was judged to be unnecessary as academics tend to have a good command of English.

3.2 | Data collection

Overall, we collected 115 usable responses from the sample of 475 universities or business schools across our 13 countries, which constitutes a response rate of 24%. Both the absolute number of responses and the response rate are consistent with or even superior to prior RME surveys (e.g. Matten & Moon, 2004; Moon & Orlitzky, 2011). The breakdown of responses by country is presented in Table 1 below. With regard to respondent demographics, 77% of our respondents work in publicly funded institutions, 8% in privately funded and 15% in institutions with a mixed funding model. 95% work in a unit (department, school, faculty) that is part of a larger university, whereas 5% come from stand-alone business schools. University size varies between several hundred and 71.000 students. 61% of respondent institutions have a generalist outlook and 39% a specialist one, such as finance, engineering or teacher training. In terms of the presence of RME in teaching and research, 77.3% of business schools and universities stated that they have at least one designated course relating to RME, while 54.9% stated that RM-related topics are included in their research.

Our unit of analysis is the university or business school, rather than individual academics. Therefore, we sent the survey to one academic per institution. In most cases, we received one response per university or business school; however, for five universities we

TABLE 1 Sample size and response rates by country.

Country	Responses	Total invitations	Response rate (%)
Belarus	17	21	80.95
Bulgaria	9	20	45.00
Croatia	2	45	4.44
Czech Republic	9	109	8.26
Estonia	2	18	11.11
Hungary	8	30	26.66
Latvia	4	13	30.77
Lithuania	9	45	20.00
Poland	8	32	25.00
Romania	13	24	54.17
Russia	9	50	18.00
Slovenia	6	14	42.86
Ukraine	19	54	35.19
Total	115	475	24.21

received responses from faculty members working in different departments or faculties, such as a department of economics and a business school. In our main analyses and discussion, we included all responses we obtained. In order to ensure that this procedure did not introduce bias into our findings, we conducted supplementary analyses by excluding all responses from these five universities and by including only one response per university; the results were consistent throughout.

3.3 | Methods and variables for analysis

We tested our set of hypotheses regarding potential drivers of RME adoption using logistic regression models. We now describe the variables used in this regression analysis.

3.3.1 | Dependent variables

RME in terms of teaching is captured by the dichotomous variable *RMcourse*, which reflects the presence of at least one designated RM course at any level of education (undergraduate, graduate, postgraduate, professional or doctoral). RME in terms of research is captured by a dichotomous variable *ResActive* that represents a faculty or department of a school or university that is research-active in the field of responsible management, as self-reported by the respondents.

3.3.2 | Independent variables

Our first hypothesized driver of RME practices, PRME membership, is operationalized using a dichotomous variable taking the value of 1 if the university or business school is a signatory of PRME and 0 if otherwise. The data on PRME membership were obtained from the PRME website (https://www.unprme.org/).

Similarly, EU membership is operationalized using a dummy variable taking the value of 1 if the institution is located in an EU country and 0 if otherwise. While only 3 of the 13 countries in our sample are not members of the European University, due to the large number of universities in these countries and relatively high response rates in two of them (Belarus and Ukraine), they represent 40% of the observations used in the regression analysis.

The international outlook of a university or business school is represented by a continuous variable measuring the proportion of international faculty at the institution (as self-reported in the survey). The variable takes the range of 0–100; the lowest observed share of international faculty is 0 and the highest is 70%.

The presence in rankings may be captured by the position in international rankings of higher education institutions, such as the Times Higher Education or QS rankings. One complication in our sample is that universities and business schools receive a variety of rankings from different agencies, as well as both general and subject-specific rankings. We therefore propose that the fact of being included in an international ranking by itself signifies university or business school reputation. To test this hypothesis, we constructed a dichotomous variable taking the value of 1 if an institution is ranked by any international agency and 0 if otherwise.

3.3.3 | Controls

The size of the university or business school is an important potential determinant of the nature and extent of teaching and research activities. Larger organizations may have slack funds (Bourgeois, 1981) to engage in a greater number and variety of teaching and research initiatives. Conversely, there is also evidence that smaller organizations demonstrate a higher degree of engagement in RME as they can adapt faster to changes in institutional demands (Larrán Jorge et al., 2015). In line with past research (Larrán Jorge et al., 2015), size is operationalized as the natural logarithm of the total number of students at a university or business school (at all levels of education), that is, a continuous variable.

We also asked respondents whether their university is generalist or specialist in outlook (i.e. teaching and researching a wide range of subjects or focusing on core disciplines). Considering that RME is interdisciplinary in nature, it is possible that a generalist outlook allows universities to engage in RME practices more thoroughly. Conversely, specialist universities may be focused on areas of teaching and/or research where RME is of particular relevance. Either way, the potential relevance of a university's generalist or specialist outlook warrants its inclusion as a control variable. We constructed the corresponding variable, coding it as 1 for specialist universities and 0 for generalist ones.

It is highly likely that RME practices at CEE universities and business schools are influenced by country-level factors other than EU membership. We propose that such country-level effects can at least partially be captured by its overall development, given a greater prevalence of RME practices in developed rather than developing countries (Cullen, 2020). We used UNDP's Human Development Index (HDI), a composite indicator of development comprising measures of life expectancy, educational attainment and economic well-being. HDI values for the countries in the sample were downloaded from the United Nations website. In the specifications reported, we used HDI for 2017, the year when much of our data were collected. Considering that development may have a delayed effect on RME practices, we also used values of HDI lagged by 1 to 5 years in alternative specifications. For the descriptive statistics, including the correlation matrix of the variables, see Table 2.

3.3.4 | Regression specification

Since both our dependent variables are dichotomous, the analysis employing these variables is conducted using logistic regression. This model measures the increase or decrease in the probability of

TABLE 2 Means, standard deviations and correlation matrix.

Variables	Mean	*SD*	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1) RMcourse	0.77	0.42	1.000								
(2) ResActive	0.54	0.50	0.255	1.000							
(3) PRME	0.17	0.38	0.133	0.273	1.000						
(4) EU[a]	0.60	0.49	0.328	0.373	0.269	1.000					
(5) International	4.99	11.80	−0.060	−0.027	0.236	0.201	1.000				
(6) Size	9.26	1.35	−0.060	−0.233	−0.148	−0.358	−0.244	1.000			
(7) Ranking[b]	0.47	0.50	0.092	0.192	0.146	0.076	0.036	0.028	1.000		
(8) Specialist[c]	0.39	0.49	−0.124	0.009	0.078	−0.092	−0.117	−0.121	−0.241	1.000	
(9) HDI	0.82	0.04	0.092	0.385	0.235	0.713	0.068	−0.183	0.170	−0.015	1.000

[a]University/school located in EU member country = 1, otherwise = 0.
[b]Included in at least one ranking = 1, otherwise = 0.
[c]Specialist outlook = 1, generalist outlook = 0.

an event occurring (in our case, a university or business school engaging in RME teaching or research) given the predictors. The general form of the models used is as follows (the models differ only in the dependent variable):

$$RMcourse_i = \beta 1\text{PRME}_i + \beta 2\text{EU}_i + \beta 3\ \text{INTERNATIONAL}_i + \\ + \beta 4\text{RANKING}_i + \beta 5\text{SIZE}_i + \beta 6\text{SPECIALIST}_i + \beta 7\text{HDI}_i + \varepsilon_i,$$

$$ResActive_i = \beta 1\text{PRME}_i + \beta 2\text{EU}_i + \beta 3\ \text{INTERNATIONAL}_i + \\ + \beta 4\text{RANKING}_i + \beta 5\text{SIZE}_i + \beta 6\text{SPECIALIST}_i + \beta 7\text{HDI}_i + \varepsilon_i$$

where PRME captures whether a university/business school is a signatory of PRME; European Union represents EU membership of the institution's country; INTERNATIONAL measures the proportion of international faculty; RANKING encapsulates whether the institution is ranked by an international agency; SIZE is the natural logarithm of student numbers; SPECIALIST stands for the university focusing on one field of study; HDI is the 2017 HDI score for the country where the institution is located.

4 | FINDINGS

4.1 | Findings regarding hypotheses

Moving on to the presentation of our findings, Table 3 provides the results of our study with regard to the teaching dimension of RME. For teaching, only H2a is supported, as the only highly significant driver is EU membership. The odds of having a designated RME course are 6.13 times higher for a university or business school that is located in an EU member state than for an institution in a non-EU country; alternatively expressed, an EU-located school is 28.1% more likely to have a designated RME course than an "average" school in our sample. None of the other hypothesized drivers of RME teaching are significantly associated with the presence of RM courses. Therefore, hypotheses H1a, H3a and H4a are all rejected. Regarding our control variables, we find no significant relationship between the probability of RME adoption in terms of teaching and the university or business school's size, nor its degree of specialization, nor the country's HDI score.

Our findings with regard to the research dimension of RME are presented in Table 4. For research, there is some evidence in support of H1b as the positive relationship between a university being a PRME signatory is significant at the 10% significance level. By contrast, H2b is not supported as there is no significant relationship between EU membership and engagement in RM research. With regard to the proportion of international faculty and the likelihood of engagement in RM research at an institution, we found a significant but negative association; H3b is therefore rejected. Similar to PRME, ranked institutions are more likely to have faculty engaging in RM research, but this relationship is again significant at the 10% level only. There is thus some support for H4b. Regarding controls, we find a significant negative relationship between university/business school size and the probability of engaging in RM research, indicating that

TABLE 3 Regression results: RME teaching.

Variables	(1) Odds ratios	(2) Marginal effects
RMcourse		
PRME	2.621	0.149
	(2.414)	(0.142)
EU	6.129***	0.281***
	(4.591)	(0.107)
INTERNATIONAL	0.966	−0.005
	(0.022)	(0.003)
RANKING	1.112	0.017
	(0.551)	(0.077)
SIZE	1.172	0.025
	(0.333)	(0.044)
SPECIALIST	0.543	−0.095
	(0.295)	(0.080)
HDI	0.988	−0.002
	(0.037)	(0.009)
Observations	115	115

Note: Robust standard errors in parentheses.
***$p < .01$; **$p < .05$; *$p < .1$

TABLE 4 Regression results: RME research.

Variables	(1) Odds ratios	(2) Marginal effects
Research—Active		
PRME	6.249*	0.341*
	(6.545)	(0.175)
EU	2.338	0.158
	(1.389)	(0.105)
INTERNATIONAL	0.953**	−0.009**
	(0.020)	(0.003)
RANKING	2.281*	0.153*
	(1.060)	(0.081)
SIZE	0.585**	−0.010***
	(0.129)	(0.039)
SPECIALIST	0.907	−0.018
	(0.452)	(0.093)
HDI	1.054*	0.010*
	(0.031)	(0.005)
Observations	115	115

Note: Robust standard errors in parentheses.
***$p < .01$; **$p < .05$; *$p < .1$

smaller institutions are more likely to pursue research in this area. HDI is significant at the 10% level, indicating that institutions located in countries with a higher HDI are more likely to be involved in RM research, even when controlling for EU membership. For the degree of specialization, there was no relationship.

Table 5 provides a summary of our analysis, detailing which hypotheses are supported and which ones are rejected. As overarching finding, we can conclude that the institutionalist patterns driving the adoption of RME are substantially different for teaching than they are for research. We will return to this theme in the discussion section.

TABLE 5 Main conclusions of our analysis.

Hypothesis	Relationship	Conclusion
H1a	*Signatory of PRME* $\xrightarrow{+}$ *Engagement in RME in terms of teaching*	Not supported
H1b	*Signatory of PRME* $\xrightarrow{+}$ *Engagement in RME in terms of research*	Supported*
H2a	*EU membership* $\xrightarrow{+}$ *Engagement in RME in terms of teaching*	Supported**
H2b	*EU membership* $\xrightarrow{+}$ *Engagement in RME in terms of research*	Not supported
H3a	*International outlook* $\xrightarrow{+}$ *Engagement in RME in terms of teaching*	Not supported
H3b	*International outlook* $\xrightarrow{+}$ *Engagement in RME in terms of research*	Not supported
H4a	*Presence in major international rankings* $\xrightarrow{+}$ *Engagement in RME in terms of teaching*	Not supported
H4b	*Presence in major international rankings* $\xrightarrow{+}$ *Engagement in RME in terms of research*	Supported*

*Regression is significant at the 10% significance level; ** Regression is significant at the 1% significance level.

4.2 | Robustness checks

We undertook several robustness checks to demonstrate that our results are robust to alternative model specifications. The results are reported in the Appendix A.

4.2.1 | Alternative model specification

In estimating models with a binary dependent variable, an alternative to a logistic regression is the probit specification that relies on slightly different assumptions regarding the distribution of the variables and the functional form of the relationship. In order to make sure that our results do not depend on any particular model specification, we estimated the same model using a probit function. As shown in Table A1 in the Appendix, the results were qualitatively the same as when using the logit specification. For probit regressions, we only report marginal effects since the interpretation of odds ratios might be problematic.

4.2.2 | Alternative measure of international outlook

Instead of being captured by the proportion of international faculty, the international outlook of an institution can also be represented by the share of international students. To check the robustness of our finding regarding teaching, we re-estimated the regression using the proportion of international students instead of the proportion of international faculty. The results are reported in Table A2. They are the same as when using our primary measure. There was no significant relationship between the proportion of international students and the adoption of RME in terms research (results not reported here).

4.2.3 | Alternative sample without universities with more than one response

In order to make sure that our results are not biased by the inclusion of the five institutions for which there were more than one survey response, we re-estimated our models either excluding all 10 observations for these universities or keeping only one observation for each university. In the latter specifications, the observations to be kept or excluded were selected randomly. The results are qualitatively the same as those in our main models and are reported in Tables A3 and A4.

5 | DISCUSSION

5.1 | Reflection on our results

Taking a closer look at our results, we firstly find that EU membership in terms of institutional pressures, both through direct (e.g. Bologna reform) and indirect (e.g. funding) mechanisms, seems to have affected RME adoption in terms of teaching – but not in terms of research, where our data showed no difference between EU and non-EU countries. A plausible explanation for such a difference could be hidden in different approaches the European Union has taken in establishing the European Higher Education and the European Research Areas, respectively (Kwiek, 2012). EU-induced processes in the teaching sphere potentially affect all higher education providers in the EU countries (and have spilled over beyond the boundaries of the European Union), while demands that come with European research funding affect successful applicants only (Kwiek, 2014).

While EU membership seems to be an important pressure for an RME presence in teaching, this stands in contrast to the other institutional pressures included in our study. The isomorphic pressure coming from PRME appears to be more important in encouraging RME research than teaching. Indeed, the PRME Champions report of 2018, the latest at the time of writing, indicated that research relating to RME has gained a greater emphasis not only compared to previous reporting cycles but also compared to teaching (Abdelgaffar, 2021a). Our data also tally with the argument that PRME may be gaining attention in particular from schools and universities that have already acknowledged the importance of RME and have adopted corresponding measures even before joining PRME (Perry & Win, 2013).

A similar pattern was detected for the institutional pressure related to rankings, where our results show some evidence that ranked CEE universities and business schools tend to have a higher level of research relating to RME. In general, rankings and research are highly correlated—which is not necessarily true for teaching (Lozano et al., 2020)—and this correlation seems to apply to business ethics, corporate responsibility and sustainability research too. Moreover, rankings can constitute a source of mimetic isomorphism as schools which are ranked lower (as most CEE schools are) follow top-ranked schools which are respected and hence become imitated (Falkenstein & Snelson-Powell, 2020).

Many CEE universities and business schools may see employing international academics as a key part of their internationalization strategies, expecting that international faculty will bring new insights into teaching and research (Altbach & Yudkevich, 2017). However, our data do not support these assumptions for the case of RME, neither in terms of teaching nor research. This may be the result of a situation where contributions by international faculty are sought specifically for "core" subjects, such as finance and marketing, rather than in terms of RME.

As to our control variables, the size of the university/business school was negatively related to RME research. This result indicates that smaller organizations may be better at adopting RME research. Possible reasons for this finding could be that they are more prone to be affected by institutional pressures; alternatively, they may also be quicker in seizing emerging topics to build specialist expertise. Either way, more research would be needed to examine the interaction between size and various institutional factors in the context of RME.

5.2 | Implications for theorizing about RME

While we assumed initially that the isomorphic thesis will hold for RME both in terms of teaching and research, the results of our study show that institutional pressures to adopt RME are in fact different for teaching and research. This finding has important implications for the global diffusion of RME. Indisputably, teaching and research are two central functions of higher education, and many academics perceive a mutually enriching and supporting connection between these two roles, a teaching-research nexus (Neumann, 1992). However, there is also evidence that a division between teaching and research activities might prevail in practice (Taylor, 2007).

Our data suggest that such a divide between teaching and research does indeed exist for RME adoption. Therefore, the idea of a holistic and integrated approach to RME (Doherty et al., 2015; Weybrecht, 2017) needs to be revisited. Instead, one could expect different trajectories for each of the six PRME principles, for

example, engagement with stakeholders might follow a pattern that could again be different from both teaching and research. The heterogeneity in RME adoption visible in our results implies that one needs to account for different pathways business schools and universities take in response to external pressures and that RME adoption and institutionalization might be complex and lengthy processes (Beddewela et al., 2021). In turn, variation might develop in terms of fit between key elements of organizational design and leadership and the multiple dimensions of RME.

5.3 | Implications for theorizing institutionalization

With regard to further development of institutional theory, we considered RME as an important issue around which an organizational field is forming at a global level (Hoffman, 1999), yet this field is highly fragmented—but only at a second glance. At a first glance, the social practice underlying the field, RME, seems to be coherent; yet, our data showed that different dimensions of it—in our case teaching and research—seem to follow different institutionalist trajectories. Greenwood et al. (2002) discussed such field-level change with regard to the evolution of the professional business services field; in this case, the change took 20 years to take hold. In our case, different understandings of RME exist from the beginning, which is likely to lead to much greater complexity in field change, not least a much greater role of latent contradictions within the organizational field (Seo & Creed, 2002).

Such a more complex understanding of the field has implications for actor centrality, as we found that the European Union is central in the sub-field of RME teaching but not in the sub-field of RME research. Prior literature has established actor centrality as a key construct in institutional theory, where central actors have significant influence over both stability and change within the field (Zietsma et al., 2017). Summarizing a debate over whether central actors typically resist change in fields (e.g. Reay & Hinings, 2005) or whether they typically instigate field-level change themselves (e.g. Gawer & Phillips, 2013), Zietsma et al. (2017) argue that central actors are likely to instigate field-level change when doing so augments their privileged position but resist change when the distribution of power in the field is at stake. Our data show, however, that the behaviour of central actors may be more complex, that they might engage in action to change the field in terms of some field dimensions but might at the same time oppose change with regard to others. In sum, the very notion of field centrality may need further refinement.

5.4 | Limitations and further research

Our data collection and analysis have some important limitations. To start with, some of the variables are based on self-reports, which may be prone to biases. However, the likelihood of such biases was reduced by the fact that our analysis mainly honed in on objectively measurable items. Possible limitations may also arise from differences between countries in their response rates; these could bias the results if there were some unobserved country-level factors that influence RME adoption. However, we controlled for most of those (a) with the EU/non-EU distinction and (b) with HDI, which broadly measures development. Furthermore, our study concentrated on outcomes, that is, the adoption of RME in terms of teaching and research, rather than investigating the processes which might lead to RME adoption. Last but not least, our data collection was completed in 2018, before the global pandemic declared in early 2020 and before the Russian invasion of Ukraine in 2022. These events are highly likely to have influenced the development of RME in CEE countries since our data collection.

The limitations open up a number of important directions for future research at individual, organizational and field levels. At the individual level, scholars could build on a recent emphasis in institutionalism on micro-foundations, on how institutional change and maintenance are shaped by cognitive and communicative processes (Bitektine & Haack, 2015). Here, future research could focus on internal actors, such as faculty, rectors, deans and students, but also external ones, such as government and company leaders, who do the institutional work undergirding RME adoption. At the level of the organization, an investigation of the processes which led to RME adoption would provide a better understanding of RME presence in CEE higher education institutions (see Aaltonen & Siltaoja, 2022, on RME adoption by Finnish business schools). Future research could apply the distinction by Schwartz and Carroll (2008) between (a) corporate social responsibility, (b) business ethics, (c) stakeholder management, (d) sustainability and (e) corporate citizenship to generate a more finely grained picture as to how exactly the CEE field lacks behind Western Europe and North America. Such a deeper inquiry into different levels of RME in CEE universities and business schools would also help to research a potential gap between image and substance of RME practices (Rasche et al., 2020) in the region. At the level of the field, future research could investigate to what extent universities and schools differ in the types of institutional pressure—that is, coercive, mimetic and normative pressure—they face. Furthermore, an investigation of the transdisciplinary nature of RME would be useful to assess its complexity and its value for achieving sustainable development (Laasch et al., 2020).

A final implication for future research lies in the gap between data collection and the present. Notably, the CEE chapter of PRME has been very active since 2018. It gathered 59 signatories from CEE countries by mid-2020 and has started to develop a guide and teaching programmes to be included in academic curricula as well as focusing more on the research part of RME (Pindelski, 2022). It would therefore be worthwhile to examine the further impact of the isomorphic pressure emanating from PRME on the diffusion of RME in the CEE region in general, in particular in terms of the extent to which this pressure challenges schools in the region to develop problem-solving approaches that go beyond the already established awareness of RME issues in the training of new generations of managers.

A further important research topic regarding the development of RME in CEE since our study would be the examination of the influence on and contribution of EU mechanisms to RME teaching and research. Here, researchers could consider the context of the post-pandemic recovery plan for Europe "NextGenerationEU" (EC, 2020) to explore the pedagogical challenges for higher education institutions in the European Union (and in particular in its CEE members) in creating new learning environments that foster skills, knowledge and attitudes to achieve RME. Beyond the EU, the Russian invasion of Ukraine on 24 February 2022 has created the most profound societal change in the region. The invasion has not only created a completely new context for business, from supply shortages and inflation through the impact of international sanctions to a retreat of Western companies (Mol et al., 2023); it also constitutes a severe test to the operation of business ethics and moral obligations (Lim et al., 2022). In the final instance, the military conflict raises the question to what extent RME is possible and meaningful under such circumstances.

5.5 | Implications for policy and practice

Our study also offers practical implications for CEE universities and business schools. With the overall diffusion of RME in the region as its goal, the process of adopting RME that started in some universities and business schools may be an opportunity for those universities and business schools to strengthen their profile in terms of RME. By becoming "CEE leaders" in RME, they could both differentiate themselves regionally (and perhaps even extra-regionally) and become a source of mimetic pressure for other providers of business education in the region (and again perhaps beyond).

However, as detailed above, major challenges for RME implementation lie in the ongoing support by school leadership and the provision of resources (Beddewela et al., 2017). It becomes, therefore, important that deans of business schools and vice-chancellors of universities not only (continue to) make available the resources and organizational structures necessary but also provide guidance and space for faculty to engage in RME. CEE universities and business schools need to avoid decoupling as a result of RME proliferation. Indeed, institutional pressures could force them to implement RME only symbolically, in order to appear legitimate in the national and international arenas, without profoundly changing their teaching and research practices. This is an important problem, as CEE schools are under pressure to fully implement RME but may not have sufficient financial and other resources to do so.

As developed above, a business school's social context is crucially influenced by external enablers and constraints, not least government policies (Abdelgaffar, 2021b). Hence, an important implication of our study for policy makers in CEE countries is that they recognize the importance of RME, not only for CEE universities and business schools but also in the context of RME being a foundation for responsible management and business practices that drive the economy. Policy makers should therefore consider RME aspects in higher education reforms in their countries and allocate resources for the development of RME.

6 | CONCLUSIONS

Against a general scarcity of research into the adoption of RME practices in the CEE region, our paper has presented data from the largest survey to date into RME in the region. Drawing on this extensive data set, our study investigated how institutional pressures have shaped the adoption of RME in the CEE region. As a key insight, we found different patterns for RME adoption in terms of teaching versus RME in terms of research. RME teaching was significantly affected only by the pressure of EU integration, whereas RME research seems to be shaped by PRME membership, inclusion in national or international rankings as well as inversely by the size of the organization.

This finding suggests that a holistic RME approach based on the full integration of PRME principles (Doherty et al., 2015; Weybrecht, 2017) may need to be reevaluated to take into account the various forces from the organizational field that may contribute to different trajectories for each principle, as we found for teaching versus research. In terms of contributing to the development of theory, in particular institutional theory, our finding that the European Union is central in the sub-field of RME teaching but not in the sub-field of RME research calls for further research into actor centrality. Central actors may engage in more complex patterns than have been captured in prior literature, where they may support change with regard to some dimensions of an institutional field while simultaneously resisting change with regard to others.

Our findings also allowed us to draw out implications for future research to generate a more finely grained analysis of how RME in CEE lacks behind Western Europe and North America. Such research requires a systematic analysis of important questions at individual, organizational and field levels. Last but not least, as our research was carried out before the COVID-19 pandemic and the Russian invasion of Ukraine, this paper can be seen as providing a snapshot of the state of RME at a relatively "normal" time. In this sense, it provides a baseline for future research to assess the effects of pandemic, economic crisis and war.

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CONFLICT OF INTEREST STATEMENT

None of the authors have any conflict of interest to declare.

PEER REVIEW

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DATA AVAILABILITY STATEMENT

Research data are not shared.

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ENDNOTES

[i] For example, of the 76 RME articles reviewed by Abdelgaffar (2021b) only one involved the CEE region, a comparison between the United Kingdom and Russia. Admittedly, the category "global" might include further CEE-related studies.

[ii] Of the 257 studies assessed by Pisani et al. (2017), the CEE region was included, as home country, in three studies on Hungary and Russia, two on the Czech Republic, one on Serbia as well as, as host country, in eight studies on Russia, three on Romania, two on Hungary and Poland and one each for Albania, Bosnia and Herzegovina, Czech Republic and Slovenia.

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APPENDIX A

ROBUSTNESS CHECKS

TABLE A1 Models estimated using a probit specification.

Variables	(1) RME teaching	(2) RME research
PRME	0.151	0.296**
	(0.111)	(0.151)
EU	0.283***	0.163
	(0.096)	(0.106)
INTERNATIONAL	−0.005	−0.008**
	(0.003)	(0.003)
RANKING	0.012	0.148*
	(0.077)	(0.081)
SIZE	0.029	−0.101***
	(0.035)	(0.038)
SPECIALIST	−0.082	−0.018
	(0.077)	(0.095)
HDI	−0.002	0.010*
	(0.005)	(0.005)
Observations	115	115

Note: Standard errors in parentheses.
***$p < .01$; **$p < .05$; * $p < .1$

TABLE A2 An alternative measure of international outlook in teaching.

Variables	(1) Odds ratios	(2) Marginal effects
RM course		
PRME	2.110	0.116
	(1.616)	(0.120)
EU	5.698**	0.271***
	(4.150)	(0.105)
INTERNATIONAL (Proportion of international students)	0.982	−0.003
	(0.020)	(0.003)
RANKING	1.146	0.021
	(0.568)	(0.078)
SIZE	1.194	0.028
	(0.308)	(0.040)
SPECIALIST	0.581	−0.085
	(0.296)	(0.076)
HDI	0.986	−0.002
	(0.038)	(0.005)
Observations	115	115

Note: Robust standard errors in parentheses.
***$p < .01$; **$p < .05$; *$p < .1$

TABLE A3 RME teaching: Regression results using restricted samples.

	All universities with 2 obs excluded		Only 1 obs per university	
	(1)	(2)	(3)	(4)
Variables	Odds ratios	Marginal effects	Odds ratios	Marginal effects
RMcourse				
PRME	2.384	0.124	2.637	0.153
	(3.043)	(0.181)	(2.453)	(0.145)
EU	9.618**	0.324***	5.387**	0.266**
	(8.680)	(0.119)	(4.033)	(0.111)
INTERNATIONAL	0.966	−0.005	0.966	−0.005
	(0.025)	(0.003)	(0.022)	(0.003)
RANKING	1.260	0.033	1.065	0.010
	(0.645)	(0.073)	(0.524)	(0.078)
SIZE	1.211	0.027	1.154	0.023
	(0.393)	(0.047)	(0.325)	(0.045)
SPECIALIST	0.553	−0.085	0.564	−0.090
	(0.331)	(0.080)	(0.308)	(0.082)
HDI	0.983	−0.002	0.991	−0.001
	(0.042)	(0.006)	(0.037)	(0.006)
Observations	105	105	110	110

Note: Robust standard errors in parentheses.

***$p < .01$; **$p < .05$; *$p < .1$

TABLE A4 RME research: Regression results using restricted samples.

	All universities with 2 obs excluded		Only 1 obs per university	
	(1)	(2)	(3)	(4)
Variables	Odds ratios	Marginal effects	Odds ratios	Marginal effects
Research—Active				
PRME	9.297[a]	0.410*	6.151*	0.333*
	(12.71)	(0.219)	(6.768)	(0.182)
EU	2.421	0.163	2.620	0.177
	(1.458)	(0.106)	(1.582)	(0.104)
INTERNATIONAL	0.955**	−0.008**	0.952**	−0.009***
	(0.022)	(0.004)	(0.021)	(0.003)
RANKING	2.418*	0.162**	2.221*	0.146*
	(1.174)	(0.082	(1.054)	(0.082)
SIZE	0.602**	−0.093**	0.588**	−0.098**
	(0.129)	(0.037)	(0.129)	(0.038)
SPECIALIST	0.755	−0.052	0.931	−0.013
	(0.388)	(0.094)	(0.474)	(0.093)
HDI	1.050*	0.010*	1.053*	0.009*
	(0.030)	(0.005)	(0.031)	(0.005)
Observations	105	105	110	110

Note: Robust standard errors in parentheses.

***$p < .01$; **$p < .05$; *$p < .1$

[a]The *p*-value for PRME in this specification is 0.103, just above the threshold for significance at the 10% level.