

**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).

Literature Review

Corporate Social Responsibility Contributions in School

Businesses lack a relationship with the school's children and this has been detailed in international affairs and academic analysis (Collins, 2014). In fact, according to Collins (2014), businesses are stated to provide influences that are positive to children. This is achieved by providing access to education, and rest and play. In addition, it also supports parents, ensures the product's safety and supports environment stewardship. The nature of CSR activities delivered to schools depends on the type of business they are operating. This is logical because through CSR programmes, a specialist from the companies transfers the core knowledge and technologies with the purpose of benefitting the school (Ismail et al., 2013). These CSR programmes have shown that the students who took part in it were able to read, did well in arithmetic, and engaged in discussion after they participated in said programmes (Sinha & Chaudhari, 2018). This would really help in providing exposure to children, especially the ones in rural or underserved areas.

O'Donnell and Kirkner (2014) added that family's involvement programmes, reading programmes and parent-teacher collaboration programmes were positively predictive of academic improvement for both elementary and secondary students. Building partnership with private sectors here are important. Moreover, "the surrounding communities, teachers, administrators and government officials are accountable for the inclusion of all children through formal institutional mechanisms, community members become more interested in school improvement and more willing to commit their own resources to the task" (The United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2009, p.16). However, though it involves many outsiders, the programme has to be suitable to the children in that school area. O'Donnell and Kirkner (2014) stated that in partnership with community-based organisations, programmes should be culturally appropriate within the community. Educational programmes such as an environmental programme can lead to positive changes in student knowledge awareness, skills, attentions, intentions and behaviour (Stern et al., 2014). Also, through CSR, corporate companies have developed a school computer lab which has made the school environment more conducive to students (Ismail et al., 2013). Ismail et al. (2013) also added that teachers have gained hands-on skills relating to computers and students' positive changes were also felt by teachers. In addition, there was also a wide range in student achievements in examinations and in co-curricular activities involving soft skills, plus CSR programs in school have multiplied the effects on the students, teachers and society (Ismail et al., 2013).

Inclusivity in Education

Inclusive education is a "core element of teacher preparation, continuing professional learning, and a domain within education policymaking and practice" (Slee, 2020, p.5). It is also stated in a fourth core of the Sustainable Development Goals (SDG). "Inclusion involves improving inputs, processes and environments to foster learning both at the level of the learner in his or her learning environment and the system level to support the entire learning experience" (UNESCO, 2009, p.7). Inclusivity discussed here is not the inclusivity of the children, but the inclusivity of the education for children. As mentioned by UNESCO (2009), there are three justifications which are educational justification, social justification and economic justification. The educational justification requirement is to develop ways of teaching that respond to individual differences and that therefore benefit all children (UNESCO, 2009). Unfortunately, most of us consider inclusivity as social justification.

In ensuring children get the best education, it should be inclusive not only in terms of the learning process, but the place should also be taken into account, and not just by the teachers, but also by the surrounding community. More can be done in a creative way and one course of action is by conducting more educational programmes which involve collaboration from diverse stakeholders. Ballantine et al. (2017, p.29) suggested an open systems model that can help to conceptualise a whole system in addition to understanding which pieces would fit or do not fit together. Inclusive education could not be achieved if the school is not willing to include individuals or groups from a diverse background with diverse learning styles. With varieties of learning, an educational programme could also be included as part of inclusive education. Myriad educational programmes can be organised in school and one is through Game Based Learning (GBL). According to Trajkovik et al. (2018), collaborative environment in traditional games through GBL can increase motivation in introvert children for the extrovert measure influence. When traditional games were used as an instructional tool, it enhanced students' learning to use available technology to search more information on the traditional games which subsequently acts as an intrinsic motivational factor (Trajkovik et al., 2018). Ranieri and Bruni (2013) stated that students who were not responsive in class but started talking, showed collaborative attitudes and engagement when given mobile phones.

GBL is not just an educational programme but it encompasses a variety of programmes and activities that can be conducted in school by engaging with individual or agencies outside schools. Therefore, school curricular should be interdisciplinary, represent diverse interests and enhances critical thinking skills that could assist children in reaching their common goal via a different path (Ballantine et al., 2017; p.29). In fact, with participation from the adults such as the surrounding community and parents, educational programmes in school would be thrilling. Adams et al. (2016) said that, inclusivity, is the process of collaboration of the people and educational programmes which the source of strength is to accomplish a singular goal. These could not be accomplished by managing individually (Adams et al., 2016). Supposedly, not looking at the child as the problem but to identify that the education system is the problem (UNESCO, 2009)

Programme Theory

This research adopts 'programme theory' as it has been used by evaluators to develop the best outcome to a programme (Rogers et al., 2000). Programme theory describes programme content, predicts the end result of the programme, specifies what needs to be done based on the aim of the programme, and outcomes of the programmes by domain (Reynolds, 1998; Sidani, 1999). The relevance of the theory to this study is that it evaluates CSR educational programmes. The evaluation is from corporate companies' perspectives. It is wide-ranging to conceptualise and evaluate the programme that covers all the factors. Furthermore, Rogers et al. (2000) added that it is impossible to design an evaluation that covers all the identified factors in programme theory. In these research findings, it describes school's perspective on CSR educational programmes towards pupils and schools.

Methods

Research Design

This study used a qualitative research approach and selected a case study of the Adopt-a-School (AASC) Programme as it was conducted in most of the rural primary schools throughout Malaysia. The AASC Programme involves corporate companies and government-link-companies (GLC) that work together to adopt a school in the rural areas for the period of three years. Once this period ends, the company will then leave to adopt other rural schools.

Sampling

The CSR educational programmes are conducted throughout Malaysia but only 10 schools were selected as samples for this study. These schools are from three different states in the northern region: Kedah, Pulau Pinang and Perak. Purposive sampling was used where interviewed schools have completed three years of adoption with a corporate company under CSR educational programmes initiatives. During the adoption, the corporate companies have organised varieties of CSR educational programmes based on the school needs. The interviewees included headmasters/mistresses (HM) and some of them were accompanied by teachers who acted as programme coordinators when the CSR educational programme in the school took place.

Data Collection

The technique of data collection was semi-structured interviews while the research instrument used was a questionnaire. The interview questions were nine open-ended questions comprised of three sections, which were the educational programme, pupils and school. It was conducted in the Malaysian language. With the consent of the HM, the interview was recorded.

The interviews were transcribed and translated into English. Each of the interviews took between 40 and 45 minutes maximum. More than 50% of the questions were derived from (Wall & Sage Solutions, 2014) that has guided the suitable questions for summative evaluation to ensure the validity and reliability of the questions. Refer to Table 1 below, questions that have been ticked (/) were used as the interview questions.

Table 1: Summative Evaluation Questions after the Educational Programme has been Completed

	Schools
• What did the programme accomplish?	/
• Did the program reach its goals and objectives?	
• What impact did the program have on its recipients?	/
• What were the outcomes?	/
• Who benefited the programme?	/
• How much was the benefit?	
• Was the benefit greater with this program as compared with another programme?	
• Did all the types of students or clients benefit from the programme?	/
• What were the positive outcomes?	/
• What were the negative outcomes?	/
• What should be improved or changed in the programme?	/
• Does the benefit of the programme warrant the cost?	

Source: (Wall & Sage Solutions, 2014)

Data Analysis

Narrative analysis was used for case study as a method for “describing and critiquing different positions present in narratives” (White & Taket, 2000; p. 702). The researcher needs to decide which stories provided answers to the research objectives rather than provide everything participants conveyed (Wong & Breheny, 2018).

Ethics

Ethical clearance was ensured through an approval from Ministry of Education Malaysia and State Education Department as the samples were HM from schools. Before the interview started, interviewees were informed that the interview will be recorded. The school name was not stated but only stated as Respondent.

Findings

This section presents the findings from respondent about their perspective on CSR educational programmes in the rural school. There were three questions related to CSR educational programmes.

Question 1: What are the impacts of CSR educational programmes towards the pupils?

From the interviews conducted with 10 respondents, 90% said that the CSR educational programme has benefitted the pupils in their school. A respondent said that it has given exposure and helped pupils holistically through gaining their self-development, hobby and future jobs. Pupils were exposed to robotic programmes which have brought them up to the robotic national level competition. According to a respondent, pupils who could not do well in academics were taught about a computer's technical side such as how to mantle and dismantle the computers CPU. As for other pupils, they were taught the basic software such as Microsoft Office. Pupils were also exposed to the quizzes in computer programmes. Another respondent stated that if no outsiders came to their school, especially corporate companies, schools would not be able to organise all sorts of educational programmes for their pupils. With so much exposure from CSR educational programmes, it has allowed pupils to have a much better attitude.

A respondent stated that by bringing outsiders to the school, pupils had benefitted through motivational talks as well as on better learning methods. In fact, a respondent said that pupils were motivated, thrilled and excited to come to school upon hearing about the CSR educational programmes organised in their school. This would help pupils who are always absent from school to come back to school to join the programme. A respondent added that CSR educational programmes have given benefits towards school achievement, pupils understand better about green environment, encourage creativity and helped pupils in their career development. Respondent 5 said about how the educational programme benefitted participating pupils:

Good. Because pupils here lack exposure. When it comes to the programme the students get excited and thrilled. Games or whatever right. We want to make the pupils excited and happy to come to school to learn. Have to give something to motivate them to come to school as here also a lot of pupils always absent” (Respondent 5).

A respondent suggested that CSR educational programmes ought to include more programmes that are related to computers and technology to attract the pupil to learn: For example, by having computers in each of the classrooms. With the addition of a projector and screen, this will benefit pupils during the learning process. A respondent stated that pupils need motivational programmes such as talks and academic additional classes before they sit for Primary School Achievement Test (PSAT). Other than that, a respondent added that pupils need study visit programmes so that they would have more of an open mind. One of the study trips suggested is a historical visit. Pupil would learn more and understand better by visiting the historical places, besides, they themselves would search for more information on their own

initiative to get further information. This would also help pupils in their essay writing. A respondent also mentioned out-of-class learning such as camping or during science subjects, where a teacher would bring pupils out from class, but still in the school compound, to learn about plants and trees. Other suggestions on suitable CSR educational programmes for pupils are 21st century classes, exam-focus for PSAT pupils, and green programmes.

Question 2: What are the impacts of CSR educational programmes towards the schools?

Teachers were sent for courses to update their knowledge and teaching methods. CSR educational programmes did not just benefit pupils and teachers but also parents and the community surrounding the school. According to a respondent, corporate companies did conduct computer classes for the community. Parents and the surrounding community have given their full support in all CSR educational programmes conducted in school by attending programmes conducted by corporate companies and sending their children to school for participation at any time. When their children attended school during a weekend, the whole community got together to cook and prepare food for everyone from the budget allocated for the programmes.

From all ten respondents who were interviewed, six respondents stated that CSR educational programmes provided were insufficient. A respondent was surprised that pupils who did not do well in class could express themselves very well in the programme conducted. The activity requires pupils to choose their ambition, which one pupil chose to be a newscaster. A respondent was surprised to see most of the pupils' showed their hidden talent:

“If you can see how my students who have low IQ become a newscaster in one of the programmes, with his own style, I was shocked when I saw that. It was a very interesting programme. There are a lot more programmes but the time was too short and we could not let other students experience this”
(Respondent 1).

Despite the insufficient funds, schools could not organise their own educational programme for their pupils. Besides, a respondent stated that in rural areas, the community only depends on school to educate their children. Thus, school also needs support from outsiders to assist schools. Another respondent stated that they fully utilised the resources that they have around them: for example, inviting agencies to school and requesting to use the agency's facility for the pupils' benefit.

“From here we can see that we need a good network with private sector and outsiders. If here you can see that we need assistance from the prisoner's department, army, police and government agencies and private for us to produce the student based on what the ministry has requested. For sure we really need contributions from outsiders especially through this programme”
(Respondent 1).

After the CSR educational programme was completed, schools were back to normal and they were not in contact with the companies any longer. Moreover, the school's ranking has dropped down in a year or two after CSR educational programme had completed, as the school could not afford extra intensive classes for their pupils. An interviewed respondent stated that CSR educational programmes should continue as they are really in need of financial assistance, another respondent said they need to let other pupils experience it as well as it has assisted teacher's in teaching. A respondent also added that even from the Parent Teacher Associations

(PTA), it could not provide that much funding because most of the parents who sent their children to school are working in agriculture, selling food in stalls or working in a factory, that do not earn that much. A respondent prefers that corporate companies to continue their CSR educational programmes and do not stop. This is because pupils enrol to school every year and the school would want the new pupils to benefit from the same programmes. Besides, pupils always look forward for CSR educational programmes by corporate companies.

“If it’s possible, to have it every year because new students comes in every year that means the programme should be continued. We really encourage corporate agencies or government themselves come together and assist the school” (Respondent 1)

“We have already gotten the assistance/programme for 3 years and then suddenly it disappears just like that. At least they still send the motivator that they have sent before once in a while. Meaning that they do not leave the school just like that” (Respondent 2)

“If we can have a programme every month it will be much better. Because children will always look forward for more programmes” (Respondent 4)

Question 3: What are the suggestions from schools for future CSR educational programmes?

Respondents were asked on future programme suggestions that best suits their pupils. The respondents suggested academic foci such as night tuition and intensive classes. Moreover, intensive classes should be conducted by schools’ once examinations are closer. This is because sending children to the paid tuition classes outside would be expensive for their parents and far away in town. There was also a suggestion for the pupils to come to school at night to do their homework with other classmates and discuss homework amongst them. A respondent agreed that by learning from each other, students would understand better.

A respondent stated that it is imperative for CSR educational programmes to provide basic skills for pupils who have learning difficulties such as difficulty to focus on reading, writing and counting. According to a respondent, if there is extra funding, schools would subscribe to one year’s worth of educational magazines or buy new books for the benefits of pupils. Indeed, reading projects should be continued so that pupils have an open mind. A respondent also emphasised an English language programme. According to a respondent, English language is one of the main issues in the rural schools. Besides, in the PSAT, it is compulsory for pupils to pass the English language subject. Other than that, a holistic programme is also essential to develop pupils to a high level of knowledge.

“For me is to each pupil to be holistic. Whatever the curriculum is depends on the student holistically. Let’s say the school performs well, is a great school, famous school, but when the results come out they did not reach the average school grade that is required by the state education department so they didn’t get anything. But when we focus on student holistically teachers will help the student individually” (Respondent 3)

“Can I say English language? I want to focus more on the English proficiencies, if you talk about education I really want to focus that first. We really have to put a lot of effort for English language. I could not depend on

just one schedule but the most challenging part was pupil's interest to learn English language. How to make them like/enjoy English language is quite difficult” (Respondent 7)

The respondent did give some suggestions for the CSR educational programmes for future improvement. According to a respondent, the programme must be suitable for rural schools and the community surrounding them. Moreover, any programmes that will be organised in school should involve at least one whole classroom instead of just 10 pupils from the whole school. This was when there were 10 students selected along with selected teachers to the city of Kuala Lumpur. Other than that, the facilitator that will be involved in the CSR educational programmes should also be among the teachers or university students as they could convey the messages in an easy manner at the pupils' level of understanding. Another respondent emphasised that CSR educational programmes should be offer variety and focus more on academics related subjects. Furthermore, a respondent suggested that it would be good if the companies could focus more on 21st century learning. A respondent also suggested that schools and corporate companies should work together for the sustainability of the programmes in future. Finally, schools' suggestion on future programmes must be academic related which should include an English language programme, information technology, 21st century learning, green programme, basic skills (read, write, count), motivational programme and study visit.

Discussion

This aim of the study was to highlight the impacts of educational CSR programmes from the schools' perspectives towards their pupils and school. CSR educational programmes' flaws and future programmes are also discussed in this section.

Perspective on CSR Educational Programme towards Participated Pupils

From the findings, CSR educational programmes assuredly have provided positive impact to the pupils. It has impacted them through educational exposure, holistic approaches, academic improvement, motivation, encouraging creativity and assisting in pupils' future career development. As stated by Ballantine et al. (2017) school curricular should be interdisciplinary, represent diverse interests and enhance critical thinking skills that could assist children in reaching their common goal. From the findings, one of the pupils who was quiet and did not do well in academics, was very expressive in one of the CSR educational programmes conducted in school. Ranieri and Bruni (2013) stated pupils that did not react when asked orally about themselves started talking and discovering the cell phone's multimedia functionalities when prompted by mobile phones. The new generation indeed preferred the new style of learning in which CSR educational programmes can incorporate. A myriad of styles of learning can be applied in educational programmes under CSR initiatives based on the company's expertise. Ismail et al. (2013) stated that teachers have gained hands-on skills relating computers and students' positive changes also felt by teachers. In addition, there was also a wide range in student achievements in examinations and in co-curricular activities involving soft skills, plus, CSR programmes in school have multiplied the effects on the students, teachers and society (Ismail et al., 2013). Through CSR initiatives, some companies do bring pupils for a study visit and this should be continued to provide another side of learning to pupils. Walan and Gericke (2019) gave examples of out of school activities: learning experience is different from school, topics selected will attract pupils, and high cognitive activities.

Perspective on CSR Educational Programme towards Participated School

“Leaders from a successful rural school have said that to maintain school-wide is to focus on instruction and high expectations; development of multiple support systems for students, and work with teacher’s strength to improve students’ outcome” (Masumoto & Brown-Welty, 2009, p.15). School should take note that the focus is not just for the pupils but also for the development of the teachers. As Slee (2018, p.5) stated, “inclusive education in school is a core element of teacher preparation, continuing professional learning, and policy making and practice”. During CSR educational programmes, some of the teachers were sent for courses on teaching as well as to keep updated on teaching and learning methods. Schools were delighted that corporate companies were willing to reach out to them in the rural areas. Through corporate companies’ CSR educational programmes initiatives, extra tuition classes can be conducted to assist pupils that are weak in certain subjects. Everyone was happy when school academic ranking went up during this time. Besides, extra tuition classes are also emphasised for the pupils that will be sitting for PSAT. Sinha & Chaudhari (2018) stated five major impacts on school academic programme in CSR initiatives. The sustainability attributes to the pupils after the programme are, pupils are able to understand and participate in the discussion after the programme, pupils can read a paragraph, pupils can read sentence, pupils can read a story; and pupils can subtract arithmetic numbers (Sinha & Chaudhari, 2018). It is evident that the CSR educational programme initiative in school has helped pupils to improve their academic performance. The surrounding community was supportive and they are willing to send their children anytime to school. Sometimes when the school is running a CSR educational programme for their children during weekend, the rural community also gathered in school to prepare food for everyone using the budget that has been allocated to schools for the programme. This is how we can see that the rural community is very warm and welcoming when conducting programmes for their children. This is supported by O’Donnell and Kirkner (2014) that stated family involvement impact on student achievement, followed by parent-teacher collaboration and communication programmes. More, Adams et al., (2016) stated that collaboration is important to accomplish goals in educational programmes.

CSR Educational Programmes Challenges

The CSR educational programmes conducted were not consistent and occurred for only a certain period of time or just as a one-off. It would be wiser for pupils to be enrolled in the program every year, so that they can gain continued benefit, especially in the rural areas. It is true as Collins (2014) said that the relationship between businesses and children are still lacking. Child rights are significant to businesses and offer an opportunity to improve business efforts in relation to sustainability, ethics, CSR and societal progress generally (Collins, 2014). If the corporate sees the importance of education for all children, corporate will encourage more and other corporates to carry out CSR educational programmes in rural school. There should have a continuity of the CSR educational programmes. Even though rural schools fully utilise the resources surrounding them, few resources can be found in their areas. Rural school need corporate companies’ continuous support. In the SDG fourth core, it is also stated that all stakeholders including a business can leverage their resources and core competencies to support governments in delivering on their promise of education for all (UNESCO, 2009).

Future Suggestions for CSR Educational Programmes in School

From the findings, all respondents stated that CSR educational programmes in school should be continued. Finally, the schools’ suggestion on future programmes must be academic related which should include English language programme, ICT, 21st century learning, green programme, basic skills (read, write, count), motivational programme and study visit.

Conclusion

The results reveal that the CSR educational programmes have given good perspectives to the pupils, teachers, school and the surrounding community. The programmes have impacted pupils through educational exposure, a holistic approach, academic improvement, feeling motivated, encourage creativity and assist in pupil's future career development. The school's perspective on an educational programme's impact is improved as is teaching and knowledge. The programme has benefitted the community surrounding and assisted in financial assistance. The school suggested that CSR programmes should be improved by providing a variety of educational programmes, that it should be more academic focused and is to be sustained in school. CSR educational programme types in future are suggested to be academically related which should include an English language programme, information technology (IT), 21st century learning, green programme, basic skills (read, write, count), motivational programme and study visits.

The CSR educational programme initiatives in school are subsequently preparing rural children to enter to higher education so that the children are well-prepared, matured and broad-minded. This would also help children to realise their dreams and what they want to pursue in the future. In fact, this would help to generate the quality of future generations and quality of workforce. Numerous CSR educational programmes have been conducted involving pupils, teachers and the surrounding community. It should be noted that, school is not just to teach but also touch pupil's hearts by engaging with their family and rural community around. After all, in rural primary school, students are keen to obtain a formal education, followed by sustainable educational programmes (collaboration with community, companies and agencies), highly trained teachers and good teacher-student relationship. To emphasise, schools are not just getting good results, but they also equip their pupils holistically with little resources that they have. In conclusion, CSR educational programmes initiatives must be sustainable because it had great impact on pupils, teachers, schools, and the community surrounding the school.

We acknowledge the limitations of this study. The results of the study might appear to not reflect all participated schools in CSR educational programmes as the number of respondents were 10 which represents 10 schools from approximately 500 schools that participated in CSR educational programmes in throughout Malaysia. However, the sample was the representative from participated schools in CSR educational programmes. Another limitation was some of the interviewed HM were not fully involved in CSR educational programmes. Their response was from feedbacks given by the teachers in the school.

For further research, CSR educational programmes in rural school must be investigated in terms of the programme sustainability after the company has left. This is to ensure that new pupils that enrol in primary school could also get the benefit as well as to keep the private-public-chain in education.

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