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CORPORATE SOCIAL RESPONSIBILITY INITIATIVES FOR CHILDRENS' EDUCATION IN THE RURAL AREAS: A CASE STUDY OF ADOPT-A-SCHOOL (ASC) PROGRAM FROM PINTAR FOUNDATION

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by

ATHIRAH AZHAR

Thesis submitted in fulfilment of the requirement
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TABLE OF CONTENTS

ACKNOWLEDGEMENT **ii**

TABLE OF CONTENTS **iv**

LIST OF TABLES **xii**

LIST OF FIGURES **xviii**

LIST OF ABBREVIATIONS **xix**

ABSTRAK **xx**

ABSTRACT **xxii**

CHAPTER 1 – INTRODUCTION

1.1 Introduction 1

1.2 Problem Statement 3

1.3 Research Questions 13

1.4 Research Objectives 13

1.5 Scope of the Study 14

1.6 Significance of the Study 16

CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction 19

2.2 CSR Concepts 20

2.3 CSR Evolution 23

2.3.1 International Context 27

2.3.2 Local Context 33

2.4 Children's Education and Social Sustainability 36

2.4.1 Children's Wants, Needs and Rights in Education 36

2.4.1(a) Children's Wants in Education 36

2.4.1(b) Children's Needs in Education 40

2.4.1(c) Children's Rights in Education 43

2.4.2 Social Sustainability 47

2.4.2(a) Sustainable Development Goals (SDGs) 50

2.5 Malaysian Children's Education 52

2.5.1 Children's Education in the Rural Areas 52

2.5.2 CSR Educational Programmes 56

2.5.3 Adopt-A-School (ASC) Program by PINTAR Foundation 58

2.6 Theories for CSR Educational Programmes 63

2.6.1 Programme Theory 63

2.6.2 Motivation Theory 66

2.6.3 Person-environment (PE) Fit Theory 69

2.7 Conceptual Framework for CSR Educational Programme 72

2.7.1 Children in the Educational Programme 72

2.7.2 Schools and the Educational Programme 72

2.7.3 Corporate Companies and the Educational Programme 73

2.7.4 The Sustainability of the Educational Programme 74

2.7.5 CSR Educational Programme Framework 74

2.8 Research Framework 76

2.9 Conceptual Definition 78

2.9.1 Corporate Social Responsibility 78

2.9.2 Children 79

2.9.3 Education 80

2.9.4 Rural Areas 81

2.9.5 PINTAR Foundation 82

2.9.6 Adopt-A-School (ASC) Program 82

CHAPTER 3 – METHODOLOGY

3.1 Introduction 83

3.2 Research Approach and Design 83

3.3 Sample of the Study 84

3.3.1 Corporate Companies 84

3.3.2 Schools 84

3.3.3 Children 85

3.4 Sampling Technique 85

3.4.1 Corporate Companies 85

3.4.2 Schools 85

3.4.3 Children 86

3.5 Techniques of Data Collection 88

3.5.1 Corporate Companies 88

3.5.2 Schools 88

3.5.3 Children 88

3.6 Research Instrument 91

3.6.1 Corporate Companies 91

3.6.2 Schools 93

3.6.3 Children 93

3.7 Trustworthiness of the Study 94

3.8 Technique of Data Analysis 95

3.9 Ethical Consideration 97

CHAPTER 4 – RESULTS AND FINDINGS

4.1 Introduction 100

4.2 Demography 101

4.2.1 Corporate Companies 101

4.2.2 Schools 102

4.2.3 Children 104

4.3 Results 106

4.3.1 Corporate Companies 106

4.3.1(a) Educational Programme 107

4.3.1(b) Children 116

4.3.1(c) Schools 120

4.3.2 Schools 134

4.3.2(a) Educational Programme 135

4.3.2(b) Children 148

4.3.2(c) Schools 159

4.3.3 Children 180

4.3.3(a) Educational Programme 181

4.3.3(b) Self 196

4.4 Children Outlook: Perception about Educational Programme under the CSR Initiatives (Objective 1) 203

4.4.1 Educational Programme Outlook 203

4.4.2 Children Motivation in Education 206

4.5 Impact of Educational Programme for the Rural Schools Academic Performance and Corporate Companies Goals (Objective 2) 207

4.5.1 Impact of Educational Programmes for the Rural Schools Academic 207

4.5.2 Impact of Educational Programmes for the Corporate Companies Goals 210
4.6 The Sustainability of the Educational Programme (Objective 4) 211
4.6.1 Logic Model in ASC Program 213
4.7 General Facts about Children in the Rural Areas from this Study 216
4.7.1 Activities with Family and Friends (Motor Co-ordination) 216
4.7.2 Do not like to Study but Aware of the Importance of Education (Cognitive Ability) 217
4.7.3 Physically Active 218
4.7.4 Prefer Happy Surrounding (Emotional Well-Being) 219
4.8 Preferences in Education between Adult and Children 220
4.8.1 Children's Preferences in Education 220
4.8.2 Adult Preferences for the Children's Needs in Education 222
4.8.3 Comparative between Children and Adult 223
4.9 Overall Perspectives on the Educational Programmes that had Ended 224
4.10 Summary and Conclusion 229

CHAPTER 5 – DISCUSSION

5.1 Introduction 231
5.2 Children's Perception on Educational Programme in School 233
5.2.1 New Insights 234
5.2.2 Positive Changes in Attitude 236
5.2.3 Environmentally Happy 237

5.2.4 Fruitful Programme 238

5.2.5 More Programmes 240

5.2.6 The Importance of Technology 241

5.3 The Impact of Educational Programmes for the Rural Schools Academic Performance and Corporate Companies Goals 242

5.3.1 The Impact of Educational Programmes for the Rural Schools Academic Performance 242

5.3.1(a) Logic Model: Results from Programme 243

5.3.1(b) Academic Focused 246

5.3.1(c) Good Results in UPSR Examination 248

5.3.2 The Impact of Educational Programmes for the Corporate Companies Goals 249

5.3.2(a) Educational Programme Goals' Achieved 250

5.3.2(b) Positive Feedbacks 252

5.3.2(c) Better Exam Results 253

5.3.3 Four Core Modules from ASC Program 254

5.3.3(a) Core Module 1 - Motivational and Teambuilding Programmes 254

5.3.3(b) Core Module 2 – Educational Support Programmes 255

5.3.3(c) Core Module 3 – Capability and Capacity Building 256

5.3.3(d) Core Module 4 – Reducing Vulnerabilities and Social Issues 257

5.4 CSR Educational Blueprint to Support Children in the Rural Areas 259

5.4.1 Educational Programme Responsibility to Educational Programme Sustainability 260
5.4.1(a) Educational Programme Responsibility in ASC Program 261
5.4.1(b) Educational Programme Sustainability 264
5.4.1(c) Collaborative and Transformative Learning 265
5.4.1(d) Transdisciplinary - Research and Teaching 267
5.4.2 Constructive Model of Learning 268
5.4.2(a) Children's Motivation in Education 273
5.4.3 Person-Environment (PE) Fit in ASC Program 276
5.4.4 Stakeholders for CSR Educational Blueprint 280
5.4.4(a) PINTAR Foundation 280
5.4.4(b) Corporate Companies 280
5.4.4(c) Government Agencies 281
5.4.4(d) School Social Workers (SSWs) 282
5.4.4(e) Research and Development (R&D) Officers 283
5.4.4(f) Community and Parents 283
5.4.5 Challenges and Strategies for Overcoming Them 284
5.4.5(a) Poor Practice in Public-Private Partnership 284
5.4.5(b) Lack of Social Justice in Education (SJE) 286
5.4.5(c) Politics' Interference in School 288
5.5 Implications of the Study 290
5.5.1 Implications towards the Children 290
5.5.2 Implications towards the Institutions 291

5.5.3 Implications: Poststructuralism of Social Work in Educational Programme 295

5.5.3(a) Social Planner 295

5.5.3(b) School Social Worker 297

5.5.3(c) Social Work with the Rural Communities 299

5.5.4 Theoretical Implications 299

5.5.4(a) Programmes Theory 300

5.5.4(b) Motivation Theory 300

5.5.4(c) Person-environment Fit Theory 302

5.6 Limitations of the Study 302

5.7 Suggestions for Future Research 304

5.8 Conclusion 306

REFERENCES 311

APPENDICES

LIST OF TABLES

		Page
Table 1.1	Types of CSR Practice based on Community Development (CD) Dimension in Malaysia	4
Table 1.2	Malaysia Budget on CSR Year 2006-2016	6
Table 1.3	Comparison: Total Percentage of Students from PINTAR Schools Who Passed UPSR Examination and Straight 'A's in the UPSR Examination with the National Average from the Year 2010 until 2013	7
Table 1.4	Motivations for Human Services Programme Evaluation	17
Table 2.1	CSR 1.0 TO CSR 2.0 – Macro shifts	21
Table 2.2	CSR Costs and Benefits	49
Table 2.3	Numbers of Children Who Did Not Go to School and Never Attended School Between Ages of Five and 14 for All States in Malaysia	54
Table 2.4	GLC Companies Registered with PINTAR Foundation for Adopt-A-School Program	55
Table 3.1	Samples for Focus Group Discussion with Children	90
Table 3.2	Data Collection Method	90
Table 3.3	Examples of Summative Evaluation Questions	92
Table 4.1	School's Name and Year of Adoption	103
Table 4.2	List of Schools Interviewed with the Children	104
Table 4.3	NVivo Themes for Corporate Companies	107
Table 4.4	Corporate Companies Become PINTAR Members	107
Table 4.5	Corporate Companies: NVivo Output on Corporate Companies Become PINTAR Members	108

Table 4.6	Corporate Companies: Verbatim on Corporate Companies Become PINTAR Members	108
Table 4.7	Main Goal for Educational Programmes	109
Table 4.8	Corporate Companies: NVivo Output on Main Goal for Educational Programmes	110
Table 4.9	Corporate Companies: Verbatim on Main Goal for Educational Programmes	111
Table 4.10	Corporate Companies: NVivo Output on Goal Achievements	112
Table 4.11	Corporate Companies: Verbatim on Goal Achievements	113
Table 4.12	Corporate Companies: NVivo Output on Educational Programmes Examples	115
Table 4.13	Corporate Companies: Verbatim on Educational Programmes Examples	116
Table 4.14	Corporate Companies: NVivo Output on Children Before and After the Programme	117
Table 4.15	Corporate Companies: Verbatim on Children Before and After the Programme	118
Table 4.16	Corporate Companies: NVivo Output on Children from Educational Programme	119
Table 4.17	Corporate Companies: Verbatim on Children's Benefit from Educational Programme	120
Table 4.18	Corporate Companies: NVivo Output on Why were Not In Contacts After Completed	121
Table 4.19	Corporate Companies: Verbatim on Still in Contacts with School After Completed	121
Table 4.20	Corporate Companies: NVivo Output on Why Educational Programme should be Continue	123
Table 4.21	Corporate Companies: Verbatim Educational Programme should be Continue	119
Table 4.22	Corporate Companies: NVivo Output on Plan for Other Rural Schools	124

Table 4.23	Corporate Companies: Verbatim on Plan for Other Rural Schools	125
Table 4.24	Corporate Companies: NVivo Output on Willingness to Share with New Companies	126
Table 4.25	Corporate Companies: Verbatim on Willingness to Share with New Companies	127
Table 4.26	Corporate Companies: NVivo Output on Suggestions to Reach to More Rural Schools	128
Table 4.27	Corporate Companies: Verbatim on Suggestions to Reach to More Rural Schools	129
Table 4.28	Corporate Companies: NVivo Output on Suggestions for New Companies that want to be in ASC Program	130
Table 4.29	Corporate Companies: Verbatim on Suggestions for New Companies that want to be in ASC Program	131
Table 4.30	Corporate Companies: NVivo Output on Other Suggestions and Comments	132
Table 4.31	Corporate Companies: Verbatim on Other Suggestions and Comments	133
Table 4.32	NVivo Nodes for the Schools	135
Table 4.33	School: NVivo Output on Why Programme Should be Continue	136
Table 4.34	School's Verbatim: Whether Programme should be Continue and Why	137
Table 4.35	Educational Programmes Improvements	139
Table 4.36	School: NVivo Output on Educational Programmes Improvements	140
Table 4.37	School: Verbatim on Educational Programmes Improvements	142
Table 4.38	School's Name and Years after Adoption Period	143
Table 4.39	Long-term Impacts	145
Table 4.40	Schools: NVivo Output on Long-term Impacts	145
Table 4.41	School: Verbatim on Long-term Impacts	146

Table 4.42	Reasons of Educational Programmes that have Benefitted Children	149
Table 4.43	School: NVivo Output on Reasons of Educational Programmes that have Benefitted Children	150
Table 4.44	School: Verbatim on Reasons of Educational Programmes that have Benefitted Children	152
Table 4.45	School's Effort for Children	154
Table 4.46	School: NVivo Output on School's Effort for Children	155
Table 4.47	School: Verbatim on School's Effort for Children	157
Table 4.48	Suitable Educational Programmes for Children	160
Table 4.49	School: NVivo Output on Suitable Educational Programmes for Children	161
Table 4.50	School: Verbatim on Suitable Educational Programmes for Children	163
Table 4.51	For School's Improvements	167
Table 4.52	School: NVivo Output on For School's Improvements	167
Table 4.53	School: Verbatim on For the School's Improvements	169
Table 4.54	Suggestions for Corporate Companies to Reach Out More Rural Schools	171
Table 4.55	School: NVivo Output on Suggestions for Corporate Companies to Reach Out More Rural Schools	171
Table 4.56	School: Verbatim on Suggestions for Corporate Companies to Reach Out More Rural Schools	172
Table 4.57	Other Suggestion and Comments	175
Table 4.58	School: NVivo Output for Other Suggestions and Comments	175
Table 4.59	School: Verbatim for Other Suggestions and Comments	177
Table 4.60	NVivo Themes and Sub-themes for the Children	181
Table 4.61	Types of Educational Programmes	182
Table 4.62	Children: Verbatim and NVivo Output on Types of Educational Programmes	183

Table 4.63	Enjoy Educational Programmes	184
Table 4.64	Children: Verbatim and NVivo Output on Enjoy Educational Programmes	184
Table 4.65	Like About Educational Programmes	184
Table 4.66	Children: Verbatim and NVivo Output on Like About Educational Programmes	186
Table 4.67	Do Not Like about Educational Programmes	186
Table 4.68	Children: Verbatim and NVivo Output on Do Not Like about Educational Programmes	187
Table 4.69	Learnt from Educational Programmes	188
Table 4.70	Children: Verbatim and NVivo Output on Learnt from Educational Programmes	188
Table 4.71	Educational Programmes should be Continue	189
Table 4.72	Children: Verbatim and NVivo Output on Educational Programmes should be Continue	189
Table 4.73	Reasons School Conduct such Programmes	190
Table 4.74	Children: Verbatim and NVivo Output on Reasons School Conduct such Programmes	191
Table 4.75	Educational Programmes Held	191
Table 4.76	Children: Verbatim and NVivo Output on Educational Programmes Held	192
Table 4.77	Activities during Holidays	193
Table 4.78	Children: Verbatim and NVivo Output on Activities during Holidays	193
Table 4.79	Types of Educational Programmes If Own a Company	194
Table 4.80	Children: Verbatim and NVivo Output on Types of Educational Programmes If Own a Company	195
Table 4.81	Educational Programmes do Helped in Study	196
Table 4.82	Children: Verbatim and NVivo Output on Educational Programmes do Helped in Study	197

Table 4.83	Positive Changes after Attended Educational Programmes	198
Table 4.84	Children: Verbatim and NVivo Output on Positive Changes after Attended Educational Programmes	198
Table 4.85	Types of School If Children is a HM	199
Table 4.86	Children: Verbatim and NVivo Output on Types of School If Children is a HM	200
Table 4.87	Types of Learning if Children is a Teacher	201
Table 4.88	Children: Verbatim and NVivo Output on Types of Learning if Children is a Teacher	201
Table 4.89	Children: Verbatim and NVivo Output on Suggestion or Comment	202
Table 4.90	ASC Program: Completed Schools in Five Years or More	207
Table 4.91	Educational Programme Sustainability	213
Table 4.92	Children Preferences in Education	221
Table 4.93	Types of Programmes Children Need	223
Table 4.94	Comparative Programmes between Adult and Children	224
Table 4.95	Children Perspectives	225
Table 4.96	School's Perspectives on Educational Programme and Educational Programmes towards Children and School	227
Table 4.97	Companies' Perspectives on Educational Programme and Educational Programmes towards Children and School	228
Table 5.1	Paradigms of Learning	267
Table 5.2	Assessment Tasks for Constructive Model of Learning	271

LIST OF FIGURES

		Page
Figure 2.1	The Origin of PINTAR Foundation	59
Figure 2.2	Four Core Modules for Adopt-A-School Program	61
Figure 2.3	School Adoption Process	62
Figure 2.4	Logic Model	65
Figure 2.5	Human Needs in Abraham Maslow	67
Figure 2.6	Aspects of Motivation	68
Figure 2.7	CSR Educational Programme Framework	75
Figure 3.1	Selected GLCs, Schools and Children Interviewed	87
Figure 3.2	Methodology of the Research	99
Figure 4.1	Children: CSR Educational Programme Framework	205
Figure 4.2	School: CSR Educational Programme Framework	209
Figure 4.3	Corporate Companies: CSR Educational Programme Framework	211
Figure 4.4	ASC Program Logic Model	215
Figure 5.1	ASC Program Outcomes from Participated Schools	245
Figure 5.2	CSR Educational Programme Blueprint to Support Children in the Rural Areas	260
Figure 5.3	Constructive Alignment: Aligning Curriculum Objectives, Teaching / Learning Activities (TLAs), and Assessment Tasks	269
Figure 5.4	Person-Environment Fit in ASC Program	278

LIST OF ABBREVIATIONS

ASC	Adopt-A-School
CD	Community Development
CML	Constructive Model of Learning
CRBP	Children's Rights and Business Principles
CRC	Convention on the Rights of the Child
CSD	Corporate Social Disclosure
CSR	Corporate Social Responsibility
CSS	Corporate Social Sustainability
EFA	Education for All
FGDs	Focus Group Discussions
GEM	Global Education Monitoring
GLCs	Government-link Companies
GLICs	Government-link International Companies
HM	Headmaster / Headmistress
ICT	Information and Communications Technology
ISO	International Standard Organisation
MDGs	Millennium Development Goals
MNCs	Multi-national Companies
MOE	Ministry of Education
NKRA	National Key Results Area
PE	Person-environment
PIBG	Teachers Parents Association
PLC	Public Listed Companies
SDGs	Sustainable Development Goals
SEE	Social and Emotional Education
SME	Small Medium Enterprise
SSWs	School Social Workers
TLAs	Teaching Learning Activities
TSL	Transformative Sustainable Learning
UNs	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

INISIATIF TANGGUNGJAWAB SOSIAL KORPORAT KE ATAS PENDIDIKAN KANAK-KANAK DI LUAR BANDAR: SUATU KAJIAN KES PROGRAM (ASC) SEKOLAH ANGKAT OLEH PINTAR FOUNDATION

ABSTRAK

Inisiatif Tanggungjawab Sosial Korporat (CSR) telah bergiat secara aktif terutamanya di kawasan luar bandar dalam program pendidikan di bawah PINTAR Foundation sejak tahun 2007. Objektif utama kajian ini adalah untuk mengkaji persepsi kanak-kanak mengenai program pendidikan di bawah inisiatif CSR; menganalisis kesan program pendidikan ke atas prestasi akademik sekolah luar bandar dan pencapaian objektif syarikat korporat; dan mencadangkan intervensi penambahbaikan kepada program pendidikan kanak-kanak terhadap inisiatif CSR dalam syarikat korporat dan sekolah luar bandar. Kajian kualitatif ini telah memilih Program ASC di PINTAR Foundation sebagai kajian kes. Tiga sampel yang berlainan, iaitu kanak-kanak, guru besar dan pegawai daripada syarikat korporat telah terlibat dengan program pendidikan di sekolah-sekolah terpilih di Wilayah Utara Malaysia. Kajian ini menggunakan persampelan bertujuan iaitu enam perbincangan kumpulan fokus telah dibentuk bagi membincangkan perihal kanak-kanak. Temu bual separa berstruktur telah dijalankan untuk sepuluh responden terdiri daripada guru besar dan lima responden daripada syarikat korporat. Pengumpulan data dilakukan dalam bentuk perbincangan kumpulan fokus dan temu bual separa berstruktur; seterusnya dianalisis menggunakan perisian komputer NVivo 10. Hasil kajian daripada sampel kanak-kanak didapati program pendidikan yang dijalankan telah dapat menambahkan ilmu pengetahuan, membentuk sikap yang positif dan

meningkatkan suasana pembelajaran yang kondusif. Program pendidikan ini juga menekankan kepentingan dan keperluan menganjurkan program pendidikan berasaskan teknologi di masa hadapan. Berdasarkan analisis yang dijalankan di sekolah, didapati pihak sekolah lebih menumpukan kepada prestasi akademik dan keputusan yang cemerlang dalam peperiksaan UPSR sahaja. Melalui pendekatan *Logic Model*, kajian telah menghasilkan keputusan program pendidikan untuk sekolah selama lima tahun. Hasil kajian daripada syarikat korporat mendapati bahawa Program ASC di kawasan luar bandar telah mencapai matlamat. Kajian telah mencadangkan tiga komponen yang boleh dipertimbangkan oleh syarikat korporat dalam Program ASC, termasuklah "*Educational Programmes Responsibility to Educational Programme Sustainability*"; "*Constructive Model of Learning" and "Person-Environment Fit*". Dari aspek perlaksanaan, dicadangkan dua jam perlu diperuntukan bagi melaksanakan program pendidikan ini di sekolah setiap hari, dengan kerjasama syarikat korporat, agensi-agensi kerajaan, komuniti setempat serta ibu bapa. Pembelajaran secara formal selama empat jam tetap akan dijalankan seperti biasa di sekolah. Sebagai kesimpulan, walaupun Program ASC di bawah inisiatif CSR tidak dapat diteruskan selepas lima tahun, namun program pendidikan ini telah berjaya mencapai objektif syarikat korporat.

CORPORATE SOCIAL RESPONSIBILITY INITIATIVES FOR CHILDRENS' EDUCATION IN THE RURAL AREAS: A CASE STUDY OF ADOPT-A-SCHOOL (ASC) PROGRAM FROM PINTAR FOUNDATION

ABSTRACT

Corporate Social Responsibility (CSR) initiatives has been actively conducting educational programmes under PINTAR Foundation since 2007 specifically in the rural and underserved areas in Malaysia. The primary objectives of this study are to examine the children perception about educational programmes under the CSR initiatives; to analyse the impact of educational programmes for the rural school academic performance and corporate company's goal; and to recommend the interventions plans for the corporate companies CSR and school to further improve children's educational programmes specifically in the rural schools. This qualitative study has chosen the ASC Program in PINTAR Foundation as a case study. Three different samples that namely children, headmaster/mistress (HM) of the schools and officers from the corporate companies which have involved in the educational programmes from the selected schools in the Northern Region of Malaysia. This was the purposive sampling technique which a total of six focus group discussions (FGDs) for children were conducted. While semi-structured interviews were conducted for 10 respondents who were among the HM and five respondents were from the corporate companies. Data collection was conducted in the form of focus group discussions and semi-structured interviews; and was further analysed using the NVivo 10 computer software. The study finding from the children have indicated that educational programmes was a successful as it has given them

greater understanding in the knowledge, encourage positive attitude and increase a more conducive surroundings. The programmes have also emphasised on the importance of technology and the need to organise such technology based programmes in the future. Findings from the schools have reported that more focused were given on the academic performance and good results in UPSR examination. Through Logic Model, this study was able to list down the results of the educational programme for the schools in five years. Findings from the corporate companies have found that ASC Program goals in the rural areas have been achieved. The study have suggested three components that need to be considered by the corporate companies, which include "Educational Programmes Responsibility to Educational Programme Sustainability"; "Constructive Model of Learning" and "Person-Environment Fit" in the implementation of ASC Program. In terms of implementation, it is suggested that two hours are to be made compulsory for educational programmes in school daily, with the collaboration of corporate companies, government agencies, community surroundings and parents. Formal learning can be conducted as usual in schools with only for four hours. As a conclusion, although ASC Program under CSR initiatives could not be sustained after five years, the overall educational programmes has achieved the objectives of the corporate companies.

CHAPTER 1

BACKGROUND OF THE STUDY

1.1 Introduction

Globally, government, private companies and Small Medium Enterprises (SMEs) have been practising Corporate Social Responsibility (CSR) as a part of their companies' role and culture. Decades ago, Votaw (1973) stated that, a few representatives from the corporate sector have accepted the newer concept such as a social responsibility. Besides, in this twenty-first century, CSR has been widely well-known in the most developed and developing countries. CSR in the 21st century has been macro shifted as CSR 2.0 by Visser (2011) where from philanthropic to collaborative, risk-based to reward-based, image-driven to performance-driven, specialised to integrated, standardised to diversified, marginal to scalable, and western to global. Globalisation has made human being become ignorance to the basic needs of other people thus making the country towards capitalism. CSR 2.0 is much more relevant where by contributing back to the community would fill up the gap between corporate world and underserved community. Unquestionably, CSR is still relevant for businesses in this 21st century. It has five identifiable trends such as in growing affluence, ecological sustainability, globalisation, free flow of information and branding (Werther & Chandler, 2011, p. 94). Besides, CSR has been recognised by the International Standard Organisation (ISO) under ISO 26000 in year 2010. ISO 26000 explains about social responsibility (Infra, Chapter Two).

CSR could be contributed in various ways and one of them is through educational programmes in school. Corporate ties should not just be with the adults in the community but also include the children that the corporate should look up to. It is also being fair and transparent in which the children would know what the corporate and adult are doing at work and vice versa. By having varieties of corporate ties with schools, it would broaden up the children's mind. Besides, by engaging in the corporate-school partnership, children could set their own life goals and could also view the purpose of going to school. With that, corporate-school partnership should be spread to more schools especially in the rural areas. A research by Peralta (2013) disagreed and mentioned that school district should not dependent on the corporate funding that the states will cut on the school budget with the hopes of relying on the private funds. Government should not misunderstood that corporate has to endure the schools basic needs which was supposed to be the responsibility of the government or else, the company were eligible to be tax free from the government. As such, the policy on CSR should be clear so that the government would not misuse the corporate in doing good deeds.

In Malaysia, one of the initiatives involveing corporate and educational programmes under CSR is Adopt-A-School (ASC) Program under PINTAR Foundation. For this research, the researcher found that ASC Program was best suit as a case study for CSR initiative for the educational programme because ASC Program has been the only educational programmes that has been carried out throughout Malaysia in underserved areas which involved numbers of corporate. Besides, the involved corporates are PINTAR Foundation members. Being the PINTAR members, the corporates would be able to consult the suitable schools and suitable programmes as PINTAR Foundation has been working closely with

Malaysia Ministry of Education and all the states' education department in Malaysia. PINTAR Foundation has been set up started 2007 as a kick start to make easy for the corporate CSR implementation in schools besides getting more corporate to get involves under one big umbrella.

1.2 Problem Statement

1.2.1 No specific research on educational programme in school

Most of the researches were on the corporates' programme performance towards the community, CSR reporting, CSR education for the corporate and college students; and CSR across the globe. This research was different as the feedbacks were from the participated children from CSR educational programme, HM and corporate people. PINTAR ASC Program has been established since 2008 and only one research that has been done by Ismail et al., (2013) which was on the teacher's perspectives on the outcome in school development after the completion of the programme. Besides, they have suggested to have a future research on the impact of CSR programmes on selected schools. Other suggestion was to evaluate CSR programmes involving CSR providers and participants from public schools (Ismail et al., 2013). Table 1.1 shows types of CSR practice based on community development dimension.

Table 1.1
Types of CSR Practice based on Community Development (CD) Dimension in Malaysia

CD dimension	Type of CSR practice based on CD dimension	Percentage (%)
Living standards	Equipment/tools (sewing machines and water pumps)	26.5
	House re-construction	45.6
	Alms	11.8
	Business loan assistance	16.1
Health	Health-care programme (e.g. breast cancer awareness and fitness programmes)	93.9
	Disaster relief (e.g. medication)	6.1
Education	Internship	24.3
	Schooling aid (e.g. school uniform and shoes)	12.8
	Scholarship	50.2
	Equipment /tools for Education (e.g. computer)	12.8

Source: Ismail et al., (2013)

From the table, the top five CSR for the community development were health-care programme (93.9%), followed by scholarship (50.2%), house re-construction (45.6%), equipment/tools (26.5%) and internship (24.3%). It was clearly showed that no continuing educational programme in school was reported in the research. The top CSR practice in the education dimension in Malaysia is scholarship and internship. This clearly shows that CSR is focusing more on higher education in the college or university. For that, research on the CSR educational programme in school must be highlighted and to be implemented to help the government strengthen the learning system at the early stage in the primary school.

1.2.2 Absence of inclusive social intervention to enhance CSR-based educational programme for lasting improvement of rural school children academic performance.

CSR in Malaysia has been actively serving since 2007 after it has been mentioned in the budget speech (2007) under the fourth thrust: to improve the standard and sustainability of quality of life in point number 88, 89 and 90. It also mentioned that to encourage companies to participate in the CSR programme, the government has proposed the ceiling for tax deduction on contributions by the private sector to charitable organisations to be increased from five percent to seven percent of aggregate income. A lot has been done by the Malaysian government for CSR specifically in education industry to encourage more companies to get involved. Based on the nine years of Malaysia Budget, CSR has been mentioned five times in the budget. There were in the year of 2007, 2008, 2009, 2011 and lastly 2013. Besides, since 2009 CSR has been mentioned in an alternate year until 2013. Unfortunately, no more updates for CSR in Malaysia Budget from year 2014 onwards. All these have been simplified in Table 1.1 titled Malaysia budget on CSR between year 2006 and 2016.

Table 1.1

Malaysia Budget on CSR Year 2006-2016

No	Year	CSR in Malaysian Budget	Remarks
1	2006	No	- n/a
2	2007	Yes	• (Point Num.74) Prime Minister's CSR Awards 2007 was initiated. • (Point Num.88) To inculcate the culture of CSR, PLCs are required to disclose their CSR activities. • (Point Num.89) Programs that have been identified: - development human capital through Adopt A School Program - training unemployed graduates - providing scholarships • Tax deduction increased from 5% to 7% of aggregate income.
3	2008	Yes	• The government will support the efforts by establishing a CSR fund with an initial sum of RM50 million, to jointly finance selected CSR projects. • PINTAR Program was launched to enable GLCs to adopt schools; Ministry of Finance will establish a permanent secretariat for PINTAR.
4	2009	Yes	• The government proposes that the limit of deduction be increased from 7% to 10% aggregate income. • Expanding the PINTAR Program to non-GLCs • PINTAR Foundation with a launching grant of RM20 million.
5	2010	No	- n/a
6	2011	Yes	• Khazanah Nasional in collaboration with MOE will establish 10 Trust Schools which will be managed more professionally to ensure students obtain quality education. • Implementing 1 Malaysia Mobile Clinics in collaboration with MOH
7	2012	No	- n/a
8	2013	Yes	• (Point Num. 157) GLICs and GLCs will allocate about RM500 million for CSR in community development, scholarships, education, sports and environment.
9	2014	No	- n/a
10	2015	No	- n/a
11	2016	No	- n/a

Source: Compilation of Malaysian Budget 2006-2016

Mass have been done by the Malaysian government such as awards, tax deduction and allocations for the implementation of the CSR educational programme in Malaysia since 2007. Moreover, Lu and Castka (2009) stated that, experts in their study have stated that CSR awareness has benefitted Malaysia, but it would be a long-term investment to spread the word to the people. Other than that, the CSR report only mentioned about the programme that has been done, and only some companies stated about the achieved goals and the impacts of the programme in a long-term. Table 1.2 shows a comparison between the students who passed the UPSR examination and the national average; and between; the students who scored

straight ‘A’s in the examination and the national average from year 2010 until 2013. From the table, it can be concluded that most participated students received good results which were above the national average. Apparently straight ‘A’s was not the main purpose to achieve the goal for all the participated companies as passing the exam and straight ‘A’s could not ensure the children’s bright future.

Table 1.2
Comparison: Total Percentage of Students from PINTAR Schools Who Passed UPSR Examination and Straight ‘A’s in the UPSR Examination with the National Average from the Year 2010 until 2013.

Years	Passed Examination	National Average	Straight ‘A’s in the Examination	National Average
2010	67.60 %	- n/a -	10.05 %	- n/a -
2011	68.23 %	64.93 %	10.15 %	9.48 %
2012	71.71 %	56.94 %	10.56 %	8.94 %
2013	72.09 %	65.43 %	9.95 %	9.15 %

Source: Compilation of PINTAR Foundation Annual Report Year 2010 until 2013

Ismail et al., (2013) from the educational programme study that has been conducted recommended the types of the Malaysian local adaptations which MNCs have to consider in achieving their goals. This research was beneficial to compare the company’s programme goal and the educational programmes conducted by them. Besides, this research will showed what the company has achieved and what can be done by the corporate companies to improve educational programmes in Malaysia.

1.2.3 Flaws in analysis about the impact of CSR-based educational programme on academic performance of rural school children, and the companies goal.

From the literature review research, it has been found out that only one research that has been conducted solely on CSR-based educational programme in Malaysia. The research has been conducted by Ismail, Alias, and Mohd Rasdi (2015) which the focuses was on the teacher's perceptions towards the educational programme that has been conducted in their school. Other than that, the CSR research was mostly on CSR reporting, CSR education for the higher education and private sector

In Malaysia, there were projects for kindergarten in rural village to help underprivileged (Lu & Castka, 2009). Some other reach out educational programmes in Malaysia that could be found in the website are such as Adopt-A-School Program by PINTAR Foundation, Teach for Malaysia, School Adoption Programme by Petronas; Child Information, Learning and Development Centre; Educational, Welfare, Research Foundation under CIMB Cares; and; many more by the corporate companies and small agencies. Other than that, in petrochemical industry, Lu and Castka (2009) added that CSR practices were not just limited to charity donations, but included other practices such as rural education, health care, sponsoring art and sport events, renewable energy projects, helping single mothers and many more. All these educational programmes that have been conducted in the rural areas will be stopped after the certain period of years. Besides, whether the implemented programme in the rural areas could stand on their own after the programme has completed has yet to be unknown. For that, Ismail et al., (2013) has suggested to conduct a longitudinal study on the process and impact of CSR educational programmes based on the selected schools processes were long-term involving

companies, schools and the relevant NGOs. Thus, this research have provided the opinion and feedbacks from the head of participated schools after they had undergone and completed the educational programmes for three years.

Other than that, CSR reporting should be made mandatory for the corporate companies. This will eventually benefits the company as they could compare from the earlier goals that have been agreed whether it has been achieved. Though the most popular sub-themes in the CSR research is education, the highest dimensions were scholarship followed by internship, schooling and equipment for education as stated by Ismail et al. (2013) in Table 1.1 in point 1.2.1, was none on the educational programme. Corporate company's goals in education supposedly to be strong whereby to better invest in education in a long-term. Also referring to the research conducted by Ismail et al. (2013), from the teacher's perception on educational programmes, the perceptions given were not compared with the corporate goals on the educational programmes. Though the educational programmes have a given a huge impact on school, still it is crucial to compare the outcomes of the programmes and the corporate company's goals. As such, there is no evidence showing that the corporate company's has achieved their goals.

1.2.4 Lack of evaluation study on children perception about CSR-based educational programme in the local atmosphere.

Feedback from the educational programme and activities mostly are from the adult but less from the children. A study was conducted earlier by Ismail, Fauzi, and Johar (2013) on CSR educational programme in Malaysia from the teacher's perceptions towards the educational programmes that have been carried out in schools. More, Ismail et al., (2013) in their study mentioned that CSR has improved school physical infrastructure, facilities; and plus the teachers have become more innovative through the trainings that have been provided thus making parents wanted to enrol their children in that school. Furthermore, according to the teachers, their students have made a lot of improvements in terms of their soft skills, become more active, confident, brave and able to work in teams (Ismail et al., 2013).

More to that, there was another study about teachers' awareness regarding multicultural education and instruction; and assessment practice in multicultural classroom in Malaysian primary school (Abdullah & Ghaffar, 2007). More of researches were on issues and concerns on the Mathematics assessment in Malaysia (Lim, 2010), educationists' perspectives on Malaysian education system (Nurul Awanis, Hazlina, Yoke-May, & Zariyawati, 2014) and the lists went on where the research focused more on the adults perspectives. Other than that, Jelas and Ali (2014) have stated that even in inclusive education, the teachers mostly have articulated that the children's expressed needs were just temporary and children should be restricted by the curriculum that have been prepared. As such, it has been plenty of adult researches; and; less reports and feedbacks from the primary school children especially from CSR educational programme. It will be crucial if the participated children could give feedbacks about the educational programme that

they have participated in their schools. Besides, voices of children must be considered as children too have rights apart from being part of the community development. The definition of community development includes both an educational and organisational processes (Ismail, 2009). Based on the PINTAR Adopt-A-School Program (under CSR) in Malaysia, reports from year 2009 till 2013 have showed that, only 10 children have been interviewed pertaining on the feedback on CSR educational programme that they have participated. Moreover, none of the children were interviewed in 2009 report. One child was interviewed in 2010 and three children were interviewed each year started from 2011, 2012 and 2013. Other than that, CSR policies in Malaysia by UNICEF (2009) under Children's Rights and Business Principles (CRBP), have mentioned 10 principles on what will be done for the children. Unfortunately, none of it was the voice of the children on what they wanted. As such, this research will be influential as the educational programme feedbacks from the children will be highlighted and focused.

1.2.5 Having academic research in corporate company's educational programme

The Adopt-A-School (ASC) Program by PINTAR Foundation is a good programme by Khazanah Nasional Berhad under CSR which gathers some of the GLCs in Malaysia to help underserved school with four core modules as guidelines. Royse, Thyer, Padgett, and Logan (2006, p. 2) stated that although many authorities have considered that programme evaluation would be the most valuable type of research contribution, eventually such study seem to be very rarely undertaken and published. Even though the ASC Program is revised often by the corporate company's, a research from the academic's lens is also important to avoid bias. Besides, Gautier and Pache (2013) said that there are a lot more in academic to be explored about corporate philanthropy in a respective roles of business, governments and civil societies experiencing fundamental changes. Other than that, Royse et al., (2006: 9) added on the characteristics of 'good' social service programmes were based on staffing, budgets, stable funding, recognized identity, conceptual or theoretical foundation, a service philosophy, systematic efforts at empirical evolution of services and evidence-based research foundation. As such, the ideas from the academics research can be exchanged or considered by the corporate company which could help to empower the educational programme and sustain in a long-term.

In this case, the main objective of the study was to investigate on a whole whether or not the Adopt-A-School (ASC) Program from PINTAR Foundation has met its objectives for the students, schools and corporate companies.

1.3 Research Questions

1. What are the children's perceptions on educational programmes in school under the CSR initiatives?
2. Why CSR educational programmes are substantial for the academic performance of rural school children and corporate company's goal?
3. How the CSR-based educational programme can be enhanced so that it can further improved education in the rural schools?

1.4 Research Objectives

1. To examine the children perception about educational programmes under the CSR initiatives.
2. To analyse the impact of educational programmes for the rural school academic performance and corporate company's goal
3. To recommend the intervention plans for the corporate companies' CSR and school to further improve children's educational programmes specifically in the rural schools.

1.5 Scope of the Study

This research discussed corporate sustainability where the corporate companies were PINTAR Foundation members, adopting the underserved school through ASC Program. The study also has highlighted that the adoption under PINTAR Foundation should be rotated with other companies instead of just adopting the schools for three years. Sustainability that the researcher wanted to highlight was in terms of adopting the schools so that all children will be benefitted from the educational programme provided by ASC Program. HMs with the assistance of their teachers has given their point of views whether the educational programmes has provided a long-term impact in educational programmes, children and school. Same went with the companies, as they have specified their point of views whether the educational programme's goals towards the programmes, school and children have been achieved.

The research focused on making educational programmes compulsory in all rural schools in Malaysia. In the inclusive education, the children do not just receive formal learning in classroom but also through educational programmes that is provided under ASC Program. Though ASC Program has been started more than 10 years, since 2007, a lot more can be improved in terms of applying all the four core modules besides involving more GLCs and underserved schools. Moreover, in inclusive education, the research is also emphasised the involvement of the corporate companies and other stakeholders such as parents and community surroundings. Children would be able not to just get the formal education but varieties of educational programmes and activities, experience sharing with the stakeholders, and other general knowledge during the programmes.

One of the children's rights that need to be focused on is the right of children to get the education. The study specifically stressed on the children in the rural areas as they were not exposed to the outside world as compared with the children in the urban areas. Moreover, it was a common sense to assume that the schools in the rural areas have limited sources. In this study, the children between the ages of 11 and 12 years old have involved in the process of collecting the data as they have given their views on educational programmes from their own perspectives. Apart from that, children were also inquired feedbacks regarding the educational programmes, plus the way school and outsiders could make education much more enlightening for them.

Malaysian schools are obliged to have a school social worker. School needs more than just HM, teachers and a counsellor. By having a social worker in school, more efforts could be done in terms of psychosocial of the children. As a result, this study also suggested for having school social worker in coordinating the educational programmes. Besides, school social worker can become a mediator between school and the corporate companies. After all, this scope of study has looked corporate sustainability, inclusive education: educational programmes, children's rights in education specifically in the rural areas and school social worker. In fact, this study was to enhance long-term learning cultures in the community especially in the rural areas.

1.6 Significance of the Study

This study would really impact the children particularly in the rural areas. Children in the rural areas would be able to get the exposure from the educational programmes conducted by the corporate as they have more resources especially in terms of financial. Moreover, it could enhance the importance of the education among the children in the rural area by bringing the company's experts to share their experiences, build the children self-esteem plus the educational programmes that will inspire them to learn. UNICEF (2011) report mentioned that learning programmes should be increased more as practical solution for the children that were facing schooling disruption. Going to school would be something that the children in the rural areas will look up to which subsequently would reduce the dropout rates.

Hence, a lot of educational programmes could be done. Ismail et al. (2013) suggested educational-related programmes that formed one of the dominant types of CSR were diverse, ranged from for school infrastructure, such as computer labs, to the provision of the learning materials for students as well as professional development for teachers. Moreover, schools participation would be the best as to get the involvement from the whole community even it would be challenging. More, Ismail et al., (2013) said that educational programme in CSR has indeed acted as a medium for nurturing knowledge outside classroom due to its multi-dimensionality in practice involving fields such as ICT, the environment, languages, and life sciences.

In the social work practice, it is a part of the responsibilities to ensure that CSR can really benefit the underprivileged community. If the educational programmes were found advantageous, then it should not be stopped but expanded with more companies in the bandwagon. This is because today's modern world,

people are more interested with profit-making and globalisation. According to Sykes (2003), globalisation had the impacts to the social policy. Moreover, Sykes (2003) has come out with three perspectives about globalisation; a) globalisation has caused welfare retrenchment through the increasing dominance of capitalism in the world economy b) globalisation has had little effect upon welfare states, through other social and economic processes have; and; c) globalisation affects welfare states but its effects and roles are mediated by national politics and policies.

CSR should be a long-term programme until the community or an individual are developed and are able to help themselves. Certainly, this research was mainly to know whether the programme has made any real difference and subsequently to show the client that the programme has an impact on social problems. Besides, academic researcher also wanted to find out whether the programme deserved the amount of money that they have spent to show that this educational programme was worth it. Refer Table 1.4 for motivations for human services programme evaluation.

Table 1.4
Motivations for Human Services Programme Evaluation

WE WANT TO SHOW:	WE WANT TO KNOW:
1. The clients are being helped.	Are clients being helped?
2. That clients are satisfied with the services.	Are clients satisfied with the services received?
3. That the programme has an impact on some social problem.	Has the programme made any real difference?
4. That a programme has worth	Does the programme deserve the amount of money spent on it?
5. That a programme or approach is better that another	Is the new intervention better than the old?
6. That the programme needs additional staff resources.	How do we improve this programme?
7. That staff are well utilized	Do staff make efficient use of their time?

Source: (Royse et al., 2006, p. 14)

In addition, this study was to enhance the importance of the education especially among the children in the rural areas. If the CSR educational programmes could help a part of children's education, then it would be more meaningful if more corporate companies could involve in the educational programmes in schools around Malaysia.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

As a start in chapter two, the discussion will be on the concept of CSR from the earlier century until now. It is then followed by the CSR evolution from the international context that include International Standard Organisation (ISO) for CSR, and the CSR evolution from the local context. Moreover, the researcher has discussed on CSR and Malaysian children's education from three different context which were children's education in the rural areas, CSR educational programmes and Adopt-A-School (ASC) Program by PINTAR Foundation.

As this research were about the children, the researcher has discussed on the CSR framework in children's education. These are comprised with what were the children's want, need and rights in education; and; social sustainability which has include Sustainable Development Goals (SDGs). To strengthen up this research, three theories have been applied namely Programme Theory, Motivation Theory and Person-environment Fit Theory. Moreover, CSR educational programme framework has been drawn out. Besides, to discuss further about this framework, there were four sub-topics such as children in the educational programme, schools and the educational programme; corporate companies and the educational programme; and; the sustainability of the educational programme. Further, this chapter also has drawn out the research framework from start until the end.

Concept definitions for this research have included corporate social responsibility, children, education, rural areas, PINTAR Foundation and Adopt-A-School Program.

2.2 CSR Concepts

For decades, leaders of businesses have committed their relationship with the society and have made changes in their roles to serve the community (Votaw, 1973). Earlier, Cantor 1967 in Votaw (1973) said that a historical parallel of this change was to be found in England in the early years of the thirteenth century, when the great lords finally came to see themselves as something more than just a group of self-seeking individuals and acquired a new sense of "community of the realm."

From the thirteenth century to the nineteenth century, it has been the same changed from a new sense of "community of the realm" to individual philanthropy to the corporate philanthropy. Frederick, Davis, and Post (1988) stated in the 1920s, business firms have taken more of the charitable activities compare to individual owners which have shifted from individual philanthropy to corporate philanthropy in the Community Chest movement, that today's known as United Fund in United States. Moreover, CSR was expanding from an individual's responsibility to corporate responsibility to help sustaining the environment and helping the needy community. Votaw (1973) added that even during the late nineteenth and early twenties centuries, they have treated economy as their own personal business like the alleged "teachings of laissez-faire capitalism, economic individualism and social Darwinism". Other than that, Coombs and Holladay (2012) stated in their book that in the 1970s, Dr Leon Howard Sullivan had come out with the Sullivan Principles which were designed to help ending the apartheid in South Africa by placing requirements on US Corporations that wanted to conduct business in South Africa. This principles efforts have been indicators for CSR to make a difference globally (Coombs & Holladay, 2012). Besides, business leaders gave strong support for corporate charity and urged all business firms and their employees to together extend

aid to the poor and the needy (Frederick et al., 1988). As stated by Visser (2011), the macro shifts for newly CSR 2.0 were supposed to be from philanthropic to collaborative, risk-based to reward-based, image-driven to performance-driven, specialised to integrated, standardised to diversified, marginal to scalable, and western to global. Moreover, CSR 2.0 or transformative CSR focuses its activities on identifying and tackling the root cause of present unsustainability and irresponsibility, which were through business model, revolutionising their processes, products, services and lobbying; for progressive national and international policies (Visser, 2014, p. 16). This could be referred in Table 2.1 titled CSR 1.0 to CSR 2.0 – Macro shifts.

Table 2.1
CSR 1.0 TO CSR 2.0 – Macro shifts

CSR 1.0	**CSR 2.0**
Philanthropic	Collaborative
Risk-based	Reward-based
Image-driven	Performance-driven
Specialized	Integrated
Standardized	Diversified
Marginal	Scalable
Western	Global

Source: Visser (2011)

Human being created organisation to pursue their own goals either for their job satisfaction or to make profit. Business will not happen if there is no two-way communication between community and the organisation. To explain in a simpler way, business people and organisation are called shareholder while community is stakeholder. "No community" means "no business", which is why stakeholder is the most important thing to be considered before setting up the business. Freeman (1984)

said that a stakeholder is an organisation in any group or individual who could affect or was affected by the achievement of the organisation's objectives. Stakeholder at practice are customer's suppliers, employees communities and the people with the money-financiers. Thus, other stakeholders are government, media, non-governmental organisations (NGOs), interest groups, environmentalists and critics. They affect the value for customers suppliers, communities and the people with the money (Morphy, 2013). CSR has now mattered because an increasing percentage of stakeholders have decided that social concerns were important enough to influence their relationships with corporations (Coombs & Holladay, 2012). Hence, investors have started to place their money in socially responsible corporations while consumers have begun to seek for products and services; as a results, the company have operated in a socially responsible manner (Coombs & Holladay, 2012). Thus, making money was no longer the only benchmark for evaluating a business' contribution to society.

After all, the management of the corporation is supposed to educate stakeholders about their CSR initiatives. That is why the two-way communication is important like has been said before to build the relationship between the corporation and the stakeholder or community. Coombs and Holladay (2012) added that when there were expectation gaps, differences between how stakeholders expected the corporation to behave and how they perceived the corporation actually behaved, may withdraw their support for the company by the negative word of mouth or organized boycotts. These informal and formal communications were important to know what were the stakeholders' expectations and needs aligned with the corporation's values (Coombs & Holladay, 2012).

It can be concluded that from the earlier centuries CSR has been started from community of realm to individual philanthropy and to corporate philanthropy. Business people and their companies started to realize and gain awareness to help the needy in the community because shareholder could not last without stakeholder. Moreover, CSR has been stated that to transformed from CSR 1.0 to CSR 2.0 which said to be collaborative, reward-based, performance-driven, integrated, diversified, scalable and global. That was why it is important for the corporate to build the relationship with the stakeholders which is not just for the CSR initiatives but for the corporate and the stakeholders what need to be improved in their service or product.

2.3 CSR Evolution

Before the research go further, it is better to understand the definition of CSR, follows by CSR from the international context that will look into different continents as well as on the CSR International Standard Organisation (ISO). Besides, from the past research will also look on CSR from the local context

Various definitions have been found to understand the meaning of CSR. The definition comes out differently based on the other researcher's findings, theories that were designed and also the field involved by the researchers. Furthermore, the researchers / academia and corporate organisations have their own definitions of CSR. Earlier, Votaw (1973, p.11) said that:

> "to some it is the idea of legal responsibility or liability; to others it means social responsible behaviour in an ethical sense; to still others the meaning transmitted is that of 'responsible for,' in a causal mode; many simply equate it with 'charitable contributions'; some take it to mean socially 'conscious' or

‘aware’; many of those who embrace see it as a mere synonym or ‘legitimacy,’ in a context of ‘belonging’ or being proper or valid; lastly, a few see it as a sort of fiduciary duty imposing higher standards of behaviour on businessmen than on citizens at large”.

For Carroll (1979), he defined the social responsibility of businesses compasses, the economic, legal, ethical, and discretionary expectations that society has of organisations at a given point in time. In 70’s, the definition by the researchers were in stages and more details compared to the definition that were made in this centuries which were defined in a more simpler manner. CSR in a simple way is about how companies manage the business processes to produce an overall positive impact on society (Baker, 2004).

Both Crowther and Aras (2008) defined CSR in three different contexts where the broadest definition is the relationship between global corporations, governments of countries and individual citizens. More locally, the definition was concerned with the relationship between a corporation and the local society in which it resided or operated (Crowther & Aras, 2008). Different from Coombs and Holladay (2012) who have stated that CSR was the voluntary actions that a corporation implemented as it pursued its mission and fulfilled its perceived obligations to stakeholders, including employees, the environment, and society as a whole. Crowther and Seifi (2013) have given their own definition which said CSR is the relationship between the global corporation, governments, citizens and more locally the definition was concerned with the relationship between a corporation and the local society in which it resided or operated.