

**School's Perspectives on Educational Programmes under Corporate Social  
Responsibility Initiatives. Case Study: Malaysia**

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### Abstract

This study explores the impacts of the Corporate Social Responsibility educational programme from the schools' perspectives towards their pupils and school. A qualitative approach was chosen from a case study of these programmes conducted in Malaysia. The method used for data collection was semi-structured interviews. Purposive sampling was adopted to collect data from headmasters/mistresses from 10 primary schools and was analysed using narrative analysis. Findings shows that these programmes have impacted pupils through educational exposure, a holistic approach, academic improvement, feeling motivated, encouraging creativity and assisting in pupils' future career development. One of the impacts that were related to the educational programmes was the teaching and learning knowledge that was gained by the teachers. Other than that, the educational programmes also eased the financial burden of the school as well as providing benefits to the surrounding community. Schools suggested that the programmes should be improved by creating better and more programme type content, being more academically focused, allocating more funding, being conducted over a longer period for sustainability, and conducting the programme more regularly. Corporate Social Responsibility educational programmes in future are suggested to be academic related which should include an English language programme, information technology, 21st century learning, a green programme, basic skills (read, write, count), a motivational programme, and a study visit. In conclusion, CSR educational programmes initiatives must be sustainable because it had great impact on pupils, teachers, schools, and the community surrounding the school.

*Keywords:* corporate social responsibility, CSR initiatives, educational programme, education, school, social work

Corporate Social Responsibility (CSR) is social obligation of business organisations towards wider society and local community (Sinha & Chaudhari, 2018) Corporate companies have the awareness in giving back to the community through their CSR initiatives. Besides, each of the companies have their own niche areas in implementing CSR particularly based on the products supplied and service provided. Corporate companies need to see that becoming involved in CSR, particularly education, is not just a one-off donation, providing scholarship or internship for the students, but goes beyond that.

According to Banks et al. (2016), it is crucial to surpass materialistic flows that establishes a connection between the community and companies by gaining the community's perspective on CSR. Corporate companies need to get involved in implementing CSR programmes to provide a better impact to community. Nodoushani et al. (2014) added that education investments are one positive way to give back to the communities which are consequently connected with employees having better health. One of the beneficial investments in education is by implementing CSR educational programmes in school. Why educational programmes in school? School will be the best place to inspire children so that children can see the upside of going to school. This is the case particularly for children in rural areas, who did not have a chance to finish high school as they could not see the purpose of going back there. The top CSR practice in Malaysia is education which focuses on scholarship and internship (Ismail et al., 2015). Types of CSR in Malaysia ranged from school infrastructure, such as computer labs, to the provision of the learning materials for students, as well as professional development for teachers. Therefore, this study addressed the following research questions:

1. What are the impacts of CSR educational programmes on pupils?
2. What are the impacts of CSR educational programmes on schools?
3. What are the suggestions from schools for future CSR educational programmes?

Previous studies on CSR have concentrated more on the corporate side. This study is focusing on CSR from the perspectives of stakeholders which are the schools. This study also makes novel contributions on CSR from the community perspectives. CSR educational programmes have been organised by the corporate companies and it has given a great impact to schools. Ismail et al. (2013) stated that educational programmes in CSR has indeed acted as a medium for nurturing knowledge outside the classroom due to its multi-dimensionality in practice involving fields such as information and communications technology (ICT), the environment, languages, and life sciences. Besides that, Ismail et al. (2015) suggested future research should occur on CSR programmes in schools, and to also consider looking at the impact of CSR in schools.

This paper highlights the impacts of CSR educational programmes from the schools' perspectives towards their pupils and schools. Findings are organised by recording the perspectives from headmasters / headmistresses (HM) and teachers who had been involved in CSR educational programmes in their schools. Recommendations from these perspectives are also presented which might be useful for both the schools and corporate companies. Corporate and school ties or public and private partnerships, will be beneficial as rural schools are not able to get any other resources in their area. In fact, the impact needs to be highlighted so that the programme could be implemented on a long-term basis to benefit all children enrolled in that particular rural school every year. Investing in future education is important for the long-term sustainability of a company and the economy (Nodoushani et al., 2014).