



# The Impact Of Corporate Social Responsibility (CSR) On Increasing The Adjusted Net Enrolment In Primary Education Sectors

1Sakshyarjyoti Mishra, 2Dr. Rashmita Sahoo

1Research Scholar, 2Assistant Professor

1Utkal University,

2Utkal University

Abstract

According to the 2019-20 economic survey of the government of India, the proportion of GDP allocated to the education sector expenditure is approximately 3.1%, which falls below the recommended budget of 6%. While the Department of School Education & Literacy receives the most significant portion of the newest budget for education, there is still a financial requirement for the primary education sectors. Sustainable Development Goal 4 focuses on the education sector and is interconnected with other sectors to attain its development goals. Corporate Social Responsibility (CSR) can significantly contribute to meeting educational goals by providing financial support to students. In this analysis, we have specifically examined the adjusted net enrolment ratio, which accounts for various modifications to accurately represent primary school enrolment. This research examines the relationship between the adjusted net enrolment ratio and CSR expenditure.

## Keyword

Corporate social responsibility, Adjusted net enrolment ratio, Education.

## Introduction

Education is an essential entitlement for all individuals and necessary for attaining long-lasting progress. In order to achieve the objectives of empowering girls, combating climate change, fighting inequality, and ending extreme poverty, it is essential for all stakeholders, including businesses, to fully dedicate themselves to advancing the education goal outlined in the document "Ensure Inclusive and Equitable Quality Education and Promote Life-Long Learning Opportunities for All" (2016). India's public expenditure on education falls short of the required 6% of GDP, as stipulated in the 1968 Policy, reiterated

in the 1986 Policy, and reaffirmed in the 1992 Policy Review. (National Education Policy 2020, Ministry of Education, Government of India). The pervasive disparity in illiteracy poses a genuine menace to attaining sustainable development goals.

When discussing the objectives of sustainable development, it is crucial to recognise that these goals are interconnected and cannot be pursued independently. The education gap, illiteracy disparity between rural and urban areas, lack of accessibility, high costs, and limited supply are among the primary obstacles to accomplishing these goals. It is imperative that we acknowledge the profound influence climate change will have on the human population during their education, and there must be a proponent for a more environmentally conscious approach in order to achieve success. Education is crucial in addressing, funding, and implementing sustainable development goals. We prioritise the finance components and their impact on ANER (adjusted net enrollment) in order to enhance literacy among future generations. In the digital age, education is no longer limited to a specific location. With the advent of 5G technology, ICT (information communication and technology) can significantly contribute to hybrid education. Corporate Social Responsibility (CSR) may effectively address and fulfil the demands of financially disadvantaged students, thereby bridging the financial gap.

## 1. CSR and Education

Oftentimes, the researcher investigates corporate social responsibility (CSR) using several approaches and ascribes their interpretation to it. These concepts might be referred to as corporate responsibility, social enterprise, corporate citizenship, sustainability, triple bottom line, sustainable development, and corporate ethics. (Ofori & Hinson, 2007) Nevertheless, Howard Bowen initiated the first change with his influential 1953 book, *The Social Responsibilities of the Businessman*. (HR Bowen, 1953).

India's gross enrolment ratio (GER) at the primary level is approximately 100 per cent, according to the World Bank's 2020 data, indicating significant progress. The report on Unified District Information System for Education Plus 2019-20 (UDISE+) (Adjusted Net Enrolment Rate by Gender and Level of School Education, Unified District Information System for Education Plus, Ministry of Education, GoI, 2020) supports the same conclusion, stating that the Gross Enrolment Ratio (GER) is approximately 104.8% in 2021-22. Nevertheless, the issue revolves around the individuals who have discontinued their participation. For example, the average nationwide student percentage for third grade was 59%, but it decreased by ten percentage points to 49% in fifth grade. The poor quality of education supplied to the kids is evident from the NAS (National et al., 2021). For children to excel in their school and overall life, it is crucial for them to have a solid educational base. According to a study conducted by Marquez-Ramos and Mourelle (2019), there is a direct correlation between education and economic growth. This finding aligns with the research conducted by UNESCO (2012), which suggests that for every \$1 invested in education, there is a potential economic growth of \$10-\$15.

## 2. Literature Review

(Fusheini & Salia, 2021) This study examines five primary areas: comprehending the notion of Corporate Social Responsibility (CSR), the responsibility of firms towards communities, the manner in which CSR provides support to schools, the impact on student enrollment, and the influence on academic and non-academic performance. Our focus is on studying the correlation between CSR efforts and the increase in school enrollment ratios. The second theme of this study, which is categorised into three aspects, discusses actions associated with enrollment. There are three different viewpoints on gross enrollment. According to teachers, the increased use of Corporate Social Responsibility (CSR) in constructing classroom blocks helps to provide space for more children, resulting in a rise in student enrollment. According to children,

corporate social responsibility (CSR) efforts like classrooms and libraries have a positive impact on school enrollment. The kids revealed that the newcomers were either from other schools with deteriorating buildings or those who had previously not been attending any school. Enrollment has significantly increased from the standpoint of the head administrators due to the implementation of CSR programs. Parents who were first hesitant to send their children to the schools have become somewhat persuaded, and the children themselves are now driven to enrol due to the presence of well-suited classrooms. In addition, teachers now feel at ease instructing in their classes. Whenever it rains, they experience enhanced comfort as they are aware of the presence of a suitable shelter so that they may seek refuge throughout the rainy season. Consequently, it has greatly facilitated the process of registering students.

(Sengupta, 2017) CSR is debated as an extra tax on an organization, or we can say a legislative and administrative burden for the corporation incurring additional expenses, and we can state it as an indirect way to direct corporate behavior. The inclusion of education in the mandate was little debated, primarily because of the significant discrepancy between the mandated financing requirement (at least 6% of India's GDP) and the actual expenditure (3.9% of India's GDP). This study seeks to recognise the significance of Corporate Social Responsibility (CSR) in its contribution to education in India. The study aims to examine the historical connection between education and philanthropy in India, assess the current corporate social responsibility (CSR) spending on education, and appraise the impact of CSR legislation on educational endeavours. The article also explores corporate social responsibility (CSR) initiatives pertaining to infrastructure development, curriculum enhancement, procurement of equipment, enhancement of institutional capabilities, provision of financial assistance through scholarships, and allocation of funds for critical research endeavours.

(al Sakkaf et al., 2022) This study examines three key drivers of corporate social responsibility (CSR) towards education, including altruism, reciprocity, and involvement. Within the arena of corporate social responsibilities (CSR) in the field of education, altruism pertains to the educational advantages that ultimately lead to an improved society and contribute to the personal fulfilment of the donors. Reciprocity, on the other hand, refers to the scenario in which donors perceive their contribution as a future investment and anticipate receiving something in exchange. Involvement, in this context, denotes the positive correlation between the level of donor engagement and the likelihood of them making donations to the educational institution in question. The authors of this study have built a model that demonstrates how corporate social responsibility (CSR) towards education can have a positive impact on a corporation's reputation and performance.

(Latapí Agudelo et al., 2019) The report critically examined the concept of Corporate Social Responsibility (CSR) from an academic perspective and referenced a survey on public sentiment towards CSR. Dahlsrud's content analysis of the definition of CSR identified the most prevalent dimensions as stakeholder, social, economic, voluntariness, and environmental. (Dahlsrud, 2008). The study also examines other subjects, including CSR (corporate social irresponsibility), business activism, corporate social performance, upstream and downstream CSR, Political CSR, and CSR in emerging economies. This study examines the divergent concepts of Corporate Social Responsibility (CSR), specifically emphasising Business ethics, corporate citizenship, stakeholder management, and sustainability theories. This study also discusses the conflicting ideas of Corporate Social Responsibility (CSR), with a particular focus on Business ethics, corporate citizenship, stakeholder management, and sustainability theories. (Garriga & Melé, 2004). This study demonstrates the presence of both implicit and explicit notions of Corporate Social Responsibility (CSR), including mandatory CSR practices observed in the UK, EU, India, and other countries, as well as voluntary CSR practices observed in the USA. (Matten & Moon, 2008).

### 3. Problem statement

To gauge the impact of corporate social responsibility on enhancing the adjusted net enrolment in India's primary education system.

Assumptions

The user's text is "H0". There is no discernible correlation between Corporate Social Responsibility (CSR) and the overall number of students enrolled in primary education.

The Alternate Hypothesis is that a substantial correlation exists between Corporate Social Responsibility (CSR) and the number of students enrolled in primary education.

### 4. Research Design and Methodology

The methodology to be used here should be in tandem with the research objectives. We are going to use the following for our study.

*Samplings and Data Collection*

The sampling will be conducted using a non-probability method. The sample approaches employed in this study were purposive and convenience sampling methods. We have obtained specimens from the Ministry of Corporate Affairs pertaining to the Corporate Social Responsibility (CSR) expenditure over the timeframe of 2020-21. Our data encompasses the CSR spending in EDL (education, disability, and livelihood) of all 28 states and eight union territories. To determine the correlation between Corporate Social Responsibility (CSR) and Adjusted Net Enrolment at the primary level (ANER), we have obtained data on ANER from the Ministry of Education.

*Statistical Tools*

In this context, we will utilise specific metrics to assess the central tendency and dispersion of the data. We will utilise SPSS for data analysis and Mendeley for citation purposes in our study. Given that our dependent variable, gross enrollment in primary education, and our independent variable, CSR investment towards the sector, are both measured in metric form, we may employ correlation and fundamental regression analysis. The correlation analysis will assist in determining the presence of a relationship between the variables, while regression analysis will provide insights into the nature and strength of this relationship, (Richard I. Levin, n.d.).

### 5. Analysis

We utilised the Scopus database to gather information on bibliometrics. Our search query 'CSR and education' yielded approximately 1067 results. Among these, research articles accounted for 67% of the total, ranking highest in the list. Book chapters comprised 15.4% of the results, while conference papers comprised 11.2% (Figure 2). By examining the data according to country, we observe that India ranks third, following only the US and China (Figure 1). In 1952, just two documents that were connected were discovered. Furthermore, only a small number of documents were produced in the relevant domains until the year 2000. The onset of the 21st century witnessed a significant turning point as the number of publications in the area increased exponentially. There were approximately 101 documents published in the field last year, which is considered a significant quantity. The research paper primarily pertains to the field of Business, Management, and Accounting, making up approximately 25% of the total publications. Social science holds the second position and accounts for a little over one-fifth of the total documents. Additional disciplines participating in the competition are Economics, Econometrics and Finance, and Environmental Science (Figure 3).

### Documents by country or territory

Scopus Figure 1

Compare the document counts for up to 15 countries/territories.

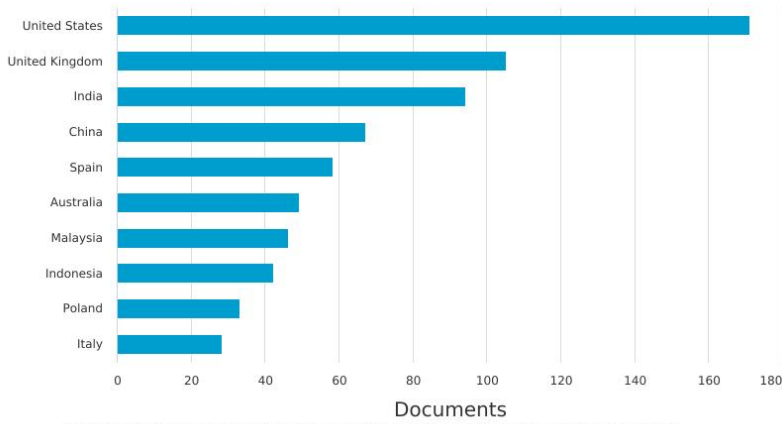


Figure 2

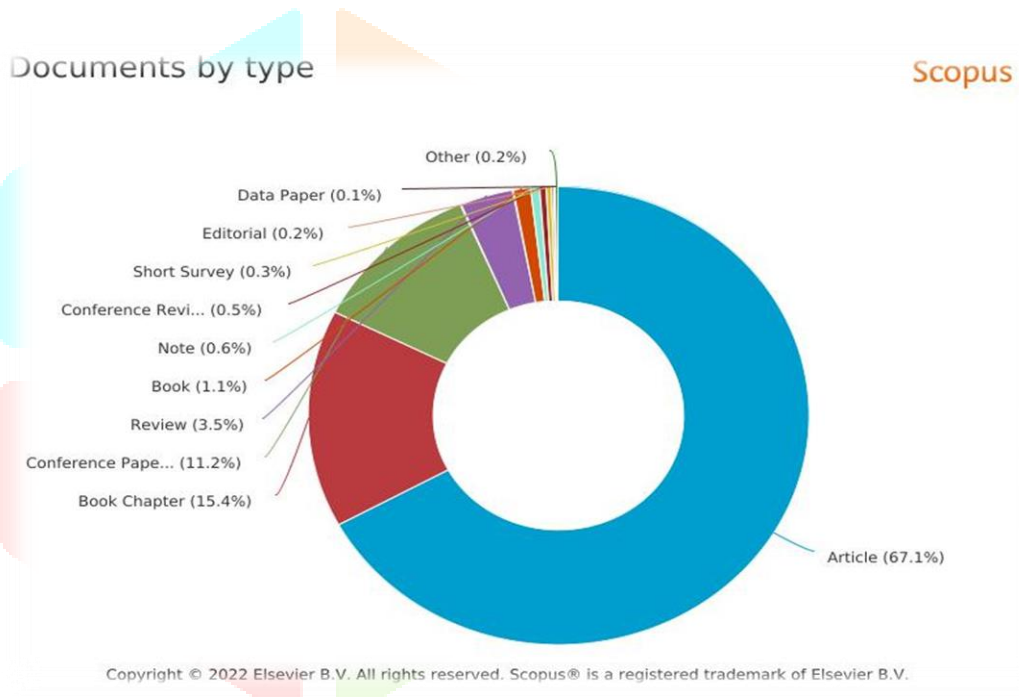


Figure 3 Source-scopus

## 6. Findings

Following the bibliometric analysis mentioned above, we conducted a thorough literature review. Our findings indicate that various studies have been carried out on the relationship between corporate social responsibilities (CSR) and education. However, there is a scarcity of research explicitly focusing on the correlation between CSR and adjusted net enrolment in primary school. We chose this area to investigate whether there is any correlation between these two variables. We employed Spearman's correlation approach to examine the relationship between the variables.

			CSR	ANER
Spearman's rho	CSR	Correlation Coefficient	1.000	.389*
		Sig. (2-tailed)		.019
	ANER	Correlation Coefficient	.389*	1.000
		Sig. (2-tailed)	.019	

\*. Correlation is significant at the 0.05 level (2-tailed).

Source-own author(SPSS calculation)

The table above indicates a statistically significant modest positive connection ( $r=.389$ ,  $p<0.05$ ) between Corporate Social Responsibility and Adjusted Net Enrolment in Primary Schooling. Therefore, it may be inferred that an escalation in corporate social responsibility (CSR) expenditure correlates with a rise in adjusted net enrolment.

Based on the aforementioned outcome, we may confidently reject the null hypothesis with a significance level of 5% or a confidence level of 95%. Our null hypothesis posited that there is no substantial correlation between CSR and gross enrolment in primary school, a notion that we have disproven. We have embraced the alternative hypothesis.

## 7. Conclusion

CSR initiatives now encompass multiple facets of human existence, addressing both social welfare and corporate responsibilities to society. The scope of CSR has expanded to encompass other areas, including education enrollment. The knowledge pertaining to enrolment, whether it is connected to GER (Gross enrolment rate), NER (Net enrolment rate), or ANER (adjusted net enrolment rate), has influenced society in making decisions regarding crucial areas of social development. Nevertheless, further research is required in this specific field. Therefore, the impact of this study on advancing knowledge in this area is minimal. As we approach the goal of establishing sustainable growth, the enhancement of the education sector could accelerate our efforts more effectively. Several elements significantly influence the enhancement of enrollment ratios in schools, and it is undeniable that financial considerations play a crucial role. CSR's commitment to the education sector is mutually beneficial, as it offers funding for diverse forms of human development, which in turn cultivates a skilled and efficient workforce.

## References

- al Sakkaf, S. Y., Farouk, S., & Abu Elanain, H. M. (2022). Corporate social responsibility towards education and corporation performance in the UAE: the mediating role of corporation reputation. *Social Responsibility Journal*. <https://doi.org/10.1108/SRJ-06-2021-0256>
- Dahlsrud, A. (2008). How corporate social responsibility is defined: an analysis of 37 definitions. *Corporate Social Responsibility and Environmental Management*, 15(1), 1–13. <https://doi.org/10.1002/csr.132>
- Fusheini, K., & Salia, H. (2021). The contribution of corporate social responsibility (CSR) initiatives to student enrollment and performance in Ghana. *International Journal of Educational Management*, 35(3), 606–620. <https://doi.org/10.1108/IJEM-07-2020-0348>
- Garriga, E., & Melé, D. (2004). Corporate Social Responsibility Theories: Mapping the Territory. *Journal of Business Ethics*, 53(1/2), 51–71. <https://doi.org/10.1023/B:BUSI.0000039399.90587.34>
- HR Bowen. (1953). *Social responsibilities of the businessman*.
- Latapí Agudelo, M. A., Jóhannsdóttir, L., & Davídsdóttir, B. (2019). A literature review of the history and evolution of corporate social responsibility. *International Journal of Corporate Social Responsibility*, 4(1), 1. <https://doi.org/10.1186/s40991-018-0039-y>
- Matten, D., & Moon, J. (2008). “Implicit” and “Explicit” CSR: A Conceptual Framework for a Comparative Understanding of Corporate Social Responsibility. *The Academy of Management Review*, 33(2), 404–424. <http://www.jstor.org/stable/20159405>
- Ofori, D. F., & Hinson, R. E. (2007). Corporate social responsibility (CSR) perspectives of leading firms in Ghana. *Corporate Governance: The International Journal of Business in Society*, 7(2), 178–193. <https://doi.org/10.1108/14720700710739813>
- Richard I. Levin, D. S. R. (n.d.). *Statistics for Management*.
- Sengupta, M. (2017). *Impact of CSR on Education Sector* (pp. 33–50). [https://doi.org/10.1007/978-3-319-41781-3\\_4](https://doi.org/10.1007/978-3-319-41781-3_4)

