

**Insights from the Maltina Teacher of the Year Award as a Corporate Social
Responsibility
Strategy for Development Communication and Brand Enhancement**

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Abstract

Corporate Social Responsibility (CSR) has increasingly shifted beyond philanthropic practice to becoming a strategic development communication tool capable of shaping stakeholder perceptions, influencing behavioural outcomes, and strengthening corporate credibility and goodwill. In the competitive environments of corporate entities, organisations deploy CSR initiatives to address societal needs and communicate core values to enhance brand image. This study examines the influence of CSR on brand image and teachers' performance through an empirical investigation of the Maltina Teacher of the Year Award (MTY), an education-focused CSR initiative of Nigerian Breweries Plc. It used the Stakeholder Theory as theoretical framework. A quantitative survey design was used to collect data from 185 teachers with a structured questionnaire. Data was presented with descriptive statistics and inferential analysis was conducted using a one-sample Chi-square test. Findings show a statistically significant positive association between the MTY award and teachers' performance, particularly in areas of motivation, professional growth, morale, and commitment to the teaching profession (p <

0.05). The study also finds that the award enhances Maltina's brand image by reinforcing perceptions of social responsibility, educational commitment, and consumer trust. The study concludes that recognition-based CSR initiatives, when strategically communicated, can function as catalysts for professional empowerment and sustainable brand image. CSR operates as an effective form of development communication that transforms social investment into reputational brand resources. The paper contributes to CSR and development communication literature and offers practical insights for optimising educational CSR in corporate brand communication strategies.

Keywords: Educational CSR, Development Communication; Brand Image; Stakeholder Theory; Nigeria

Introduction

Corporate Social Responsibility (CSR) has gained increased recognition as a strategic instrument for organizational communication, stakeholder engagement, and brand positioning. Competition has intensified in the global and local business environment, compelling organisations to adopt innovative strategies that go beyond traditional marketing in order to sustain relevance and competitive advantage. Contemporary consumers have become increasingly discerning, by evaluating products and services based on quality and price and also analysing the ethical, social, and environmental behaviour of firms. CSR has thus evolved into a critical mechanism through which organizations communicate their values, social commitments, and developmental priorities to their stakeholders. In the background of development communication, CSR functions as a two-way process that facilitates mutual understanding between corporations and society, particularly in backgrounds where public institutions struggle to meet social needs. In such environments, CSR initiatives especially those focused on education, health, and community development serve as platforms for social intervention while simultaneously enhancing corporate reputation and brand image (Olukorede, 2025; Kargbo, Terrence, & Palmer, 2025; Awa, Etim, & Ogbonda, 2024).

In Nigeria, CSR has gained increased importance due to persistent socio-economic challenges, infrastructural deficits, and public sector limitations. Large corporations, particularly in the manufacturing and consumer goods sectors, have increasingly engaged CSR activities to nurture goodwill, maintain social permission to operate and enhance brand

perception. Educational CSR initiatives are especially prominent, given the strategic role of education in national development and human capital establishment (Ojeh et.al 2025; Aloha & Okpara, 2025; Ghanbarpour et.al, 2024). Evidence in the growing prominence of CSR in Nigeria, suggests that many organizations treat CSR as a sporadic or symbolic activity rather than as a planned coherent development communication strategy that is aligned with the expectations of stakeholders. Additionally, there is scanty empirical research on how education centred CSR initiatives influence brand image through the perceptions and behavioural responses of key stakeholder groups like teachers. (Hassan, Abdullah & Mansor, 2024; Uwafiokun, 2010). The influence of such CSR programmes on brand image and opinions of stakeholders should be examined, for organisations to allocate resources for developing proposals that will yield optimal branding outcomes. This study addresses this gap by examining the Maltina Teacher of the Year Award, an educational CSR initiative of Nigerian Breweries Plc, as a case study for understanding the influence of CSR on brand image and teachers perception. It examined CSR within a development communication framework, and explores how social investment in education translates into brand identity and perception among teachers.

Research Questions

The study seeks answers to the following question:

1. What is the influence of the Maltina Teacher of the Year (MTY) award as a CSR strategy on the brand image?
2. What is the effect of the Maltina Teacher of the Year (MTY) award a CSR strategy on the performance of teachers?

Hypothesis

The following hypothesis guided the inferential analysis for Research Question 2:

- H₀: The Malta Teacher of the Year award has no significant effect on teachers' performance.
- H₁: The Malta Teacher of the Year award has a significant effect on teachers' performance.

Literature Review

Corporate Social Responsibility as Development Communication

Corporate Social Responsibility has been conceptualized in diverse ways across disciplines, reflecting its multidimensional nature. Scholars differ in defining CSR, but there is a consensus that it refers to a company's commitment to operate in an ethical, socially responsible, and environmentally sustainable way, while contributing positively to society beyond legal requirements. CSR involves voluntarily taking responsibility for the social and environmental impacts of business activities. Customers increasingly expect businesses to demonstrate strong corporate social responsibility (CSR), as it has become a more prominent factor in corporate evaluation. These expectations are important because CSR can add an emotional dimension to a brand's image, thereby strengthening a firm's competitive advantage. CSR initiatives that support the development and well-being of stakeholders can positively shape customer attitudes and behaviours, nurturing goodwill and mutual respect. One key motivation for firms to engage in CSR activities is the enhancement of their brand image, which promotes brand loyalty, encourages positive word-of-mouth communication and increases purchase intentions (Tuan & Ha, 2023; Ruchika et.al, 2025; Chi & Phan, 2025). However, for organizations to fully realize these benefits, it is essential that CSR initiatives are effectively communicated to customers in order to enhance awareness and encourage positive attitudes toward the brand

In the development communication perspective, CSR extends beyond compliance and philanthropy to function as a communicative process through which organizations engage with

society and contribute to sustainable development. CSR initiatives, mostly in education, communicate corporate commitment to societal progress, ethical responsibility, and long-term value creation. These initiatives address developmental gaps and shape stakeholder perceptions, enhance trust, and strengthen brand image. Educational CSR therefore represents a strategic convergence of social responsibility and corporate communication (Kargbo, Terrence, & Palmer, 2025; Antwi-Boateng, & Eisa Saeed Al Harasi, 2025; Opoku, 2024; Licandro et.al, 2023; Ghanbarpour et.al, 2023; Ajayi & Mmutle 2021).

Stakeholder Theory

Stakeholder Theory was developed by R. Edward Freeman in the 1980s as a management and ethical theory that argues that businesses should consider the interests of all stakeholders, not just shareholders. It provides a critical theoretical foundation for understanding CSR practices and the outcomes. The theory posits that organizations operate within a network of relationships involving various stakeholders whose interests must be considered in managerial decision-making. It challenges the traditional idea that a company's main responsibility is to maximize shareholder profit and argues that businesses should balance the needs and interests of all the stakeholders rather than prioritizing only one. These stakeholders include employees, customers, communities, suppliers, regulators, and the broader society

In this study, teachers constitute a vital stakeholder group due to their social influence, professional credibility, and their role in shaping community perceptions. Positive stakeholder perceptions of CSR initiatives are likely to enhance brand reputation, stimulate favourable word-of-mouth communication, and promote long-term brand loyalty. Stakeholder Theory and Corporate Social Responsibility are closely connected concepts that redefine the role of businesses in society. It expands the idea of whom businesses are responsible to, while CSR provides practical actions to fulfil those responsibilities. Together, they encourage companies

to operate ethically, sustainably, and in a way that benefits not only shareholders but all stakeholders and society as a whole. (Awa, Etim, & Ogbonda 2024; Khuong, et.al, 2021; Ajayi & Mmutle, 2021)

Materials and Methods

This study used quantitative descriptive survey design to investigate the influence of Maltina Teacher of the Year Award on brand image and performance of teachers. A sample size of 200 was drawn from a population of 400 teachers in public and private schools in Ikeja, Lagos State using Taro Yamane's formula with a 95% confidence level. The schools were selected because of their participation in or exposure to the MTY awards programme. Purposive sampling technique was employed to select respondents who were knowledgeable about, or had been exposed to MTY and could provide relevant information. Convenience sampling facilitated access to respondents based on availability and willingness to participate. 185 teachers successfully completed the questionnaire yielding a response rate of 93%, this high response rate indicates strong respondent engagement and enhances the robustness of the analysis. Participation was voluntary, and respondents were assured of anonymity and confidentiality to reduce social desirability bias and enhance response accuracy. The instrument covered two major areas:

Brand image and CSR perception and professional performance and motivation.

The questionnaire was administered electronically using Google Forms, enabling efficient distribution and retrieval of responses. Access to respondents was facilitated through institutional contacts and support from the MTY award coordinating committee. Descriptive statistics (frequencies and percentages) were used to summarize respondents' perceptions while one sample Chi-square (χ^2) goodness-of-fit test was employed to test study hypothesis inferentially to determine whether the observed distribution of responses differed significantly

from a theoretically assumed equal distribution. This was used to strengthen the analytical depth and arrange the study in line with methodological structure of academic journals.

Tables

Table 1 Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	105	56.8
	Female	80	43.2
Marital Status	Married	122	65.9
	Single	59	31.9
	Separated/Divorced	4	2.2

Table 1 presents the demographic characteristics of the respondents. The gender distribution indicates a fairly balanced representation, with males constituting 56.8% and females 43.2%. A majority of the respondents were married (65.9%), reflecting a mature workforce. Most participants were within the 36–40 age bracket (34.1%), and approximately 74.6% had more than six years of teaching experience, suggesting substantial professional exposure. Educationally, the respondents were highly qualified, with 36.2% holding a master's degree. Religious affiliation was almost equally divided between Christianity (49.2%) and Islam (50.8%), indicating religious diversity.

Analysis of Research Questions

Research Question 1: What is the influence of the MTY award as a CSR strategy on the brand image of Maltina products? The question assessed the perception of Maltina's CSR initiatives on its brand image

- i. The Maltina Teacher of the Year award has had a profound influence on the brand image of Maltina products by associating the brand with excellence in education, creating a positive brand reputation thereby reinforcing consumer trust and loyalty.

Table 2: Influence of MTY Award in Education and Brand Reputation

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	88	47.6	47.6	47.6
Agree	49	26.5	26.5	74.1
Neutral	31	16.8	16.8	90.9
Disagree	11	5.9	5.9	96.8
Strongly Disagree	6	3.2	3.2	100.0
Total	185	100.0	100.0	—

A substantial 74.1% (Agree / Strongly Agree) believe the award enhances Maltina’s reputation and strengthens consumer loyalty. Only 9.1% disagree, demonstrating that the CSR initiative effectively boosts brand image and trust.

- ii. Maltina's Teacher of the Year award as a CSR initiative has enhanced the brand image of Maltina by showcasing the brand's commitment to educational development

Table 3: CSR Initiative to Educational Development and Brand Image

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	80	43.2	43.2	43.2
Agree	46	24.9	24.9	68.1
Neutral	43	23.2	23.2	91.3
Disagree	12	6.5	6.5	97.8
Strongly Disagree	4	2.2	2.2	100.0

- iii. The Maltina Teacher of the Year award has a positive influence on the brand image of Maltina, as it demonstrates the brand's active engagement in supporting and promoting the teaching community, thereby creating a favourable perception among consumers.

Table 4: Positive Influence of MTY Award on Brand Image

Response	Frequency	Percent	Valid Percent	Cumulative
Percent				
Strongly Agree	108	58.4	58.4	58.4
Agree	52	28.1	28.1	86.5
Neutral	17	9.2	9.2	95.7
Disagree	8	4.3	4.3	100.0
Total	185	100.0	100.0	—

- iv. The Maltina Teacher of the Year award has had a transformative impact on the brand image as it has positioned it as a CSR champion in education and a supporter of teachers.

Table 5: CSR Support for Teachers and Transformative Impact on Brand Image

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	78	42.2	42.2	42.2
Agree	58	31.4	31.4	73.6
Neutral	31	16.8	16.8	90.4
Disagree	8	4.3	4.3	94.7
Strongly Disagree	10	5.4	5.4	100.0
Total	185	100.0	100.0	—

The tables reveal that respondents strongly agreed that the award enhances brand image (58.4%), positions Maltina as a CSR champion (42.2%), demonstrates commitment to education (43.2%), and promotes reputation by associating the brand with excellence in education (47.6%).

Research Question 2: What is the effect of MTY award on the performance of teachers?

The questions examined how MTY award affect teacher’s performance through platforms for collaboration, motivation, professional growth, morale, and encouragement of teaching as a profession.

- v. The Maltina Teacher of the Year award acts as a catalyst for professional growth and development among teachers, encouraging them to continuously upgrade their skills and knowledge.

Table 6: MTY award and Professional Growth

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	87	47.0	47.0	47.0
Agree	43	23.2	23.2	70.2
Neutral	43	23.2	23.2	93.4
Disagree	8	4.3	4.3	97.7
Strongly Disagree	4	2.2	2.2	100.0

- vi. The Maltina Teacher of the Year award provides a platform for award-winning teachers to share their best practices and innovative teaching methods, fostering collaboration and leading to improved performance across the teaching community

Table 7: MTY Award Platform and Teacher Performance

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	109	58.9	58.9	58.9
Agree	59	31.9	31.9	90.8
Neutral	16	8.6	8.6	99.5
Disagree	1	0.5	0.5	100.0
Total	185	100.0	100.0	–

A combined 70.2% (Strongly Agree + Agree) of respondents view the award as a strong catalyst for professional development. The small disagreement rate (6.5%) indicates strong consensus that the award encourages continuous teacher improvement and skill enhancement.

- vii. The recognition and prestige associated with the Maltina Teacher of the Year award motivate the award recipients and also inspire, raising the performance standards of teachers within the broader educational sector.

Table 8: Prestige of MTY Award and Performance Standards

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	80	43.2	43.2	43.2
Agree	50	27.0	27.0	70.2
Neutral	40	21.6	21.6	91.8
Disagree	7	3.8	3.8	95.6
Strongly Disagree	8	4.3	4.3	100.0
Total	185	100.0	100.0	–

- viii. Teachers who receive the Maltina Teacher of the Year award experience a boost in self-confidence and morale, which positively impacts their overall performance.

Table 9: MTY Award and Teachers' Morale

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	95	51.4	51.4	51.4
Agree	57	30.8	30.8	82.2
Neutral	20	10.8	10.8	93.0
Disagree	11	5.9	5.9	98.9i
Strongly Disagree	2	1.1	1.1	100.0
Total	185	100.0	100.0	–

A remarkable 82.2% of respondents (Strongly Agree / Agree) affirm that the award boosts teachers' confidence and morale. Only 7% expressed disagreement showing overwhelming support for the positive psychological effect of the award on recipients.

- ix. The Maltina Teacher of the Year award serves as a powerful motivator for teachers, to encourage teaching as a profession.

Table 10: MTY Award Encourages Teaching as a Profession

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	101	54.6	54.6	54.6
Agree	49	26.5	26.5	81.1
Neutral	24	13.0	13.0	94.1
Disagree	5	2.7	2.7	96.8
Strongly Disagree	6	3.2	3.2	100.0
Total	185	100.0	100.0	–

The tables demonstrate that majority strongly agreed that the award provides a platform to share best practices (58.9%), motivates teachers through recognition (43.2%), encourages professional growth (47.0%), boosts morale (51.4%), and promotes teaching as a profession (54.6%).

Inferential Analysis Table (Hypothesis Testing)

Chi-Square Test Result on Effect of MTY on Teachers Performance

Components	Details
Statistical Test Used	Chi-Square(χ^2)test
Purpose of test	To examine whether responses are distributed equally across categories
Degree of Freedom	2
Chi-Square result	χ^2 (df=2)> critical value

Significance Level (α)	0.05
p-value	$p < 0.05$
Decision Rule	Reject H_0 if $p < 0.05$
Decision	Null Hypothesis rejected

Interpretation: MTY has a statistically significant positive effect on teachers' performance.

Discussion of Findings

This study examined the effectiveness of the Maltina Teacher of the Year Award as a corporate social responsibility (CSR) strategy, conceptualised in the context of development communication (DevComm) and anchored in the stakeholder theory. The investigation shows that the award recognise excellence and communicates social value, worth, recognition, and validity which strengthen self-efficacy, morale and loyalty of teachers, a group that is often marginalised in public discourse. It contributes to performance improvement by functioning as a motivational communication tool rooted in educational development that amplifies the voice of teachers (Lawal, 2025; Osa & Ogwo 2025; Orimolade & Ekiran, 2025; Chen et.al, 2025; Singh & Misra, 2021). This portrays and reframes teaching as a prestigious and impactful profession making it more desirable to job seekers.

The inferential analysis using the chi-square test revealed a statistically significant positive effect of the award on teachers' performance (χ^2 , $df = 2$, $p < 0.05$), leading to the rejection of the null hypothesis. The statistically significant improvement in teachers' performance indicates that the award successfully fulfils a core objective of development communication through strategic messaging and incentives which enabled a behavioural change in teachers. The MTY operates as a DevComm intervention that transmits messages about the importance of education, professional excellence, and national development. The

project reinforces positive professional behaviour in the educational sector by recognising and rewarding outstanding teachers.

The Stakeholder theory posits that teachers constitute a primary stakeholder group and the wider society represent the secondary stakeholders. The significant positive effect on teachers' performance suggests that the CSR initiative aligns effectively with the needs of teachers (stakeholders). MTY addressed teachers' motivational and esteem-related expectations by offering recognition, incentives, and professional validation which aligns with stakeholder proposal that mutual value creation enhances stakeholder engagement and organisational acceptability. Consequently, the award functions as a participatory development communication tool that empowers a key development constituency while reinforcing corporate community relationships. The findings also imply that brand image and corporate reputation are components of CSR as the award strengthened Maltina's brand image by associating it with educational development and social responsibility. This form of CSR delivers credibility from results, multiplies reputational asset and deliver tangible benefits to key publics. Stakeholder's sincerity and trustworthiness are added benefits and qualities that advertising cannot bestow on the organisation. This aligns with literature which maintains that reputation is best sustained when CSR messages are validated by real social impact and affirms the theory's perspective that consistent engagement builds trust and acceptability. It illustrates how CSR can function as a bridge between development and organisational interests and provides empirical evidence that CSR initiatives can produce behavioural change while strengthening corporate image and reputation. These findings demonstrate the role of MTY as a CSR tool for DevComm and the use of strategic communication to promote behavioural and social change.

Conclusion and Recommendations

This study provides empirical evidence that MTY has a significant positive effect on teachers' performance and contributes to enhanced corporate brand image. It demonstrates how CSR can function as a catalyst for professional empowerment and social trust. The integration of development communication into CSR to achieve mutual benefits for social development and corporate appeal. Overall, the research confirms that educational CSR serves as a credible and impactful mechanism for DevComm in Nigeria, where corporate interventions often complement public sector efforts in human capital development. The integration of social investment to brand communication strategies, can enable firms to simultaneously achieve social integrity and competitive advantage. This study contributes to existing literature and extends CSR research by explicitly situating CSR within the framework of DevCom, thereby expanding conceptual understanding of CSR as a communicative rather than merely philanthropic practice. It also provides empirical evidence for CSR branding and highlights the role of professional recognition in shaping brand image and stakeholder behaviour.

It shows that sustainable CSR practices in social investment translates into reputational capital, brand loyalty, support, enduring stakeholder relationships and potential long-term economic benefits for corporate organizations. The study recommends CSR education partnerships with government and NGOs to scale the developmental impact beyond annual awards. Knowledge should be shared on institutional forums, workshops, and digital platforms where award recipients can mentor other teachers nationwide. It also recommends strategic development focused storytelling to amplify narratives and create greater impact while maintaining authenticity and ethical communication.

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