EXAMININGTHESTUDENTS'PERCEPTIONSTOWARDSTRIPPLE BOTTOMLINEAPPROACHin IN CONTEXT TO AMITYGLOBALBUSINESS SHOOL OF HYDERABAD CITY

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Abstract : Management science is a multidisciplinary subject and key to find the ways in difficult time. India needs qualified and successful managers who can create and add values to our society. Indian B-schools have to take responsibity to produce world class professionalism not only world class professionals in such a period of worldwide economic down turn. It is aimed in this paper to examine the students' perceptions on teaching quality and learning factors in context to Amity Global Business School of Hyderabad city (AGBS) as business education booming is slow to move on with some challenges on its quality.

Methodology: The survey questionnaire was compiled to BBA/MBA students of Amity Global Business School of Hyderabad city through email and in person (206 out of 310) by employing sample size determinants like; confidence level, confidence interval and population. The questionnaire consists of factors like; social responsibilities, environmental responsibilities and financial responsibilities including demographic characteristics of respondents. All the 206 respondents are considered as valid respondents in terms of further investigations as we got all the circulated questionnaire sets back without error and have zero level response on "neutral" scale on applying 5-point likert scale. Total variables are 33 for three elements of "triple bottom line"(TBL). The study is correlational and the collected data are analyzed by scale reliability for questionnaire validity, descriptive statistics measures, Pearson correlation analysis and other applicable statistical tests by considering the convenient sampling technique. IBM SPSS is employed for data analysis as a statistical tool.

Findings: The collected data explores on significant and positive relationship between demographic characters of respondents and three elements of "three bottom line." The data also explores that female respondents have more favorable attitudes towards "triple bottom line" (TPL) than male respondents. It is also noted that the first year students of BBA/ MBA have more favorable attitudes towards TBL than the second and third year students.

Research Implications/Limitations: It indicates that demographic characteristics have influence with:"triple bottom line"(TBL) in context to BBA/MBA students of Amity Global Business School, Hyderabad city. Further research can be held by expanding area of research and more variables.

Key Words: Professionalism, triple bottom line, social responsibilities, environmental responsibilities and financial responsibilities.

INTRODUCTION

The Triple Bottom Line (TBL) is a concept that has received official charter as a framework for boosting institutional concern about sustainability. It is social, environmental and economic performance TBL can be said as a way of thinking about corporate social responsibility not a method of accounting. The business students' approach towards corporate social responsibility is necessarily to be examined in such a challenging economic environment in terms of sustainability issues are on litmus test in India with a view to be lamp post for other nations

This paper examines the perceptions of students on TBL who are pursuing under graduate and post graduate studies in Amity Global Business School of Hyderabad City. This is correlational study and three components of TBL are considered as questionnaire factors for collecting primary data. The investigation focuses on demographic profile of students like; age, gender and year of study in BBA/MBA which reflects on level of attitude of junior as well as senior students of both BBA/ MBA on social responsibilities, environmental responsibilies and financial responsibilities on having managerial portfolio or the label of entrepreneur after getting BBA/MBA degree. We have used IBMSPSS for data analysis as statistical tool.

The research questions are designed as follows on the basis of reviewed literature.

(1) Is there any relationship between social responsibility and environmental responsibility in context to the students of Amity Global Business School of Hyderabad city?

(2) Is there any relationship between social responsibility and financial in context to the students of Amity Global Business School of Hyderabad city?

(3) Which element of "triple bottom line"(TBL) is highly influential in context to the students of Amity Global Business School of Hyderabad city?

Objectives of study

(1) To examine the relationship between social responsibility and environmental responsibility in context to the students of Amity Global Business School of Hyderabad city.

(2).To examine the relationship between social responsibility and financial responsibility in context to the students of Amity Global Business School of Hyderabad city.

(5) To determine the level of influence of "triple bottom line" in context to the students of Amity Global Business School of Hyderabad city

Significance of study

This study is examining the various dimensions of student perceptions towards triple bottom line (TBL) with special reference to BBA/MBA degree offered by Amity Global Business School of Hyderabad city. The dimension of TBL is social responsibility, environmental responsibility and financial responsibility.These three factors are considered for the questionnaire to collect primary data from the respondents. It also investigates the level of correlations among the all variables and how the management of Amity Global Business School of Hyderabad can motivate the students for positive approach onTBL/CSR

In this study, it is also aimed to provide the management of AGBS a comprehensive view on maximizing the students flow in post graduate as well as under graduate by special focusing on CSR activities. So that, the future managers from Amity Global Business School can contribute better towards CSR activities after getting degree in practical life.

Review of Literature

Empirical studies dealing especially with students' perceptions on "Triple Bottom Line"(TBL) is not easy to locate. However, the studies on students' perceptions and behaviors towards corporate social responsibility (CSR) by consisting of the three elements of triple bottom line (social responsibilities, environmental responsibilities and financial responsibilities) are quoted in brief for designing questionnaire for this study.

The term, "triple bottom line" first gained popularity with the publication in 1997 of John Elkington'sCannibals with Forks: The Triple Bottom Line (TBL) of 21st Century Business. In the intervening years, many have adopted this phrase to connote the intersection between social responsibility, environmentally sustainable managementand the traditional measurement and recording of corporate financial performance. More recently, Freeman and Hasnoui (2011) looked for a consensus on what is meant by the phrase "corporate social responsibility" (CSR). They conclude that there is no clear consensus or definitive definition of CSR but use the phrase, "triple bottom line" as a part of their effort to propose a more universal framework.

Some empirical studies are conducted by Aspen Institute Center for Business Education The institute's 2008 *where will they lead? 2008MBA Student Attitudes about Business & Society* and the 2010 *Beyond Grey Pinstripes* providesinsight into prevailing attitudes amongst graduate business students from many countries. Othernotable studies include Wong, Fu Long &Elankumaran's (2010) investigation of differences inethical perceptions among American, Chinese and Indian business students; Lamsa, Vehkapera,Puttonen, &Pesonen's (2008) investigation on attitudes toward CSR among business students; Ritter's (2006) study of the effectiveness of ethical training of businessstudents; Luthar and Karri's (2005) research on business students' exposure to ethics educationand the impact of that exposure on perceptions of ethical practices and business outcomes; Lopez, Rechner& Olsen-Buchanan's (2005) study of the effects of business school educationand personal factors such as culture and gender on ethical perceptions; Arlow's (1991) examination of personal characteristics and students' evaluation of business ethics and CSR;

Borkowski and Ugras' (1998) meta-analysis of empirical studies conducted between 1985 and

1994 examining the relationships between gender, age, and undergraduate major and the ethical

attitudes of business students; and Okleshen and Hoyt's (1996) comparison of ethicalperspectives of business students from the U.S.A. and New Zealand.

This study builds on the earlier works of these authors, in particular that of Lamsa et al.'s (2008) work in Finland,

but concentrates instead on Canadian undergraduate students'perceptions of the triple bottom line concepts of people, planet, and profit. If a triple bottom lineapproach is an emerging way to integrate corporate codes of ethics with CSR activities as arguedby Painter-Morland (2006), Colbert and Kurucz (2007), Middlebrooks et al. (2009), and Mabry (2011), then examining students' attitudes toward that triple bottom line is warranted

Lamsa et al.'s (2008) found that exposure to business education increased the importance of the shareholder model (i.e., less interest in social and environmental concerns and more interest in financial concerns). Elias (2004) reported that work experience was a factorin determining the students' interest in CSR,

Persons (2009) examined age, gender, work experience, and ethics training of studentsand concluded that the more ethics training a student had received, the more they valued ethics at the workplace.

Luthar and Karri (2005) studied the impact of ethics training in business schoolcurriculum and the perceptions of linkage between organizational ethical practices and businessoutcomes both existing and ideal. They concluded that female students had higher expectationsabout the ideal relationship between ethical practices and business outcomes, although there wasno significant difference between females and males regarding existing practices and outcomes

Ritter (2006) found that women were more receptive to ethics training in business curricula. Lopez, Rechner& Olson-Buchanan (2005) studied the factors of business school education, intra-national culture, area of specialization within business, and gender and found these attributes to have significant effects on the area of ethics examined which included deceit, fraud, self-interest, influence dealing, and coercion. They also found that tolerance of unethical behavior decreased with formal business education.

Wong, et al. (2009) examined potential differences in ethical viewpointsbetween American, Chinese and Indian business students. They found little difference betweenthe students but did find American students less critical of unethical behavior than their Asian counterparts.

Research Methodology

This study is correlational study. The study is aimed to examine the students' perceptions towards Triple Bottom Line (TBL) approach in context to Amity Global Business School of Hyderabad city. Three hundred and ten students pursuing bachelor's degrees in management and post graduate degree in management were surveyed. A summary

statistics of the students is provided in Table 1 (Appendix). For our research we have adopted the convenience sampling, which is a non –probability statisticalmethod of drawingrepresentativedata by selecting people because of the ease of their volunteering or selecting units due to their availability or easy access. The advantage of this type of sampling is the availability and the quickness with which data can be gathered. Since our study focuses on examining the students' perceptions on Three Bottom Line (TBL) in context to Amity Global Business School of Hyderabad City, we have collected the data by primary method of data collection namely mailed questionnaire. We have selected a sample of 206 respondents out of 310 total populations with 95% confidence level and 4% margin of error. Sample of size 206 is almost 66.45% of the population which is quite representative of the population. Out of 206 respondents 124 were male and 82 were female. Moreover, 59.7% of the students were below age of 20years and 40.3% of students were of the age 21-25 years.

The following hypothesizes are formed for investigating the possible relationship among variables.

$H_0 1$: There is no significant relationship between social responsibility and environmental responsibility in in context to the students of Amity Global Business School of Hyderabad city

$H_1 1$: There is significant relationship between social responsibility and environmental responsibility in in context to the students of Amity Global Business School of Hyderabad city

$H_0 2$: There is significant relationship between social responsibility and financial responsibility in in context to the students of Amity Global Business School of Hyderabad city

$H_1 2$: There is significant relationship between social responsibility and financial responsibility in in context to the students of Amity Global Business School of Hyderabad city

Data Interpretation and Findings

Tanle-2 indicates the results on scale reliability on questionnaire. The range of Cronbach alpha is between 0.811 - 0.847. Social responsibility factor has twelve items (SR1-SR12), environmental responsibility has eleven items (ER1-ER11) and financial responsibility has ten items (FR1-FR10)

Table-3 indicates the results on descriptive statistics.

Table-3a, 3b and 3c indicate the results on mode of value 4 related to variables SR1 to SR12 except SR9 (mode value

1) represents that most of the students have agreed with the given indicators. Mode value of 1 for SR9 represents that they strongly disagree with the mission of wellbeing and prosperity of human kind. Mode value for variable ER2 to ER11 is 4 except ER1 and ER6 with mode value of 1 which represents that most of the respondents have agreed upon the perception of environment responsibility indicated by ER2 to ER11 where as majority of respondents have strongly disagreed upon the perceptions indicated by ER1 and ER6. Most of the respondents have agreed upon the financial responsibility indicators represented by FR1 to FR11 where as multiple modes exist for variable FR5 i.e perception of how to maximize profit. Smaller mode value is the representative one so we have taken mode value is 1.i.e no common response for this perception. The range of standard deviation (SD) value is 1.41-1.54(95.45%). It indicates that our samples are large enough and can be said that the data are normally distributed and that leads to be significance of the various statistical parameters.

Table-4 indicates the results on measurement of items. the source of data collection, number of variables and number of factors. In this study, five point Likert scale (strongly Disagree to strongly agree) is employed to questionnaire design for primary data collection. The source for data collection is BBA/MBA students of Amity Global Business School of Hyderabad city.

Table-5 indicates on results of correlation analysis among the variables and provides on investigation towards hypothesis.

A Pearson Correlation matrix indicates information on relationship between two variables.(figure-5) It also indicates strength and significance of bivariate relationship of all the variables..The findings of the analysis is compared against hypothesis developed in the study in the following manner

$H_0 1$: There is no significant relationship between social responsibility and environmental responsibility in in context to the students of Amity Global Business School of Hyderabad city

$H_1 1$: There is significant relationship between social responsibility and environmental responsibility in in context to the students of Amity Global Business School of Hyderabad city

The relationship between social responsibility (SR) and environmental responsibility (ER) of respondents is tested by correlational bivariate analysis.Table-5 indicates the results on the same. The results indicate that there is significant relationship between social responsibility and environmental responsibity(r= 0.949 N= 206, sig=0.000,

P= <0.05).That is why $H_0 1$ (null hypothesis) hypothesis is rejected and $H_0 I$ (alternative hypothesis) is accepted.

$H_0 2$: There is significant relationship between social responsibility and financial responsibility in in context to the students of Amity Global Business School of Hyderabad city

$H_1 2$: There is significant relationship between social responsibility and financial responsibility in in context to the students of Amity Global Business School of Hyderabad city

The relationship between social responsibility (SR) and financial responsibility (FR) of respondents is tested by correlational bivariate analysis.Table-5 indicates the results on the same. The results indicate that there is significant relationship between social responsibility and environmental responsibity(r= 0.983 N= 206, sig=0.000, P= <0.05).That is why $H_0 2$ (null hypothesis) hypothesis is rejected and $H_0 2$ (alternative hypothesis) is accepted.

The findings described as above from correlation analysis indicate that two independents variables are significantly related to social responsibility (SR). Social responsibility (SR) is having the most influence on financial responsibility (FR)

Discussion and recommendations

The study aims to evaluate whether any relationship is between two independent variables (environmental responsibility and financial responsibility) and social responsibility (dependent variable) in context to students' perceptions of Amity Global Business School of Hyderabad city.

The results of objective-1 indicate that the positive and acceptable coefficient value between social responsibility (SR) and environmental responsibility(ER) suggest that environmental responsibility is one of the elements of triple bottom line (TBL) is require to consist in BBA/MBA curricula with a view to make aware of the same to the students as it is significantly related with the social responsibility.

The results of objective-2 indicate that the positive and acceptable coefficient value between social responsibility (SR) and environmental responsibility(ER) suggest that financial responsibility is one of the elements of triple bottom line (TBL) is require to consist in BBA/MBAcurricula with a view to make aware of the same to the students as it is significantly related with the social responsibility.

The results of objectives-3 indicate that the most influential variables towards triple bottom line (TBL) are SR3XFR2 (r=0.983, sig.0.00 as p<0.05).The statements of questionnaire are"Social institutions and as such must live up to society's standards" and" Ensure my company's products/services benefit society." The level of response towards these statements shows positivity and consciousness of respondents.

CONCLUSION

The objectives of this study have been achieved where the results had shown that social responsibility, environmental responsibity and financial are related to triple bottom line as a part of corporate social responsibility.. "Financial Responsibility" is found the most influential driver among the all in this study. Therefore, Amity Gobal Business School management should move in depth to its present structure of curricula by considering importance of corporate social responsibility.. It is desired that the more research can be conducted in future in order to obtain better understanding on corporate social responsibility as other drivers may also contribute to triple bottom line in Amity Global Business School.

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Annexure

Demographic Profile

Table-1

Sr..No	Demographic	Category	Frequency	Percentage%
1	Gender	Male	124	60.2
		Female	82	39.8
2	Age	≤20 years	173	59.7
		21—25 years	83	40,3
3	Study Semester	First	32	15.5
		Second	28	13.6
		Third	26	12.6
		Fourth	21	10.2
		Fifth	17	8.3
		Sixth	19	9.2
		seventh	18	8.7
		Eighth	10	4.9
		Nineth	11	5.3
		Tenth	24	11.7
4	Nationallity	Indian	202	98.1
		Other	4	1.9

Table-2

Scale Reliability

Sr.No	Factor	No of Variables	Dropped Variables	Cronbach Alpha
1	Social Responsibility	12	0	0.837
2	Environmental Responsibility	11	0	0.847
3	Financial Responsibility	10	0	0.841

Table-3a

Statistics(Social Responsibility)

		SR1	SR2	SR3	SR4	SR5	SR6	SR7	SR8	SR9	SR10	SR11	SR12
N	Valid	206	206	206	206	206	206	206	206	206	206	206	206
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mode		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	1.00	4.00	4.00	4.00
Std. Deviation		1.52	1.42	1.52	1.47	1.42	1.52	1.47	1.48	1.48	1.40	1.47	1.48

Table-3b

Statistics(Environmental Responsibility) Independent Variable

		ER1	ER2	ER3	ER4	ER5	ER6	ER7	ER8	ER9	ER10	ER11
N	Valid	206	206	206	206	206	206	206	206	206	206	206
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mode		1.00	4.00	4.00	4.00	4.00	1.00	4.00	4.00	4.00	4.00	4.00
Std. Deviation		1.49	1.42	1.54	1.48	1.50	1.49	1.40	1.49	1.50	1.50	1.50

Table-3c

Statistics(Financial Responsibiliy) Independent Variable

		FR1	FR2	FR3	FR4	FR5	FR6	FR7	FR8	FR9	FR10
N	Valid	206	206	206	206	206	206	206	206	206	206
	Missing	0	0	0	0	0	0	0	0	0	0
Mode		4.00	4.00	4.00	4.00	1.00	4.00	4.00	4.00	4.00	4.00
Std. Deviation		1.41	1.54	1.48	1.50	1.50	1.41	1.49	1.51	1.51	1.42

Table-4

Measurement of Items

No	Factor	No of Variables	Scale	Source
1	Social Responsibility(DV)	12	5-point Likert Scale	AGBS (Private B-schools of Hyderabad city)
2	Environmental Responsibility(IDV)	11	5-point Likert Scale	AGBS (Private B-schools of Hyderabad city
3	Financial Responsibility(IDV)	10	5-point Likert Scale	AGBS (Private B-schools of Hyderabad city

Table-5

Correlations

		SR	ER	FR
SR	Pearson Correlation r	1	$0.949.^{**}$	$0.983.^{**}$
	Sig. (2-tailed)		.000	.000
	N	206	206	206
ER	Pearson Correlation r	0.949^{**}	1	0.949^{**}
	Sig. (2-tailed)	.000		.000
	N	206	206	206
FR	Pearson Correlation r	0.983^{**}	0.949^{**}	1
	Sig. (2-tailed)	.000	.000	
	N	206	206	206

**. Correlation is significant at the 0.05 level (2-tailed).