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Enhancing Students' Academic Performance and Personal Development through CSR Educational Initiatives

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Abstract: *Purpose: To investigate the impact of CSR educational initiatives on student achievement and personal growth.*
Methodology: The research used a quantitative method consisting of surveys from 200 students, and analyzed the data through reliability testing and Spearman's correlation. Limitations: The data source for this study was self-reported and was not representative of a nationwide sample of students.
Implications: The results of this study provide evidence to support an increase in CSR involvement in education.
Findings: CSR educational efforts had a positive effect upon student performance in achieving higher grades and causing personal growth; moreover, student experience found greater personal growth than increased academic performance as a result of CSR educational activities

Keywords: Academic performance, Corporate Social Responsibility, Education , Education initiatives , Personal Development.

I. INTRODUCTION

Education is recognized as one of the most important factors in helping to develop society and the economy. However, there are many areas of India which are still struggling with limited access to quality education, especially across rural and economically disadvantaged regions. Many issues, including insufficient infrastructure to accommodate education, an insufficient number of qualified educators or teachers, unequal access to educational opportunities, limited access to digital learning resources, and gender disparity, continue to plague the Indian education system. All of these issues severely limit both the rate of educational progress and the advancement of human resources and the economic growth of the nation as a whole. Companies today are realizing that they can help address these issues by taking part in developing and providing educational support through the use of Corporate Social Responsibility (CSR). In addition to being recognized as a method for giving back to the communities in which a company operates, CSR programs have become mandatory under the Companies Act, 2013 for any eligible company and require companies to spend a certain percentage of their profits on social welfare activities. As a result, eligible corporate organizations have begun to expand their role in providing educational assistance to citizens by investing in education. Major corporations, such as Reliance Industries, Tata Group, ITC Limited, and Bajaj Group, are all involved in undertaking various CSR initiatives to support the education of citizens in India by providing educational services, among many other services. Some examples of the types of CSR initiatives supporting education in India include providing funds to create or renovate schools, providing digital learning resources, providing scholarships for economically disadvantaged students, supporting girls' education through scholarships, supporting the training of teachers, and supporting the creation or expansion of vocational education programs. Although companies are becoming more involved in the educational sector, doubts remain about how effective and sustainable CSR programs are as compared to traditional charitable investments. Implementation, transparency, tracking, allocation of resources, and measuring long-term impact are all considerable hurdles that remain. In addition, some CSR programs are criticized for providing publicity rather than

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making meaningful contributions to society. Therefore, it is essential to critically examine CSR in relation to education in order to ascertain whether the company investment truly has an impact on educational outcomes, student academic achievement and development as well as the support of sustainable community development. The regulatory framework in India encourages companies to participate in education through a comprehensive CSR legal framework. Schedule VII of the Companies Act, 2013 identifies education - which includes primary, secondary and higher education; vocational training; skills development; and digital education - as one of the eligible areas for mandated CSR contributions. This creates a statutory basis for the participation of the private sector in education-related projects. This development is further supported by the National Education Policy of 2020, which provides a national agenda for improving the quality and equity of, and access to, education and for integrating technology into education. Within the above-mentioned framework, many CSR activities such as building digital infrastructure, providing scholarships and training of teachers, are priority implementation

II. REVIEW OF LITERATURE

In their research on CSR in Malaysian schools, Ismail et al. (2014) found that through surveys and focus group discussions with teachers from 36 different schools, they were able to demonstrate that through the provision of corporate support in terms of infrastructure, ICT, provision of scholarships, and teacher training, there was improvement in academic performance, co-curricular performance, and overall school improvement. The researchers noted that CSR as a vehicle for investment into schools is an effective method for aiding students and communities.

Latapí Agudelo et al. (2019) provide a thorough overview of the origins of corporate social responsibility (CSR) using a systematic literature review methodology to evaluate scholarly contributions through academic journals, international organizations, and public events throughout many decades. The findings indicate that, between 1900 and 2010, the definition of CSR transitioned from an emphasis on generating profit for the corporation to a more comprehensive commitment to social welfare and the idea of creating share value. The historical evidence presented in this study establishes the foundational framework for modern educational CSR engagement — it clearly shows that engagement by businesses with education has not just recently developed; rather, it has developed over time through an ongoing and purposeful change in the understanding of the corporation's role and responsibility to society

Tuuli et al.'s (2023) research on the influence of CSR on educational teaching and learning in Ghana, they utilized a qualitative research design by conducting interviews and focus group discussions with teachers, students and school administrators. Their results indicated that when corporations provide CSR support to schools (i.e., building classrooms, providing computers, providing libraries and training for teachers), it improves the quality of teaching and instructional performance for both teachers and their students. The results further concluded that there were varying views from both corporate and community stakeholders on what they considered to be CSR, thus highlighting the need for stakeholder engagement. Tuuli et al.'s work is relevant to the current study as it provided confirmation that CSR initiatives can lead to improved educational outcomes in developing countries

Siwar & MdHarizan (2009) provided a critical review of Corporate Social Responsibility (CSR) in the Asian context finding a 'gap' between corporations' understanding of CSR's importance to their business and to the welfare of the wider community, and the practical implementation of CSR practices. While businesses recognised that CSR is important for community and social achievement, the majority of CSR initiatives were focused on charitable giving and donations rather than creating long-term strategic social responsibility efforts. The study also described the disparity between businesses making 'symbolic commitments' to CSR and making 'significant transformational' action.

The study by Siwar and Hossain (2009) demonstrated that CSR initiatives promoting ethical business practices, legal compliance, and community assistance correspond with important Islamic values. The findings suggest that CSR supports Islamic concepts of social obligation and responsible corporate behavior.

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III. OBJECTIVES

1. To examine the relationship between CSR educational initiatives and students' academic performance
2. To examine the relationship between CSR educational initiatives and personal development

IV. HYPOTHESIS

H_{01} (Null Hypothesis): There is no significant relationship between CSR educational initiatives and students' academic performance.
H_{11} (Alternate Hypothesis): There is a significant positive relationship between CSR educational initiatives and students' academic performance.
H_{02} (Null Hypothesis): There is no significant relationship between CSR educational initiatives and students' personal development.
H_{12} (Alternate Hypothesis): There is a significant positive relationship between CSR educational initiatives and students' personal development.

V. RESEARCH METHODOLOGY

A quantitative research design was used in the present study to Analyze the linkage between CSR educational initiatives and student outcomes. The study result reflects that the CSR educational initiatives were highly positively correlated with students' outcomes related to their personal development ($r=0.431$, $p<0.001$). Each of the program's components had a statistically significant correlation with students' level of personal development, all higher than the correlation found between CSR educational initiatives and academic performance. Therefore, the null hypothesis (H02) was rejected in support of the alternative hypothesis (H12).

VI. RELIABILITY ANALYSIS

Scale	Number of items	Cronbach's alpha
CSR Education initiative	6	.829
Academic Performance	5	.873
Personality Development	5	.894

VII. DESCRIPTIVE STATISTICS

Variable	N	Minimum	Maximum	Mean	Std. Deviation
CSR Educational Initiatives	200	2	5	3.85	.990
Academic Performance	200	1	5	3.76	1.141
Personal Development	200	1	5	3.68	1.177
Valid N (list wise)	200				

VIII. CORRELATION ANALYSIS (SPEARMAN'S RHO)

Spearman's rho was computed to test the two hypotheses. The results are presented in Tables 3 and 4

8.1 Objective 1: CSR Educational Initiatives and Academic Performance.

Table 3: Spearman's rho Correlation Coefficients for CSR Educational Initiatives and Academic Performance

CSR educational initiatives		Academic Performance	N	Sig (2-tailed)	Interpretation
EI -1	Provides adequate learning resources	.399	200	<.001	Moderate Positive
EI -2	Improve access to quality education	.414**	200	<.001	Moderate Positive

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EI-3	Effective and easy teaching method	.397	200	<.001	Moderate Positive
EI-4	Academic guidance and mentoring support	.383	200	<.001	Moderate Positive
EI-5	Financial assistance for containing education	.439	200	<.001	Moderate Positive
EI-6	Overall satisfaction csr initiatives	.426	200	<.001	Moderate Positive
CSR educational initiatives (overall)		.410	200	<.001	Moderate Positive

Correlation is significant at the 0.01 level (2-tailed). N = 200.

The correlation analysis reported in Table 3 indicates that CSR educational initiatives are positively associated with students' academic performance. The obtained correlation coefficient ($r = .410$) suggests a moderate positive relationship, which is statistically significant at $p < .001$. Furthermore, all individual CSR initiative measures are significantly related to academic performance. Consequently, the null hypothesis is rejected in favour of the alternative hypothesis.

8.2 Objective 2: Relationship between CSR Educational Initiatives and Personal Development

To fulfil the second objective of the study, Spearman's rho correlation analysis was conducted to investigate the relationship between CSR educational initiatives and personal development. The results are presented in Table 4, highlighting the correlations between programme initiatives and students' overall Personal Development scores.

Table 4: Spearman's rho Correlation Coefficients for CSR Educational Initiatives and Personal Development

CSR educational initiatives		N	Personality Development	Sig (2-tailed)	Interpretation
EI-1	Provides adequate learning resources	200	.422	<.001	Moderate Positive
EI-2	Improve access to quality education	200	.441	<.001	Moderate Positive
EI -3	Effective and easy teaching method	200	.411	<.001	Moderate Positive
EI-4	Academic guidance and mentoring support	200	.425	<.001	Moderate Positive
EI-5	Financial assistance for containing education	200	.451	<.001	Moderate Positive
EI -6	Overall satisfaction csr initiatives	200	.438	<.001	Moderate Positive
EI -7	CSR educational initiatives (overall)	200	.431	<.001	Moderate Positive

Correlation is significant at the 0.01 level (2-tailed). N = 200.

IX. FINDINGS

Results of this research demonstrated that each of the research variables had high internal consistencies as demonstrated by Cronbach's alpha coefficient of between .829 and .894, which confirms the reliability of the measurement tool utilized in this study. The participants in the study reported positive perspectives about the effectiveness of CSR educational initiatives, and their impact on both academic performance and personal

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development. The results of the correlation analysis demonstrated a statistically significant moderate positive relationship between CSR educational initiatives and students' academic performance, thereby supporting the first research hypothesis. Further, there was a statistically significant moderate positive relationship between CSR educational initiatives and students' personal development, thereby also supporting the second research hypothesis.

The association between CSR educational initiatives and personal development was found to be slightly stronger than that of academic performance. This indicates that educational CSR programs not only produce academic success but also improve students’ behaviour, social, communication and leadership skills, contributing to their overall development.

X. CONCLUSION

The purpose of this research was to investigate the relationship between CSR educational initiatives and the academic and personal developmental outcomes of students. The results provided evidence of a significant positive correlation between the CSR initiatives and both of the outcome variables. This indicates that CSR educational programs have the potential to provide students with meaningful benefits.

Financial assistance emerged as the most important component in predicting positive outcomes, demonstrating the importance of providing financial resources to support educational attainment and personal growth. These results are consistent with previous research conducted in developing countries and provide further support for the role of CSR as a strategic tool for achieving social development. Additionally, the results of this study help to demonstrate how the Companies Act 2013 can be used to mobilize corporate resources in support of education improvement initiatives.

Future research may adopt longitudinal designs and investigate contextual factors that influence the effectiveness of CSR educational interventions.

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