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Challenges Facing the Implementation of Corporate Social Responsibility Programs in Education Sector: A Survey of Private Primary Schools in Busia County, Kenya

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Abstract:

The study was designed to find out if private primary schools engage in corporate social responsibility and the challenges faced by these schools as they implement corporate social responsibility. The study reviewed the theories of corporate social responsibility - stakeholders' theory and classical theories were reviewed. The concept of corporate social responsibility under this study was heavily borrowed from the experience in the Philippines republic where Valdez (2012) believes that corporate social responsibility goes beyond just giving back to the society but helping in national building. Research targeted a population of 72 private primary schools spread across Busia County, Kenya. Data was collected by reliable means of questionnaires and unstructured interviews which were mainly to clarify questionnaires and seek clarification on responses. The research findings were analyzed using SPSS version 17 and tables, graphs, pie charts and percentages were used. To find the correlation between variables Spearman's correlation and Pearson chi-square tests were used to establish the relationship between variables. The study found out that private schools where data was collected engage in varied corporate social responsibility activities in spite of challenges including financial, operational and socio-cultural. The corporate social responsibility activities were also found not to be explicitly known to all stakeholders. The management felt that they have responded well to corporate social responsibility issues. The study further found out there is an agreement by all respondents that corporate social responsibility fulfills senior management social mission. There was also an agreement among the respondents that corporate social responsibility helps the organization to motivate and retain staff.

Key words: corporate social responsibility (CSR), private primary schools, challenges, implementation

1.1. Introduction and Background of the Problem

CSR is a company's verifiable commitment to operating in an economically, socially and environmentally sustainable manner that is transparent and increasingly satisfying to its stakeholders, (Dr P Katsoulakos et al 2004). (Asongu, 2007) says CSR is the concept that organizations have an obligation to consider the interests of their customers, employees, shareholders, communities, and the environment in all aspects of their operations. CSR is about values and standards by which a business operates and commitment of a business to behave ethically, operate legally and contribute to socio-economic development while improving the quality of life of its employees and their families as well as local community and society at large. It should however be noted that there is no any universally accepted definition of CSR as it differs between countries.

CSR is not enforced by law but businesses are increasingly embracing it as a means to justify that they value the public good. In the education sector, you rarely see any private primary institution engaging in this important course. This tells us that there could be some disconnect-that private schools concentrate much on academics but fail to take CSR activities. It is my thought that good academic achievement should go hand in hand with CSR activities. The education sector in Kenya has witnessed competition in the provision of education to the citizens. When private schools run advertisements on national televisions, poach teachers from competitors through paying competitive salaries and have websites where people can access information about them for the one purpose of attracting enrolment, then we ought to ask ourselves, why?

Private schools in particular have tended to outdo each other mainly in terms of academic achievement and the number of students a school has. In this case, they emphasize their existence based on performance in national examinations. The community is also attracted to a school which records the highest mean score in these examinations. As they are businesses, with a high number of students, the returns in terms of surplus (profits) also tend to be high. Of course the owners of such schools want to get a return on what they invested- just as it is the case with other business organizations. But, apart from academic achievement, what can a school do different from others? This is what calls for CSR as a strategy to differentiate them.

With high returns, it has become normal for the larger society to expect these institutions to engage in other activities that will improve the welfare of the community around, especially those who do not take their children to these schools. However, it is wrong to assume that private schools do not engage in corporate social responsibility considering the competitive nature that the Kenyan education sector has become. This research will aim to find out the challenges that could be facing these institutions in engaging in CSR activities or still if they do not engage in CSR activities and the types of CSR activities they carry out. Paul Hohnen (2007) in his paper, *Corporate social responsibility; an implementation guide*, notes that, CSR is not a mere public relations exercise but must yield tangible benefits.

1.2. Statement of the problem

In business setup today, customers are more informed about their rights and obligations. Customers would want equal employment opportunities, fair remuneration for workers, better methods of waste disposal, fair treatment at work places and response to the problems of community around. The role of business has therefore grown from purely economic roles to the wider social roles which any business has to address. In addition, the environment in which business operates is dynamic, therefore businesses have to keep abreast with these changes due to changing expectations by all stakeholders.

Various researches have been done on CSR, but most of them focused on companies. Mutuku (2005) did a research on the relationship between financial ability and corporate social performance. He found out no relationship for all companies listed at the Nairobi Stock Exchange. However, he found out that different sectors had different Corporate Social Responsibility focus. Wanjiru (2004) studied social responsibility practices among flower firms in Lake Naivasha. Her findings were that there was a poor employment environment in a number of the firms and poor management of residual chemicals which are harmful to the environment. Kamau (2001) studied managers' attitudes and responses towards Corporate Social Responsibility in manufacturing firms in Nairobi.

Private primary schools are entrepreneurial ventures to their owners who expect a surplus at the end of each year. As long as they run advertisements on national televisions and newspapers, they open branches, compete with each other for human resource by paying competitive salaries, then obviously there is that aspect of business. With most parents preferring private schools for their children after the free primary education was launched by the government in 2003, investors have taken this opportunity to start up schools. There are cases where an individual quits his/ her gainful employment just to start a private school. With mushrooming private primary schools, the fundamental question that we should ask ourselves is, apart from providing the education service, do these schools have CSR programs? And if they do, what are some of the programs? However, they may have listed CSR programs each year, but fail to engage in them due to some constraints that this research paper wishes to find out. For example, on its website, Hillside school Utawala lists visiting childrens homes as one of its CSR activities.

Several researches have been carried out on CSR in other sectors. Some have arrived at conclusions: First, firms have varied reasons for involvement in CSR ranging from long term strategy, societal concern and as a way of creating competitive advantage. And secondly, socially responsible companies in comparison with less socially responsible business are less risky investments, tend to be somewhat more profitable, have a more loyal and committed workforce and have better reputation, which encourages stakeholders to establish long-term business relationship with them, (Makokha P, 2008).

From the foregoing, we can vividly see that no research has been carried out on CSR programs in private primary schools in Kenya. Therefore there is a knowledge gap, which is to find out if CSR is part of private primary school engagements and most importantly the constraints faced by these institutions as they try to carryout CSR programs

1.3. Objectives

The general objective was to establish challenges facing the implementation of CSR programmes in education sector

The specific objectives research has the following objectives;

- To find out the CSR activities carried out by private primary school in Busia County.
- To find out the operational challenges facing implementation of CSR programs among private primary schools in Busia County.
- To establish the financial challenges facing implementation of CSR programs among private schools in Busia County.

1.4. Research Questions

This research will seek to answer the following research questions

- What CSR programs are carried out by private primary schools?
- What operational challenges face the implementation of CSR programs in private schools?
- What financial challenges face the implementation of CSR programs in private primary schools?

1.5. Justification of the study

This research paper will be important to a number of people especially stakeholders in the educational sector and other researchers. The benefactors will be as follows;

- To owners and managers of schools, the study is important because it will help them understand the increasing importance of engaging in activities that promote Corporate Social Responsibility and hence proper allocation of resources for good stakeholder relations.
- To the government, the study is important because it will enable them to formulate policies on taxation and policies to better guide operations of private primary schools. For example, in India, failure by companies to engage in CSR effectively made the government pass a law that makes CSR mandatory.
- To scholars and researchers, the study will act as a basis for further research on other aspects of Corporate Social Responsibility such as its sustainability and the aspect of CSR as strategy for private schools.
- To the parents and teachers, the study will help them understand the general objectives of the schools and know the reasons why corporate social responsibility is still yet to be fully embraced in these institutions.
- To the general public, it will assist them to understand the challenges faced by private primary schools in implementing corporate social responsibility programs.
- The findings of this research will be helpful to the school owners and managers, the government, parents, teachers, researchers and all stakeholders in the education sector. It will assist them to demystify the notion that private schools do not 'think about' corporate social responsibility.

1.6. Scope of the study

The scope of this study is to find out if private primary schools engage in CSR activities, it aims to identify the corporate social responsibility that private primary schools engage in and to establish the financial, social-cultural and operational challenges faced by these schools as they try to implement CSR programs.

1.7. Limitation of the study

This study has the following limitations. First, the unwillingness of the respondents to provide the much needed data. This I concluded was due to suspicion, but it was overcome with assurances that the research is for academic purposes alone and their identities will remain confidential. Secondly, it is the first research covering CSR in private primary schools hence there is lack of prior data. Thirdly, posted questionnaires may not be fully returned, this could limit the analysis of the findings. Lastly, time and financial constraints that lead to delay in collection of data.

2. The Literature Review

2.1. Introduction

This chapter looks at the previous works done on CSR in schools. It describes the conceptual framework of the study. It draws hugely from the activities carried out by private schools in the Philippines. It reviews the concept of CSR, the classical and stakeholders views to CSR. It then concludes with the arguments for and against CSR.

2.2. The Concept of Corporate Social Responsibility in private schools

The CSR concept of social responsibility and profitability is now accepted for private schools in the Philippine's. It is based upon this idea why there is an urgency of call for educators to be flexible and open-minded, and to involve the private schools in Corporate Social Responsibility (CSR). Such defines the relevance of educational institutions in an emerging and dynamic environment of today. There should be a conscious effort to address pressing issues involving the following: caring for environment; giving out scholarships; conducting free livelihood trainings to the communities; and other social and ecological programs. These issues and concerns can be effectively dealt with under the private schools CSR programs, Valdez N (2012) notes in his paper; *Corporate Social Responsibility practices among private school organisations: The Philippines experience*.

The main business of private schools is education service provision. Therefore, it is more imperative that CSR efforts be viewed as part of the institution's arm in creating significant impact and contribution to society. Private schools play a very significant role in doing philanthropy. In a developing country like ours, school organizations are expected to engage in social efforts and play their institutional social roles (Valdez, 2012). CSR encompasses not only what educational institutions aim to achieve but also what they do with their annual financial budgets. Thus, putting to the silence the so-called bureaucratic greed and while waving the banner of responsibility. Valdez further argues that CSR in Philippines goes beyond paying back to the society but is an active partner in national building.

Valdez surveyed twelve different private schools but mostly high schools and tertiary schools. He found out that Southville International School & Colleges has a CSR program known as Save a Poor Urban Child (P.o.U.Ch.) which is an outreach program that addresses the daily nutritional and schooling needs of poor but deserving school children. The program provides beneficiaries with tuition subsidy, medical and dental assistance, school supplies and feeding program. The kids are treated to gift giving during Christmas. The International School of Manila (ISM) is committed to community outreach through its service learning programs, in which students, faculty, and staff work with community organizations serving groups such as street children and physically and

mentally challenged people. The Middle School's Classroom Without Walls (CWW) program (previously known as the Outreach program) and the High School's International Community Actively Responding to the Environment (ICARE) program have sent groups of students, with faculty and staff chaperons, to work with communities around Metro Manila and the Philippines for a week during the school year. The students helped with local projects such as paving basketball courts and painting houses, while learning about local cultures and development initiatives.

Policymakers, the general public, and even corporate leaders, agree that companies of all types must also be responsive to the needs of the communities in which they do business. Advocates of Corporate Social Responsibility (CSR) such as Stigson argue that it is clear that society expects much more from companies than simply a well-made products or a reliable service at the right price (Asongu, 2007). In general terms, Corporate Social Responsibility encompasses the duties that businesses have to the societies within which these businesses operate. The European Commission defines Corporate Social Responsibility as a concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment (Hartman et al, 2007).

Corporate Social Responsibility is the management of an organizations total impact upon both its immediate stakeholders and upon the society within which it operates. It is about the integrity with which the company governs itself, fulfills its mission, lives by its values, engages with its stakeholders and measures its impacts and publicly reports on its activities. Corporate Social Responsibility is a company's obligation to be accountable to all its stakeholders in all its operations and activities with the aim of achieving sustainable development not only in the economic dimension but also in the social and environmental dimension.

Corporate Social Responsibility is a concept whereby companies integrate social and environmental concerns into their business operations and in their interaction with their stakeholders (employees, customers, shareholders, investors, local communities, government) on a voluntary basis. Corporate Social Responsibility is closely linked with the principles of sustainability, which calls on corporations not just to look at profits or dividends when making decisions, but also to consider the immediate and long-term social and environmental consequences of their activities. Corporate Social Responsibility is the commitment of business to contribute to sustainable economic development working with employees, their families, the local community and the society at large to improve the quality of life for all stakeholders.

In Kenya CSR activities have been carried out by companies such as Standard group which spearheads the Niko fiti campaign that gives wheel chairs to physically disabled, Safaricom through its safaricom foundation has done a lot including funding schools and financing soccer competitions among others, EABL and Royal media services through Tusker project fame is helping develop talents in music, KCB and Equity banks are giving out scholarships to the needy students, Nakumatt chain of supermarkets has the 'go blue' campaign aimed at ridding off plastics from the environment by encouraging people to use their reusable blue canvas bags, individuals like musician Nonini (Hurbert Nakitare) has his 'Colour kwa face'-a campaign organized to sensitize people about albinos, among other companies. Makokha P (2008) conducted a survey on CSR practices among private hospitals in Nairobi and found out that these hospitals engage in varied CSR activities. This is just to say that CSR is a noble course that should be pursued by all.

2.3. Theories of Corporate Social Responsibility

2.3.1. Classical Theory

This theory is based on the classical thought of "the business of a business is business." This theory overemphasizes the cost of social involvement of businesses and either underestimates or overlooks the potential benefits of Corporate Social Responsibility in terms of cost savings, resource productivity and product differentiation (Quasi, 2003). Milton Friedman (1989, 1970, 1968) is one of the strongest advocates of this theory of Corporate Social Responsibility. Others endorsing this conventional theory of Corporate Social Responsibility include Gaski (1985), Bhide & Stevenson (1990) and James (1991). Friedman maintains that there is only one social responsibility of business and that is to use its resources and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engage in open and free competition, without deception or fraud (Coelho, et al, 2002). Social responsibility of business is simply to maximize the rate of return to the general shareholders, consistent with the law. Once all of the law and customs are taken into consideration, then a manager should follow the market so that he can maximize the return on share holders investments. Looking for any other goal than making money, subject to the laws and customs, was an illegitimate goal. Under this theory, the primary criteria of business performance are economic efficiency and growth in production of goods and services including improvement in technology and innovations in goods and services.

2.3.2. Stakeholder Theory

This theory is based on the concept of social contract, which states that Corporate Social Responsibility is a function of ongoing terms of general agreements between the society and business. Several authors from a wide variety of disciplines have endorsed this theory. These include Freeman (1984), Carroll (1993), Weiss (1994), Primeaux and Stieber (1994), Porter & Van der linde (1995) and Polonsky et al (1997), under this theory, corporations have social responsibilities that extend beyond the pursuit of shareholders benefit to 'stakeholders.' Coelho, (2002) says that organizations are responsive to an extended list of stakeholders including customers, employees, suppliers of raw materials, the government, the community, the environment, assorted activist groups, and shareholders. Stakeholder theory suggests that organizational survival and success is contingent on satisfying both its economic (e.g. profit maximization) and non-economic (e.g. corporate social performance) objectives by meeting the needs of the company's various stakeholders (Pirsch et al, 2007).

Therefore, classical theory only recognizes shareholders as the only stockholders while stakeholder theory says that corporations ought to operate for the benefit of all those who have a stake in it, including employees, customers, suppliers and the local community. Corporations interact continually with its stakeholder groups and much success of a firm depends on how well all these stakeholders relations are managed. Firms have relationships with many constituent groups and these stakeholders both affect and are affected by the actions of the firm. Freeman defined stakeholders as any group or individual who can affect or is affected by the achievement of the organization's objective, (Makokha, 2008).

2.4. Arguments for Corporate Social Responsibility

World over there is a growing concern that businesses should contribute towards the welfare of societies in which they operate. As much as governments are accountable to their citizens, businesses can also make valuable contributions to the same citizens without comprising their objectives. Companies that practice good corporate citizenship are usually preferred employers, investment partners and neighbors in the communities they operate. To help achieve their non-financial objectives, many have adopted corporate creeds or ethical statements as integral parts of their behavior (Fundanga, 2006). In most cases, firms engage in Corporate Social Responsibility not so much to develop a reputation for being responsible but to avoid developing a reputation for being irresponsible (Vogel, 2004). While recognizing that profits are necessary for any business entity to exist, all groups in society should strive to add value and make life better. Businesses rely on the society within which they operate and could not exist or prosper in isolation. They need the infrastructure that society provides, its source of employees and consumer base.

There are many reasons why CSR is good business. The pay-offs of CSR include stronger brand image reputation; improved employee recruitment, retention and morale; better customer satisfaction; increased shareholder value; and lower risk of boycotts and litigation (Fleishman-Hillard, 2006). Indeed there exist examples where companies have implemented a strong CSR policy and have thereby been successful in the establishment of a positive brand, such as BP and Nike (Hartman, 2007). Community investment can open up new markets, reduce local regulatory obstacles, provide access to the local political process, generate positive media coverage and increase company or brand awareness within the community (Owen, 2007). A study carried out by Research International in 1996 indicated that 86 percent of consumers were more likely to buy a product associated with a cause or social issue and that 86 percent of consumers have a more positive image of a company they believe is doing something to make the world a better place (Marconi, 2004).

Makokha P (2008) notes that CSR has much broader implications for the nation as a whole. It reduces dependency on the government for social change. Most governmental programs quickly become embroiled in political manipulation, corruption, communal overtones, and bitter infighting. Modern society is an independent system and the internal activities of the firm have an impact on the external environment. Business can therefore not ignore their impact on the environment around them. Proponents of Corporate Social Responsibility argue that investment by the business community in the promotion of social goods such as education and health can have a direct impact on the productivity of the community and profitability of the private sector. This contributes to the physical and mental health of the company's employees, hence enhances social and human capital. They continue to argue that the creation of a better social environment benefits both society and business. Society gains through employment opportunities while business benefits from a better community, which is the source of its workforce and the consumers of its products and services.

The sensitivity of a firm to the concerns of a society can contribute positively to its reputation and acceptability of its products. Consumers will tend to buy products of companies that engage in social responsibility activities than those that don't. Such companies will therefore tend to be more profitable in the long run. Thus CSR activities benefit a firm in terms of image, name recognition, marketing position, and therefore increase in profits. Corporate Social Responsibility can play a role in building customer loyalty based on distinctive ethical values. Beyond improving the customer-company relationship, CSR can foster harmonious relationships between various stakeholders in a society. Staying in touch with local customers' needs and concerns and striving to meet them is an excellent way to forge positive, long-lasting relationships, and to put you in the positive public eye. Enhanced reputation and improved corporate image can be reflected in a variety of ways, including less volatile stock prices, lower recruiting costs, less employee turnover, less absenteeism, fewer on-the-job accidents and more loyal customers (Marconi, 2004).

Firms that practice CSR will increase the chances that they will have a future and reduce the chances of increased governmental regulation. Corporations are keen to avoid interference in their business through taxation or regulation. By taking substantive voluntary steps they can persuade governments and the wider public that they are taking current issues like health and safety, environment among others seriously and so avoid intervention. This also applies to firms seeking eye-catching profits and high levels of boardroom pay. Those operating away from their home country can make sure they stay welcome by being good corporate citizens with respect to labour standards and impacts on the environment. Businesses have huge reserves of human and financial capital. They should devote at least some of their resources to addressing social issues. It should use talented managers as well as vast capital resources to solve some of the society's problems. Businesses have great power, which should be accompanied by an equal amount of responsibility.

The other argument for firms to practice CSR is that, it makes it easier to prevent social problems. Evidence suggests that in the long run managers who behave socially responsible will most likely benefit all organizational stakeholders including stockholders. Socially responsible companies in comparison with less risky investments, tend to be somewhat more profitable, have a more loyal and committed workforce and have better reputation, which encourages stakeholders to establish long-term business relationship with them. Businesses that support the local groups may be surprised to find that many groups are just as willing to cooperate with you as

you are with them. This makes it possible to strike a balance between conservation and development, between philanthropy and profitability etc.

The principles of CSR provide an opportunity for business to demonstrate a hands-on commitment to the task of building better communities-not just to profit a few, but for the common good on which we all ultimately depend. In his article, "*Innovation as an argument for corporate social responsibility*", Asongu (2007) concludes that those responsible for CSR programs in various companies must perceive social responsibility as not being mere charity or philanthropy; it should be approached from a strategic perspective. The benefits that accrue from a properly implemented strategic CSR program entail classifying such a program as an investment for the company, not an expense.

2.5. Arguments against Corporate Social Responsibility

The typical mercantilist view is that CSR has no conceivable business benefits and could destroy shareholder value by diverting resources from core business areas to activities, which are out of the sphere of business. This view holds that businesses are surreptitiously persuaded by anti-pecuniary interest to take on the responsibilities that should be handled by government and by so doing lose their core focus which is to deliver value to shareholders (Okusaga, 2007). This assumes that the business should only aim at increasing shareholders value. Therefore, CSR amounts to stealing from shareholders by managers.

Other critics argue that the business of business is business therefore social involvement could reduce economic efficiency. The primary task of business is to maximize profits and social responsibility violates this sound economic task. Any other uses that managers put shareholders fund is unethical and is considered stealing from shareholders. Shareholders own businesses and therefore Corporate Social Responsibility activities deprive shareholders of their property. The main objective of firms is to create value for shareholders and therefore engaging in Corporate Social Responsibility activities violates sound economic business decision-making that should concentrate on earning profits.

They further argue that it is the responsibility of the government to engage in Corporate Social Responsibility activities. It is the responsibility of managers to meet interests of their shareholders as long as they stay within the law. Taking on social and moral issues is not economically feasible. Corporations should focus on earning a profit for their shareholders and leave social issues to others. Business managers lack the training and experience to deal with the problems of society. They lack the skills and resources to determine which socially desirable projects to support. Business people lack the social skills to deal with the problems of society. Their training and experience is with economic matters and their skill may not be pertinent to social problems.

Those who are most capable should address social issues. Those in the corporate world are not equipped to deal with social problems. The other issue is about costs that are excessive compared to the benefits to society and would tend to raise prices to excessive levels. In the final analysis, society must pay for the social involvement of business through higher prices. Assuming Corporate Social Responsibility activities places firms doing so at a competitive disadvantage relative to those who do not. Social involvement would create excessive costs for the business, which it may try to pass on to consumers. Firms interested in profit maximization believe it is a waste of time and money to invest in some forms of social service, furthermore, some type of social responsibility, such as community service, may be engaged in only by those companies having slack resources.

Others argue that Corporate Social Responsibility programmes are usually undertaken by companies in an effort to distract the public from the ethical questions posed by their core operations. Some companies which have been accused of this include British American Tobacco (BAT) and BP which is well known for its high profile advertising campaigns on environmental aspects of their operations. Many other companies also respond to criticism of their activities by setting up philanthropic schemes to provide money and equipment for schools, water supplies or power sector infrastructure in the areas where they operate.

2.6. Research Gap

From the foregoing literature review, there have been several researches on CSR. But we see none of them have touched on CSR in private primary schools in Kenya. There is a knowledge gap to be filled. That is, the activities that constitute CSR among private primary schools in Kenya and if these institutions engage in CSR. A knowledge gap also exists on the challenges faced by these institutions as they try to implement CSR programs of their own.

This knowledge gaps are what this paper aims to fill, however further research will be required to cover other aspects of CSR among private primary schools in Kenya, such as issues of sustainability and as an explicit business strategy.

2.7. Conceptual framework

The conceptual framework of this research has CSR as the independent variable and the challenges as dependent variables.

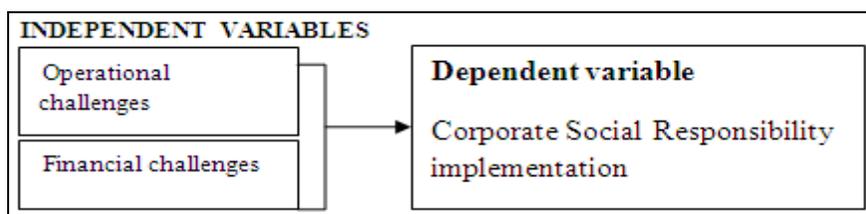


Fig 2.1 conceptual framework

The conceptual framework shows that for CSR to be carried out, then the challenges must be overcome. These challenges relate to operational, financial and socio-cultural challenges which are the independent variables. The dependent variable is implementation of CSR because for it to be achieved, it matters how the challenges are overcome.

3. Research Methodology

3.1. Research Design

In order to answer the research questions, a survey was used in order to get an in-depth understanding of Corporate Social Responsibility (CSR) practices by Private primary schools. The design is most appropriate in answering the research objective i.e. what challenges do these institutions face in a bid to implement corporate social responsibility programs. For purposes of obtaining adequate and relevant information in a short time, this study is cross-sectional in nature where a survey is carried out. Cross-sectional studies are useful where the researcher faces budget and time constraint (Cooper & Emory, 1995).

3.2. Target Population

The population of this study is all private primary schools located within Busia county. Private primary schools which have presented candidates for KCPE in the last three years will be targeted. The main targeted groups are the directors and managers of these schools. To obtain effective results for the study, a census of private primary schools was conducted.

3.3. Sample and Sampling Procedures

A sample is a smaller group or sub-group obtained from the accessible population carefully selected to be representative of the whole population with the relevant characteristics (Mugenda & Mugenda, 2003). A sample size of between 10% - 20% of the population suffices in survey studies (Babbie, 2005). The sample size used in the study was 10% of the population.

Target Group	Sample (N)	Sample size	Actual Sample Size
Directors / Head teachers	72	32	4
Employees (including Teachers)	566	56	28
Total	638	88	32

*Table 3.2 sample size
Source; Survey Data, 2014*

3.4. Data Collection instruments

The study used primary data obtained through open and closed-ended questionnaire. The aim of the questionnaire was to gather information about the schools' CSR activities and the various challenges they encounter as they try implementing the CSR programs. The persons' to fill-in the questionnaire is the Head teacher (manager) or in some schools, the proprietor (director) of the school. It was however taken in to consideration that in most schools the manager is actually the director. Teachers were also chosen at random. The questionnaire was administered through drop and pick-later method. In some cases, a period was agreed on when to collect the filled in questionnaires.

3.5. Validity and reliability of data collection instruments

The validity of instrument is the extent to which it does measure what it is supposed to measure (Coolican, 1996). Mugenda and Mugenda (2003) further affirm that, validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The research instrument was validated for content and face validity. To ascertain content validity, the researcher consulted internal control experts (supervisor) in business research methods field to review the instruments for content coverage. As regards to the face validity, the supervisor was requested to give his subjective evaluation as to whether the research instrument was appropriate.

Reliability can be explained as the ability of a research instrument to yield consistent results or data after repeated trials (Mugenda and Mugenda, 2003). In this study, internal consistency method was used for Likert items. The rationale for internal consistency is that the individual items should all be measuring the same constructs and thus correlates positively to one another (Kipkebut, 2010). Mugenda and Mugenda (2003), further have provided an alpha score of 0.80 to be satisfactory for reliability tests. The test of reliability was calculated using the SPSS (Statistical Package for Social Science). A pre-test study also helped to ascertain the level of consistent results through repeated trials.

3.6. Data collection procedures

The questionnaires were administered using the drop and pick later method. Research assistants were picked to distribute and pick-up the filled-in questionnaires. Unstructured interviews were conducted mainly to explain concepts on the questionnaires that were not understood by some respondents and to clarify responses.

3.7. Data Analysis

Quantitative data analyses techniques were used such as the use of Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 17 to present descriptive statistics data into frequencies distributions, pie charts, bar graphs tables and percentages. Information from open-ended questions was carefully selected and categorized accordingly to themes and issues to reflect views of the respondents that emerged from the field.

3.8. Ethical Considerations

All ethical values, as pertain to the research, were followed. Firstly permission was sought from relevant authorities before going to the field. Consent from respondents was sought and were informed that participation in the study is voluntary and if they may wish to withdraw they were free to do so. Confidentiality as pertains the identity of the respondents were ensured and no name were used, instead use of pseudo names where necessary was applicable. The respondents were also informed that the study is only for academic purposes and that it was not to be used anywhere without their permission. All ethical considerations pertaining publishing of the paper were adhered to.

4. Research Results and Findings

4.1. Introduction

The researcher sampled out 56 schools as explained in chapter three. Data was successfully obtained from 32 respondents. The data was obtained as explained in chapter three. As the questionnaire indicates, the researcher targeted the schools managers, head teachers, directors and teachers. It was noted that in most of these private schools especially in non-urban areas, the director is the head teacher and the manager. Only four directors agreed to be issued with questionnaires. The teachers were selected at random to fill in the questionnaire for the purpose of checking and relating the managers responses.

The analysis found out that some private primary schools have varied activities that they view as corporate social responsibility.

4.1.1. The schools background information - Year of establishment

The year the schools were established was considered. This was mainly important for the study to assist in finding out if the school for sure has a footing to participate in CSR activities. The assumption was, the older the school, the more it is likely to be participating in CSR activities. It was established that 50% of the schools were established between 2001-2005 and 25% were established between 1995-2000 and 2006-2010.

4.1.2. Number of employees

12 respondents said their schools have employees between 10-20 representing 37.5%, 8 respondents said their schools have between 21-30 employees representing 25%, 8 respondents also said their schools have 31-40 employees which represents 25% and 4 respondents said their schools have between 41-50 employees representing 12.5%. The percentages are shown in the table below;

Number of employees	Frequency	Percentage
10-20	12	37.75
21-30	8	25
31-40	8	25
41-50	4	12.5
TOTAL	32	100

Table 4.1: Employee numbers

Source; Survey Data, 2014

4.1.3. Engement in corporate social responsibility

The questionnaire here sought to find out if the schools engage in corporate social responsibility. 62.5% of the respondents answered to the affirmative while 37.5% of the respondents answered otherwise. It therefore means that a bigger fraction of these schools have CSR activities. (See table 4.2)

Response	Frequency	Percentage
Yes	20	62.5
No	12	37.5
Total	32	100

Table 4.2: Schools engage in CSR

Source; Survey Data, 2014

4.1.4. Corporate social responsibility activities

Strongly guided by the objectives and research questions, this section of the questionnaire sought to find out the activities or programs that these schools carry out or are usually lined up for their undertaking as corporate social responsibility. It was found out that schools engage in CSR activities as listed in the table 4 below;

CSR activities	Frequency	Percentage
Provision of sanitary towels to 'unlucky' girls at school	2	6.25
Donation of clothing	6	18.75
Free education to needy bright children	3	9.38
Community use of school resources. e.g. playing ground, bore holes, school bus, electricity, etc	14	43.75
Subsidized training fees at resource training centres	2	6.25
Discussion groups with public schools	5	15.62
TOTAL	32	100

*Table 4.3: CSR activities engaged in
Source; Survey Data, 2014*

4.1.5. Challenges facing the implementation of CSR

This section of the questionnaire sought to establish the challenges faced by these institutions as they try to implement CSR programs. According to the research objectives the challenges were classified as financial and operational. The findings were as follows; 37.5% of the respondents thought inadequate time was a hindrance to them carrying out activities while 62.5% thought that inadequate time was not a hindrance. This is presented in table 5.

Response	Frequency	Percentage
Yes	12	37.5
No	20	62.5
Total	32	100

*Table 4.4: Inadequate time
Source; Survey Data, 2014*

87.5% of all the respondents thought that inadequate finances was a hindrance to them implementing CSR programs while 12.5% thought it was not a challenge. This is represented in the table below;

Response	Frequency	Percentage
Yes	28	87.5
No	4	12.5
TOTAL	32	100

Table 4.5: Inadequate finance

On the third challenge on high taxation, 18.75% thought it as a challenge that hinders CSR implementation while 81.25% did not look at it as a challenge. This is represented in table below.

Response	Frequency	Percentage
Yes	6	18.75
No	26	81.25
TOTAL	32	100

*Table 4.6: High taxation
Source; Survey Data, 2014*

50% of the respondents thought that uncooperative community as a challenge. This was equal to the 50% who did not take it as a challenge. This is shown in the table below.

Response	Frequency	Percentage
Yes	16	50
No	16	50
TOTAL	32	100

Table 4.7: Uncooperative community
Source; Survey Data, 2014

One percent of the respondents felt that there is a challenge in lack of a sponsor to partner with in assisting the schools to implement CSR. 96.87% of respondents didn't mention the need of a sponsor in implementing CSR.

Response	Frequency	Percentage
Yes	1	3.13
No	32	96.87
TOTAL	32	100

Table 4.8: Lack of sponsors for partnering
Source; Survey Data, 2014

4.1.6. Extent of performance rating of managers on CSR

This part of the questionnaire was to find out the extent to which the school management has engaged in CSR. The Likert scale was used and the responses were, 0% said anything on to a very great extent, 84.375% believe the management is doing CSR to a great extent while 6.25% of the respondents believe the management is moderate towards CSR, 3.125% of the respondents thought the management is engaged in CSR to a less extent and 6.25% thought the management is not at all engaged in CSR. See table below.

Response	Frequency	Percentage
To a very great extent	-	-
To a great extent	27	84.375
Moderate	2	6.25
To a less extent	1	3.125
Not at all	2	6.25
TOTAL	32	100

Table 4.9: Extent of management performance on CSR
Source; Survey Data, 2014

4.1.7. Responses to statements on CSR

In order to measure the extent to which the respondents understand CSR issues, the questionnaire asked on the extent they agreed towards some statements on CSR. 87.5% of the respondents believed, it helps fulfill senior management social mission, 6.25% were neutral while another 6.25% agreed.

Response	Frequency	Percentage
Strongly agree	28	87.5
Agreed	2	6.25
Neutral	2	6.25
Disagree	-	-
Strongly disagree	-	-
TOTAL	32	100

Table 4.10: CSR fulfill senior management social mission
Source; Survey Data, 2014

The statement that CSR generates new business opportunities was responded to as follows; 81% were neutral, 13% strongly agreed and 6% disagreed.

Response	Frequency	Percentage
Strongly agree	4	13
Agreed	-	-
Neutral	24	81
Disagree	2	6
Strongly disagree	-	-
TOTAL	32	100

Table 4.11: CSR generates new business opportunities
Source; Survey Data, 2014

The statement that CSR improves reputation of the school was agreed at a rate of 9.375%, strongly agreed were 15.625% and neutral stood at 75%. (See table 4.12).

Response	Frequency	Percentage
Strongly agree	5	15.625
Agree	3	9.375
Neutral	24	75
Disagree	-	-
Strongly disagree	-	-
TOTAL	32	100

Table 4.12: CSR improves reputation of the school
Source; Survey Data, 2014

The statement on if CSR increases employee retention and motivation was responded; 9.375% strongly agreed, 84.375 agreed and 6.25% were neutral. This is shown in the table below.

Response	Frequency	Percentage
Strongly agree	3	9.375
Agree	27	84.375
Neutral	2	6.25
Disagree	-	-
Strongly disagree	-	-
TOTAL	32	100

Table 4.13: CSR increases employee retention and motivation
Source; Survey Data, 2014

Improves the school environmental impact; this statement was responded. Those who strongly agreed represented 3.125% of the respondents, agreed were 9.375%, neutral were 50%, 12.5% of the respondents disagreed while 25% strongly disagreed. See table 4.14.

Response	Frequency	Percentage
Strongly agree	1	3.125
Agree	3	9.375
Neutral	16	50
Disagree	4	12.5
Strongly disagree	8	25
TOTAL	32	100

Table 4.14: CSR improves the school environmental impact
Source; Survey Data, 2014

Lastly, the statement on CSR protecting resources on which the school depends attracted only two responses with the majority 84% agreeing and 16% strongly agreeing.

4.1.8 Annual budgetary allocation towards CSR

The questionnaire had the question on budgetary allocation towards CSR deliberately to just find out inavailability of finances was a challenge to implementing CSR programmes among these institutions. Out of 32 respondents only 20 answered this question. 40% said they allocated between Sh. 20000-40000 and 60% said they allocated between Sh. 40,001- 60000. The findings were as tabulated, see table below.

Amount	Frequency	Percentage
20000-40000	8	40
40001-60000	12	60
TOTAL	20	100

Table 4.15: Annual budgetary allocation towards CSR
Source; Survey Data, 2014

4.1.9 CSR as strategy for attracting enrolment as opposed to better KCPE performance

Here the questionnaire deliberately asked for this information with the purpose of wanting to establish the future of CSR and how the management view CSR as a future strategy compared to their present one of Kenya certificate of primary education performance. The question was also asked with a view of trying to establish the consistency of it to questions 6 (a), (b), question 7 and 8. 65.625% of respondents thought CSR can be considered in future, 18.75% felt that CSR can improve enrolment while 15.625% did not understand CSR well.

Response	Frequency	Percentage
To be considered in future	21	65.625
Not well understood	5	15.625
Can improve enrolment	6	18.75
TOTAL	32	100

Table 4.16: CSR as strategy for attracting enrolment as opposed to better KCPE performance
Source; Survey Data, 2014

4.2. Discussions on Findings of the Study

4.2.1. Establishment of the schools

Most schools were established between the years 2001-2005 compared to 1995-2000 and 2006-2010. This was attributed to the fact that this was the period when free primary education for learners was being started. As public schools swelled with students, there was little room for quality education. Most parents opted to take their children to private schools where they thought quality education was being offered. But, this became a business opportunity for the entrepreneurs thus the increase in the number of private schools in this period.

4.2.2. Number of Employees

The findings of this study established that 37.5% of these institutions have between 10-20 employees compared to 25% of them each having 21-30 and 31-40 employees while only 12.5% have 41-50 employees. This trend could be as a result of cost cutting, lack of funds or simply a school that is not growing in student numbers. According to the researcher, the lesser the employees a school has, the lesser the amount it spend on salaries and other emoluments giving room for surplus.

4.2.3. Schools engagement in CSR

CSR is not a public relations exercise, it must have tangible benefits to the society (Paul Hohnen, 2007). The findings showed that the institutions under study engage in CSR, 62.5% of the respondents confirmed that their institutions engage in CSR while 37.5% felt their schools do not engage in CSR. One objective of this research was to find out if private primary schools engage or have CSR activities. This was found to the affirmative. The CSR activities named by respondents included; first, provision of sanitary towels to 'unlucky' girls. Two respondents (6.25%) said their schools have a provision for sanitary towels to girls who are sometimes unaware of their monthly time. The sanitary towels are strategically placed where they can be picked during school hours in order to save these young girls time of going home to find them and just to encourage them to be in school.

Secondly, donation of clothing was another activity listed by 18.75% of the respondents. As we went through the questionnaires, some of the respondents did not explain which places they have donated clothes. Other respondents explained that their students are asked to bring the clothing they feel they are not using which then are collected and taken to the children's home.

The third CSR activity was provision of free education to the needy. It was found that 9.39% of the respondents listed this activity. Needy children are identified from the surrounding community and are given an opportunity to learn at these institutions. You may find a school in an area and none of the children of the surrounding attend. This was also explained by one of the directors as a strategy to get along well with the community in terms of their support.

The findings also showed 43.75% have allowed the community to use their resources. These include use of the borehole for their domestic water needs, use of the schools playground for the community sports during weekends. Those in remote areas allow the community to graze their animals in the school compound. Normally, most private schools are guarded areas that non-members are not easily allowed to use such facilities. Looking keenly at this activity, we find no explicit costs incurred by the school, but according to Paul Hohnen (2007) we can see that the community derives tangible benefits by grazing their animals. One respondent on this activity said the school has allowed the hall to be used as a church every Sunday. The church does not pay for the use of the facility.

Fifth, 6.25% of responses showed that there was a subsidized training fee at their resource center. Interested community members train computer at this centres where charges are lower than the normal charges in most commercial colleges. The aim is to benefit the community with computer and skills.

Lastly, 15.62% of the responses showed a listed but yet to be carried out CSR activity- discussions with public schools. Responses from performing private schools listed this up-coming activity. Public schools were to be selected and modalities discussed on how the discussions would be conducted. It was explained that the aim was to bring the children of these institutions academically closer.

4.2.4. Challenges facing the implementation of CSR

This study sought to find out the challenges facing CSR implementation among the private primary schools. The challenges were categorized in to, operational and financial. The finding brought out these challenges though the questionnaire had not classified them because the researcher needed to get as many responses as possible for our own classification. The objective was to find out the operational challenges. This objective was achieved. The operational challenges that came to fore include; first, lack of sponsors, 3.13% of the responses felt that there must be a sponsor for such things as CSR. A respondent felt that, CSR in her school requires the presence of European donors who should bring funds for them to assist the needy. This respondent did not seem to understand CSR in particular but insisted on “Wazungus” presence for her school to do CSR. She believed that it is them who can assist people and not proceeds from her business. Second, uncooperative community, the responses were 50% to 50%. Half the respondents showed that the community is not cooperating while the other half felt that that was not the case. Those saying the community is uncooperative gave reasons such as, stealing and destruction of school property and forcing to be employed even when no vacancies exist. This forced one school to construct a perimeter wall full with an electric lining to keep the hostile community at bay. We can deduce that CSR cannot take place in such an environment.

Responses that showed the community is not hostile gave a reason that it was the duty of the manager to ensure that everyone is on board. The level of intellect that exists in such places should guide them in knowing how to relate with the community and deal with some conflicts that may arise between the school and the community.

Lastly, inadequate time, the findings showed 37.5% as those citing lack of time as a challenge. Time was mainly inadequate as a result of the curriculum which was described as overloaded. Teachers want to cover the syllabus and prepare their students adequately for the national exams leaving them with little time for any other activity.

The third objective was also achieved. The financial challenges that came up were inadequate finances 87.5% and high taxation 18.75%, though 81.25% of the respondents did not agree that high taxation was a challenge. 87.5% is a significant number. This means that most schools face financial challenges in a bid to implement CSR. We asked if the fees charged in not adequate. Some respondents, especially those not in management felt that their bosses are getting too much money which they want not to commit even in salaries. But managers who are school owners showed otherwise, they said they have tighter budgets on a daily basis and need a reasonable return on their investment. The issue of late fees payment by parents they felt makes it difficult for them to plan for CSR. They were however optimistic that finances may be available in future as they plan on having sustainable CSR programs. On taxation, it was not clear if tax is paid the directors interviewed felt tax is a challenge as it directly impacts on finances.

4.2.5. Extent of managers engaging in CSR activities and response on CSR statements

This question was asked because it was thought that managers influence decisions in the organizations. In this case the schools managers double up as the owners. According to the findings 84.375% of all responses agreed that the managers have to a great extent done well in engaging in CSR. 6.25% thought their managers have done nothing at all. This was explained to be as a result of dictatorial tendencies and opaqueness in what the management does. Members of the school are kept in dark on anything that the school is undertaking, so they thought that the manager is better placed to know if he is doing well to engage in CSR.

Statements on CSR were asked for the respondent to select the extent to which they agree to them. This question was deliberate in order to find out the respondents understanding on CSR issues. 87.5% of the respondents strongly agreed that CSR fulfills the management social mission. This according to a respondent interviewed was because they believe the management’s role in decision making plays a bigger part in CSR performance. The statement on CSR generating new business opportunities had 81% of the respondents being neutral, 13% strongly agreed and 6% disagreed. The neutrality of the responses was sought and some respondents wanted clarification on what CSR comprises. CSR is the concept that organizations have an obligation to consider the interests of their customers, employees, shareholders, communities, and the environment in all aspects of their operations (Asongu, 2007). It clearly came out that the responses were as a result of the conflict on what CSR was.

The statement CSR improves the school reputation had 75% of the responses being neutral. Most schools are not explicit in their CSR programs. It is often believed that better performance in Kenya certificate of primary education is the main attraction of the pupils to the school. However 15.625% strongly agreed and 9.375% agreed to the statement.

The statement on CSR increasing employee motivation and retention was put and 84.375% of the responses agreed. An unstructured interview with three respondents and what came out was that their previous experiences showed that employees would want to stick to an organization that values them and pays them well to ensure they perform. A business should be socially responsible by ensuring also it employees are paid well (Pamela, 2008). 9.375% of the respondents strongly agreed while neutral were 6.25%.

84% agreed and 16% strongly agreed that CSR protects resources on which the school depends. These resources include members of the community, the physical environment and employees. Respondents were unanimous in their responses on this question.

4.2.6. Annual budgetary allocation towards CSR and CSR as a strategy

The findings showed that 60% of the schools have an annual budget of between sh. 40001 – 60000 and only 40% allocate less than sh. 40000. This amount cannot be said to be significant or insignificant basing on lack of accounting information of these institutions. An open ended question was put to find out the respondents views on CSR as a strategy for improving enrolments better than KCPE. 65.625% of the respondents thought that it is something they can consider in future. In an interview with one of the directors who quit formal employment to concentrate on running his school, this was an idea he once thought about. The modalities of making it sustainable were still being sought. 16.625% of the respondents did not understand CSR properly while 18.75% thought that CSR can actually improve enrolment in the school if properly done. They believed it can be made part of their curricular locally at the school level so that it should not affect the performance in national examinations. Asongu (2007) concludes that those responsible for CSR programs in various companies must perceive social responsibility as not being mere charity or philanthropy; it should be approached from a strategic perspective.

4.2.7. Further Tests

To conduct further tests, two statistical tools were used i.e. correlation and chi-square and these findings are as discussed hereunder.

4.2.7.1. Association between Engagement in CSR and CSR activity performance

This study also tried to quantify the magnitude and direction of the relationship between CSR engagement and CSR activity performance using Spearman's correlation. The interpretation here would be a correlation coefficient has a value ranging from -1 to 1. Values that are closer to the absolute value of 1 indicate that there is a strong relationship between the variables being correlated whereas values closer to 0 indicate that there is little or no linear relationship. The sign of a correlation coefficient describes the type of relationship between the variables being correlated. A positive correlation coefficient indicates that there is a positive linear relationship between the variables: as one variable increases in value, so does the other. A negative value indicates a negative linear relationship between variables: as one variable increases in value, the other variable decreases in value. The correlation matrix is illustrated in Table 4.21 below.

Spearman's rho		Engagement in CSR	CSR activity performance
Engagement in CSR	Correlation Coefficient	1.000	.877**
	Sig. (2-tailed)	.	.000
	N	32	32
CSR activity performance	Correlation Coefficient	.877**	1.000
	Sig. (2-tailed)	.000	.
	N	32	32

Table 4.21: Correlation Matrix for Engagement in CSR and CSR Performance

** Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data, 2014

From Table 18 above, the analysis revealed that there is positive and significant relationship between schools performance and engagement in CSR with $r = 0.877$, significant at the 0.01. This means that if CSR activities increase the performance of a school also increases. Contrary, in case CSR are decreasing or negative, then a school's performance will also decline.

4.2.7.2. Chi-Square Tests

This was done to show if there is further association between the schools that engage in corporate social responsibility activities, the benefits accrued from it for such schools and extent to which the school have gone in doing so. In this study the main statistical technique used in testing the relationship between the aforementioned variables was the Pearson's chi square statistic test. Chi-Square technique was considered here because of the categorical nature for which data was solicited. Further, David and Ryan (2006) assert that for a contingency table that has r rows and c columns, the chi square test can be thought of as a test of independence. The decision rule in this study was that, test results showing $p < 0.05$ at 95% confidence level meant that there is a statistically significant relationship while if the test results were higher than the set alpha of 0.05 (i.e. $p > 0.05$), then it would mean there exists no statistical significant relationship between the two variables. The results for the cross tabulation and Chi-square tests are as presented in Table 4.22 and Table 4.23 below.

Table 4.22 below shows that there is an association between schools that engage in CSR activities and benefits they accrue out of such gestures because the expected values, which are the values, expected by chance, and the actual counts are different from each other. Similar results were elucidated also with those that do not engage in such activities. More so, the descriptive data in the table indicate that those schools who say they engage in CSR activities, 60% rated that they agree that by doing so they accrue numerous benefits such as obtaining new business opportunities, reputation of school and employee motivation increases. 33.3% of staff who did not engage in CSR rated benefit accrual in the same range.

Engagement or Not in CSR		Benefits of CSR			Total
		Agree	Disagree	Neutral	
Yes	Count	12	4	4	20
	Expected Count	10.0	5.0	5.0	20.0
	% within 6 a.)Does school engage in corporate social responsibility	60.0%	20.0%	20.0%	100.0%
No	Count	4	4	4	12
	Expected Count	6.0	3.0	3.0	12.0
	% within 6 a.)Does school engage in corporate social responsibility	33.3%	33.3%	33.3%	100.0%
Total	Count	16	8	8	32
	Expected Count	16.0	8.0	8.0	32.0
	% within 6 a.)Does school engage in corporate social responsibility	50.0%	25.0%	25.0%	100.0%

Table 4.22 Cross tabulation results between Schools that engage in CSR and Benefits Accrued

Source; Survey Data, 2014

Chi-square test results ($\chi^2 = 2.133, p = 0.344$) in Table 19 below indicate that there was no statistically significant relationship between engagement in CSR activities and benefits accrued since $p > 0.05$ at 95% confidence level. It was therefore concluded that engagement in CSR does not have any significant contribution towards schools doing so.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.133 ^a	2	.344
Likelihood Ratio	2.165	2	.339
N of Valid Cases	32		

Table 4.23: Chi-Square Tests for Relationship between schools that engage in CSR and benefits

Cells (33.3%) have expected count less than 5. The minimum expected count is 3.00.

Source; Survey Data, 2014

5. Summary, Conclusion and Recommendations

5.1. Summary of Findings

From the relevant and actual data collected all research questions were answered. The data collected from the field showed that; Private primary schools engage in various CSR activities. These activities include; providing sanitary towels to girls, donation of clothing to the needy, provision of free education to the needy bright children, allowing the surrounding community to use schools resources which include the field, borehole, among other resources, subsidized training fees at resource centres and discussion groups with public schools-this was an upcoming activity to ensure sharing of academic ideas.

The study established that private primary schools were faced with challenges that were categorized into; Operational challenge were found to be inadequate time, lack of sponsors and uncooperative community around. Financial challenges were inadequate finances, untimely fee payment and high taxation. Though these schools try to carry out CSR activities, these challenges makes it a little bit difficult for them to have more pronounced CSR programs.

The study also found out that most private primary schools annual budgets towards CSR is less than Sh. 60,000. Most schools were establishes between the year 2001-2005 and most of them have employees ranging between 10 and 50.

Spearman’s correlation revealed a significant relationship between engagement in CSR and performance of the CSR activities. The study also concludes that engagement in CSR does not have any significant contribution towards schools doing so.

5.2. Conclusion

This study sought to find out if private primary schools engage in CSR activities, challenges facing these institutions as they try to implement CSR programs. The challenges were categorized into operational and financial.

The study concludes that all the objectives set were achieved. The private primary schools engage in CSR activities.

The study also concludes that there are financial, operational and socio-cultural challenges faced by these institutions as they implement their CSR programs.

The study concludes that there is keenness among the stakeholders interviewed on the CSR undertakings in future. However, engagement in CSR does not have any significant contribution towards schools.

5.3. Recommendations

The study findings led to the following conclusions:

- CSR activities should be more explicit and intensified so that the public knows that such activities exist among these institutions and to demystify the thought that these schools charge high fees and fail to give back to the society.

- Private primary school accounting practices should be more open. The government should audit them to enable it come up with proper policies to guide the activities of these institutions.
- Sponsors have to be sought for the purposes of partnering to ensure that CSR activities undertaken are sustainable and do not drain the schools resources.
- Further research should be conducted on the sustainability of CSR among schools and how it can be adopted as a strategy. This study did not interview other stakeholders such as parents and boards of management.

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