



# Corporate and Social Work Effects for Educational Sustainability

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## Abstract

*The Sustainable Development Goals for 2030 require ensuring that all boys and girls complete their primary and secondary education and that all individuals have equal access to quality technical and vocational education opportunities. The parameters of the NEP, which anticipate a flourishing India between 2020 and 2040, call for a robust, technology-driven, and inclusive education strategy. As a result, the position of chair of the Education policy committee was given to Prof. Kasturirangan, a scientist and recipient of the Padma Vibhushan award. On the 29th of July 2020, this policy was enacted as a law. The study uses the mixed descriptive and explorative research method and covers the Belagavi revenue division. Clustered and purposive non-probability sampling techniques will be used for 100 samples drawn from the division. The Project includes Teachers and students of government schools from 8th to 10th standards of both genders. Teachers and Students from private as well as grant-in-aid schools were excluded. The objective of the paper was To understand teachers' views on child development issues in Government Schools, To analyse the CSR and Social Work interventions towards educational sustainability and To find out the scope of social work in School settings. Social Work and CSR in Education in India have primarily focused on promoting education in local communities or society through activities such as the construction of schools.*

**Keywords:** Corporate, Social Work Intervention, School Setting, Educational Sustainability.

## Introduction

The principles of sustainable development and the Sustainable Development Goals are predicated on the importance of a high-quality education. Presently, elementary schooling as a fundamental entitlement to education is universally recognised as a critical aspect of the human condition. Individuals who have acquired an education can exercise greater autonomy, make decisions grounded in precise knowledge, and capitalise on opportune moments. They can achieve their utmost capabilities and lead more gratifying lives in general. On the other side, persons with less education have a greater propensity to rely on the assistance of others. Reading, writing, and other learning skills must be taught in today's schools, and these lessons should be tailored to the abilities and interests of the students. There is more information available in the world now than there has ever been, yet not everyone can make use of it. Literacy levels, access to education at all levels, and school enrollment rates have vastly improved worldwide in recent decades thanks to widespread efforts to expand educational opportunities at all levels<sup>1</sup>.

**Review of Literature:** A literature review is a crucial component of analytical work since it facilitates comprehension of specific difficulties and the formation of hypotheses.

Education is a living process involving repeatedly putting together experiences. Individuals can control their environments

and reach their full potential when they improve all these skills<sup>2</sup>. Biradar, B and Mane S.R.<sup>3</sup> School dropout is a big issue in most developed countries. Dropout reduction is critical to enhancing access to primary education in all nations. According to Factors, most secondary school dropouts come from low-income families; most parents of secondary school dropouts work in the informal sector and earn or own little property due to CSR<sup>3</sup>. This is an analytical work that is based on secondary data. Generally, CSR activities are carried out in a variety of areas<sup>4</sup>. This paper aims to learn about the history of corporate social responsibility, evaluate the components of community development, and analyse the role and impact of corporations in community development using secondary data. The Companies Act of India demands corporate contributions to community development<sup>5</sup>. This article investigates CSR practices supporting community development efforts in the Belgaum area of Karnataka, India. Community development is often regarded as essential to social work practice and understanding<sup>6</sup>. In many parts of the world, school social work is becoming an increasingly important and specialised practice area. Practitioners in this domain strive to guarantee that children and adolescents can effectively navigate and surmount challenges that could hinder their educational and social advancement<sup>7</sup>.

**Objective of the paper:** To understand the views of teachers on child development issues in Government Schools. To analyse

the CSR and Social Work interventions towards educational sustainability. To find out the scope of social work in School Setting.

### Methodology

The study is carried out using a mixed method. Descriptive and explorative research designs are used to explain the latest concepts in the field and explore the learning and intervention opportunities in school through corporations and the involvement of social workers. The universe of study covers the Belagavi revenue division. Belagavi division is underprivileged in socioeconomic development compared to the Southern revenue divisions of Karnataka. Due to time and financial limitations, the study is limited to only the Belagavi divisions. Clustered and purposive sampling methods of the Non-probability sampling technique would be used for 100 samples drawn from the division. The Project includes Teachers and students of government schools from 8th to 10th standards of both genders. Teachers and Students from private as well as grant-in-aid schools were excluded.

Corporate Intervention in School Setting for Educational Sustainability: Several fundamental concepts that are frequently employed in the context of CSR practices are as follows: Sustainability is the pursuit of a society in which there is a harmonious coexistence of environmental impact, economic progress, and quality of life. Sustainable development encompasses all societal endeavours directed towards attaining this objective. Corporate Responsibility-A company can contribute to sustainable development by conducting business responsibly. Corporate Community Investment – the provision of financial or non-financial assistance by businesses to initiatives that enhance the standard of living of disadvantaged population segments. Corporate philanthropy refers to the philanthropic endeavours of businesses that benefit the community and all stakeholders, typically in monetary or in-kind contributions to nonprofit organisations.

The explanations and phrases presented so far only scratch the surface of what is involved in corporate social responsibility

(CSR). The intersection of CSR and education is a field that receives very little attention from researchers. Education as part of corporate social responsibility is not a novel concept for the community<sup>8</sup>.

Corporate Social Responsibility (CSR) in Education in India has predominantly prioritised the advancement of education in local communities or society. This has been achieved through initiatives such as sponsoring schools (which aid in their efficient operation by providing financial support to underprivileged or meritorious students for primary or higher studies) and constructing schools<sup>9</sup> (often undertaken at no or minimal cost to the company or society).

### Results and Discussion

Teachers’ views on child Development issues in Government Schools are essential aspects of sustainable development with the help of CSR practice.

The Table-1 indicates the adequacy and availability of the following resources in the school setting. Classrooms are the primary sources of formal learning in educational institutes. 62 percent of the respondents opine that classrooms are Available and adequate, and 38 percent opine that classrooms are Available and inadequate. Playing Fields helps with physical activities such as sports and outdoor learning. 52 percent of the respondents opined that the playing field is Available and scarce, and 48 percent opined that classrooms are available and adequate. Separate Latrines for girls and Boys are the basic source for health hygiene. 48 percent of the respondents opine that separate Latrines for girls and Boys are available and inadequate, and 42 percent opine that separates Latrines for girls and Boys are available and adequate. Boarding facilities for the students help long-distance students. The research project study found that no one opines this facility for the school. Hygiene Kitchen rooms are needed to maintain a quality, healthy, hygienic environment. 52 percent of the respondents opine that Hygiene Kitchen Room is available and adequate, and 48 percent opine that Hygiene Kitchen Room is available and acceptable.

**Table-1:** The adequate and availability of the following resources.

Statement	Available and adequate		Available and inadequate		Not available		Total	
	Respondents	%	Respondents	%	Respondents	%	Respondents	%
Classrooms	62	62	38	38	0	0	100	100
Playing Fields	48	48	52	52	0	0	100	100
Separate Latrines for Girls and Boys	42	42	48	48	0	0	100	100
Boarding facilities for the student	0	0	0	0	0	0	100	100
Hygiene Kitchen Room	52	52	48	48	0	0	100	100

The study found that most respondents indicate that 62 percent opine that classrooms are available and adequate. Teachers' views on child Development issues in Government Schools are essential aspects of sustainable development with the help of CSR practice need to be for sustainable development.

**Table-2:** The School Environment for the students contributes significantly to Educational Sustainability.

School Environment	Respondents	%
Strongly agree	45	45
Agree	35	35
Undecided	10	10
Strongly disagree	05	05
Disagree	05	05
Total	100	100

The Table-2 shows that the School Environment for the students contributes greatly to Educational Sustainability. 45 percent of the respondents Strongly agree that School Environment for the students contributes greatly to Educational Sustainability, 35 percent of the respondents opine with agree that School Environment for the students contributes greatly to Educational Sustainability, 10 percent of the respondents opine undecided that School Environment for the students contributes significantly to Educational Sustainability and 05 percent of the respondents opine with Strongly disagree and disagree with that School Environment for the students contribute greatly to Educational Sustainability Most respondents strongly agree that the School Environment for the students contributes greatly to Educational Sustainability.

**Table-3:** The major initiatives for education sustainability.

Initiatives	Respondents	%
Friendly School Environment	22	22
Meeting (Teachers, Students Parents)	10	10
Counselling	21	21
Corporate Participation	16	16
Research-based activities	08	08
Effective role of SDMC	06	06
Creativity of teachers	13	13
Utilisation of resources	04	04
Supervision and monitoring	07	07
Others	03	03

The Table-3 followed the objective of analysing the CSR and Social Work interventions towards educational sustainability. The table shows the major initiatives for education sustainability. 22 percent of the respondents opine friendly school environment related initiatives build for education sustainability through CSR and social work practice, 21 percent of the respondents opine counseling related initiatives build for education sustainability through CSR and social work practice, 16 percent of the respondents opine corporate participation may initiatives build for education sustainability through CSR and social work practice, 13 percent of the respondents opine creativity of the school teachers lead related initiatives build for education sustainability through CSR and social work practice, 10 percent of the respondents opine meeting with parents, students and teachers are build for education sustainability through CSR and social work practice, 08 percent of the respondents opine research based related initiatives build for education sustainability through CSR and social work practice, 07 percent of the respondents opine supervision and monitoring related initiatives build for education sustainability through CSR and social work practice, 06 percent of the respondents opine influential role of SDMC related initiatives build for education sustainability through CSR and social work practice, 04 percent of the respondents opine resource utilisation related initiatives build for education sustainability through CSR and social work practice and percent of the respondents opine other initiatives build for education sustainability through CSR and social work practice.

The study found the majority (22%) of the respondents opine friendly school environment-related initiatives built for education sustainability through CSR and social work practice.

**Table-4:** Need of social workers for the implication of CSR activities for education sustainability.

Need for social workers	Respondents	%
Strongly agree	53	53
Agree	28	28
Strongly Disagree	07	07
Disagree	08	08
No opinion	04	04
Total	100	100

The Table-4 indicates the need for social workers for the implication of CSR activities for education sustainability. 53 percent of the respondents opine with strongly agreed, 28 percent of the respondents opine with agreed, 08 percent of the respondents opine with disagreed, and 07 percent of the respondents opine with strongly disagreed. Only 04 percent of the respondents did not opine with the statement.

The majority of the respondents (53%) strongly agree with social workers' need for the implication of CSR activities for education sustainability. Social work applications and field practice in a school setting are essential for education sustainability.

**The importance of corporate social responsibility and social work:** Social work is a discipline that examines individuals across various stakes, including the societal, group, and individual levels. Social work's sole purpose is to facilitate the lives of individuals and help society become more competent. Upon thoroughly examining certain guiding principles of social casework and comparing them to the implementation of corporate social responsibility, it becomes evident that aspects such as recognising the existence of societal issues and subsequently endeavouring to develop solutions are shared between the two fields. Such activities include recognising the existence of societal issues and subsequently endeavouring to develop solutions. In alternative terms, two critical elements that hold significance in social work and corporate social responsibility are the consistent maintenance of a non-judgmental stance and the deliberate assumption of accountability for tackling socioeconomic and environmental challenges. The researcher has found that many organisations that comply with CSR standards actively participate in various social activities. These tried-and-true methods are used in the communities where they are employed to achieve the national developmental goal, which is the effective operation of educational institutions. Every company has a history explaining how it has worked to improve people's lives and realise their potential within the economic world in which it operates. Whether on a social level, an educational level, or a financial level. The fundamental concept behind the foundational pillars that will eventually lead to community development must be accomplished through systematic intervention tactics based on the core values of social work<sup>10,11</sup>.

Discussion: A link between a company entity and the society it engages in is one definition of "Corporate Social Responsibility," or CSR. This is a very elementary understanding of what the term means. The concept of corporate social responsibility (CSR) encourages businesses and other organisations to engage in various community improvement projects to improve society voluntarily. The skills required to be a social worker are transferable to various educational settings besides traditional schools, including non-traditional classes for homeless children, special schools for students with disabilities, and adult education programmes. These skills can be used in any of these settings. The aim of a social worker, conversely, would vary by the needs of the student and the social conditions specific to their surroundings. Engaging in informal lessons for street children may necessitate the social worker to address specific concerns unique to these children. The lack of adequate sustenance, clothing, or a supportive environment may influence the student's circumstances<sup>12</sup>.

## Conclusion

School social workers provide student services and the educational system with distinct expertise and capabilities. School social workers, who are mental health specialists, provide academic and classroom support, consultation with teachers, parents, and administrators, and assistance with positive behavioural support, mental health issues, and behavioural issues. Additionally, they offer individual and group counselling and therapy. In tandem with the development of these standards, a method for measuring them will be established. It has been suggested that such technologies alter the objective of education in the classroom by emphasising students' acquisition of particular subjects. In addition to attracting pupils via an ICT learning system, it can be used to benchmark or compare CSR efficiency among high schools. Academic curricula must incorporate sustainability as a central theme, necessitating a comprehensive and enduring commitment across all societal and economic strata on a global scale. It is generally accepted that the classroom is the setting in which its future is shaped. Self-respect is inextricably linked to education, which fosters intellectual liberty, stimulates the imagination, and cultivates originality. Investing in it grants us access to many opportunities and empowers us to make valuable contributions to a progressive and well-being-oriented society.

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