



## A STUDY ON CSR PRACTICES TOWARDS EDUCATIONAL INSTITUTIONS AT KRISHNAGIRI DISTRICT.

S.SURESH<sup>1</sup> | Dr.A.RAVI<sup>2</sup> | Dr.SARAVANA KUMAR<sup>3</sup>

<sup>1</sup> Research scholar, Anna University, Chennai.

<sup>2</sup> Research Supervisor, DSCAS & C, Bangalore.

<sup>3</sup> Associate Professor, Anna University, Regional Centre, Coimbatore. T.Nadu.

### ABSTRACT

In today context the most important contribution sector called services as well as educational institutions are also the major contributors. In the study we need to understand the CSR practices among educational institutions. The Corporate Social Responsibility activities are to be organized in educational institutions, and the sustainable strategy of CSR should extend to private educational institutions. The research design used in this study was Descriptive Research. The sample size of the study is 50. The sampling techniques which are used in the research were purposive sampling, which is one of the Non-Probability Sampling Technique. The testing tools will be independent sample t test and chi square test has been applied. Hence we found that there is significant difference between educational institutions towards sustainability and significant relationship between the satisfaction levels of sustainability with implementation.

**Keywords:** Educational, Social, sustainability, Services, Responsibility

### Introduction

From the past one decade the corporate social responsibility was the most discussed topic in India, in term of social activity of individuals or the business organizations. According to India CSR will be the most important aspect in economic development as well as social responsibility. And how the implementation of CSR is happens in various organizations. Also, the Corporate social obligation characterized through the moral relationship and openness of the organization with every one of its partners that has a relationship and also with the foundation of corporate objectives that are comparable in disposition with the economical progress of society, safeguarding natural and social assets for future eras, regarding assorted qualities and advancing the decrease of social issues (Filho et al. 2010). While CSR calls attention to a path for organizations to add to the prosperity of the general public, it additionally gives the chance to make a genuine upper hand and positive unsavory reputation for the business world (Smith 2007, Porter and Kramer 2006). In this study the researcher analysis the CSR activities in education institutions in krishnagiri district.

Under the innovative environment conditions, for example, the globalization, privatization of the training organizations and rivalry in advanced education industry, numerous establishments are adjusting a more business approach with a specific end goal to contend and make due in the changing face of the business (Weymans 2010, Gumpert 2000, Goia and Thomas 1996). What's more, amid the adjustment of this systematic approach, a few establishments are finding the significance of corporate picture, corporate personality, corporate notoriety and essentially CSR as a notoriety and preference building methodology (Atakan and Eker 2007, Stensaker 2007, Porter and Kramer 2006, Melewar and Akel 2005). Despite the fact that issues of CSR have dependably been a part of the instructive mission of advanced education foundations, through actualizing CSR methodologies,

advanced education establishments are presently utilizing this approach as a piece of their aggressive methodology. Thus, by growing such techniques advanced education foundations are likewise finding the chance to move the concentration past the classroom into their own institutional operations.

The test and progression of advanced education is additionally legitimate for Turkey. Advanced education organizations in Turkey likewise began to adjust efficient approach since the elements of Turkish advanced education industry are not all that unique in relation to whatever is left of the world. After the establishment of the primary private college in 1984 (Atakan and Eker 2007), a serious competition among higher education institutions has occurred within the national boundaries.

Since advanced education establishments have started to carry on in a systematic way, they additionally should be overseen in a similar way. In this way actualizing CSR systems in an advanced education foundation ought to be considered with a specific end goal to acquire a genuine upper hand and a positive notoriety. Besides honing what is instructed and along these lines producing a genuine case of the scholarly learning can make a one of a kind recommendation for any advanced education organization. Furthermore, as the many-sided quality of advanced education operations progressively cover with societal interests, advanced education foundations are compelled for dependable practices. In this manner mindful advanced education hones not just will add to the prosperity of the shareholders and people in general by and large, additionally these practices will progressively turn into a long haul esteem suggestion for the foundation itself.

### Need for the study

In this recent years most aspect of CSR as been studied in various organization, but the fragile segment of the CSR has been found in education institutions, and the dearth of studies is to identify the awareness levels and implementation of CSR in educational institutions.

## Review of literature

The term CSR itself came into common use in the early 1970s. The last decade of the twentieth century witnessed a shift in focus from charity and traditional philanthropy toward more direct engagement of business in normal development and concern for disadvantaged groups in the society. In India, there is a growing realization that business cannot succeed in isolation and social progress is necessary for sustainable growth. An ideal CSR practice has both ethical and philosophical dimensions, particularly in India where there exists a wide gap between sections of people in terms of income and standards as well socio-economic status (Bajpai, 2001).

One of the major differentiation factors between a higher education institution and a traditional corporate entity is the understanding of the "customer". A traditional corporation can easily and legitimately talk about the "customer". Yet to label the students as customers in higher education is nearly a sin. When students are turned into customers, it can destroy the core understanding of the education as well as the student -academic relation. Therefore higher education institutions may face a major change in their own values and norms while adapting the business-like approach, even if that is not an intended outcome (Stensaker 2007). Second differentiation point between a higher education institution and traditional corporate entity lies in the broader responsibility of the higher education institution. The root metaphor in a corporate model of production is to produce and sell goods and services, train some of the workforce, advance economic development, and perform research (Gumport 2000).

Although defining the role of higher education institutions is a topic that has to be studied separately and discussed deeply, in order to make a comparison between higher education and traditional corporate, the responsibility of the higher education institutions can be summarized as transferring the knowledge to the new generations by teaching, training and doing research; determining a balance between basic and applied research and between professional training and general education; meeting the priority needs of their respective societies (UNESCO 1991). Moreover higher education are expected to function as social institutions actively for the development of individual learning and human capital, the socialization and cultivation of citizens and political loyalties, the preservation of knowledge, and the fostering of other legitimate pursuits for the nation-state (Gumport 2000). Thus the behavior and actions of the higher education institutions reflect directly back to the society through their alumni and through their daily operations higher education institutions have a direct and immediate impact on the society.

Therefore although managing a higher education institution in a traditional market-oriented manner is impossible and simply wrong, still higher education institutions need to be managed in order to meet the challenges of the increased competition. And as Stensaker (2007) pointed out the challenge for higher education institutions and their managements is to balance the need for adjusting to a changing world while maintaining the organizational identities and the inherent characteristics of higher education.

In the current global market environment, the social pressures

on businesses have increased and the concern for the CSR is not manifested only by academics but by the public and the shareholders as well (Popa 2010).

Unfortunately many companies awoke to the importance of CSR only after being surprised by public responses to issues they had not previously thought were part of their business responsibilities (Porter and Kramer 2006). Especially after the negative public responses and global boycotts, there has been a trend toward promoting corporate changes and CSR implications that has associated with business strategies of the companies (Filho et al. 2010). Moreover, in the implementation process, companies had realized that, if used properly, CSR strategies can be profitable and create value propositions such as competitive advantage and corporate reputation (Smith 2007, Porter and Kramer 2006, Husted and Allen 2001).

## Objectives

1. To know the Corporate Social Responsibility activities conducted among educational institutions.
2. To identify the implementing and sustainable strategy of CSR in educational institutions
3. To examine the difference of government and private educational institutions towards CSR

## Hypotheses

Ho: There is no significant difference between educational institutions towards sustainability

Ho: There is no significant relationship between sustainability with implementation of CSR activities in education institutions.

## Research methodology

The study was conducted among the teachers from educational institutions at krishnagiri district.. The research design used in this study was Descriptive Research. Descriptive studies come under formal research, the quantitative method have been used, where the objectives are clearly established. It is concerned with the research studies on the portrayal of the characteristics of a group in a particular situation. The main objective of this study is to acquire knowledge. The sampling techniques which used in the research was purposive sampling, it is one of the Non-Probability Sampling Techniques. And sampling design of the study among seven taluks in krishnagiri district, we have chosen 50% of government and 50% of private institutions .and in each division 25 samples have been collected. Hence the sample size of the study is 50. Source of Data; Primary data is known as the data collected for the first time through field survey. and primary data was collected from the teacher from different educational institutions. Secondary data refers to the information or facts already collected. In this study, books, Journals, Internet Sources, Websites were used as secondary data. The tool which was used for data collection was Questionnaire. Primary data was analyzed through the SPSS. The testing tools are independent sample t test and chi square test has been applied.

## Data analysis

**Table No.1**

S.No	Basis of Implementing CSR Benefits	Frequency	Percentage
1	Monetary	15	30
2	Non Monetary	35	70
3	Total	50	100

Interpretation

The table no.1 shows that the majority 70% of the CSR benefits will be implemented in education institutions are non monetary it will be services based and rest of the 30% of the CSR activities are monetary it means spending on activities.

**Table No.2**

S.No	Satisfaction level of teachers on CSR Sustainability	Frequency	Percentage
1	Highly Satisfied	4	8
2	Satisfied	10	20
3	Neutral	15	30
4	Dissatisfied	16	32
5	Highly Dissatisfied	5	10
6	Total	50	100

Interpretation

The table no.2 shows that the majority 32% and 30% of the respondents are dissatisfied and Neutral in their CSR sustainability, 20% and 8% of the respondents are satisfied and highly satisfied with sustaining the CSR activities in the education institution, and the rest 10% will be highly dissatisfied with response to CSR Sustainability.

**Table No.3**

S.No	Satisfaction level of teacher on CSR Implementation	Frequency	Percentage
1	Highly Satisfied	4	8
2	Satisfied	21	42
3	Neutral	4	8
4	Dissatisfied	11	22
5	Highly Dissatisfied	10	20
6	Total	50	100

Interpretation

The table no. 3 shows that the majority 42% respondents are satisfied with implementing the CSR activities in their respective education institute, and 22% and 20% are dissatisfied highly due to unimplemented on CSR activities in their institutes and rest of 8% and 8% are highly satisfied and neutral towards implementation.

**Table No. 4**

S.No	CSR Activities on EI	Frequency	percentage
1	Blood Donation	10	20
2	NCC & NSS	20	40
3	Medical Camps	15	30
4	Others	5	10
5	Total	50	100

Interpretation

The table no. 4 shows that the majority 40% of the CSR activities done through NCC & NSS camps, 30% of the respondents are organize medical camps, 20% of the respondents are place Blood donation camps and least 10% of the respondents doing others CSR activities.

**Table No. 5**

S.No	Educational Institutions	Frequency	Percentage
1	Government	25	50
2	Private	25	50
3	Total	50	100

Interpretation

The table no. 5 shows that the 50% of government institutions as well as of 50% of the private institutions teachers are responded in this study.

*Hypothesis 1:*

Ho: There is no significant difference between educational institutions towards sustainability

Independent sample t- test

**Table No. 6**

Variables		N	Mean	t value	p value
Sustain	Government	50	3.64	3.352	.002
	Private		2.68		

Since the p value is lesser than the 0.05 level of significance, therefore the null hypothesis is rejected. Hence the alternative hypothesis is accepted, hence there is significant difference between educational institutions towards sustainability

*Hypothesis 2:*

Ho: There is no significant relationship between sustainability with implementation of CSR activities in education institutions.

**Table No. 7**

S.No	Variables	Pearson Value	p value
1	Satisfaction level on Sustainability	0.345	0.01
2	Satisfaction level on Implementation		

\*\* . Correlation is significant at 0.01 levels

Since p value is 0.001, the null hypothesis is rejected at 1% level of significance; hence, there is a significant relationship between the satisfaction levels of sustainability with implementation. The Pearson correlation value 0.345 which indicates 34.5% positive relationship among sustainability and implementation of CSR activities.

### Findings

1.70% of the CSR benefits will be implemented in education institutions are non monetary and services based and the rest of 30% CSR activities are monetary it means spending on activities.

2.32% and 30% of the respondents are dissatisfied and Neutral in their CSR sustainability, 20% and 8% of the respondents are satisfied and highly satisfied with sustaining the CSR activities in the education institution.,

3.42% respondents are satisfied with implementing the CSR activities in their respective education institute, and 22% and 20% are dissatisfied highly due to unimplemented on CSR activities in their institutes and rest of 8% and 8% are highly satisfied and neutral towards implementation.

4.40% of the CSR activities done through NCC & NSS camps, 30% of the respondents are organize medical camps, 20% of the respondents are place Blood donation camps and least 10% of the respondents doing others CSR activities.

5. The 50% of government institutions as well as of 50% of the private institutions teachers are responded in this study.

6. Since p value is 0.001, the null hypothesis is rejected at 1% level of significance; hence, there is a significant relationship between the satisfaction levels of sustainability with implementation. The Pearson correlation value 0.345 which indicates 34.5% positive relationship among sustainability and implementation of CSR activities.

7. Since the p value is less than the 0.05 i.e., 5% level of significance, therefore the null hypothesis is rejected. Hence the alternative hypothesis is accepted, and there is significant difference between educational institutions towards sustainability

### Suggestions and conclusion

In the education sector, the most important is that the awareness to be publicize towards corporate social responsibility among teachers and students. The education institution has to implement in such a way that all the teachers and students will be aware of CSR. Lack of improper activities will become difficult in sustaining the CSR activities continuously in the education institution. They have to initiate and built the community development, social welfare, workshop on CSR, will be helpful to implement CSR in education institution. The agencies like UGC and MHRD have to include the CSR practices in secondary education, so that the impact of social practices will be mandatory. For future research in CSR practices need to be applied in various contexts like, Leather industries, retail industry etc.

In this study the corporate social responsibility practices among educational institutions has been analyzed. We found that there is significant relationship between sustainability and implementation of CSR practices among education institutions.

We see the significance difference monetary practices with non monetary practices of CSR, as per the results the monetary practices have to be improved in educational institutions.

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