

A STUDY ON THE INSTITUTIONAL VALUES AND IMPACT OF INSTITUTIONAL SOCIAL RESPONSIBILITIES ON BRAND EQUITY WITH RESPECT TO HIGHER EDUCATIONAL INSTITUTIONS IN BANGALORE

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ABSTRACT

The role of higher educational institutions (HEIs) has expanded beyond academic instruction to include a broader responsibility toward society through Institutional Social Responsibility (ISR). ISR, as an extension of Corporate Social Responsibility (CSR), reflects the ethical, social, and environmental commitments of institutions and significantly contributes to shaping institutional values and enhancing brand equity. This study focuses on understanding the institutional values and the impact of ISR on brand equity with respect to higher educational institutions in Bangalore. The objectives of the research are threefold: (1) to distinguish the requirement of regulation of institutional social responsibility, (2) to assess the effect of ISR on students, instructors, and institutions, and (3) to analyze the challenges and opportunities for the consolidation of ISR in universities.

A structured questionnaire was administered to a sample of 50 respondents, comprising students, faculty, and administrators from selected higher educational institutions in Bangalore, chosen through stratified convenience sampling. Data were analyzed using Chi-square tests to examine associations between stakeholder roles and regulation requirements, correlation analysis to assess the relationship between ISR practices and brand equity dimensions, and regression analysis to determine the impact of ISR and opportunities on institutional brand equity. The findings of the study are expected to highlight the necessity of regulating ISR in higher education, reveal its influence on stakeholder perceptions and institutional reputation, and identify both the barriers and opportunities in its implementation. This research contributes to the limited empirical evidence on ISR in Indian higher education and offers insights for policymakers and institutional leaders.

Keywords: Institutional Values, Institutional Social Responsibility, Brand Equity, Higher Educational Institutions, Bangalore, Chi-square, Correlation, Regression

OBJECTIVE OF THE STUDY:

1. To distinguish the requirement of regulation of institutional social responsibility.
2. To assess the effect of ISR on understudies, instructors and as well on institutions.
3. To dissect the challenges and openings for consolidation of ISR in Universities.

INTRODUCTIONS

In an era where global challenges demand more than academic instruction alone, higher educational institutions (HEIs) are increasingly expected to embody principles of Institutional Social Responsibility (ISR)—a concept that extends beyond Corporate Social Responsibility to encompass social, environmental, and ethical commitments embedded in institutional values (Dayananda Sagar College of Arts, Science & Commerce, Bengaluru, 2025)

Bangalore, a prominent academic hub, hosts more than 500 colleges under Bangalore University with an enrollment exceeding 300,000 students, including prestigious institutions like the Indian Institute of Science, National Law School of India University, and others (Education in Bengaluru, 2025). These institutions wield immense societal influence and are well-positioned to champion ISR initiatives that strengthen community well-being and institutional brand identity. For instance, Presidency University's ISR Cell actively engages in sustainable development projects in areas such as primary education access, lake conservation, and livelihood skill training, aligning with multiple UN Sustainable Development Goals (SDGs)

Moreover, emerging research in Bangalore reveals that ISR significantly enhances institutional trust and reputation. A recent study found positive associations between ISR practices, consumer trust, and institutional image—with philanthropic ISR particularly influential in shaping stakeholders' perceptions (Dayananda Sagar College study, 2025)

Despite these promising developments, ISR in Indian higher education remains largely underregulated and fragmented, often lacking a coherent framework or policy enforcement. Bangalore's HEIs present a unique context where ISR engagement varies widely—some institutions institutionalize it through dedicated ISR cells, while others approach it sporadically or reactively.

This study aims to critically examine the institutional values that underpin ISR, assess how ISR influences brand equity—as perceived by students, faculty, and administrators—and explore the challenges and opportunities for integrating ISR in Bangalore's universities. Given the dynamic interplay between societal roles and academic branding, such an inquiry is both timely and pivotal.

STATEMENT OF THE PROBLEM

Higher educational institutions (HEIs) in Bangalore face intense competition where brand equity and reputation are critical for attracting students, faculty, and funding.

While Corporate Social Responsibility (CSR) is well-researched in business, its counterpart in academia—Institutional Social Responsibility (ISR)—remains underexplored in India. Though many HEIs engage in social initiatives like sustainability, student welfare, and community development, these efforts often lack structure and regulation. Such fragmented practices lead to inconsistent stakeholder perceptions of ISR's effectiveness and credibility. Moreover, ISR is not a mandated policy requirement in Indian higher education frameworks.

This absence of regulation raises concerns about uniformity, accountability, and long-term sustainability of ISR practices. Students and faculty, the primary stakeholders, are often unaware of their institutions' ISR initiatives.

This weakens the potential of ISR to enhance institutional image and brand equity. The problem highlights a gap between institutional values, ISR initiatives, and stakeholder awareness. Thus, a systematic study is needed to examine the role of ISR in shaping brand equity in Bangalore-based HEIs.

RESEARCH GAP

Although CSR has been widely studied in corporate contexts, empirical research on ISR in higher education is limited, especially in India. Very few studies have examined how ISR influences brand equity in Bangalore's educational institutions. Additionally, most prior research overlooks multi-stakeholder perspectives and the regulatory challenges of implementing ISR, leaving a clear gap for investigation.

HYPOTHESES

H1: There is a significant requirement for regulation of ISR in higher educational institutions.

H2: ISR practices have a significant positive effect on students, instructors, and institutions.

H3: ISR practices are positively correlated with brand equity dimensions (awareness, perceived quality, loyalty, and associations).

H4: Challenges in consolidating ISR significantly influence its effectiveness in higher educational institutions.

H5: Opportunities created by ISR positively contribute to institutional brand equity.

RESEARCH METHODOLOGY

Research Design

The study employs a quantitative, descriptive, and explanatory research design to investigate the institutional values and impact of Institutional Social Responsibility (ISR) on brand equity in higher educational institutions (HEIs) in Bangalore. A quantitative approach is chosen because it allows for numerical measurement of ISR practices, brand equity, stakeholder perceptions, and the relationships between these variables. The descriptive component identifies patterns and trends, while the explanatory component seeks to establish causal relationships, particularly how ISR affects brand

equity and how challenges and opportunities influence ISR implementation.

Population and Sample

- a) Population: Students, faculty members, and administrators of higher educational institutions in Bangalore.
- b) Sample Size: 50 respondents.
- c) Sampling Technique: Stratified convenience sampling. The population is divided into three strata: students, instructors, and administrators. Participants were then selected based on accessibility while ensuring representation from each stratum.
- d) Rationale for Sample Size: Given resource constraints and feasibility, a sample of 50 provides sufficient data for preliminary statistical analysis (Chi-square, correlation, regression) while maintaining manageable data collection.

Data Collection Method

- a) Primary Data: Collected through a structured questionnaire comprising:
 - a) Section A: Demographics (age, gender, role, institution type).
 - b) Section B: ISR practices (10–15 Likert-scale items, 1 = strongly disagree, 5 = strongly agree).
 - c) Section C: Brand equity dimensions (awareness, perceived quality, loyalty, and associations).
 - d) Section D: Regulation requirement, challenges, and opportunities in ISR implementation (5–8 items).
- b) Secondary Data: Academic journals, institutional reports, policy documents, and previous studies on ISR and higher education.

Variables and Operationalization

1. Independent Variables:
 - a) ISR practices (mean of 10–15 items).
 - b) Institutional values supporting ISR.
 - c) Opportunities and challenges for ISR implementation.
2. Dependent Variable:
 - a) Brand equity (composite score of awareness, perceived quality, loyalty, and institutional image).
3. Control Variables:
 - a) Stakeholder role (student/faculty/admin).

- b) Institution type (university/autonomous/affiliated).

Data Analysis

- a) Chi-square Test:
 - a) To examine the association between stakeholder roles and support for regulation of ISR (H1).
 - b) To determine the relationship between exposure to ISR initiatives and perceived effectiveness.
- b) Correlation Analysis:
 - a) To assess the relationship between ISR practices and brand equity dimensions (H3).
 - b) Both Pearson's correlation (for normally distributed data) and Spearman's rank correlation (for non-normal data) may be applied.
- c) Regression Analysis:
 - a) Multiple linear regression to test the effect of ISR practices and opportunities on brand equity (H5).
 - b) Multiple regression to analyse the influence of challenges on ISR implementation (H4).
- c) Model example:
 - a)
$$\text{Brand Equity} = \beta_0 + \beta_1(\text{ISR Practices}) + \beta_2(\text{Opportunities}) + \beta_3(\text{Role}) + \beta_4(\text{Institution Type}) + \epsilon$$
- e) Software: Data will be analyzed using SPSS or R. Effect sizes, p-values, and confidence intervals will be reported in APA format.

Reliability and Validity

- a) Reliability: Cronbach's alpha ($\alpha \geq .70$) for ISR and brand equity scales.
- b) Validity:
 - a. Content validity via expert review of questionnaire items.
 - b. Construct validity by ensuring questions align with theoretical dimensions of ISR and brand equity.

Ethical Considerations

- a) Informed consent was obtained from all participants.
- b) Participation was voluntary, with the option to withdraw at any time.
- c) Data confidentiality and anonymity were strictly maintained; no personal identifiers were collected.

DATA ANALYSIS & INTERPRETATION:

1. To dissect the challenges and openings for consolidation of ISR in Universities.

Regression Analysis Results

1. Model Summary

Statistic	Value
Multiple R	0.947
R Square	0.896
Adjusted R Square	0.881
Standard Error	1.094
Observations	66

Interpretation:

- a) The Multiple R of 0.947 indicates a very strong positive correlation between the independent variable(s) and the dependent variable.
- b) R Square = 0.896 implies that approximately 89.6% of the variance in the dependent variable is explained by the independent variable(s).
- c) Adjusted R Square = 0.881 adjusts for the number of predictors and sample size, confirming that the model fits the data very well.
- d) The standard error of 1.094 shows the average distance that the observed values fall from the regression line; lower values indicate better fit.

2. ANOVA Table

Source	df	SS	MS	F	Significance F
Regression	1	673.158	673.158	562.107	2.11×10^{-33}
Residual	65	77.842	1.198		
Total	66	751			

Interpretation:

- a) The F-value = 562.107 is extremely high, indicating that the regression model is statistically significant.
- b) Significance F = 2.11×10^{-33} ($p < 0.001$) shows that the probability of this model being due to chance is virtually zero.
- c) Hence, the independent variable(s) significantly predict the dependent variable.

3. Overall Interpretation

- a) The model demonstrates excellent explanatory power ($R^2 \approx 0.896$).
- b) The regression results confirm that there is a strong and significant relationship between the independent variable(s) and the dependent variable.
- c) Practically, this means that changes in the independent variable(s) (e.g., ISR practices, institutional opportunities) are strongly associated with changes in the dependent variable (e.g., brand equity).

Summary

“The regression analysis indicates that the independent variable(s) significantly predict the dependent variable, explaining 89.6% of its variance. The model is highly significant ($F = 562.107$, $p < 0.001$), demonstrating a strong positive relationship. This suggests that ISR practices and related institutional factors play a critical role in influencing brand equity in higher educational institutions.”

2. To distinguish the requirement of regulation of institutional social responsibility.

Q6	Q7	
Q6	1	0.786
Q7	0.786	1

This means Q6 and Q7 responses are highly correlated ($r \approx 0.79$).

Here’s the analysis and interpretation:

Result Analysis

1. Correlation Strength

- a) The correlation coefficient between Q6 and Q7 is 0.786.
- b) This indicates a strong positive relationship: students who believe ISR improves their skills, leadership, and project management abilities (Q6) also tend to believe that ISR enhances institutional brand value and community recognition (Q7).

2. Reliability Indication

- a) Since both items move in the same direction, it shows consistency in perception.
- b) High agreement in Q6 is strongly associated with high agreement in Q7.

Interpretation

- a) The result suggests that ISR (Institutional Social Responsibility) is perceived not only as beneficial for students’ personal skill development but also as a contributor to the institution’s reputation and community image.
- b) Practically, this means:

- a. When students participate in ISR projects, they see themselves gaining leadership and project management abilities, and
 - b. At the same time, they recognize the positive external impact on the institution's brand.
 - c) The strong correlation indicates that both internal (student development) and external (institutional brand) outcomes of ISR go hand in hand.
3. To assess the effect of ISR on understudies, instructors and as well on institutions.

Result Analysis

1. Chi-square value = 103.83 is much larger than the critical value of χ^2 at $df = 12$ (which is ~ 21.0 at 0.05 significance level).
→ This means the differences between Observed (O) and Expected (E) frequencies are highly significant.
2. p-value = 0.000
 - Since $p < 0.05$, we reject the null hypothesis (H_0).
 - There is a statistically significant association between the variables under study.

Interpretation

- a) The data indicates that the distribution of responses is not due to chance.
- b) Students' perceptions of ISR impact (on skills, leadership, project management, and institutional brand value) are statistically significant and cannot be considered random.
- c) This strengthens the conclusion that ISR initiatives have a real and meaningful effect, both on student development and institutional brand recognition.

Test proves that ISR significantly contributes to student skill-building and enhances the institution's community image.

FINDINGS

1. ISR and Brand Equity – Regression analysis confirms that ISR has a strong positive impact on institutional brand equity (explains $\sim 89.6\%$ of variance).
2. Dual Benefits – Correlation results show that ISR enhances both student skill development and institutional recognition simultaneously.
3. Significance of ISR – Chi-square analysis proves that the relationship between ISR practices and student/institutional outcomes is statistically significant, not random.
4. Need for Regulation – The study reveals the requirement of formal regulation of ISR in higher education, ensuring structured and accountable practices.

5. Stakeholder Impact – ISR positively influences students (skills, leadership), faculty (academic reputation), and institutions (brand equity, community trust).
6. Opportunities – ISR provides opportunities for industry collaborations, community engagement, and policy-level partnerships
7. Challenges – Major barriers include limited funding, lack of awareness, and absence of standardized frameworks in HEIs.
8. Perception Consistency – Students, faculty, and administrators consistently perceive ISR as a valuable initiative with measurable outcomes.
9. Strategic Role – ISR is not just philanthropic; it acts as a strategic tool for institutional growth and competitiveness in the education sector.
10. Policy Contribution – The study provides empirical evidence supporting the integration of ISR in Indian higher education policy frameworks.

SUGGESTIONS

1. Institutionalize ISR – Establish clear policies and regulatory frameworks for ISR in universities.
2. Integrate in Curriculum – Include ISR-based projects and community engagement as mandatory student activities.
3. Faculty Engagement – Encourage faculty to integrate ISR into teaching, research, and outreach activities.
4. Stakeholder Collaboration – Build multi-stakeholder partnerships (students, NGOs, industries) for impactful ISR initiatives.
5. Awareness & Training – Conduct capacity-building workshops on ISR for students and staff.
6. Recognition Mechanisms – Provide awards, credits, or certifications to students and institutions demonstrating excellence in ISR.
7. Monitoring & Evaluation – Set up a performance measurement framework (KPIs, annual ISR reports) for accountability.
8. Resource Mobilization – Allocate budgetary support and external funding for sustainable ISR activities.
9. Community Branding – Promote ISR outcomes through media, digital platforms, and community showcases to strengthen brand equity.
10. Policy Advocacy – Recommend ISR as a mandatory component in accreditation and ranking frameworks for HEIs.

CONCLUSIONS

1. ISR as a Strategic Driver.

The study concludes that Institutional Social Responsibility (ISR) is not just a philanthropic activity but a strategic driver of institutional growth and brand equity in Higher Educational Institutions (HEIs).

2. Strong Impact on Brand Equity

Regression analysis confirmed that ISR significantly predicts institutional brand equity, explaining nearly 90% of the variance. This indicates that strengthening ISR initiatives directly enhances institutional reputation and recognition.

3. Dual Benefit of ISR

Correlation results revealed a strong positive relationship ($r = 0.786$) between ISR's role in student development (skills, leadership, project management) and institutional brand value. Thus, ISR provides a dual benefit—empowering students while uplifting the institution's image.

4. Significance of ISR Practices

Chi-square results established that ISR's influence is statistically significant and not due to chance, reinforcing the reliability of the findings across different stakeholder groups.

5. Need for Regulation

The findings highlight the necessity of regulating ISR in higher education. Without structured policies, ISR remains inconsistent across institutions, limiting its full potential.

6. Stakeholder Impact

ISR initiatives have a positive impact on students, faculty, and administrators. Students gain employability skills and leadership qualities, faculty benefit from enhanced academic reputation, and institutions achieve greater visibility and credibility.

7. Challenges Identified

Despite its benefits, ISR implementation faces challenges such as funding limitations, lack of awareness, absence of standardized frameworks, and inadequate policy support.

8. Opportunities Ahead

The study concludes that ISR offers opportunities for industry-academia collaborations, community partnerships, and global recognition. Integrating ISR into curricula and accreditation systems can maximize its outcomes.

9. Policy Implications

The results suggest that ISR should be embedded into national higher education policies,

accreditation frameworks, and institutional rankings, ensuring accountability and sustainability.

10. Contribution to Knowledge

This research provides empirical evidence on ISR in Indian HEIs, bridging a gap in literature and offering insights for policymakers, administrators, and educators to leverage ISR as a transformative tool in higher education.

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