



A STUDY ON THE PERCEPTION OF FACULTY MEMBERS ON INSTITUTIONAL SOCIAL RESPONSIBILITY IN HIGHER EDUCATIONAL INSTITUTIONS IN BANGALORE

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ABSTRACT

Corporate Social Responsibility deals with the social, environmental and economic development of the society or community and stakeholders. CSR enables the businesses to integrate social, environmental and economic concerns in their operations and interactions with their stakeholders. The Planning Commission has recommended bringing up social responsibility for advancing higher education in the 12th plan. The products of such educational institutions not only improve their livelihoods and advance their professional opportunities but also become and act like good citizens of the country. This paper explores the need of Institutional Social Responsibility, to implement ISR as an obligation, whether the universities are facilitated with financial support system and formal guidelines as a directive reference. Also identify the challenges and opportunities for incorporation of ISR in selected higher educational institutions and the perception faculty Members on institutional social responsibilities in higher educational institutions in Bangalore

The paper opted for a questionnaire based exploratory survey of faculty members across different Educational Institutions in Bangalore. The findings suggest that there is a positive impact on educational institutions with the implementation of ISR. There is a recognition in the community, develops the skills, leadership, experience in project management for their positive work.

KEYWORDS: Social Responsibility, Higher education, Universities.

INTRODUCTION

Corporate Social Responsibility (CSR) is getting to be a progressively imperative action to businesses broadly and internationally. It guarantees the victory of commerce by the incorporation of social and natural complementation an institution's operations as a positive commitment to society. The victory of an institution can be made conceivable when the interests of all included partners are met. One of the foremost critical partners in this framework is the society in which the institution works. Over the past few decades, there has been an intrigued accentuation on the concept of CSR on an institutional level, CSR is advanced from the deliberate choices of institutions to obligatory directions at territorial, national and universal levels. Be that as it may, numerous institutions select to go past the lawful prerequisites and insert the thought of "doing good" into their models.

OBJECTIVE OF THE STUDY

- To distinguish the requirement of regulation of institutional social responsibility.
- To assess the effect of ISR on understudies, instructors and as well on institutions.
- To dissect the challenges and openings for consolidation of ISR in Universities.

STATEMENT OF THE PROBLEM

Institutional social responsibility (ISR) covers a wide range of challenges that must be taken into consideration on an instructive teaching conduct. This incorporates working environment, human control and rights, Nature, anticipating debasement, corporate administration, sex correspondence, word related integration, "Institutional social responsibility", and an unremittingly challenged concept since its initiation has pulled in worldwide. In spite of the fact that it isn't a modern concept, Institutional social responsibility (ISR) is creating a worldwide standard. Nowadays, all the colleges are anticipated to advance and hone ISR for the affect and results of their



operations in instructive educate. However, the failure to set up a comprehensive definition and understanding of ISR has driven to either conflicting application of it or total ignore for it.

REVIEW OF LITERATURE

Higher education institutions around the UK are seriously tackling the challenges posed by CSR and sustainable development.

1. The experts from Europe, Africa, North America, Latin America, and Asia came to the conclusion that the development of particular social responsibility programmers at the institutional level, comprising three primary dimensions, should be encouraged. Economic, social, and environmental (Report 2010) Because Saudi universities don't properly grasp the notion of CSR, which has been cited as the primary reason for the concentration of their policies on social component and CSR practices, these universities continue to emphasize the social dimension of CSR. The requirement for institutions to broaden the scope of their projects to include higher education, in order to meet the organization's future social, economic, and environmental demands.

2.Small and medium-sized businesses have a crucial role in CSR implementation, which benefits economic development, according to Benjamin James Inyang (2016). It was determined that SMEs were concentrating their CSR efforts on supply chain requirements, community development, employee implementation, stakeholders, and environmental preventative initiatives. According to the paper, the government should provide the essential services and assistance to ensure that SME can effectively engage in CSR.

3. The Haematite University researchers Sukaina A. Alzyoud, PhD, and Kamal Bani-Hani, MD, came to a conclusion that educational institutions can play a significant role in promoting institutional social responsibility through research and other activities. Universities can also effectively network with businesses and other universities using USR to increase their students' social responsibility.

RESEARCH METHODOLOGY

Primary Data: The study's data are gathered through distributing a questionnaire. Through our poll, we gathered samples from 120 respondents from different institutions in Bangalore. This survey has a wide range of questions that are common study tools for assessing students', instructors', and management's attitudes, feelings, emotions, perceptions, beliefs, personality traits, and psychological constructs in an effort to determine how ISR has an effect on instructors, students, and institutions. With the exception of demographics, we posed 10 questions. A 5-point Liker scale is included in the questionnaire. Questions with a clear-cut yes or no answer, we included three open-ended questions so respondents might comment on their genuine feelings in relation to some of the questions posed, reducing bias or misinterpretation of close-ended questions. We used Google Forms to approach a wide demography of faculty members and students at several universities in order to gather our samples.

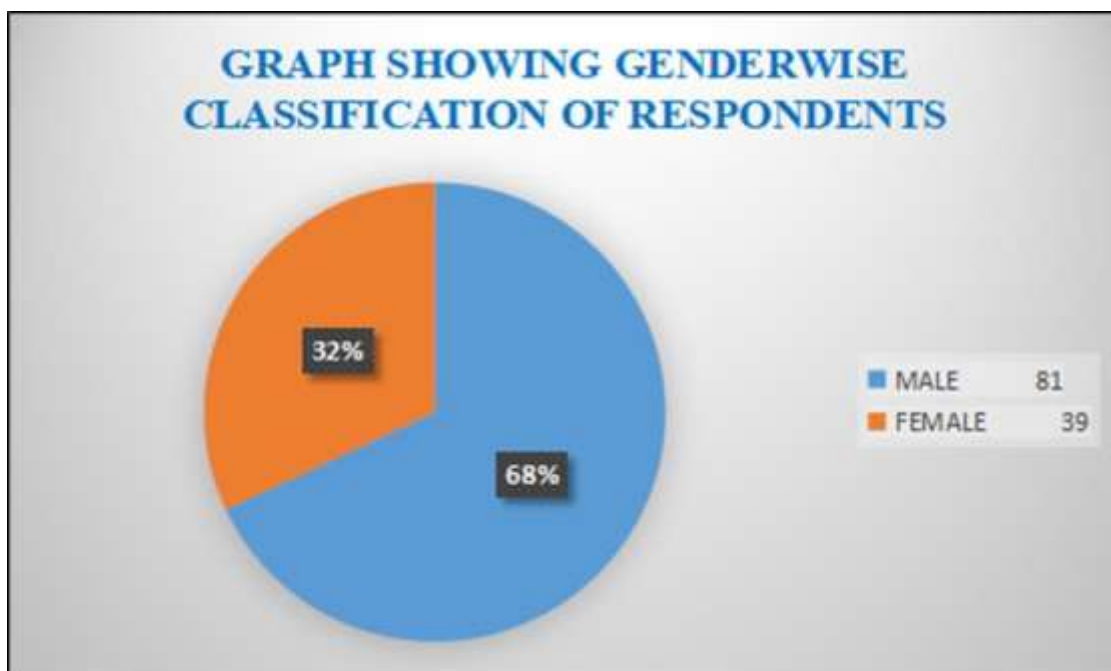
LIMITATIONS OF THE STUDY

This study is limited in scope to a few institutions and autonomous organisations and to a few demographic variables like title, age, etc. This study may or may not generalize to the full population because it relies on the practical sampling method to recruit participants. The study is based on a questionnaire that people self-report, and responses are gathered through a Google form. Participants answered questions based on what they perceived and understood.

ANALYSIS OF THE STUDY

Table 1.1: Table showing gender details of the respondent

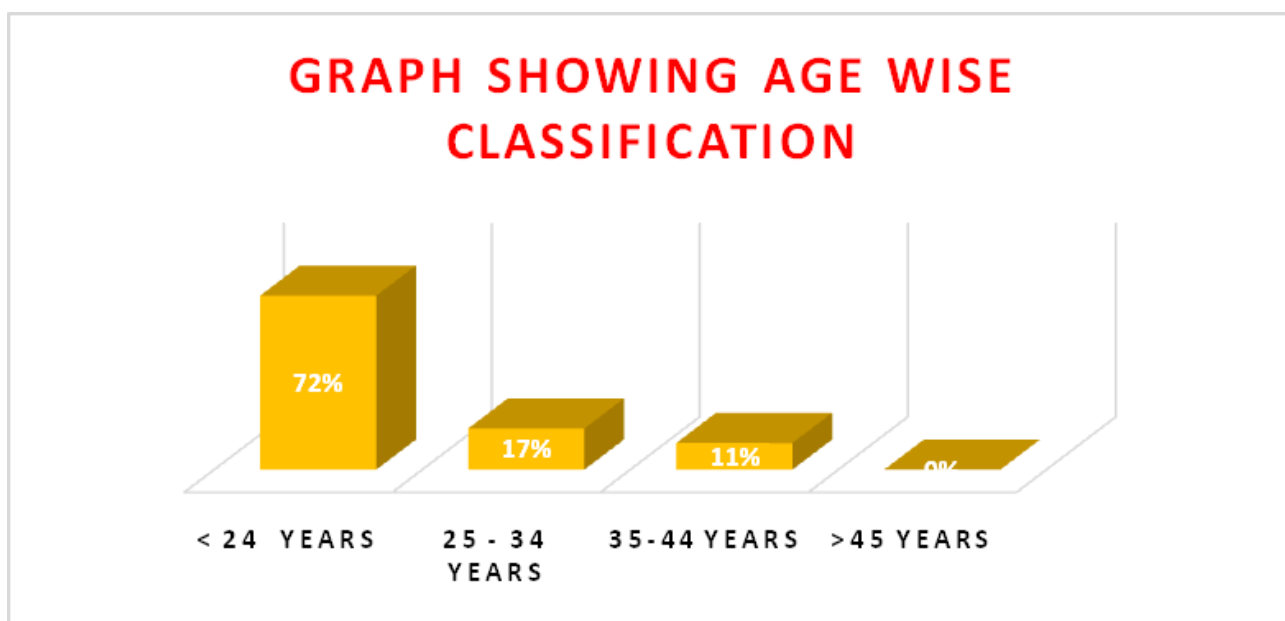
GENDER	NO OF RESPONDENT	% OF RESPONDENT
MALE	81	68%
FEMALE	39	32%
TOTAL	120	100%



It is analyzed that 68% of respondents are male and 32% of respondents are female. Thus the majority of male Students, Academicians and Research Scholars responded for the survey.

Table 1.2: Table showing age wise classification of the respondent

AGE	NO OF RESPONDENT	% OF RESPONDENT
< 24 years	86	72%
25 - 34 years	21	17%
35-44 years	23	11%
>45 Years	0	0%
TOTAL	120	100%



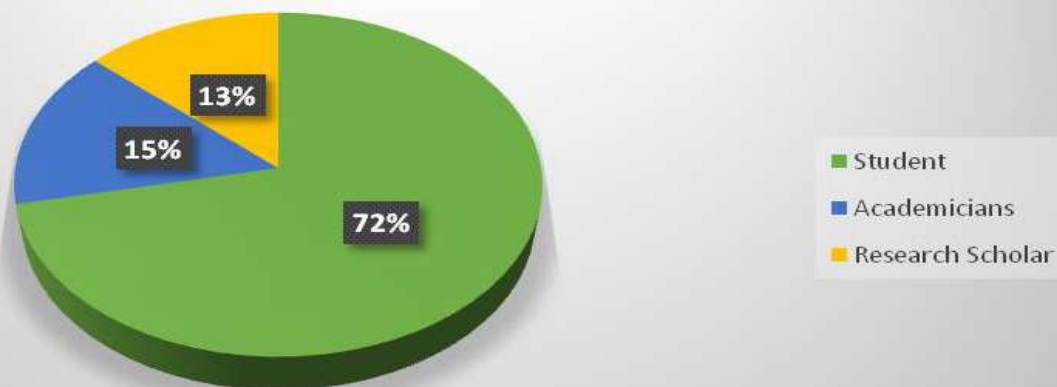


It is analyzed that 72% of the respondents are from between the age of below 24, 17% of respondents are between the age of 25-34 years and 11% of the respondents are of 35-44 age. From this we can know that most of the respondents are youngsters who falls under the category of <24 Years of age.

Table 1.3: Table showing Designation of the respondent

Designation	NO OF RESPONDENT	% OF RESPONDENT
Student	86	72%
Academicians	18	15%
Research Scholar	16	13%
TOTAL	120	100%

GRAPH SHOWING DESIGNATION OF THE RESPONDENTS



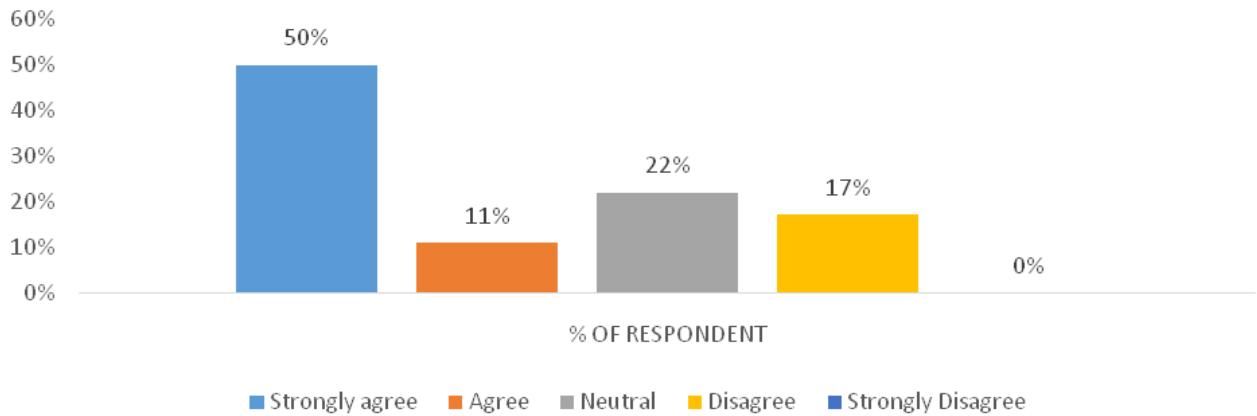
It is analyzed that 72% of respondents are the students, 15% respondents are Academicians and 13% of respondents are Research scholars from various higher educational institutions. Most of the respondents are the students of various higher educational institutions.

Table 1.4: Table showing the aspects of ISR should be inculcated in every educational Institute's Practice

SCALE	NO OF RESPONDENT	% OF RESPONDENT
Strongly agree	60	50%
Agree	13	11%
Neutral	26	22%
Disagree	21	17%
Strongly Disagree	0	0%
Total	120	100%



GRAPH SHOWING ISR SHOULD BE INCULCATED IN EVERY EDUCATIONAL INSTITUTE'S PRACTICE

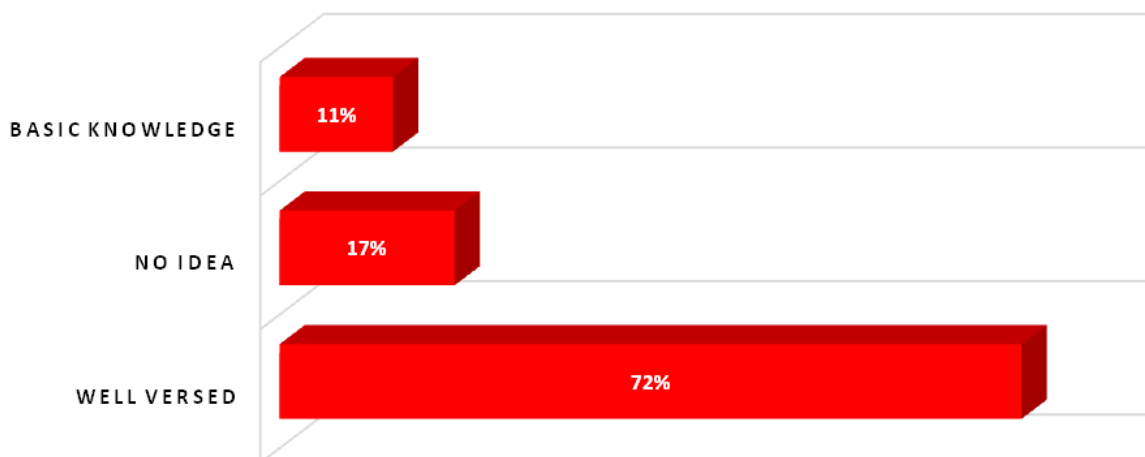


It is analyzed that 50% of the samples strongly agreed that ISR should be inculcated in every educational institution practice. 11 % of them agreed with the above statement. 22% of them are neutral, 21% of the respondents have disagreed with the statement and none of them have opted to strongly disagree. Thus majority of the respondent's sense that ISR should implement in every educational institution.

Table 1.5: Table showing the level of knowledge regarding the term Institutional Social Responsibility

SCALE	NO OF RESPONDENT	% OF RESPONDENT
Well Versed	86	72%
No Idea	21	17%
Basic Knowledge	23	11%
TOTAL	120	100%

GRAPH SHOWING THE LEVEL OF KNOWLEDGE REGARDING THE TERM INSTITUTIONAL SOCIAL RESPONSIBILITY



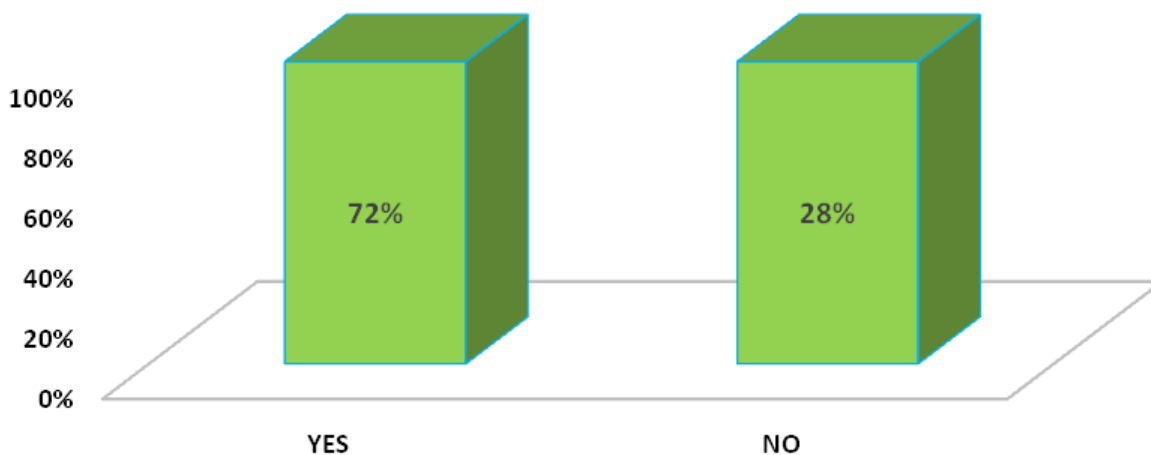


It is interpreted that 72% respondents are well versed with the concept ISR, 11% of the respondents have basic knowledge about ISR, and 17% are not aware of the concept of ISR. Henceforth, most of the Higher education institutions have taken initiative to create awareness about the ISR among the students, faculty fraternity in their respective institutions

Table 1.6: Table showing the ISR helps young people to improve their social concern through programs

PERCEPTION	NO OF RESPONDENT	% OF RESPONDENT
YES	87	72%
NO	33	28%
TOTAL	120	100%

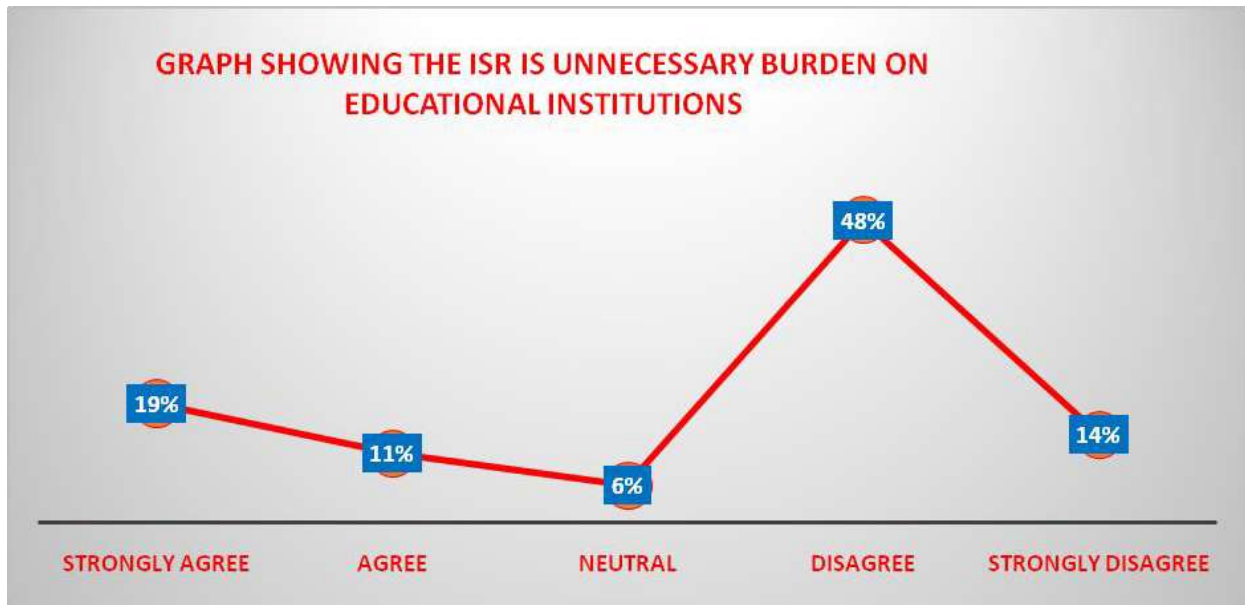
GRAPH SHOWING THE ISR HELPS YOUNG PEOPLE TO IMPROVE THEIR SOCIAL CONCERN



It is identified that 72% of the respondents accepted that the concept of ISR helps the young people to improve their social concern and 28% respondents have disagree with the above statement. Therefore, ISR helps the most of the youngster’s inculcate social concern towards the society.

Table 1.7: Table showing the ISR is unnecessary burden on educational institutions

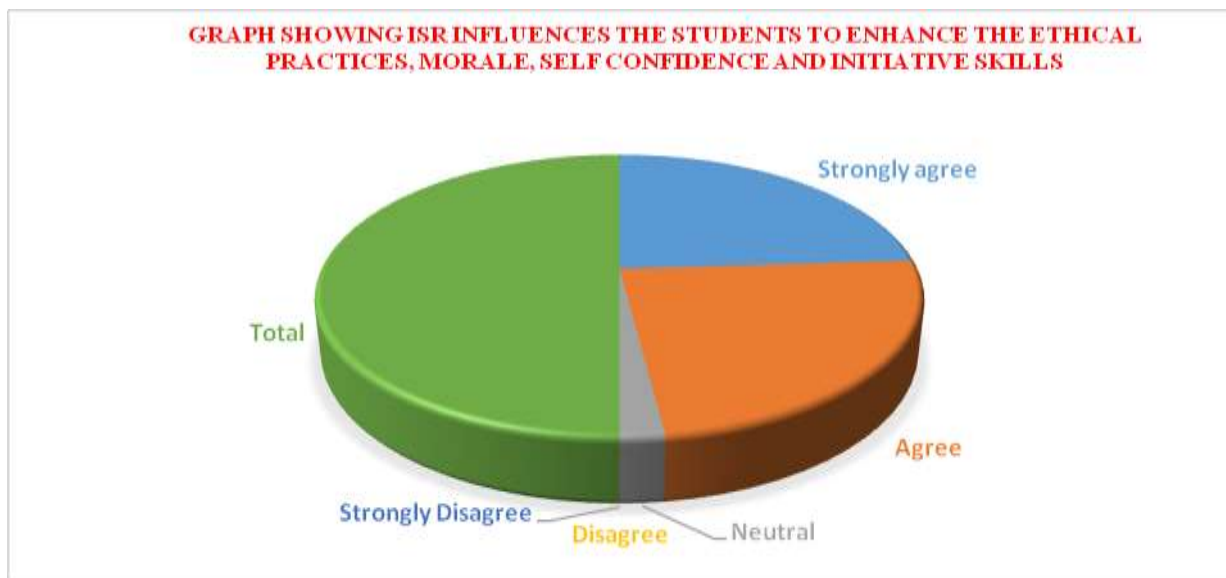
SCALE	NO OF RESPONDENT	% OF RESPONDENT
Strongly agree	23	19%
Agree	14	11%
Neutral	8	6%
Disagree	58	48%
Strongly Disagree	17	14%
Total	120	100%



It is evaluated that 19% of the respondents strongly agree that ISR is a burden to the educational institutions, 11% of the respondents agree, 6% of the respondents are neutral, 48% of the respondents disagree and 14% of the respondents are strongly disagree with the above statement. Henceforth most of the respondents find that ISR is not an unnecessary burden to the educational institutions.

Table 1.8: Table showing the ISR influences the Institution to enhance the Brand Equity, ethical practices, Morale, Self Confidence and Initiative Skills

SCALE	NO OF RESPONDENT	PERCENTAGE
Strongly agree	57	48%
Agree	57	48%
Neutral	6	4%
Disagree	0	0%
Strongly Disagree	0	0%
Total	120	100%





It is evaluated that 48% of the respondents strongly agree, 48% of the respondents agree, 4% of the respondents are neutral on the above statement. Thus, it shows that most of the respondents are said that the ISR influences the Institution to enhance the Brand Equity ethical practices, morale, self-confidence and initiative skills.

FINDINGS OF THE STUDY

Higher education is ever more competitive. To continue to survive and get new students into their schools, they must exert all possible effort. Participating in Institutional social responsibility programmes or attending universities is one option to reach the goal. This study aims to explore and put into practice fresh, creative strategies. The idea of institutional social responsibility is not well understood by the institutions, both students and faculty. Students and faculty are not properly involved in planning activities for institutional social responsibility and are not subject to ongoing evaluation. The respondent highlighted two main issues: policymakers' resistance and a lack of proper ISR training. It was mentioned by many respondents that ISR fosters on Brand Equity, ethical behaviour.

SUGGESTIONS

Strong Institutional Social Responsibility policies are essential for universities, particularly educational institutions, to succeed in the fiercely competitive education sector. In this regard, higher education institutions frequently choose institutional social responsibility as one of their top methods for building a positive reputation and a competitive edge.

CONCLUSION

The standards by which institutions were rated were shifting as a result of the rising competitiveness in the higher education market. The criteria used to evaluate higher education institutions may change over time, but the fundamentals of success in a cutthroat market, such as maintaining a solid reputation, developing unique branding, and standing out from the competitors, never change. One effective approach to accomplish this is by developing an institutional social responsibility strategy and carrying it out.

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