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A STUDY OF EFFECTIVENESS BETWEEN THE HIGHER EDUCATION'S SOCIAL RESPONSIBILITY PRACTICES EFFECTIVENESS

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ABSTRACT

In the years before that, there have been a growing focus on business and individual social responsibility. We investigate the efficacy of adding social responsibility courses to the higher education curriculum, focusing on Bangalore Universities specifically. Overall, the findings show that kids benefit from this kind of curriculum, however the effects vary depending on the students. In particular, the findings indicate that compared to their gender counterparts, female students often exhibit a higher degree of personal social responsibility. The findings also show that students' views of how ethical businesses need to act for the benefit of society and institution are influenced by their degree of social responsibility. We draw the conclusion that these classes help students learn how to be decent citizens and inspire them to become active members of the community.

KEYWORDS: Environment, Community, environmental chemistry, ecology, environmental engineering, and pollution. Other relevant areas include environmental management, sustainability, environmental biology, geosciences, and environmental technologies.

INTRODUCTION

Corporate Social Responsibility (CSR) refers to a business's ethical duty to positively impact society and the environment while carrying out its operations. It involves going beyond basic legal obligations to support initiatives focused on social well-being, environmental conservation, and ethical business conduct.

CSR initiatives help students grow both personally and professionally by enhancing civic

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responsibility, expanding community networks in places like Indianapolis for job opportunities, and reinforcing classroom learning by showing its real-world relevance. These programs also improve cultural awareness and understanding of social issues related to academic interests, while encouraging independent learning and critical thinking.

Higher Education Social Responsibility (HESR) courses play a vital role in student development by deepening their understanding of personal and social accountability, fostering ethical behavior, encouraging civic engagement, enhancing intercultural competence, and enriching the overall educational experience. In light of recent corporate scandals, there is increasing pressure on universities and educators to produce socially aware graduates, as some argue that a lack of personal and institutional social responsibility in higher education may contribute to such ethical failings.

HESR's impact on the wider community includes providing university resources to meet local needs, creating mutually beneficial partnerships between students and community members, and offering opportunities for children, families, and organizations to inspire future civic leaders and volunteers.

This study focuses on evaluating how effectively social responsibility courses cultivate strong corporate and individual social responsibility. Using Bangalore University's core curriculum—which requires students to complete at least one course in social responsibility—we assess students' perceptions of individual and higher education social responsibility. This is especially relevant in the context of growing expectations for socially responsible behavior in both the corporate world and society, with proven benefits seen across sectors.

A REVIEW OF LITERATURE

Mihaela Păceşilă 2017 Individual Social Responsibility (HESR) metrics we measured the participant's moral identity using the Aquino and Reed (2002) scale, which consists of 10 statements to which participants are asked to indicate how strongly they agree or disagree. This allowed us to gauge each participant's feelings regarding socially responsible behaviour as well as their beliefs about their own moral behaviours. The scale measures internalization and symbolization, two aspects of moral identity that vary according on how individuals internalize or publicly display their moral identity. In our research, we Janne S. Kotiaho (2016) & John R. Kelly Ecosystem recovery, especially within the framework of entrepreneurial and regional ecosystems, refers to the system's ability to endure, adapt to, and recover from challenges such as economic downturns, natural disasters, or societal disruptions. Recent literature has increasingly emphasized the importance of resilience and recovery strategies, highlighting the crucial roles of collaboration, resource mobilization, and supportive policies in helping regions and entrepreneurial ecosystems bounce back and thrive after a crisis.

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Harold A. Pincus et al. (2016) This study introduced a conceptual framework to examine how customers' expectations, their perceptions of a firm's social responsibility—particularly Higher Education Social Responsibility (HESR)—and how they assign blame for service failures influence their satisfaction after a recovery effort. The model was applied in the hospitality industry, using data from a survey of 281 restaurant patrons. Results showed that when customers had favourable views of a company's social responsibility, the negative impact of blaming the company for a service failure was lessened. This improved the customer's emotional connection with the company and led to higher satisfaction after recovery. Additionally, customers with greater initial expectations were more affected by their perception of HESR when forming a sense of connection with the company. The study further revealed that customer–company identification acted as a key mediator linking attribution, HESR perception, and prior expectations to post-recovery satisfaction.

Turker (2009): To measure public perceptions of higher education social responsibility, the HESR scale developed by Turkey was used. This scale assesses how society views a company's social responsibilities and originally consists of four components. Two focus on public expectations—how people think businesses should contribute to society and benefit consumers. The other two dimensions concern corporate relations with employees and governmental bodies. Since this study aims to understand students' views on HESR, and students typically lack insight into a company's internal and governmental interactions, only the two public-facing components were used. Participants were asked to express their level of agreement with various statements about responsible business behavior. The average scores for the two selected HESR dimensions were then calculated to analyze the data. This research adds to the expanding literature on both corporate and individual social responsibility. While numerous studies have explored how individuals—especially consumers—respond to Higher Education Social Responsibility (HESR), including its benefits, limitations, and challenges, little attention has been given to how integrating socially responsible courses into university curricula influences students' perceptions of corporate and individual social responsibility. Given the increasing national and international focus on both ISR (Individual Social Responsibility) and HESR, this study plays a vital role in evaluating their impact on student attitudes.

According to Davis and Blomstrom (1975), HESR refers to the managerial duty to act in ways that enhance both societal well-being and the interests of organizations. Over time, broader perspectives on HESR have evolved, including McGee's (1998) interpretation of it as proactive, socially responsible behavior by individuals and corporations alike—emphasizing ethical conduct within organizations at both personal and group levels.

Since the meaning of HESR can differ across regions and cultures, it's important not to apply overly broad definitions. Therefore, this study adopts McGee's definition as supported by Campbell (2007),

ensuring contextual clarity.Regarding the relationship between HESR and financial performance, previous research has produced mixed results. For instance, Freedman and Jaggi (1982) reported no significant link between HESR practices and financial success McGuire et al. (1988) identified a positive link between Higher Education Social Responsibility (HESR) and financial performance, a finding supported by Coffey and Fryxell (1991). Building on these insights, Waddock and Graves (1997) conducted a widely recognized study that introduced a comprehensive, multidimensional framework for evaluating HESR. Their results showed a clear positive correlation between increased engagement in HESR and improved financial outcomes for businesses.

Customer Perception and HESR:

Consumer perceptions of a company's products tend to improve when the company is actively involved in HESR activities. Sen and Bhattacharya (2001) examined the various dimensions of HESR—specifically, who implements it, what types of initiatives are pursued, and when they are introduced. Their study found that customer reactions to HESR are shaped by both company-specific factors, such as the nature of the HESR efforts and the quality of products, as well as individual consumer attitudes toward social responsibility. Interestingly, they also noted that HESR efforts can sometimes negatively influence consumer purchasing behavior under certain conditions.

Although the concepts of HESR and Individual Social Responsibility (ISR) have long been discussed, their impact on local communities and the broader global business landscape continues to grow. ISR emphasizes the accountability of individuals for actions that influence communities beyond their immediate social circles. It encourages people to actively engage in the improvement of their communities and work together to address local challenges. Ultimately, one of the central objectives of ISR is to contribute to the creation of stronger, more resilient communities.

Benabou and Tirole (2009) explored the reasons behind individuals engaging in socially responsible behavior. They identified three key motivations: financial incentives, concerns about social image or self-esteem, and intrinsic altruism. Their findings also emphasized that these motivations are interconnected. To effectively encourage socially responsible actions, it is essential for policymakers and social advocates to understand how these factors influence one another.

Galaskiewicz (1991) examined the relationship between Higher Education Social Responsibility (HESR) and Individual Social Responsibility (ISR). The study found that managers were more likely to engage in meaningful HESR and ISR activities if they were part of clubs or associations that promoted charitable involvement. This tendency is attributed to the influence of education, such as the socially responsible values taught in lectures and seminars, similar to those offered at institutions like Butler University. Additionally, the study suggested that peer pressure plays a role in encouraging

socially acceptable behavior.

Mawson et al. (2021) introduced the innovative use of real-time social media data and network analysis to trace conversations within the Edinburgh entrepreneurial ecosystem. Their research demonstrated how analyzing such discussions can offer valuable insights for both empirical research and policy-making.

Uyarra et al. (2017) highlighted the critical role that interactive dialogue spaces play in fostering knowledge generation and driving regional innovation. Similarly, Giuliani (2013) emphasized how storytelling and narratives support entrepreneurial understanding and help secure resources.

Arlow (1991) investigated how college students' views on business ethics and HESR were influenced by personal characteristics. The findings showed that a student's field of undergraduate study impacted their perception of HESR more than their views on business ethics alone. Furthermore, it was found that female students tended to be more ethically aware and socially responsible than male students, and that students from business backgrounds were just as ethical as their peers from non-business disciplines.

Matten and Moon (2004) presented the results of a survey on Higher Education Social Responsibility (HESR) education—specifically teaching and research—across Europe. Their findings emphasized the importance of tailoring business ethics curricula based on student characteristics. The survey aimed to assess whether business schools were proactively integrating social responsibility topics into their academic programs. Although the approach was relatively new and exploratory, the study revealed that many business schools are indeed seeking innovative methods to incorporate both Individual Social Responsibility (ISR) and HESR into their curricula. It also highlighted that certain faculty members play a key role in championing the HESR agenda within their institutions. Finally, a number of questions concerning the participants' demographic and psychographic characteristics were posed. The section that follows contains specific details on the measures.

STATEMENT OF PROBLEM:

Despite notable progress in recent years, significant challenges still prevent millions of children and youth from accessing quality education. The concept of Higher Education Social Responsibility (HESR) presents a promising approach, emphasizing collaboration between academic institutions and society to address pressing social issues. In India, where private institutions play a major role in shaping the nation's development, HESR efforts have increasingly focused on education, recognizing its vital contribution to socio-economic growth. These efforts include a broad spectrum of initiatives, such as infrastructure development and skill enhancement programs, reflecting a commitment to

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leveraging institutional resources for societal benefit. However, despite the encouraging landscape, questions remain regarding the effectiveness, sustainability, and overall impact of HESR initiatives in transforming the educational sector. This study seeks to explore the multifaceted nature of HESR activities aimed at improving education in India, assessing their successes, challenges, and potential for lasting impact. Through this analysis, the goal is not only to understand the current situation but also to chart a path toward a more equitable and inclusive educational future for all in India.

OBJECTIVES:

1. To study the impact between the Higher education social responsibility practice.
2. To examine the effectiveness of institutional social responsibility sustainable practice

RESEARCH METHODOLOGY:

The researcher sought to explore the factors influencing social responsibility. A descriptive research design was employed for the study. Primary data was collected from a sample of 350 university respondents in Bangalore, Karnataka, selected through simple random sampling. Secondary data was sourced from various publications, including books, journals, and websites. The collected data was analyzed using the Henry Garrett Ranking method.

LIMITATIONS:

The findings of the study cannot be generalized, as the research is confined to educational institutions within Bangalore city. The sample size is limited to just 350 individuals, and their responses may not accurately represent the broader population, potentially leading to biased results.

Descriptive Statistics Analysis for demographic profile

The average age of respondents is 2.56 on a 1-to-6 scale, with a standard deviation of 1.42, indicating that the majority belong to younger age groups, though there is a moderate range across all age categories. The gender mean is 1.30 on a 1-to-2 scale, with a standard deviation of 0.459, implying that most participants are from the group coded as "1" (presumably male), with minimal variation. For location, the mean is 1.89 on a 1-to-2 scale, and the standard deviation is 0.315, suggesting that a large portion of respondents are from the group coded as "2" (likely representing urban areas), with limited variation. The average education level is 2.03 on a scale of 1 to 5, with a standard deviation of 1.103, indicating that participants generally have low to moderate educational backgrounds, though there is some variation in their levels of educational attainment.

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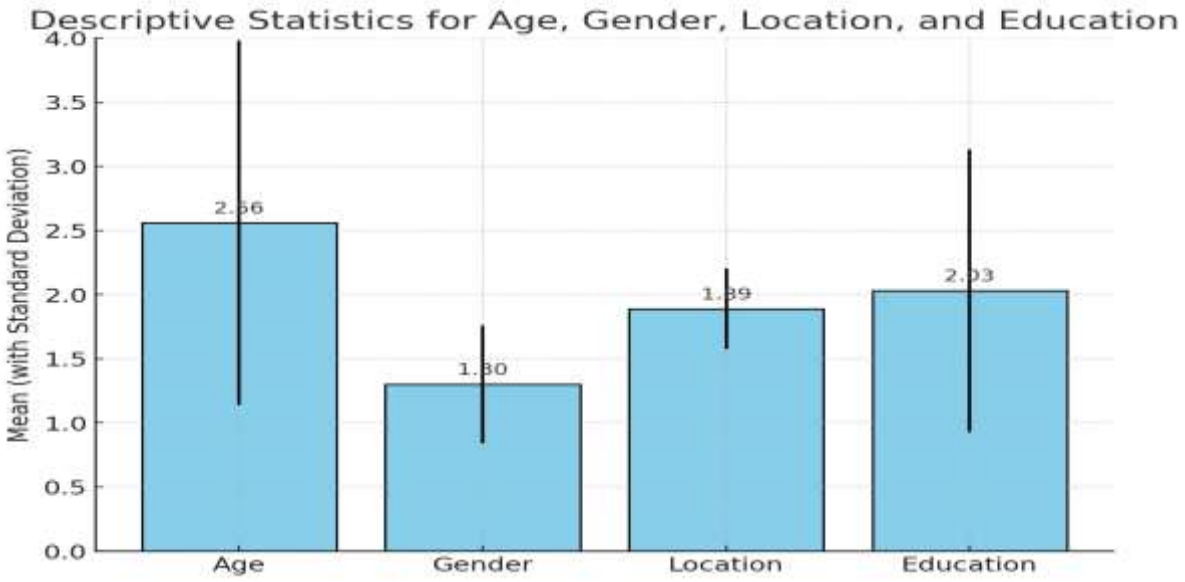

Fig 1

Interpretation

Variable	N	Min	Max	Mean	Std. Deviation	Interpretation
Ecosystem Recovery	350	1	4	1.69	0.8	Low average score, indicating respondents perceive ecosystem recovery as relatively weak or early-stage. Moderate variability.
Exploit Opportunities	350	3	5	4.7	0.506	High mean suggests strong agreement or presence of exploit opportunities, with low variability.
Ecosystem Resilience	350	4	5	4.85	0.353	Very high mean and low variability indicate consensus on strong ecosystem resilience.
Historical Precedent	350	1	5	2.38	1.349	Low to moderate mean with high variability, showing diverse perceptions of historical precedent.

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Collaboration	350	1	5	3.62	1.728	Moderate mean with high variability suggests differing views on collaboration levels.
Role Intervention	350	3	5	4.49	0.659	High mean indicates strong role intervention perceived, with moderate variability.
Community Engagement	350	4	5	4.86	0.35	Highest mean and very low variability, showing strong consensus on community engagement.

Independent T Test

Variable	Levene's Test Sig.	Equal Variances Assumed?	t-test Sig. (2-tailed)	Interpretation
Ecosystem Recovery	0.016 (<0.05)	No	0.054 (>0.05)	Variance's unequal; t-test not significant at 5% level, borderline difference in means.
Exploit Opportunities	0.034 (<0.05)	No	0.142 (>0.05)	Variance's unequal; no significant difference between groups.
Ecosystem Resilience	0.000 (<0.05)	No	0.005 (<0.05)	Variance's unequal; significant difference in means between groups.
Historical Precedent	0.025 (<0.05)	No	0.031 (<0.05)	Variances unequal; significant difference in means.
Community Engagement	0.000 (<0.05)	No	0.000 (<0.05)	Variances unequal; highly significant difference in means.

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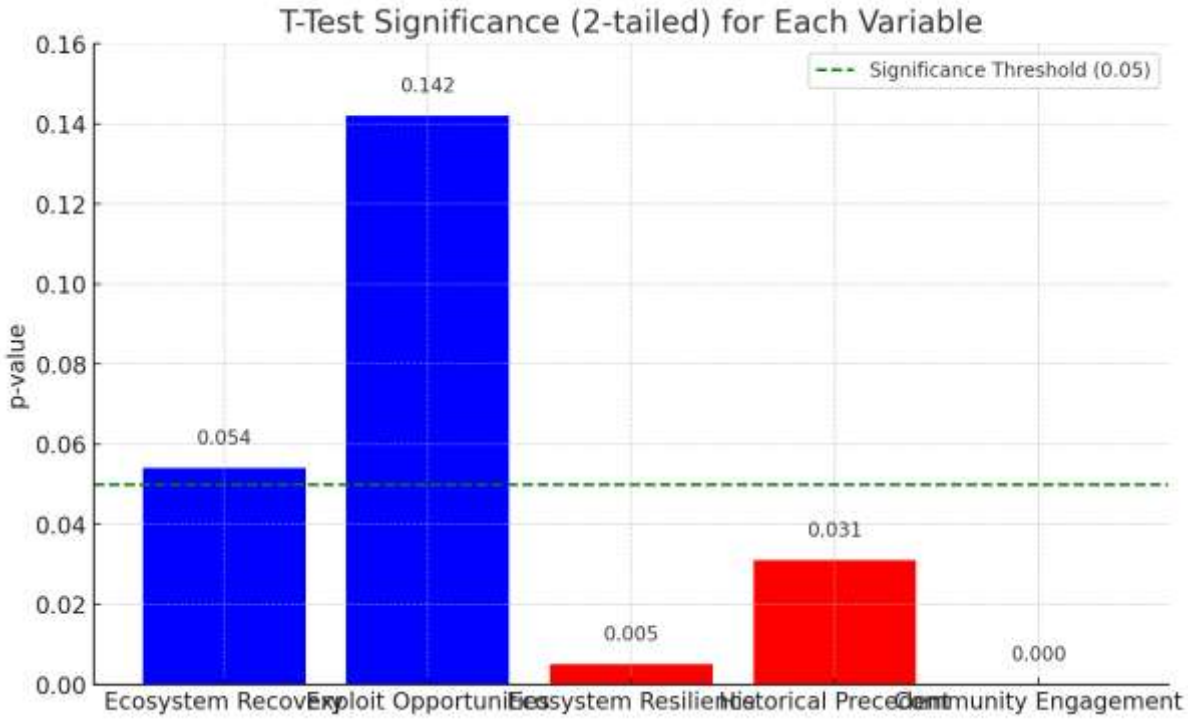

F-value: Measures the ratio of variance between groups to variance within groups. Larger values suggest greater differences among group means.

p-value (Sig.): Tests the null hypothesis that all group means are equal.

If $p < 0.05$, reject the null hypothesis → at least one group mean differs significantly.
If $p \geq 0.05$, fail to reject the null hypothesis → no significant difference among group means

Variable	F	Sig. (p-value)	Interpretation
Ecosystem Recovery	1.051	0.388	There was no statistically significant variation between the groups ($p > 0.05$).
Exploit Opportunities	0.901	0.480	There was no statistically significant variation between the groups ($p > 0.05$).
Ecosystem Resilience	3.025	0.011	A statistically significant difference was found between the groups ($p < 0.05$).

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Historical Precedent	1.017	0.408	There was no statistically significant variation between the groups ($p > 0.05$).
Collaboration	1.442	0.209	There was no statistically significant variation between the groups ($p > 0.05$).
Role Intervention	1.986	0.080	No significant difference, but borderline ($p > 0.05$).
Community Engagement	1.803	0.112	No significant difference, borderline ($p > 0.05$).

There is a statistically significant difference in ecosystem resilience scores among the groups compared. This means at least one group's mean differs from the others Ecosystem Resilience (p=0.011). Group means differ significantly, indicating variation in digital and social dimension scores. Resource Mobilization (p=0.001): Strong evidence of differences among groups, suggesting resource mobilization varies significantly Digital and Social Dimension (p=0.042). For variables like Ecosystem Recovery, Exploit Opportunities, Historical Precedent, Collaboration, Public Intervention, Social Entrepreneurship, Individual Recovery, and Community Engagement, the ANOVA results indicate no statistically significant differences among the groups Non-significant Effects ($p > 0.05$). Role Intervention (p=0.080), Digital Entrepreneurial (p=0.090), and Community Engagement (p=0.112) show trends toward significance but do not meet the conventional 0.05 threshold.

Correlation analysis:

Variable Pair	r	p-value	Interpretation
Ecosystem Recovery & Exploit Opportunities	-0.813**	0	Strong, significant negative correlation: as ecosystem recovery increases, exploit opportunities decrease.
Ecosystem Recovery & Ecosystem Resilience	-0.760**	0	Strong, significant negative correlation.
Ecosystem Recovery & Role Intervention	-0.884**	0	Very strong, significant negative correlation.
Exploit Opportunities & Ecosystem Resilience	0.700**	0	Strong, significant positive correlation.
Exploit Opportunities & Role Intervention	0.782**	0	Strong, significant positive correlation.
Community Engagement & Ecosystem Recovery	-0.120*	0.025	Weak, significant negative correlation.
Community Engagement & Role Intervention	0.115*	0.031	Weak, significant positive correlation.

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Historical Precedent shows mostly weak or non-significant correlations with other variables except a moderate negative correlation with Collaboration (-0.758**). Social Entrepreneurship shows weak and mostly non-significant correlations. Individual Recovery and Community Engagement have weak correlations with other variables, some significant but low in magnitude.

Ecosystem Recovery is strongly negatively correlated with Exploit Opportunities, Ecosystem Resilience, Role Intervention, and Public Intervention. This suggests that as ecosystem recovery improves, perceptions of exploitation opportunities and interventions decrease, or vice versa.

Role Intervention correlates strongly and positively with Exploit Opportunities, Ecosystem Resilience, and Public Intervention, indicating these factors tend to increase together.
Regression Analysis:

Statistics	Value	Explanation
R	0.803	This is the multiple correlation coefficients, indicating a strong positive correlation between the observed and predicted values of the dependent variable. An R of 0.803 suggests the model fits the data well.
R Square (RÂ²)	0.645	This represents the coefficient of determination. It means that approximately64.5%of the variance in the dependent variable is explained by the independent variables in the model. This is a relatively high value, indicating a good explanatory power.
Adjusted R Square	0.632	Adjusted RÂ² accounts for the number of predictors relative to the sample size and provides a more unbiased estimate of model fit. Here, 63.2% of the variance is explained after adjusting for the number of predictors, which is close to RÂ², suggesting the model is not over fitting.
Std. Error of the Estimate	0.213	This is the standard deviation of the residuals (prediction errors). A smaller value indicates that the data points are closer to the regression line, reflecting better prediction accuracy.

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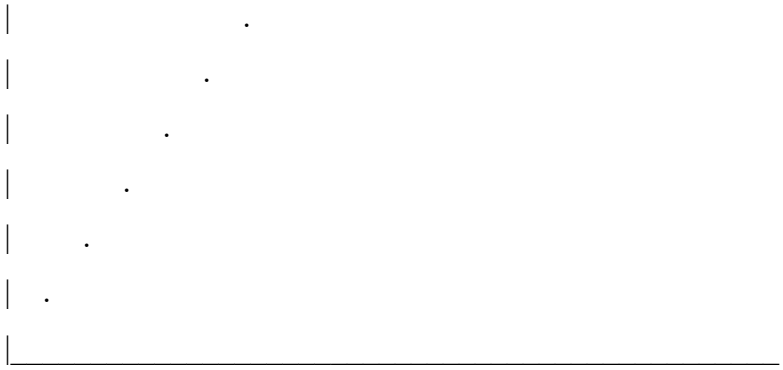

Fig 3 (scatterplot)

Beta values allow you to compare the relative importance of predictors. The higher the absolute value of Beta, the greater the impact on the dependent variable. Social Entrepreneurship (Beta = -0.592) and Individual Recovery (Beta = 0.240) have the largest absolute standardized effects

FINDINGS

1. A strong, significant negative correlation suggests that as ecosystem recovery improves, the opportunities for exploitation decrease.
2. A **strong, significant negative correlation** indicates that as ecosystem recovery improves, perceived resilience decreases.
3. A very strong, significant negative correlation shows that greater ecosystem recovery is associated with reduced role intervention.
4. A **strong, significant positive correlation** suggests that higher opportunities for exploitation are associated with increased perceived ecosystem resilience.
5. A **strong, significant positive correlation** implies that as opportunities for exploitation increase, the need for or presence of interventions also increases.
6. weak, significant negative correlation suggests that higher community engagement is slightly associated with lower ecosystem recovery.
7. A **weak, significant positive correlation** indicates that increased community engagement is slightly associated with more interventions.
8. **R (Multiple Correlation Coefficient) = 0.803**
   This indicates a **strong positive correlation** between the observed values and the predicted values from the model. An R value above 0.8 suggests that the model performs well in capturing the relationship.

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9. **R Square (R^2) = 0.645**
   This means that approximately **64.5% of the variance** in the dependent variable is explained by the independent variables. This is considered a **good level of explanatory power**, implying that the model effectively captures the main patterns in the data.
10. **Adjusted R Square = 0.632**
    The Adjusted R^2 corrects for the number of predictors included in the model. At **63.2%**, it remains close to the regular R^2,
11. The model is not overfitted.
12. The included predictors meaningfully contribute to explaining the dependent variable.

SUGGESTION

Corporations should be encouraged to direct their HESR efforts toward areas and communities experiencing the greatest educational inequalities and those that are socially marginalized. Promoting investments in technology-driven, hands-on, and project-oriented learning approaches can address diverse learning needs and promote inclusive growth. The integration of technology not only improves the quality of education but also makes it more accessible, helping to close the gap between urban and rural regions. Experiential and project-based education nurtures essential skills such as critical thinking, problem-solving, and teamwork—key competencies for thriving in the 21st century. By focusing on educational innovation, India can strengthen its position in the Global Innovation Index (GII) and foster a culture rooted in creativity, entrepreneurship, and lifelong learning, ultimately contributing to broader socioeconomic development.

Investing in comprehensive teacher development programs is essential to strengthen instructional methods, encourage inclusive classroom practices, and reduce educational inequities caused by insufficient training and support for educators. Encouraging partnerships among corporations, government bodies, academic institutions, and civil society organizations can help pool resources, expertise, and networks to implement meaningful HESR initiatives in education.

Curriculum Development: Support the creation of inclusive curricula and educational resources that reflect India's cultural and social diversity, while promoting values such as empathy, tolerance, and respect for differences.

Community Empowerment: Actively involve local communities in planning, decision-making, and implementing educational projects to ensure HESR efforts are context-sensitive and sustainable.s

Monitoring and Evaluation: Introduce strong systems for tracking and evaluating HESR programs to measure their effectiveness, identify gaps, and ensure transparency and responsible use of resources.

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Corporate Incentives: Offer incentives—such as tax relief, public recognition, and awards—to businesses that make significant contributions to reducing educational inequality and advancing inclusive growth through HESR.

In recent years, there has been growing national and global focus on the social responsibilities of individuals and institutions. Consumers are increasingly considering companies' efforts to enhance societal well-being when making purchasing decisions. Research also shows that a company's reputation benefits from its commitment to both internal and external social responsibility. Reflecting this shift, many colleges have begun integrating ethics, social responsibility, or mandatory community engagement into their academic programs, emphasizing the importance of socially conscious education.

Conclusion: Corporate-led Higher Education Social Responsibility (HESR) initiatives in India demonstrate a strong commitment to advancing education, with efforts focused on expanding access, providing scholarships, encouraging gender equality, and supporting overall educational growth. Contributions from various institutions have significantly impacted society, particularly through a wide range of programs centered on skill development and learning enhancement.

However, persistent challenges—especially in early childhood education—highlight the financial strain many families face, reinforcing the urgent need for sustained investment to ensure that all children have equal learning opportunities. In some regions, cultural norms and traditions may hinder community engagement in HESR programs, particularly those addressing environmental awareness, highlighting the need for inclusive community participation and empowerment.

To reduce educational disparities and foster inclusiveness, it is essential to invest in early education, bridge the digital divide, create inclusive curricula, involve local communities in planning and execution, and implement strong monitoring and evaluation systems. Encouraging corporate involvement through tax incentives and formal recognition can further stimulate private sector investment in tackling educational inequalities and promoting inclusive progress.

The positive outcomes of HESR in education are evident in the number of scholarships awarded, students reached through educational initiatives, and the improved access to learning and skill-building opportunities for marginalized populations. By continuing to prioritize education within their HESR frameworks, corporations can significantly contribute to building a fairer and more prosperous future for India.

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