



An Overview With A Proposed Model On Fostering Social Responsibility In Students

Dr. H. Hari Harasudha^{1*}, Dr. A. Nasima²

^{1*}Assistant Professor, School of Commerce, Guru Nanak College, Chennai

²Assistant Professor, Department of M.A. HRM, SDNB Vaishnav College for Women, Chennai.

***Corresponding Author: - Dr. H. Hari Harasudha**

*Assistant Professor, School of Commerce, Guru Nanak College, Chennai

Abstract

The idea of this paper is to elucidate the fostering of social responsibility in students and also knowing the threats and opportunities of being socially responsible. Students can be taught about social responsibility in various ways such as discussing various issues, by observation, brainstorming situations, encouraging community service and so on. This study is descriptive and conceptual in nature. Fostering social responsibility helps the student to built healthy relationship around them, and also makes them feel compassion among fellow students. It also gives opportunity for the students to understand the less fortunate sectors of the society and to extend their assistance to their level of ability and hence it can be inculcated in students.

INTRODUCTION

According to Sheldon Berman (1990), "Social responsibility is a personal investment in the well-being of others and of the planet-doesn't just happen. It takes intention, attention, and time."

"Helping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging and important goals of higher education" (King, 1997, p. 87).

Universities and colleges can make the corporate social responsibility a mandatory subject. Due to which students can move towards being better human beings by taking a step forward towards globalization. Being a part of social activities, the students are opening doors for more and more global opportunities and benefits. Students are well aware of the fact that if they require to grow in life, being an accountable citizen is a must. By being a part of corporate social activities, the probabilities of economic development increase additionally. This helps the student as well as the society to the great extent. "The temperament to simply accept responsibility for one's own life is that the supply from that self-respect springs"-Joan Didion.

Emotional intelligence (EI) relies on the idea of "social intelligence," that was initially outlined by E.L. Thorndike in 1920. Since then, many other intelligences have been defined by psychologists and they have all been classified into three main groups: abstract intelligence (the ability to understand and make good use of verbal and mathematic symbols), concrete intelligence (the ability to understand and make good use of objects), and social intelligence (the ability to understand and relate to people) (Ruisel, 1992). Thorndike outlined social intelligence as "the ability to know and manage men and women, boys and girls—to act wisely in human relationships." Like Thorndike, Gardner (1993) defined social intelligence as one of the seven intelligence domains in his theory of multiple intelligences. According to Salovey & Mayer (1990), EI comprises Gardner's inter- and intrapersonal intelligences, and includes abilities under five domains. Bar-On defines emotional intelligence as the totality of a person's emotional, personal and social skills to be able to cope with environmental demands and pressures (Moller, 1999: 218). Salovey and Mayer

OBJECTIVE:

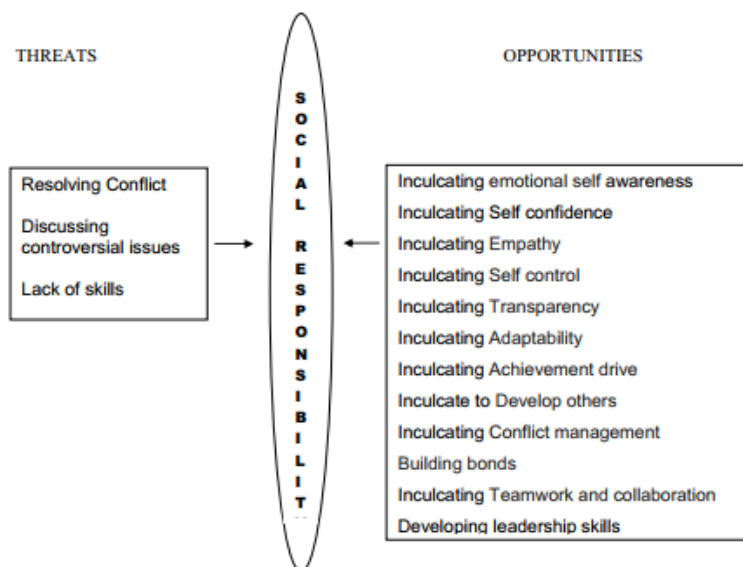
The main objective of the paper is to identify the threats for fostering social responsibility among students, to recognize the opportunities to stimulate social responsibility among students and to elucidate the ways to foster social responsibility in them.

EXAMPLE OF PROMOTING SOCIAL REponsibility AMONG STUDENTS

Give Goa initiative is one of the examples wherein social responsibility is fostered among students. "The purpose of the Give Goa initiative is to market social responsibility among the students of Goa Institute of Management (GIM) through service to less privileged communities, thereby contributing to the goal of an inclusive society. It was operationalised as a compulsory 4-credit course in the first year. The course had two components: a 3-credit experiential project and 1-credit classroom learning. The institute chose to make the course compulsory and assign credits for two reasons." The goal of creating socially responsible managers required that all students be provided opportunities to be responsible and unless the institute highlighted the importance of the course. Students might not be motivated to expend the effort. This lack of motivation among students may adversely have an effect on the institute's reputation among stakeholders. For the students, this was an opportunity to take responsibility for the welfare of others and thereby learn what it takes to be

responsible citizens and managers. For the local community (disadvantaged sections), this was an opportunity to access resources and opportunities that were supposedly meant for them but often did not reach them. For GIM, this was a chance to collaborate with different institutions, set an example of socially responsible behavior for its students, and facilitate responsible behavior among students.

DRIVERS TO FOSTER SOCIAL RESPONSIBILITY IN STUDENTS



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THREATS TO FOSTER SOCIAL RESPONSIBILITY IN STUDENTS

Parents and community members who think a school's primary function is to get students to memorize facts and score well on tests so they can get into college. Parents and community members who may protest student involvement in controversial public issues are the main obstacle in inculcating the social responsibility behaviour.

Resolving Conflict:

“Peace is not the absence of conflict, it is the ability to handle conflict by peaceful means”-

Ronald Reagan

Conflict is the thing which is common in youths which often results in fighting, disharmony or even violence in few cases. It is the responsibility of the teacher to help the students to resolve conflicts. The students have to be taught with the social skills, negotiating skills, problem solving skills and emotional skills. Having these skills will make the students adapt well in the social world and help them do well in academics too. Team building activities can be done in the class to develop the sense of community. When a conflict arises they must be brushed under the rug, it is the responsibility of the teacher to take it as an opportunity to teach the skills and build better relationships among them. The students should be taught for win-win solutions. The concept of diversity and intercultural diversity can be integrated in the curriculum.

Discussing controversial issues:

“All great ideas are controversial”- George Seldes

The students may have curiosity in discussing the controversial issues which goes around. It is the responsibility of the teacher not to ignore the situation, on the other hand they must acknowledge the question asked by the student and give the possible solution. For example if a student asks about the earth quack incident which he/she saw in the news, it is the time to insist the sufferings of people and induce their helping behaviour.

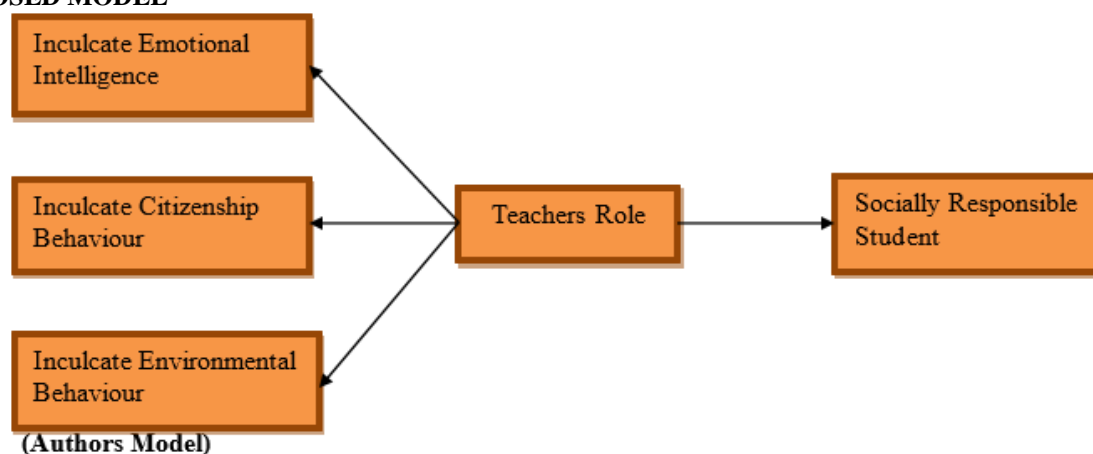
Lack of skills:

The students may lack in few skills which are need to be fostered. The education and development of students as leaders has long served as a central purpose for institutions of higher education as evidenced in mission statements and the increased presence of both curricular and co-curricular leadership development programs (Astin & Astin, 2000; Zimmerman-Oster & Burkhardt, 1999). Additionally, research indicates that students can and do increase their leadership skills during the college years (Pascarella & Terenzini, 2005) and that increases in leadership development in turn enhance the self-efficacy, civic engagement, character development, academic performance, and personal development of students (Benson & Saito, 2001; Fertman & Van Linden, 1999; Komives, Owen, Longersbeam, Mainella, & Osteen, 2005; Scales & Leffort, 1999; Sipe, Ma, & Gambone, 1998; Van Linden & Fertman, 1998).

OPPORTUNITIES TO FOSTER SOCIAL RESPONSIBILITY IN STUDENTS

Emotional Intelligence requires the ability to recognize, understand and manage emotions of ourselves and other people who we relate to. In this respect, it is insufficient for a person to understand and manage his/her own emotions and wishes. Social skills which are included in the concept of EI are based on sharing and having Positive social relationships which require being sensitive to others. This domain of EI predicts not only establishing healthy relationship but also being comfortable and safe while experiencing these relationships (Stein and Book, 2000). Developing emotional intelligence at school is important in acquiring school aims and developing educational skills, social responsibility, and interpersonal relationships. The primary aim of teachers is to enable students to become physically and emotionally healthy citizens and also to help them realize their personal and professional aims (Stein and Book, 2000) to become successful in life. This requires teachers to become more efficient models in terms of emotional intelligence. Teachers should not only become role models to develop students emotional intelligence but also search for ways to develop their emotional skills through effective orientation techniques, which is only possible through becoming more equipped with methods and techniques to develop emotional intelligence.

PROPOSED MODEL



DISCUSSION AND CONCLUSION

Students have potential to learn the skills to help them work productively in a group, as well as skills in organizing, problem-solving, consensus-building and decision-making. The life of student should not only about scoring marks, getting grades and passing through the examinations but also being socially responsible. Students are considered as the pillars of the society, they can make things viral. If a student is socially responsible then the society will be good. They can make difference for tomorrow. It is the responsibility of the teacher to make student understand the self concept, social influence, prejudice and discrimination, interpersonal processes. Emotional intelligence variables self awareness such as emotional self awareness and self confidence, social awareness such as empathy and service orientation and self management such as self control, transparency, adaptability, achievement drive and initiative and relationship management such as developing others, conflict management, building bonds, teamwork and collaboration can be inculcated in students. Citizenship behaviours such as Altruism, Courtesy, sportsmanship, Conscientiousness and civic virtue can also be inculcated. Environmental behaviours such as energy and power consumption, recycling, water conservation can also be inculcated.

It can be concluded by highlighting that the true worth of education is the promotion of responsible behaviour on students. Service learning projects can be a powerful instrument for inculcating responsible behaviour among many students. Fostering social responsibility in students can help them develop more awareness about the community and environment, and impart noble values to young minds. As members of society, students are expected to acknowledge their responsibilities towards each other as well as towards the society. By virtue of being responsible global citizens, students are aware of the societal issues and contribute innovatively to address some of the challenges faced by the society.

Corporate

Social Responsibilities (CSR) initiatives thus become extremely important in the school's endeavour to give back to the society. Philanthropic initiatives, such as tree plantations, swachh bharat initiatives, cleanliness awareness in slums, Cleanliness in public places like parks, among many others, contribute to create awareness amongst our students about the needs of the society and ways in which they can assist others in the community. The college can encourage the students to get involved in community service projects through their clubs and societies activities. Future research can focus on empirical evidence with the proposed model.

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