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Evaluation of corporate social responsibility from a stakeholder's perspective—a case study of Aparajitha Corporate Services in India

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Abstract Corporate social responsibility (CSR) is gaining momentum not only in developed nations but also in developing nations. In India, CSR has evolved over the years and has taken different dimensions during such evolution. Many studies have focussed on CSR initiatives of different organizations world over, and evaluation of those initiatives is sparingly done. This study is one such attempt wherein the researcher has evaluated a CSR initiative ‘Thalir Thiran Thittam’ (TTT) from a stakeholder’s perspective. Aparajitha Corporate Services dispenses TTT, a life skills education programme to the government school students in the state of Tamil Nadu, India. This study tries to evaluate this initiative from the perspective of the teachers who are responsible for implementing the programme in their respective schools. A structured questionnaire was administered to solicit responses from the teachers on the challenges faced in implementation of TTT and the impact created by TTT on their students.

Keywords Corporate social responsibility · Life skills · Thalir Thiran Thittam · Stakeholders · Teachers · Challenges · Impact

Introduction

Corporate social responsibility (CSR) is a commitment by business towards ethical behaviour, economic development and improvement in the quality of life of its

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workforce, their families, the local community and the society at large (Moir 2001). Carroll (1979) described four kinds of responsibilities namely economic, legal, ethical and discretionary in his three-dimensional corporate social performance model. Business and society are not separate from each other but interwoven with one another (Wood 1991).

Evaluation of corporate social responsibility activities of any organization is viewed to be difficult as it involves qualitative attributes. Measurement in terms of amount spent, number of beneficiaries, attainment of specific objectives set for the project and suitability of the process involved in dispensing the initiative are common measures used for evaluation. Aravossis et al. (2006) suggest an evaluation framework for CSR wherein a company's performance relating to impact on different areas of activity such as the environment, the community, the human capital, the shareholders and the marketplace can be evaluated. Monitoring and evaluation process facilitates the impact assessment, so that potential obstacles can be anticipated and avoided and benefits can be optimized (Warhurst 2001).

Given the involvement of different agencies in the CSR value chain (a company, a foundation, and an implementing NGO), it is important to have a mechanism for a multi-level monitoring system that covers not just the utilization of funds and the project progress but also the intended and unintended consequences of the project that may have a significant impact on the company's credibility with its various stakeholders.

Every organization undertaking CSR projects should be able to develop an effective monitoring and evaluation system. This system should include indicators that are relevant and practical and provide for a feedback mechanism that will be based on the analysis of the data or the information collated as part of monitoring and evaluation. The monitoring and evaluation system should focus on relevance, effectiveness, efficiency, impact, and sustainability of the project.

This study has focussed on evaluating the effectiveness of a CSR initiative named 'Thalir Thiran Thittam'—a Life Skills Education Project of Aparajitha Corporate Services from a stakeholder's perspective. The teachers who have involved themselves have provided their opinion and their feedback has helped the evaluation.

Thalir Thiran Thittam—an overview

Aparajitha Corporate Services Limited is basically an organization dealing with HR compliance. Aparajitha Foundations is a charitable trust promoted by Aparajitha Corporate Services with the objective of supporting the less privileged mainly in terms of education and health. Students from less privileged social or economic background face a lot of difficulty when they begin their career. Unless the students prepare themselves sufficiently both psychologically and socially, they would not be able to face the real world.

The regular curriculum at schools gives students knowledge and hard skills and it does not cover soft skills which will help them to move ahead in a competitive world. 'Thalir Thiran Thittam' envisions supporting students with consistent and persistent inputs of skills and attitudes, which are extremely important in life, but not covered, by the regular curriculum, over a period of time with an ideal of creating a 'transformational change through awareness'.

The framework of the United Nations Convention on the Rights of the Child (Article 29 A-F) has been used as a basis to develop the curriculum, which spans the formative years, from the 7th standard to the 12th standard over a period of six years. TTT provides 120 video lessons of Life Skills for students from Class VII to Class XII with 20 sessions per class. It aims at preparing students between the ages of 12 and 17 to make a healthy transition into adult life—be it their relationships or careers. The classes are held in the school itself and the program is handled by teachers who have undergone training for the same.

Literature review

A close look at the various studies conducted in this field has revealed that research on CSR initially focused on the relationship of CSR with the Firm Performance. Then there were a number of studies which linked CSR with the strategy of an organization. Studies were also undertaken focusing on specific CSR initiatives and evaluated them. Numerous studies were done to find out the attitude of managers towards CSR.

One of the earliest conceptions of CSR was developed shortly after World War II by Howard R. Bowen. According to Bowen (1953), America's post war prosperity produced a new set of expectations for corporations, and as a result, he sought to outline the social responsibilities of business. For Bowen, businesses were expected to produce social goods such as (1) higher standards of living; (2) widespread economic progress and security (3) order, justice, and freedom; and (4) the development of the individual person.

Scholars such as Archie Carroll (1979) and others catapulted discussions of CSR beyond the economic bottom line and legal compliance to the range of contemporary social issues that may concern the public at any historical moment.

In the 1980s, authors in the USA such as Jones (1983) and Freeman (1984) expanded the discussion to a broader set of stakeholders, such as employees, customers, suppliers, distributors, competitors, and communities.

By the late 1980s, the negative social impacts of neo-liberalism were becoming apparent in those countries that had undergone radical transformation. Unemployment rose, the gap between rich and poor grew dramatically, and environmental damage incurred by corporations operating outside their home countries increased. It was from this time, during the early to mid-1990s, that increasing numbers of corporate scandals and associated societal problems increased.

The 1990s was a decade of intensified discussions of CSR. Scholars and critics alike further expanded their understanding of CSR to develop more nuanced arguments regarding corporate social performance, sustainability, stakeholder theory, green marketing, citizenship theory, and business ethics, among others. Public discussions relevant to CSR revolved around executive compensation, downsizing, and the transition to global labour. Most of the debates in the 1990s sought to come to terms with the profound effects of globalization. Maignan and Ferrell (2004) have studied the past conceptualizations of CSR which began with regarding CSR as a social obligation, later as a stakeholder obligation, then as ethics driven and finally as managerial processes. Schouten and Remme (2006) bring a widely debated argument towards CSR called the 'noblesse oblige' argument which means that one has an

obligation from possessing the power to do good. This argument is well suited to business organizations also.

Nadica and Vladimir (2011) argue that there are no big or small stakeholders, but all of them are relevant since they can bring either great benefits or great harm to the corporation. Kraus and Brtitzelmaier (2012) have attempted to clarify the basic understanding of CSR on the premises of both theoretical concepts and empirical studies. Abdulrazak and Fauziah (2014) have critically evaluated several CSR theories and found that western-centric point of view of CSR may not be suitable to Malaysian firms. They recommend that it is better for Malaysian firms to adapt the ‘Shared Value Approach’.

Park and Choi (2015) have identified the important variables that impact CSR practices of overseas subsidiaries of Korean Multinational Enterprises. The pressures given by internal and external stakeholders for undertaking CSR activities by MNEs are analysed in their study. Kasturi Rangan et al. (2015) have conducted indepth interviews among 142 managers on CSR. The results of the survey have helped them to understand how companies devise and execute CSR programs. According to them companies’ CSR activities are divided into three theatres of practices, theatre 1—focusing on philanthropy, theatre 3—improving operational effectiveness and theatre 3—transforming the business model. They have identified that some CSR initiatives create shared value while others create more value for society.

Agarwal (2010) has used evaluation metrics such as focus on people; treatment of consumers, suppliers and employees; and Triple Bottomline to evaluate CSR initiatives of few enterprises in India that have helped low-income people to better their lives and livelihoods. Social Return on Investment (SROI) is the concept used by Henriques (2010) to measure social impact in financial terms. He has justified the use of SROI to assess the impact of social initiatives and its appropriateness. One of the models used by researchers in UK is the EIRIS Model (Ethical Investment Research Service) to measure CSR (Buckingham et al. 2011).

A study on the monitoring and evaluation of CSR Initiatives of GMR Industries, India, done by Anil Prasad and Sampath Kumar (2011) has taken the opinion of various stakeholders to the programme such as the beneficiaries, employees and CSR managers. The study helped in exploring ways to improve the effectiveness of the programme. Coleman (2011) has evaluated the CSR initiatives implemented by Alcoa, Votorantim and Vale in Brazil. The measures used for this analysis are the direct investment into the programme, the time period involved, the programme’s effect on the community and its effect on the organization itself.

Life skills training is being recognized as an important aspect for the holistic development of youth. Even though initial attempts of life skills training in many developed nations focused on prevention of alcohol and drug abuse, the focus shifted to HIV/AIDS in the 1980s and now almost all the nations follow the guidelines given by UN on life skills. The 10 life skills enlisted by UN form the basis for many life skills training curriculums. An outline of the life skills training and the evaluation methods adopted in various countries is given in this section.

Juan Aguilar and Christopher (2000) have conducted an evaluation of the life skill training programme in Myanmar aimed at prevention of HIV/AIDS. Paynter (2001) evaluated the life skills coach training programme that was designed in the Saskatchewan New Start model of life skills and was delivered by the Saskatchewan Indian Institute

of Technologies. Based on the evaluation, it was recommended that more rigour should be put into the community lesson process; more emphasis on ethics should be included in the programme and to extend the length of the program.

Hahn et al. (2002) took a convenient sample of 44 master trainers and 45 teachers from 16 Kentucky countries and examined the factors associated with involvement in training and program implementation. They have also assessed the effectiveness of a model for implementing life skills training.

Sharma (2003) conducted a study to measure the life skills of adolescents in a secondary school in Bangladesh and found that nearly half of the respondents interviewed had a life skills score above the mean and was termed as having a high level of life skills. Botvin et al. (1994), Botvin and Kantor (2000) and Botvin and Griffin (2004) have developed a life skill training Program which predominantly focuses on prevention of drug abuse among adolescents and concentrates on skills related to social resistance, enhancing social and personal competence. These studies have revealed that the LST approach produces positive behavioural effects on alcohol, tobacco and other drug use. The authors also recommend that life skills training program can also be used for dealing with many challenges confronting adolescents in their everyday lives.

Papageorgiou and Kauga (2009) evaluated the life skills among students of nursing in Greece and pointed out the importance of developing life skills and discovered that there was a greater need for developing emotional skills was felt by the nursing students.

The World Population Foundation (2010) conducted a study on life skills education initiatives in Pakistan and found that they broadly fall under the categories of life skills education in formal schools, interventions for out-of-school youth and HIV/AIDS awareness programmes. It evaluated the life skill-based education programme in Pakistan over a period of five years from 2006 to 2010. The programme was assessed for its relevance, effectiveness, efficiency, impact and sustainability using both quantitative and qualitative methodologies. The evaluation revealed that the life skill-based education programme is significantly successful in Pakistan and perceived to be relevant to the needs and rights of young adults involved in the project. Based on the study, World Population Foundation developed a mandate for working with policy makers for the inclusion of life skills as a necessary component in the national education policy of Pakistan.

Davis and Associates (2012) conducted a study on the life skills training programme of Asian Youth Prevention Services and evaluated their curriculum. Core elements were extracted from each major life skill component namely communication skills and coping skills. Ghombavani et al. (2012) have examined the construct validity of the instrument to measure life skills for primary school students in Iran and found through confirmatory factor analysis that the questionnaire developed for the purpose of evaluating life skills is reliable and valid.

Ibarran et al. (2002) analysed the impact of the Dominican Youth Training program 'Juventud y Empleo' on traditional labour market outcomes and on outcomes related to behaviour of youth and their lifestyle, socio-economic skills and expectations about the future and found positive impacts on job formality for men.

Kobayashi et al. (2013) have investigated the reliability and validity of the multi-dimensional scale of life skills in late childhood in Japan, an instrument

designed to measure a concept similar to ‘Zest for living’ in USA and Europe. On the basis of analysis, seven factors related to life skills were extracted. Cronbach’s alpha reliability coefficients were computed for each subscale and ranged from .71 to .87. It was found that multi-dimensional scale of life skills is an effective assessment tool.

Research gap

Thorough analysis of major studies on CSR reveals that the relationship of CSR and firm performance and attitude of managers towards CSR was much researched. Research on societal impacts of CSR initiatives still remains rare (Halme and Laurila 2009; Margolis and Walsh 2003). The actual outcomes of such actions remain under-researched and uncovered (Halme and Laurila 2009; McWilliams et al. 1999). In order to fill the existing research gap and facilitate the evaluation of CSR initiatives, this study has been undertaken from a stakeholders’ perspective. It has been done with a case study methodology on the CSR initiative of Aparajitha Corporate Services, namely ‘Thalir Thiran Thittam’.

Objectives

The objectives of this study have been framed based on the above research gap.

- To evaluate ‘Thalir Thiran Thittam’, the CSR initiative of Aparajitha Corporate Services from the teachers’ perspective
- To find out the crucial challenges faced by teachers in implementation of TTT at the school level
- To assess the opinion of teachers on the impact created by TTT on their students
- To suggest measures for effective implementation of TTT at the school level

Empirical model, variables and rationale of the study

The evaluation framework suggested by Aravossis et al. (2006) has been taken as the base for building the empirical model for this study. The empirical model of this study is shown in Fig. 1. Profile variables are the independent variables, opinion of teachers on challenges faced and impact of TTT on their students in terms of the life skills viz., academics, behaviour, emotional skills, interpersonal skills, communication and personal habits are the dependent variables in this study.

The study is important because in India very recently, the companies bill has been amended to make companies spend 2 % of their profits on CSR. In this context, it becomes necessary to understand the effectiveness of CSR programs carried out by organizations. It will demonstrate the ability of the CSR initiative TTT to inculcate

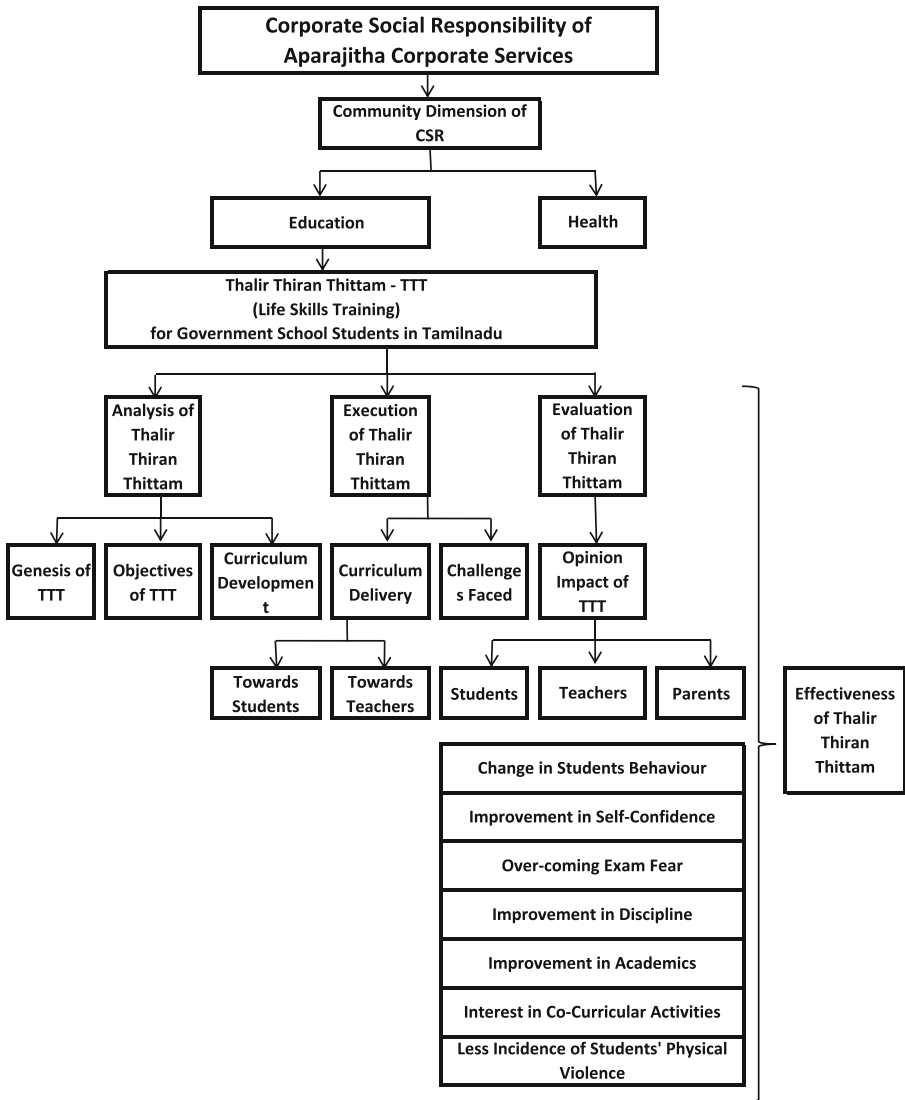


Fig. 1 Empirical model of the study

essential values imparted in life skills training through the opinion of an important stakeholder of the initiative namely the teachers.

Research methodology

TTT is implemented in government schools across the state of Tamil Nadu. The researcher has selected schools in Madurai District as the population of the study. In

order to collect responses from teachers, the researcher made a request to the chief educational officer of Madurai District and obtained permission.

Sampling technique

The following criteria have been used as a basis for including the schools for the study:

- The school should have implemented the TTT program consistently for the past 5 years.
- The school should have sufficient strength of students so as to become eligible to be included as part of the sample.

An evaluation on the basis of the above-specified criteria has shown that only 52 schools have fulfilled the criteria stipulated for the sample selection.

Selection of teachers' sample

Since there are only one or two teachers in each school who have undergone training in TTT, the sample size of the teachers was determined as one teacher per school. Hence, the selected sample size of the teacher came to 52, which included both young and older teachers. Hence, the teachers were selected according to the convenience of the researcher.

Period of study

The study was conducted in September 2014.

Analysis

Age of teachers has been taken as the primary profile variable to classify them into young and older teachers. Teachers with the age of 45 and less than 45 years are regarded as young teachers whereas teachers in the age of above 45 years are regarded as older teachers. As the content of 'Thalir Thiran Thittam' includes role plays, games, etc., this classification is considered to be very relevant for the study as teachers above the age of 45 who are considered to be old may not be used to such pedagogy. In order to understand their responses, this classification will be very helpful.

Table 1 Important challenges in implementation of TTT

Sl. no.	Important challenges	No. of variables	Eigen value	Percent of variation explained	Cumulative percent of variation explained	Cronbach alpha
1.	Support	4	3.2969	32.36	32.36	.8042
2.	School system	3	2.2673	27.44	59.80	.7694
KMO measure of sampling adequacy, 0.7862			Bartlett's test of sphericity: chi square value, 89.93*			

*Significant at 0 % level

Table 2 Important impacts of TTT (IITTT)

Sl. no.	IITTT	No. of variables	Eigen value	Percent of variation explained	Cumulative percent of variation explained	Cronbach alpha
1.	Emotional skills	5	3.7789	16.43	16.43	.7641
2.	Academics	4	3.0172	13.12	29.55	.7174
3.	Interpersonal skills	3	2.6563	11.55	41.10	.7818
4.	Behaviour	3	2.2969	9.98	51.08	.8084
5.	Communication skills	2	1.9084	8.29	59.37	.7489
6.	Interest	2	1.7133	7.45	66.82	.7646
7.	Personal habits	2	1.5096	6.56	73.38	.7118
8.	Relationship with teachers	2	1.4412	6026	79.64	.7643
KMO measures of sampling adequacy, 0.7509			Bartlett's test of sphericity: chi square value, 79.09*			

*Significant at 0 % level

The important challenges in implementation of TTT in the opinion of teachers have been classified into two factors namely 'support' and 'school system' which are represented in Table 1. The sampling adequacy was measured using KMO (0.7862). It was found that the important challenge faced regarding implementation of TTT is well explained by the variable support as its total variance explained is 32.36 %. Since teachers feel that administrative and technical support is crucial for the successful implementation of the programme, it has been noticed as a predominant variable in challenges. The cumulative percentage of variation explained by both the variables is 59.80 %.

The opinion of teachers on the impact of TTT among the students has been classified into eight factors as shown in Table 2 namely emotional skills, academics, interpersonal skills, behaviour, communication skills, interest, personal habits and relationship with teachers. The sampling adequacy was measured through KMO (0.7509). It was found out that the important factors regarding the impact are emotional skills (16.43 %),

Table 3 Challenges in implementation of TTT

Sl. no.	Challenges	Mean scores		t statistics
		Young teachers	Older teachers	
1.	Lack of time in the school schedule	3.8184	3.3084	2.2676*
2.	Lack of administrative support from school	3.8674	3.1776	2.6508*
3.	Lack of technical support from school	3.9196	3.5054	1.8441
4.	Lack of instructional support	3.8586	3.2991	2.3084*
5.	Lack of interest in students	3.3969	3.9776	-2.4162*
6.	Failure to fit into regular curriculum	3.6562	2.8894	2.9676*
7.	Non-cooperation from fellow teachers	3.1174	3.8845	-3.0441

*Significant at 5 % level

academics (13.12 %) and interpersonal skills (11.55 %). The cumulative percentage of variance as explained by the eight variables is 79.64 %. Factor analysis is used in Tables 1 and 2 because the researcher wanted to extract common factor variance from a set of observations related to impact and challenges. Factor analysis is appropriate in this context as the variables have a high degree of intercorrelation.

A *T* test has been done to find out significant difference among young and elder teachers with respect to challenges faced in implementation of TTT; a significant difference between young and older teachers has been noticed in five out of seven challenges. Major challenges faced by young teachers are lack of technical support and lack of administrative support since their mean scores are high as shown in Table 3. In elder teachers, these are lack of interest in the students and non-cooperation from fellow teachers.

Table 4 shows teachers' perspective on the impact of TTT. It has been analysed with the help of the *t* test, and significant differences between the young and older teachers have been noticed in 13 out of 23 variables in the impact of TTT. In the case of young

Table 4 Opinion of teachers on the impact of TTT on students

Sl. no.	Variables in the impact of TTT	Mean scores		<i>t</i> statistics
		Young teachers	Older teachers	
1.	Team spirit in students	3.7899	3.2089	2.3117*
2.	Motivation and involvement in lessons	3.2491	3.8184	2.4079*
3.	Confidence in communication	3.8033	3.1444	3.0997*
4.	Interest in co-curricular activities	3.6693	3.5041	0.3344
5.	Improvement in academics	3.3944	3.9642	-2.5162*
6.	Reduction of incidents involving physical violence	3.3881	3.9042	-2.6089*
7.	Reduction of incidents of teasing	3.9132	3.2394	2.7241*
8.	Reduction of incidents of finding faults	3.4997	3.9129	1.7033
9.	Reduction of incidents of anger	3.5208	3.9208	-1.5192
10.	Improvement in behaviour	3.6994	3.8644	-0.6391
11.	Improvement in attentiveness	3.7914	3.4088	0.4076
12.	Improvement in relationship with teachers	3.8847	3.2178	2.4117*
13.	Improvement in relationship among students	3.9033	3.3676	2.5088*
14.	Use of more civil and polite language	3.8667	3.2209	2.6171*
15.	Improvement in time management	3.8944	3.6082	0.4591
16.	Improvement in quality of work	3.4331	3.5774	-0.1782
17.	Improvement in listening skills	3.3908	3.4778	-0.1099
18.	Improvement in helping attitude	3.7084	3.9119	-0.2767
19.	Realization of effects of wastage of food	3.9041	3.5429	1.5889
20.	Respect towards teachers	3.9039	3.1543	2.8084*
21.	Observing of discipline	3.3841	3.8868	-2.1782*
22.	Observing neatness	3.1789	3.9026	-2.9969*
23.	Reduction in absenteeism	3.3088	3.8247	-2.2696*

*Significant at 5 % level

Table 5 Factors motivating teachers to implement TTT

Sl. no.	Motivating factors	Mean scores		<i>t</i> statistics
		Young teachers	Elder teachers	
1.	Integration into the regular time table	3.6644	3.2708	1.3944
2.	Support from school administration	3.7891	3.5911	0.7179
3.	Annual training	3.9097	3.8508	0.3917
4.	Availability of facilities and equipment	3.4541	3.9677	-2.4569*
5.	Financial recognition	3.2392	3.8446	-2.4569*
6.	Follow up from higher officials	3.7783	3.3014	2.0971*
7.	Support from community	3.2796	3.8441	-2.1733

*Significant at 5 % level

teachers, a high level of impact is observed in terms of realization of effects of wastage of food and reduction of incidents of teasing since their mean scores are high. Among the older teachers, impacts observed are improvement in helping attitude and reduction in incidents of anger since their mean scores are high.

Significant difference was noticed among young and older teachers in their opinion on factors motivating them to implement TTT which is represented in Table 5. Young teachers regarded annual training and support from school administration as motivating factors. Older teachers said availability of facilities and equipments and annual training as motivating factors. The *t* test has been used in Tables 3, 4, and 5 because it is considered as an appropriate test for judging the significance of the difference between the means of two samples in case of small samples. In this study, since the sample size is 52, the *t* test is considered to be relevant.

It is found that age, level of education, experience and frequency of conducting TTT are the variables that have a deep influence on the opinion of teachers on 'support'-related challenges faced in the implementation of TTT. It is revealed from the analysis

Table 6 Association between profile of teachers and their opinion on important challenges

Sl. no.	Profile variables	<i>F</i> statistics	
		Support	School system
1.	Age	2.8686*	2.7089*
2.	Level of education	3.8844*	3.6678*
3.	Designation	2.1172	2.8242
4.	Experience	2.4546*	2.5099*
5.	Religion	2.1109	2.2676
6.	Classes handled	2.0244	2.3896*
7.	Type of school	2.1173	2.5088
8.	Frequency of conducting TTT	2.4676*	2.6919*

*Significant at 5 % level

Table 7 Association between profile of teachers and their opinion on important impacts of TTT-1

Sl. no.	Profile variables	<i>F</i> statistics			
		Emotional skills	Academics	Interpersonal skills	Behaviour
1.	Age	2.7318*	2.0938	2.4117*	2.5667*
2.	Level of education	3.1446*	2.7339	2.5667	2.8911
3.	Designation	2.0973	3.2889*	2.4889	3.2887*
4.	Experience	2.4667*	2.6991*	2.0417	2.2089
5.	Religion	2.4546	2.0968	2.3884	2.3917
6.	Classes handled	2.0711*	1.9673*	2.2889*	2.5676*
7.	Location of schools	2.4217	2.1996	2.0884	2.1172
8.	Frequency of conducting TTT	2.5868*	2.0969	2.5088*	2.7343*

*Significant at 5 % level

of variance that age, level of education, experience, classes handled and frequency of conducting TTT are the variables that have a greater influence on the opinion of teachers on 'school system'-related challenges faced in implementation of TTT as shown in Table 6.

Association between profile of the teachers and their opinion on important impacts of TTT was analysed and represented in Tables 7 and 8. It was found that age, level of education, experience, classes handled and frequency of conducting TTT sessions are the variables that have a greater influence regarding their opinion on emotional skills. Significantly associating profile variables regarding the opinion on academics are designation and experience whereas regarding the opinion on interpersonal skills, these profile variables are age, classed handled and frequency of conducting TTT. Significantly associating profile variables are designation, classes handled and frequency of

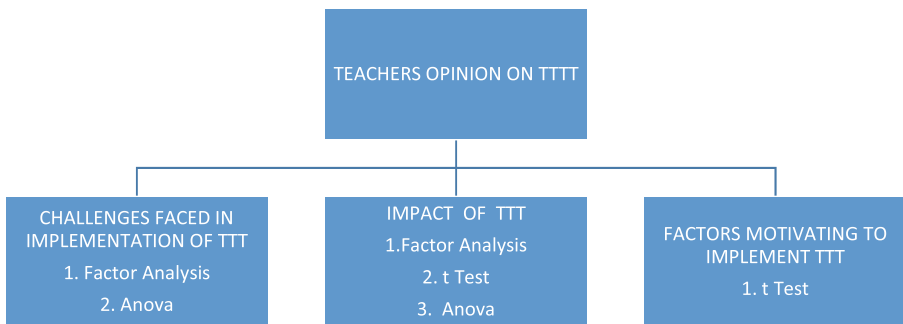
Table 8 Association between profile of teachers and their opinion on important impacts of TTT-2

Sl. no.	Profile variables	<i>F</i> statistics			
		Communication skills	Interest	Personal habits	Relationship with teachers
1.	Age	2.5886*	2.0871	1.9396	2.6809*
2.	Level of education	2.7172	2.8664	2.9193	3.0884*
3.	Designation	2.6693	2.0971	2.5672	1.7384
4.	Experience	2.8081*	2.5818*	2.3949*	2.0884
5.	Religion	2.1782	2.3941.	2.4541	2.3319
6.	Classes handled	2.0717	2.4946	2.0772	1.8441*
7.	Location of schools	2.3117	2.5045	2.3817	2.1882
8.	Frequency of conducting TTT	2.4546*	2.5809*	2.6996*	2.7339*

*Significant at 5 % level

conducting TTT with respect to behaviour. Regarding the opinion on communication skills, significantly associating profile variables are age, experience and frequency of conducting TTT where regarding interest, these profile variables are experience, classes handled and frequency of conducting TTT. Significantly associating profile variables regarding the opinion on personal habits are experience and frequency of conducting TTT. With respect to relationship to teachers, the significantly associating profile variables are age, level of education, classes handled and frequency of conducting TTT. ANOVA has been used as it is considered to be appropriate to determine if statistically significant difference in means occurs between the two groups. In this study, teachers have been divided into young and older teachers and ANOVA is used to find out the differences in their opinion on impact and challenges in implementation of TTT.

The findings are based on the following statistical tools which are presented in the form of a model.



Conclusion

It is strongly recommended that the process of training for conducting TTT for teachers needs to be strengthened. This can be done both in terms of frequency of training and in the number of teachers trained. In their suggestions towards improvement of TTT, many teachers have felt that they desire to have more frequent training on TTT to help them to conduct the sessions effectively. It is recommended to develop a training strategy for teachers, including orientation and booster training sessions at regular intervals. Aparajitha Foundations should think of developing a schedule for training of teachers covering all the districts in the state of Tamil Nadu with at least one training programme at the beginning of every academic year. The content of TTT has been recognized as an important component of training for TTT which shows that teachers are satisfied by the content. This has to be kept in mind while designing future training programmes for teachers regarding TTT.

Teachers have expressed that lack of administrative and technical support are the major challenges in implementation of TTT. Any programme can be successful only if it gets the required support. As TTT is based on video lessons, technical support is very much important for the success of the programme. Frequent power cuts also add up to

the problem. Administrators of TTT need to address this challenge at a higher level by requesting the government to pass orders to conduct TTT sessions regularly at schools. If orders are passed by the government to them, securing the support of school heads will become an easy task.

The opinion on preference towards a particular type of teaching methodology varies with the age of teachers. So the age of the teachers selected for TTT training is a matter of concern. Requests can be made to heads of schools to nominate young teachers for imparting TTT training as they may be more receptive towards new methodology of teaching adopted in TTT.

The view of teachers on the challenges faced in implementation and impact of TTT varies significantly between young and older teachers. This shows that selection of teachers plays a major role in the success of TTT. So, teachers with inherent interest towards improving the life skills of their students can be selected for conducting TTT sessions at each school.

Aparajitha Foundations can identify one teacher from every school who has been actively involved in conducting TTT sessions in the past as TTT champions. Apart from training sessions for teachers, separate workshops can be conducted for TTT champions to spread the awareness and importance of TTT. These TTT champions can be used as brand ambassadors for TTT.

Considering the positive outcomes of CSR, corporates have realized that the future workforce lies not only in the urban but also in the rural areas. As a result, they have started focusing their CSR initiatives towards the education sector and in particular towards school education. This is done with the perspective of catching them young, shaping their personality, attitude and skills as required by the future corporate world. The study has created a base for managerial implications of CSR. With the recent amendments to the Indian Companies Act, there is no question of whether to engage in CSR or not but which type of CSR. This study has indicated that evaluation of CSR programmes is very important in determining the societal benefits of such programmes.

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