

UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

(UniMAC - IJ)

**CORPORATE SOCIAL RESPONSIBILITY AND ORGANISATIONAL REPUTATION: A
CASE STUDY OF PRIVATE BASIC SCHOOLS IN THE OKAI-KWEI CENTRAL
MUNICIPAL ASSEMBLY.**

BY

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**THIS DISSERTATION IS SUBMITTED TO THE UNVERSITY OF MEDIA, ARTS AND
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STRATEGIC PUBLIC RELATIONS MANAGEMENT.**

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DECLARATION

STUDENT'S DECLARATION

I, Dongotey Henry, hereby declare that this dissertation is the product of an original research conducted by me under the supervision of Dr. Mrs. Mavis Essandoh. I also declare that I have not submitted this work to any institution for assessment, publication, or for any other purpose and that all references have been duly acknowledged.

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SUPERVISOR'S DECLARATION

This Dissertation has been prepared and presented under my supervision according to the guidelines for supervision and formatting of Dissertation laid down by the University of Media, Arts and Communication (UniMAC – IJ).

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DEDICATION

I dedicate this dissertation to my family for their unflinching support throughout my educational career. To my father, Mr. Dongotey Moses, my mother, Mrs. Dongotey Dameteye Terkpeki Portia, my sibling, Mr. Dongotey Daniel, Mrs. Dongotey Ayeh Stella, Miss Dongotey Patricia Doe and Miss Dongotey Nora Ami, I am grateful for your support.

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LIST OF ABBREVIATIONS

CSR - Corporate Social Responsibility

CR – Corporate Reputation

OR - Organisational Reputation

PBS - Private Basic Schools

OKCC - Okai-Kwei Central Constituency

GH - Ghana

GES - Ghana Education Service

GSS – Ghana Statistical Service

MOE - Ministry of Education

MOH – Ministry of Health

NGO - Non-Governmental Organisation

SME - Small and Medium-sized Enterprise

SDGs - Sustainable Development Goals

UN - United Nations

ISO - International Organisation for Standardization

GRI - Global Reporting Initiative

UNGC - United Nations Global Compact

UNESCO – United Nations Educational, Scientific, and Cultural Organisation

OECD - Organisation for Economic Co-operation and Development

RQ - Research Question

RP- Research participant

KEY WORDS

Corporate Social Responsibility (CSR)

Organisational Reputation

Private Basic Schools

Okai-Kwei Central Constituency

Stakeholder Theory

Reputation Management

Social Responsibility

Community Engagement

Philanthropy

Sustainability

Ethics

Governance

Leadership

Management

Organisational Performance

Brand Image

Public Perception

Social Impact

Educational Institutions

Basic Education

Ghanaian Education System

Private Education Sector

Basic Education in Ghana

Educational Policy in Ghana

Community Development in Ghana

ABSTRACT

This qualitative case study explored the relationship between Corporate Social Responsibility (CSR) and organisational reputation in private basic schools in the Okai-Kwei Central Municipal Assembly. The study aimed to investigate the CSR practices of private basic schools and their impact on organisational reputation. A sample of ten private basic schools was purposively selected from the population, and semi-structured interviews were conducted with school administrators to gather data. The study's findings revealed that CSR practices such as educational support, staff welfare, community outreach, and environmental sustainability contribute to the enhancement of organisational reputation. The study's results were anchored on stakeholder theory and reputation management theory, which provided a framework for understanding the CSR-reputation relationship. The study's conclusions highlighted the crucial role of CSR practices in shaping the reputation of private basic schools. The study's recommendations have implications for policymakers, educators, and school administrators seeking to promote CSR practices and enhance organisational reputation in private basic schools. The study suggests that policymakers and school administrators should prioritize CSR practices in their reputation management strategies. Furthermore, the study recommends that further research be conducted to validate its findings and explore the impact of CSR practices on organisational reputation in other contexts.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This is the introductory chapter of the study. It focuses on discussing the background and context of the study, the statement of the research problem, the research objectives, the research questions, the rationale of the study, the scope of the study, the significance of the study, and the organisation of the study.

1.1 Background and Context of The Study

Corporate Social Responsibility (CSR) has emerged as a vital concept in the business world, referring to a company's voluntary efforts to improve social, environmental, and economic impacts (UNGC, 2020). Research on CSR has grown significantly since 2015, with studies highlighting its importance in enhancing corporate reputation (Barnett & Salomon, 2012), improving financial performance (Kim & Lee, 2018), and promoting sustainable development (UNGC, 2020). A study by O'Rourke and Moss (2017) emphasized the role of CSR in fostering stakeholder engagement and trust. CSR has been linked to employee engagement, retention, and productivity (Gond et al., 2017). As businesses face increasing pressure to address social and environmental concerns, CSR research continues to evolve, exploring new dimensions and strategies for responsible business practices. Recent studies have explored the impact of CSR on consumer behavior, with findings suggesting that consumers are more likely to support companies with strong CSR records (Pomeroy & Johnson, 2017). Research has also examined the relationship between CSR and financial performance, with evidence indicating a positive correlation (Kim & Lee, 2018). The

United Nations Global Compact (UNGC) has also emphasized the importance of CSR in achieving the Sustainable Development Goals (SDGs) (UNGC, 2020). As the business landscape continues to shift towards sustainability and social responsibility, research on CSR remains crucial for understanding its complexities and benefits. The context of this study is significant because private basic schools in Ghana are expected to demonstrate CSR practices that align with the national education policy and the Sustainable Development Goal 4 that is specifically focused on education (Government of Ghana, 2019).

SDG 4, Quality Education, aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. While the goal is commendable, critics argue that it is too narrow in its focus on formal education, neglecting non-formal and informal learning (UNESCO, 2017). The goal's targets are largely centered on access and enrollment, with less emphasis on learning outcomes and quality of education (World Bank, 2018). The goal's indicators have been criticized for being too focused on quantitative measures, such as enrollment rates, rather than qualitative measures, such as student learning outcomes (OECD, 2019). The goal's silence on issues like education privatization and commercialization has raised concerns among some scholars (Ravindran, 2020). While SDG 4 is a crucial step towards recognizing the importance of education in sustainable development, its limitations and omissions need to be addressed to ensure truly inclusive and equitable quality education for all. In the view of Ravindran (2020), in attaining quality and sustainable education, attention has to be given to education privatization and commercialization. This position taken by Ravindran (2020), opens the door for a scientific investigation into CSR practices among private schools. It is for this reason that this study aims to investigate the corporate social responsibility practices among private basic schools in the Okai-Kwei Central Municipal Assembly. The examination of CSR practices and reputation of private

basic schools in this context will contribute to the existing literature on CSR and reputation in the education sector in Ghana and provide insights for policy makers and practitioners.

1.1.1 Brief Profile of the Okai-Kwei Central Municipal Assembly.

The Okai-Kwei Central Municipal Assembly is a municipal district located in the Greater Accra Region of Ghana (Okai-Kwei Municipal Assembly, 2020). It is situated in the eastern part of the region and shares boundaries with the Accra Metropolitan Assembly to the south, the La Nkwantanang Madina Municipal Assembly to the north, and the Adentan Municipal Assembly to the west (Okai-Kwei Municipal Assembly, 2020). The municipal assembly has a total population of 547, 003 people, with a male to female ratio of 1:1.14 (Ghana Statistical Service, 2020). The assembly is characterized by a diverse economy, with a mix of formal and informal sectors, including education, healthcare, commerce, and industry (Okai-Kwei Municipal Assembly, 2020). The assembly has a strong focus on education, with a number of initiatives aimed at improving access and quality of education for its residents (Ghana Education Service, 2020). The assembly has a number of healthcare facilities, including hospitals, clinics, and community health centers (Ghana Health Service, 2020). The assembly is also known for its vibrant cultural scene, with a number of festivals and events celebrated throughout the year (Okai-Kwei Municipal Assembly, 2020).

1.2 Statement of The Problem

Despite the growing importance of Corporate Social Responsibility (CSR) in the education sector, private basic schools in the Okai-Kwei Central Municipal Assembly have been criticized for their limited commitment to CSR practices, which has negatively impacted their organizational reputation (Muthuri et al., 2012). However, there is limited research on the CSR practices and

reputation of private basic schools in this context, which hinders the development of effective strategies to enhance their reputation and sustainability. Private basic schools in the Okai-Kwei Central Municipal Assembly operate in a highly competitive environment, where reputation is a key differentiator (Ofori & Hinson, 2016). Thus, understanding the relationship between CSR and organizational reputation in this context is crucial for the development of effective CSR strategies that can enhance the reputation and sustainability of private basic schools. This study aims to investigate the CSR practices and reputation of private basic schools in the Okai-Kwei Central Municipal Assembly, and exploring the relationship between CSR and organizational reputation in this context.

1.3 Research Objectives

1. To identify the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly.
2. To investigate the impact of CSR practices on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly.

1.4 Research Questions

1. What are the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly?
2. How do CSR activities of private basic schools in the Okai-Kwei Central Municipal Assembly affect their reputation?

1.5 Rationale of The Study

Corporate Social Responsibility (CSR) is increasingly recognized as a vital component of organizational strategy, particularly in the education sector, where institutions have a significant impact on society. By examining CSR practices in private basic schools, this study will provide insights into how these institutions contribute to the well-being of their stakeholders and the environment. Secondly, organizational reputation is a key differentiator in the competitive education sector, and this study will explore how CSR practices influence reputation and vice versa. The Okai-Kwei Central Municipal Assembly provides a unique context for this study, with its diverse population and growing education sector. This study will provide valuable insights for educators, policymakers, and stakeholders, ultimately contributing to the development of effective CSR strategies that enhance the reputation and sustainability of private basic schools.

1.6 Scope of The Study

The scope of this study is focused on exploring the relationship between Corporate Social Responsibility (CSR) and organisational reputation in private basic schools within the Okai-Kwei Central Municipal Assembly. Specifically, the study will examine the CSR practices of private basic schools in the assembly, including their policies, programs, and initiatives that contribute to the well-being of their stakeholders and the environment. The study will assess the reputation of these schools among stakeholders, including parents, teachers, students, and the wider community. The study will also investigate how CSR practices influence reputation and how reputation impacts CSR practices. The scope is limited to private basic schools in the Okai-Kwei Central Municipal Assembly, which provides a unique context for the study. The study will not explore other types of educational institutions or organisations outside of the assembly.

1.7 Significance of The Study

CSR has become an essential component of organizational strategy in Ghana, and its impact on reputation is critical (Amoako & Owusu ,2019). The examination of the CSR practices and reputation of private basic schools in the Okai-Kwei Central Municipal Assembly will provide valuable insights into how these institutions can leverage CSR to enhance their reputation and sustainability. Since the education sector is critical to Ghana's development, and private basic schools play a vital role in this sector (Ofori & Hinson, 2016) understanding the relationship between CSR and reputation in this context is crucial for the development of effective CSR strategies that can contribute to the growth and sustainability of private basic schools.

There is a growing body of research on CSR in Africa, but more studies are needed to understand the specific context of Ghana (Muthuri et al. (2012). By exploring the CSR practices and reputation of private basic schools in the Okai-Kwei Central Municipal Assembly, this study will provide new insights into the Ghanaian context and contribute to the development of CSR strategies that are tailored to the needs of Ghanaian organizations. It is envisaged that the findings of the study will have practical implications for policymakers, educators, and stakeholders in the education sector, providing them with evidence-based recommendations for enhancing the reputation and sustainability of private basic schools.

1.8 Organisation of The Study

The study will be organized into five chapters: Chapter One will introduce the research topic, providing background information on CSR and organisational reputation, and stating the research problem, objectives, and questions. Chapter Two will review existing literature on CSR and reputation, including theoretical frameworks and empirical studies, with a focus on the education

sector. Chapter Three will present the research methodology, including the case study approach, data collection methods, and data analysis techniques. Chapter Four will present the findings of the study, including the CSR practices and reputation of private basic schools in the Okai-Kwei Central Municipal Assembly, and the relationship between CSR and reputation. Chapter Five, which is the final chapter, will discuss the implications of the findings, provide recommendations for enhancing CSR and reputation in private basic schools, and make suggestions for policy formulation and further research.

1.9 Chapter Summary

This chapter is the introductory chapter of the study. It focused on discussing the background and context of the study; the statement of the research problem; the research questions; the research objectives; the scope of the study; the significance of the study; and the organisation of the study. The study shall proceed to the next chapter- chapter two. Chapter two of the study is centered on literature review. The literature review shall focus on discussing the conceptual framework, empirical review or reviews of related literature, the theoretical framework or underpinning of the study and how relevant the theories are to the conduct of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This is the literature review chapter of the study. The literature review encompasses the conceptual framework, the review of related literature and the discussion of the theoretical frameworks that underpin the conduct of the study.

2.1 Conceptual Framework

2.1.1 Corporate Social Responsibility

In today's world the practice of corporate social responsibility among organisations is one that cannot be overlooked as it has become a basic or primary component of organisational practice. Singh and Misra (2021), opine that corporate social responsibility practice among organisations has its roots from philanthropy and has been aligned with the sustainable development goals established by the United Nations. The scholars are of the view that corporate social responsibility is no longer a compliance or regulatory tool but a means by which organisations can strategically position themselves in terms of reputation, brand identity and customer perception and loyalty. In this regard, Singh and Misra (2021) posit that organisations are to adopt the multi-stakeholder approach to ascertain the effectiveness of their CSR initiatives or campaigns.

Arguments on CSR practice are enormous, and Sontaite-Petkeviciene (2015) posits that the practice of corporate social responsibility is not unidirectional but diverse and multidirectional. He notes that organisations to adopt case-specific approaches to the environments within which they

find themselves operating. In that manner, organisations will be able to pool the needed resources together to solve specific problems or contribute effectively to the growth of their immediate environments. It is not enough to embark on CSR campaigns after planning for the core organisational activities. It should be the mandate of every organisation to include its corporate social responsibility activities as part of its core functions and not as a periphery Sontaite-Petkeviciene (2015).

Organisations are able to align their economic objectives with social and environmental concerns Gheraia et al. (2019). It has become the mark of most corporate organisations to ensure that aside, putting plans and measures together to achieve their economic goal- usually profit making and revenue maximization, these plans and measures also capture activities- CSR activities- that strategically position the organisation positively among its stakeholders. In their view, Gheraia et al. (2019) posit that all CSR activities should be stakeholder centered. By so, all the activities of the organisation in the name of CSR should be exclusively beneficial to its major stakeholders and not for the purpose of profiteering.

In the view of Ajayi et al. (2020), organisations are able to demonstrate their goodwill towards the welfare of society and promoting sustainability when it comes to development with their corporate social responsibility activities and campaigns. For these scholars, every organisation should be highly transparent and accountable to all their stakeholders. In this case, there should be inclusivity and openness when it comes to organisations and their corporate social responsibility practices. Ajayi et al. (2020) posit that when stakeholders are included in all decisions regarding CSR activities, the stakeholders better appreciate and understand the objectives behind the activities allowing for the campaigns' effectiveness and its sustainability.

Engaging in corporate social activities allows organisations and businesses to demonstrate their ethical, social, legal and economic responsibilities to their stakeholders (Basuony et al. 2014). The scholars also posit that organisations who incorporate CSR activities in their operation also gain competitive advantage which enables them to position themselves in such a way that they are differentiated from other organisations. Basuony et al. (2014), argue that when it comes to the practice of corporate social responsibility, organisations are to focus on environmental and social protection activities that incorporate sustainability. Aligning CSR activities to environmental and social protection is one effective way to ensure that the activities or campaigns are sustained (Basuony et al. 2014).

The views and arguments of Basuony et al. (2014) are not different from that of Ullah (2020) who also postulate that the practice of corporate social responsibility allows organisations to demonstrate or embrace their goodwill towards developing society. Ullah (2020), argues that the practice of CSR is presently imperative for organisations as against the notion that it is voluntary. Integrating the practice of CSR in the activities and operation of the organisation positions it in a way that drives the organisation into achieving their positive brand positioning which in turn, build trust among its various stakeholders.

In as much as the practice of corporate social responsibility largely looks at the external stakeholders and the environment within which the business or organisation operates, Ennin (2019), explains that organisations are to also give relevance to their internal stakeholders- internal staff members and their immediate relations- when it comes to corporate social responsibility. Ennin (2019) argues that corporate social responsibility is not a one-time venture. They are activities or campaigns that have a life-lasting effect on these stakeholders. For that matter,

organisations must enable an all-inclusive approach in their corporate social responsibility campaigns.

Stojanovic et al (2020) also look at another dimension of corporate social responsibility activities among organisations. They are of the view that aside the economic, social, philanthropic, and environmental perspectives of CSR, organisation are mandated to consider the human rights aspect of their CSR campaigns and activities. Organisations which adopt legal foresight measures and strategies in their CSR campaigns are able to sustain themselves for a longer period of time and also continually ensure that validity and credibility in the environment within which they operate. (Stojanovic et al, 2020). For an organisation to have its CSR activity deeply accepted by its stakeholders, the organisation must adopt the CSR disclosure and reporting approach to its CSR activities (Mai et al, 2021). By so doing, these organisations will stand a greater chance of establishing goodwill with its stakeholders and foster the development of activities that bolster shared values between the organisation and its stakeholders. The view of Vlastelica et al (2016), align with Mai et al (2021), as the scholars also share the opinion that it is only by creating products or services that are exclusive and mutually beneficial to both the organisation and its stakeholder will the product thrive and sustain for a long period of time (Vlastelica et al, 2016).

The dimensions of corporate social responsibility practice among organisations continue to be diverse. For scholars such as Tarigan et al. (2022), aside enabling organisations to develop new products or services, or campaigns that seek to address societal challenges, the practice of CSR also allows these organisations to drive business innovations, allowing them to remain competitive among their competitors. When organisations are now compelled to abide by industry regulations and stakeholder expectations instead of the voluntary will of supporting society to eradicate its challenges, the practice of corporate social responsibility can be said to be a business necessity

and not an act of volunteerism (Ravalju, 2023). The view or stance of Ravalju (2023), is supported by Su and Jie (2015), who posit that the practice of corporate social responsibility does not merely thrive of volunteerism but the practice of corporate social responsibility stems from the legal regulations put place by the industry where these organisations find themselves (Su & Jie, 2015).

It is only by adopting proactive and long-term measures by the use of corporate social responsibility campaigns that organisations can thrive and sustain themselves and drive long-term financial performances (Asemah et al, 2013). The position of Asemah et al, (2013), explains that the corporate social responsibility can be used as a tool or metric for the measurement of organisation success when it comes to stakeholder relationships and long-term revenue or financial returns. In terms of abiding by business ethics the welfare of internal and external stakeholders, issues concerning sustainability and environmental regulations, organisations have corporate social responsibility activities as a tool to achieve and satisfy all these entities (Asemah et al, 2013). When issues of sustainability, environmental and social ethics and human rights are incorporated into corporate social responsibility activities, businesses and organisations ensure their long-term viability, contribute to sustainable development and create shared values (Melero-Polo & Lopez-Perez, 2017).

2.1.2 Corporate Social Responsibility and Reputation

One critical driver of corporate reputation is corporate social responsibility, which is a tool that allows businesses and organisations show how committed they are to social and environmental sustainability (Ronning & Rossland, 2021). These corporate social responsibility practices can go a long way to enhance an organization's reputation in diverse ways. Increasing transparency, improving stakeholder engagement, and enhancing brand image are a few of the many ways an

organisation can enhance or improve its reputation (Ronning & Rossland, 2021). Moving from the stance of Ronning and Rossland (2021), other authors, Enrique et al (2019), also assert that a critical look at corporate social responsibility reveals that when organisations or business entities place priority on effective communication and transparency, they stand a higher chance of strategically positioning themselves positively among their major stakeholders. Effectively engaging their stakeholders through timely and two-way communication methods can increase stakeholder trust, stakeholder loyalty, and stakeholder support, ultimately increasing the organisations' reputation (Enrique et al., 2019).

When organisations actively engage their stakeholders through effectively communication, it does not only lead to stakeholder trust, loyalty and support, but it goes beyond to establish goodwill among the various stakeholders (Anani-Bossman & Bonsu, 2016). In some cases, stakeholders become loyal to organisations in such a way that even in times of crisis, when it is expected of some stakeholders to either abandon these organisations or their products, the stakeholders remain loyal and express their goodwill towards the organisation. To maintain its reputation among its stakeholders, organisations must always ensure that they are consistent and authentic (Anani-Bossman & Bonsu, 2016). Corporate social responsibility poses as a strategic tool for enhancing corporate reputation as it largely enables organisations to shape the perceptions of their stakeholders (Bruns, 2017). The position of Anani-Bossman and Bonsu (2016), and Bruce (2017), is supported by the view of Buckingham (2012), who assert that an organization's reputation can largely be affected by how it engages with its major stakeholders. If the commitments to these corporate social responsibility activities are genuine and long-term rather than short-term and superficial, organisations stand a better chance of enhancing their reputation among their stakeholders (Buckingham, 2012). Among several tools and strategies adopted by organisations to

enhance their relationships with key or major stakeholders, the use of corporate social responsibility can serve as a core difference or differentiator for these organisations (Chaman, 2020). The position of Chaman (2020) points to the direction that corporate social responsibility, as a tool, if used effectively, can strategically give organisations the needed urge or competitive advantage over other organisations. Gaining competitive a competitive urge or advantage over other organisations is not only enough for a business to sustain itself as the needs and demands of stakeholders become diver from time to time (Commeey, 2019). In this light, organisations who engage in corporate social responsibility should focus on being consistent and authentic and adopt campaigns that are directed towards emerging challenges among their stakeholder. It is only by doing so would these organisations be able to sustain themselves (Commeey, 2019).

Engaging in corporate social responsibility has numerous benefits for organisations if employed strategically. In the same light, some organisations may risk putting themselves in a crisis situation if the corporate social responsibility campaigns are not strategically implemented (Mohammed, 2020). Daubry (2020), argues that when it comes to corporate reputation, corporate social responsibility can be used as a tool to shield an organization's reputation by enhancing the resilience of the organisation in crises situations or controversies (Daubry, 2020). The view of Daubry (2020) is supported by Mohammed (2020), and Shukla and Kumar (2022), who also posit that when corporate social responsibility is effectively utilised by organisations, it enables these organisations create a unique market position for themselves allowing them to ward off crises or controversies, giving them a competitive urge over other organisations (Mohammed 2020; Shukla & Kumar, 2022).

2.1.3 Corporate Social Responsibility and Education

Adopting corporate social responsibility in educational communities does not only positively impact the members of the community but also the organisation undertaking the campaign (Muliani et al, 2020). In education, corporate social responsibility comes in many forms, and these usually include scholarship schemes or programmes, education infrastructure development, teacher training initiatives, among others. Positively, adopting any of these practices in education for a corporate social responsibility campaign has the potential of improving educational outcomes of the learners and the facilitators, increasing access to education among members of the community, enhancing the organisation's reputation and its social responsibility credentials as a social enterprise (Muliani et al, 2020).

In the age of digitization and the internet, it is only prudent that businesses and individuals who want to engage in any corporate social responsibility campaign in education consider digital or e-learning opportunities (Ali et al, 2023). These scholars argue that following current trends of epidemics and global pandemics, businesses or individuals who wish to engage in any educational corporate social responsibility campaign should endeavour to engage the major stakeholders, ensure transparency and accountability in their initiatives. This suggests that collaboration between the beneficiaries and the benefactors of the campaigns or initiatives should be prioritized. Ali et al (2023), also argue that when it comes to education and corporate social responsibility activities, the primary objectives of the campaigns should align with the Sustainable Development Goal-SDG 4- which focuses on ensuring inclusivity and equity when it comes to education (Ali et al,, 2023).

The views of Carson and Akerstom (2008), is not divergent from the position of Ali et al (2023). For any organisation to effectively achieve its corporate social responsibility objectives, there is

the need for consultations and collaborations with the immediate beneficiaries of the campaign. By so doing, it is ensured that the campaign or the initiatives align with the business objectives and community needs (Carlson & Akerstom, 2008). Once the initiative is geared towards tackling a basic need in the community, the organisation is given some assurance of the community also putting in measures to sustain the campaign or initiative. Therefore, there will be a two-way effort in ensuring that the campaign does not die off earlier than anticipated (Carlson & Akerstom, 2008).

Most corporate social responsibility campaigns should be geared towards rural or disadvantaged communities (Nuhu & Shehu, 2019). The education landscape of most underdeveloped or developing countries portrays a gap between education in the urban communities and education in the rural communities. It has been made evident that education in the urban communities is more advanced as compared to education in the rural communities. For this reason, organisations or individuals should target or place focus on rural communities when it comes to corporate social responsibility campaigns in education (Nuhu & Shehu, 2019). The position of Nuhu and Shehu (2019) also aligns with the SDG Goal 4 which focused on inclusive and equitable education for all.

Corporate social responsibility is pivotal to enhancing an organization's reputation and image. In education, as argued by Bozic et al (2021), engaging in corporate social responsibility campaigns allows businesses and individuals to contribute to the development of human capital, improve educational outcomes, and most importantly for businesses, to enhance their social license to operate within the community (Bozic et, 2021). The position of Bozic et al (2021) is supported by Kari (2021), who argues that engaging in corporate social responsibility campaigns in education allows for the promotion of sustainable development as it develops the human capital who will lead the charge for sustainable development. He goes to further explain that businesses should

focus on initiatives that are largely geared towards the facilitator or the teachers who are the custodian of knowledge when it comes to teaching and learning (Kari, 2021).

2.2 Review of Related Studies

Ravalji's (2023) study investigates the role of corporate social responsibility (CSR) in enhancing business reputation. The study aimed to explore the relationship between CSR and business reputation, and to identify the key CSR initiatives that contribute to a positive business reputation (Ravalji, 2023). The study adopted a quantitative research design, using a survey questionnaire to collect data from a sample of 200 companies in the manufacturing sector (Ravalji, 2023). The findings of the study revealed a significant positive relationship between CSR and business reputation, suggesting that companies that engage in CSR initiatives are more likely to have a positive business reputation (Ravalji, 2023). The study also identified key CSR initiatives, such as philanthropy, environmental sustainability, and employee welfare, that contribute to a positive business reputation (Ravalji, 2023). The study's findings are consistent with previous research on CSR and business reputation (Bhattacharya & Sen, 2004; Du et al., 2010). For example, a study by Bhattacharya and Sen (2004) found that CSR initiatives can enhance business reputation by building trust and credibility with stakeholders. Similarly, a study by Du et al. (2010) found that CSR initiatives can improve business reputation by reducing negative publicity and increasing positive word-of-mouth. The study's findings are consistent with previous research on CSR and business reputation (Bhattacharya & Sen, 2004; Du et al., 2010). For example, a study by Bhattacharya and Sen (2004) found that CSR initiatives can enhance business reputation by building trust and credibility with stakeholders. Similarly, a study by Du et al. (2010) found that CSR initiatives can improve business reputation by reducing negative publicity and increasing positive word-of-mouth. Ravalji (2023), concluded that CSR is an essential aspect of business

strategy, and that companies should prioritize CSR initiatives to build and maintain a positive business reputation. The study recommended that companies should engage in CSR initiatives that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Ravalji, 2023).

Singh and Misra's (2020) study examined the relationship between corporate social responsibility (CSR) and organisational performance, with a focus on the moderating effect of corporate reputation. The study aimed to investigate how CSR initiatives impact organisational performance and whether corporate reputation plays a significant role in this relationship (Singh & Misra, 2020). The study adopted a quantitative research design, using a survey questionnaire to collect data from a sample of 150 companies in the Indian manufacturing sector (Singh & Misra, 2020). The findings of the study revealed a significant positive relationship between CSR and organisational performance, suggesting that companies that engage in CSR initiatives tend to perform better (Singh & Misra, 2020). The study identified that corporate reputation moderates the relationship between CSR and organisational performance, indicating that companies with a strong corporate reputation tend to benefit more from CSR initiatives (Singh & Misra, 2020). Singh and Misra (2020) concluded that CSR is an essential aspect of business strategy, and that companies should prioritize CSR initiatives to build and maintain a positive corporate reputation. The study recommended that companies should engage in CSR initiatives that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Singh & Misra, 2020).

Sontaite-Petkeviciene's (2015) study explored the reasons, practices, and impact of corporate social responsibility (CSR) on corporate reputation. The study aimed to investigate the motivations behind CSR initiatives, the types of CSR practices adopted by companies, and the effect of CSR

on corporate reputation (Sontaite-Petkeviciene, 2015). The study adopted a qualitative research design, using in-depth interviews with 20 CEOs and CSR managers from Lithuanian companies (Sontaite-Petkeviciene, 2015). The findings of the study revealed that companies engage in CSR initiatives for various reasons, including to improve their reputation, increase customer loyalty, and enhance employee motivation (Sontaite-Petkeviciene, 2015). The study also identified various CSR practices, such as philanthropy, environmental sustainability, and employee welfare, that contribute to a positive corporate reputation (Sontaite-Petkeviciene, 2015). Sontaite-Petkeviciene (2015) concluded that CSR is an essential aspect of business strategy, and that companies should prioritize CSR initiatives to build and maintain a positive corporate reputation. The study recommended that companies should engage in CSR initiatives that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Sontaite-Petkeviciene, 2015).

Gheraia, et al (2019) study explored the relationship between business ethics and corporate social responsibility (CSR), with a focus on bridging the concepts. The study aimed to investigate the intersection of business ethics and CSR, and to identify the key factors that influence the adoption of CSR practices in organizations (Gheraia et al., 2019). The study adopted a qualitative research design, using a comparative content analysis approach to investigate the CSR practices of three multinational companies (Gheraia et al., 2019). The findings of the study revealed that business ethics and CSR are interconnected concepts, and that companies that adopt CSR practices tend to have a strong ethical culture (Gheraia et al., 2019). The study also identified key factors that influence the adoption of CSR practices, including stakeholder pressure, regulatory requirements, and organizational culture (Gheraia et al., 2019). Gheraia et al. (2019) concluded that business ethics and CSR are essential aspects of business strategy, and that companies should integrate

ethics and social responsibility into their operations. The study recommends that companies should adopt CSR practices that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Gheraia et al., 2019).

Ajayi and Mmutle's (2020) study examined the role of strategic communication of corporate social responsibility (CSR) in enhancing corporate reputation. The study aimed to investigate how companies can leverage CSR communication to build and maintain a positive corporate reputation (Ajayi & Mmutle, 2020). The study adopted a qualitative research design, using a case study approach to investigate the CSR communication strategies of three multinational companies (Ajayi & Mmutle, 2020). The findings of the study revealed that strategic communication of CSR initiatives can enhance corporate reputation by building trust and credibility with stakeholders (Ajayi & Mmutle, 2020). The study also identified key CSR communication strategies, including transparency, consistency, and stakeholder engagement, that contribute to a positive corporate reputation (Ajayi & Mmutle, 2020). Ajayi and Mmutle (2020) concluded that strategic communication of CSR initiatives is essential for building and maintaining a positive corporate reputation. The study recommended that companies should adopt a transparent and consistent CSR communication strategy, and engage with stakeholders to build trust and credibility (Ajayi & Mmutle, 2020).

Bauony, Elseidi, and Mohamed's (2014) study investigated the impact of corporate social responsibility (CSR) on firm performance in the context of a Middle East and North Africa (MENA) country. The study aimed to examine the relationship between CSR and firm performance, and to identify the key CSR initiatives that contribute to improved firm performance (Bauony et al., 2014). The study adopted a quantitative research design, using a survey questionnaire to collect data from a sample of 400 companies in Egypt (Bauony et al., 2014). The findings of the study

revealed a significant positive relationship between CSR and firm performance, suggesting that companies that engage in CSR initiatives tend to perform better financially and non-financially (Bauony et al., 2014). The study also identified key CSR initiatives, such as philanthropy, environmental sustainability, and employee welfare, that contribute to improved firm performance (Bauony et al., 2014). Bauony et al. (2014) conclude that CSR is an essential aspect of business strategy in the MENA region, and that companies should prioritize CSR initiatives to improve their performance. The study recommended that companies should engage in CSR initiatives that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Bauony et al., 2014).

Zia Ullah's (2020) study examined the impact of corporate social responsibility (CSR) on corporate reputation, customer loyalty, and organisational performance. The study aimed to investigate the relationship between CSR and these three outcome variables, and to identify the key CSR initiatives that contribute to improved corporate reputation, customer loyalty, and organisational performance (Ullah, 2020). The study adopted a quantitative research design, using a survey questionnaire to collect data from a sample of 308 companies in Pakistan (Ullah, 2020). The findings of the study revealed a significant positive relationship between CSR and corporate reputation, customer loyalty, and organisational performance, suggesting that companies that engage in CSR initiatives tend to have a better corporate reputation, higher customer loyalty, and improved organisational performance (Ullah, 2020). The study also identified key CSR initiatives, such as philanthropy, environmental sustainability, and employee welfare, that contribute to improved corporate reputation, customer loyalty, and organisational performance (Ullah, 2020). Ullah (2020) concluded that CSR is an essential aspect of business strategy, and that companies should prioritize CSR initiatives to improve their corporate reputation, customer loyalty, and

organisational performance. The study recommended that companies should engage in CSR initiatives that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Ullah, 2020).

Stephen Annin's (2019) study evaluated the impact of corporate social responsibility (CSR) on corporate image and beneficiaries, using Anglo Gold Ashanti Mine as a case study. The study aimed to investigate the CSR initiatives of Anglo Gold Ashanti Mine, and to assess their impact on the company's corporate image and beneficiaries (Annin, 2019). The study adopted a qualitative research design, using a case study approach to investigate the CSR initiatives of Anglo Gold Ashanti Mine (Annin, 2019). The findings of the study revealed that Anglo Gold Ashanti Mine's CSR initiatives, such as education and healthcare programs, have had a positive impact on the company's corporate image and beneficiaries (Annin, 2019). The study also identified key challenges facing the implementation of CSR initiatives, including limited resources and lack of community engagement (Annin, 2019). Annin (2019) concluded that CSR is an essential aspect of business strategy, and that companies should prioritize CSR initiatives to build and maintain a positive corporate image and improve the well-being of beneficiaries. The study recommended that companies should engage in CSR initiatives that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Annin, 2019).

Iguacel Melero-Polo's (2017) study explored the relationship between corporate social responsibility (CSR) and reputation in the context of family firms. The study aimed to identify the links between CSR and reputation in family firms, and to examine the specific considerations that apply to these firms (Melero-Polo, 2017). The study adopted a qualitative research design, using a multiple-case study approach to investigate the CSR practices and reputation of six family

firms in Spain (Melero-Polo, 2017). The findings of the study revealed that CSR initiatives can enhance the reputation of family firms by building trust and credibility with stakeholders (Melero-Polo, 2017). The study also identified specific considerations that apply to family firms, such as the importance of family values and the role of family members in CSR decision-making (Melero-Polo, 2017). Melero-Polo (2017) concluded that CSR is an essential aspect of business strategy for family firms, and that these firms should prioritize CSR initiatives to build and maintain a positive reputation. The study recommended that family firms should engage in CSR initiatives that are aligned with their family values and business goals, and that they should communicate their CSR initiatives effectively to stakeholders (Melero-Polo, 2017).

Asemah, Okpanachi, and Edegoh's (2013) study provided a critical review of the business advantages of corporate social responsibility (CSR) practice. The study aimed to examine the existing literature on CSR and its benefits to businesses, and to identify the key advantages of CSR practice (Asemah et al., 2013). The study adopts a quantitative research design, using a critical review approach to examine the existing literature on CSR and its benefits to businesses (Asemah et al., 2013). The findings of the study reveal that CSR practice can provide several business advantages, including enhanced reputation, improved brand image, increased customer loyalty, and better risk management (Asemah et al., 2013). The study also identified key challenges facing the implementation of CSR initiatives, including limited resources and lack of stakeholder engagement (Asemah et al., 2013). The study recommended that businesses should prioritize CSR initiatives, engage with stakeholders, and communicate their CSR initiatives effectively to achieve the benefits of CSR practice (Asemah et al., 2013).

Commeys's (2019) study investigated the relationship between corporate social responsibility (CSR) and corporate financial performance (CFP) of listed non-financial firms in Ghana. The study

aimed to examine the impact of CSR on CFP, and to identify the key CSR initiatives that contribute to improved financial performance (Commey, 2019). The study adopted a quantitative research design, using a panel data analysis of 21 listed non-financial firms in Ghana over a period of 5 years (Commey, 2019). The findings of the study revealed a significant positive relationship between CSR and CFP, suggesting that companies that engage in CSR initiatives tend to have better financial performance (Commey, 2019). The study also identified key CSR initiatives, such as philanthropy and environmental sustainability, that contribute to improved financial performance (Commey, 2019). Commey (2019) concluded that CSR is an essential aspect of business strategy for listed non-financial firms in Ghana, and that companies should prioritize CSR initiatives to improve their financial performance. The study recommended that companies should engage in CSR initiatives that are aligned with their business goals and values, and that they should communicate their CSR initiatives effectively to stakeholders (Commey, 2019).

2.2.1 Gaps in Literature

Despite the growing body of research on Corporate Social Responsibility (CSR) and organisational reputation, there is a significant gap in the literature on the specific context of private basic schools in Ghana. For instance, a review of recent literature reveals that most studies on CSR and organisational reputation have focused on large corporations and multinational companies (Agyemang, 2020; Owusu-Ansah, 2020). However, there is a dearth of research on the impact of CSR on organisational reputation among private basic schools in Ghana, which is a critical sector in the country's education system (Mensah, 2018). Another gap in the literature is the lack of empirical studies on the specific CSR initiatives that are most effective in enhancing organisational reputation among private basic schools in Ghana. While some studies have explored the general impact of CSR on organisational reputation, there is a need for scientific research or empirical

studies that examines the specific CSR initiatives that are most effective in this context- CSR among private basic schools (Opoku, 2020). There is also a need for more research on the challenges and barriers that private basic schools in Ghana face in implementing CSR initiatives, and how these challenges can be addressed (Ofori, 2019). There is a gap in the literature on the role of stakeholders in shaping the CSR agenda and organisational reputation of private basic schools in Ghana. While some studies have explored the general importance of stakeholder engagement in CSR, there is a need for more research on the specific stakeholders that are most influential in shaping the CSR agenda and organisational reputation of private basic schools in Ghana (Acheampong, 2020). From the review of related studies, it is evident that most studies on corporate social responsibility and organisational reputation focused on adopting the quantitative research design (the survey approach) (Ravalji, 2023; Singh et al, 2020; Mohammed et al, 2014; Ullah, 2020; Commey, 2019). The studies that adopted the qualitative design were leaned towards using comparative content analysis, critical review approach, multi-purpose case study (Gheraia et al, 2019; Ajayi & Mmutle, 2020; Melero-Polo, 2017; Asemah et al, 2013). This is evident that most studies on corporate social responsibility practices are not focused on education, and specifically, private basic education. There is therefore inadequate literature on corporate social responsibility among private basic schools in Ghana. There is the need for a scientific study that considers the qualitative research design and specifically the single case study approach to explore corporate social responsibility activities or initiatives among private basic schools in Ghana. This study shall explore the corporate social responsibility activities among private basic schools in the Okai-kwei Central Municipal Assembly in the Greater Accra Region of Ghana. The study shall further explore the relationship between corporate social responsibility and how it influences the reputation of these private basic schools in the municipal assembly.

2.2.2 Arguments on CSR

Milton Friedman, a renowned American economist and Nobel laureate, propounded the shareholder theory, also known as the Friedman Doctrine, in his seminal article "The Social Responsibility of Business is to Increase its Profits" published in The New York Times Magazine in 1970. According to Friedman, the primary responsibility of business is to maximize profits for its shareholders, and any attempt to prioritize social responsibility over profit maximization is a form of socialism. Friedman argued that businesses have no social responsibility other than to increase profits, as long as they operate within the bounds of the law.

The background and history of the Friedman Doctrine are rooted in the post-World War II economic landscape, where there was a growing concern about the social and environmental impact of business activities. Friedman's theory was a response to the growing calls for businesses to take on more social responsibility, which he saw as a threat to the free market system. Friedman's theory was also influenced by his libertarian ideology, which emphasizes individual freedom and limited government intervention in economic matters. The Friedman Doctrine has had a significant impact on the development of CSR theory and practice, with many scholars and practitioners continuing to debate its merits and limitations.

The main propositions of the Friedman Doctrine are that businesses have no social responsibility other than to increase profits, and that any attempt to prioritize social responsibility over profit maximization is a form of socialism. Friedman argued that businesses are not equipped to make social decisions, and that such decisions should be left to governments and other social institutions. He also argued that businesses that prioritize social responsibility over profit maximization are likely to be less competitive and less successful in the long run. Friedman's theory has been influential in shaping the CSR debate, with many scholars and practitioners arguing that businesses

have a responsibility to prioritize social and environmental sustainability alongside profit maximization.

The Friedman Doctrine has faced several criticisms, with many scholars and practitioners arguing that it is too narrow and simplistic. One of the main criticisms is that the theory ignores the social and environmental impact of business activities, and that businesses have a responsibility to prioritize sustainability alongside profit maximization. Another criticism is that the theory assumes that businesses operate in a vacuum, without any social or environmental context. Critics also argue that the theory is based on a flawed assumption that businesses are solely responsible to their shareholders, and that other stakeholders, such as employees, customers, and the environment, are not important. Overall, while the Friedman Doctrine remains an influential theory in the CSR debate, it has faced significant criticisms and challenges from scholars and practitioners.

Scholars such as Henderson (2001) and Sternberg (2000) have supported Friedman's view that CSR is a form of socialism and that businesses should focus solely on maximizing profits. According to Henderson, CSR initiatives are often driven by a desire to appease stakeholders and to avoid criticism, rather than a genuine desire to create value for society. Sternberg argues that CSR initiatives can actually harm businesses by distracting them from their core mission of creating value for shareholders. Both Henderson and Sternberg argue that businesses should focus on creating value for shareholders, rather than trying to solve social problems.

Other scholars such as Jensen (2002) and Mackey (2005) have also supported Friedman's view that CSR is a form of socialism and that businesses should focus solely on maximizing profits. According to Jensen, CSR initiatives are often driven by a desire to increase reputation and to avoid criticism, rather than a genuine desire to create value for society. Mackey argues that CSR initiatives can actually harm businesses by creating unrealistic expectations and by distracting

them from their core mission of creating value for shareholders. Both Jensen and Mackey argue that businesses should focus on creating value for shareholders, rather than trying to solve social problems.

2.2.3 Arguments for CSR

Archie Carroll, a renowned American scholar and expert in business ethics, propounded the Carroll's Model of CSR in his seminal article "A Three-Dimensional Conceptual Model of Corporate Performance" published in the *Academy of Management Review* in 1979. Carroll's model is a framework for understanding the social responsibilities of businesses and has been widely influential in shaping the CSR debate. According to Carroll, businesses have four types of responsibilities: economic, legal, ethical, and philanthropic.

The background and history of Carroll's Model of CSR are rooted in the growing social and environmental concerns of the 1960s and 1970s. During this period, there was a growing recognition that businesses had a responsibility to society that went beyond their economic obligations. Carroll's model was developed in response to this growing recognition and was an attempt to provide a framework for understanding the social responsibilities of businesses. Carroll's model has been widely influential and has been used by scholars and practitioners to understand and analyze the CSR practices of businesses.

The main propositions of Carroll's Model of CSR are that businesses have four types of responsibilities: economic, legal, ethical, and philanthropic. Economic responsibilities refer to the obligation of businesses to be profitable and to maximize shareholder value. Legal responsibilities refer to the obligation of businesses to comply with the law and to respect the rights of stakeholders. Ethical responsibilities refer to the obligation of businesses to do what is right and

just, even if it is not required by law. Philanthropic responsibilities refer to the obligation of businesses to give back to society and to contribute to the well-being of stakeholders. Carroll's model suggests that businesses should strive to meet all four types of responsibilities in order to be considered socially responsible.

The main criticisms against Carroll's Model of CSR are that it is too broad and vague, and that it does not provide clear guidance on how businesses should prioritize their social responsibilities. Some critics have also argued that Carroll's model is too focused on the responsibilities of businesses and does not take into account the responsibilities of other stakeholders, such as governments and NGOs. Additionally, some critics have argued that Carroll's model is too static and does not take into account the changing social and environmental context in which businesses operate. Despite these criticisms, Carroll's Model of CSR remains a widely influential and important framework for understanding the social responsibilities of businesses.

Scholars such as Wartick and Cochran (1985) and Jones (1980) have supported Carroll's view that businesses have a responsibility to society that goes beyond their economic obligations. According to Wartick and Cochran, businesses have a moral obligation to act in a socially responsible manner, and this obligation is not limited to their economic interests. Jones argues that businesses have a responsibility to contribute to the well-being of society, and that this responsibility is not limited to their economic interests. Both Wartick and Cochran, and Jones, argue that businesses should strive to meet the four responsibilities outlined by Carroll, including economic, legal, ethical, and philanthropic responsibilities. Other scholars such as Porter and Kramer (2006) and Kotler and Lee (2005) have also supported Carroll's view that businesses have a responsibility to society that goes beyond their economic obligations. According to Porter and Kramer, businesses can create value for both themselves and society by addressing social and environmental issues. Kotler and

Lee argue that businesses have a responsibility to contribute to the well-being of society, and that this responsibility is not limited to their economic interests. Both Porter and Kramer, and Kotler and Lee, argue that businesses should strive to meet the four responsibilities outlined by Carroll, including economic, legal, ethical, and philanthropic responsibilities.

2.2.4 CSR Among Private Basic Schools in Ghana

Corporate Social Responsibility (CSR) practice among private basic schools in Ghana is a growing phenomenon that has gained significant attention in recent years. Private basic schools in Ghana are increasingly recognizing the importance of CSR in enhancing their reputation and contributing to the well-being of their stakeholders (Amponsah, 2016). Many private basic schools in Ghana are engaged in various CSR initiatives, including sponsorship of educational programs, provision of educational resources and infrastructure, and partnerships with local communities (Amponsah, 2016). A study by Mensah (2018) found that CSR practice among private basic schools in Ghana is largely driven by the desire to enhance their reputation and attract more students. The study revealed that many private basic schools in Ghana are using CSR as a marketing tool to differentiate themselves from their competitors and to attract more students. However, the study also found that some private basic schools in Ghana are genuinely committed to CSR and are using it as a way to give back to their communities. Despite the growing importance of CSR among private basic schools in Ghana, there are still some challenges that need to be addressed. A study by Ofori (2019) found that many private basic schools in Ghana lack the financial and human resources needed to implement effective CSR initiatives. The study also found that some private basic schools in Ghana lack the expertise and knowledge needed to develop and implement effective CSR initiatives. A study by Agyemang (2020) found that CSR practice among private basic schools in Ghana is also influenced by the cultural and social context in which they operate.

The study revealed that many private basic schools in Ghana are engaged in CSR initiatives that are tailored to the specific needs of their local communities. For example, some private basic schools in Ghana are providing educational resources and infrastructure to local communities, while others are providing sponsorship for educational programs.

In terms of the nature of CSR among private basic schools in Ghana, a study by Opoku (2020) found that it is largely focused on philanthropic initiatives. The study revealed that many private basic schools in Ghana are engaged in philanthropic initiatives such as donating to local charities, providing sponsorship for educational programs, and volunteering in local communities. However, the study also found that some private basic schools in Ghana are beginning to adopt more strategic approaches to CSR, including integrating CSR into their core business operations. The CSR practice among private basic schools in Ghana is a complex and multifaceted phenomenon that is influenced by a range of factors, including the desire to enhance reputation, attract more students, and give back to local communities. While there are still some challenges that need to be addressed, including the lack of financial and human resources, and the need for more strategic approaches to CSR, the CSR practice among private basic schools in Ghana has the potential to make a positive impact on the lives of students, teachers, and local communities.

2.3 Theoretical Framework

2.3.1 Carol's Model of CSR

Archie Carroll, a renowned American scholar and expert in business ethics, propounded the Carroll's Model of CSR in his seminal article "A Three-Dimensional Conceptual Model of Corporate Performance" published in the *Academy of Management Review* in 1979. The background and history of the theory are rooted in the growing social and environmental concerns

of the 1960s and 1970s, which led to a growing recognition that businesses had a responsibility to society that went beyond their economic obligations. Carroll's model was developed in response to this growing recognition and was an attempt to provide a framework for understanding the social responsibilities of businesses. The main propositions of Carroll's Model of CSR are that businesses have four types of responsibilities: economic, legal, ethical, and philanthropic. Economic responsibilities refer to the obligation of businesses to be profitable and to maximize shareholder value. Legal responsibilities refer to the obligation of businesses to comply with the law and to respect the rights of stakeholders. Ethical responsibilities refer to the obligation of businesses to do what is right and just, even if it is not required by law. Philanthropic responsibilities refer to the obligation of businesses to give back to society and to contribute to the well-being of stakeholders.

The major strengths of the theory include its ability to provide a comprehensive framework for understanding the social responsibilities of businesses, and its recognition of the importance of ethical and philanthropic responsibilities. Carroll's model of corporate social responsibility is highly relevant to the study. This is because the model provides a comprehensive framework for understanding the social responsibilities of businesses, which is essential for examining the relationship between CSR and organisational reputation. Specifically, Carroll's model highlights the importance of economic, legal, ethical, and philanthropic responsibilities, which are all relevant to the context of private basic schools in Ghana.

2.3.2 Relevance of the theory to the study

The relevance of Carroll's model to this study is also evident in its emphasis on the importance of ethical and philanthropic responsibilities. Private basic schools in Ghana, like all businesses, have a responsibility to act in an ethical and responsible manner, and to contribute to the well-being of

their stakeholders. By examining the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly through the lens of Carroll's model, this study can gain a deeper understanding of the relationship between CSR and organisational reputation in this context.

Carroll's model is relevant to this study because it highlights the importance of considering the expectations and needs of various stakeholders, including students, parents, teachers, and the wider community. By examining the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly through the lens of Carroll's model, this study can gain a deeper understanding of how these schools can meet the expectations and needs of their stakeholders, and how this can impact their organisational reputation. The model provides a comprehensive framework for understanding the social responsibilities of businesses, and highlights the importance of considering the expectations and needs of various stakeholders. By applying Carroll's model to the context of private basic schools in Ghana, this study can gain a deeper understanding of the relationship between CSR and organisational reputation, and provide insights into how these schools can improve their CSR practices and enhance their organisational reputation.

2.3.4 The Stakeholder Theory

The Stakeholder Theory was first proposed by Edward Freeman in his 1984 book "Strategic Management: A Stakeholder Approach". Freeman argued that businesses have a responsibility to a wide range of stakeholders, including shareholders, employees, customers, suppliers, and the wider community (Freeman, 1984). This theory challenged the traditional view of the firm, which prioritized shareholder interests above all else. Instead, Freeman advocated for a more inclusive approach, where businesses recognize and respond to the interests of all stakeholders. The main

proposition of the Stakeholder Theory is that businesses have a moral and ethical obligation to consider the interests of all stakeholders, not just shareholders (Freeman, 1984). This means that businesses should prioritize building strong relationships with stakeholders, communicating effectively with them, and responding to their concerns and needs (Jones, 1995). By doing so, businesses can create long-term value for all stakeholders, rather than just prioritizing short-term profits.

The Stakeholder Theory remains a widely influential and important framework for understanding the role of business in society, and in this case, highly relevant to the study. The theory emphasizes the importance of considering the interests and needs of various stakeholders, including customers, employees, suppliers, and the wider community, in order to build and maintain a positive organisational reputation (Freeman, 1984). In the context of private basic schools, stakeholders may include parents, students, teachers, and the local community, among others.

2.3.5 Relevance of the theory to the study

The Stakeholder Theory is also relevant to the study because it highlights the importance of corporate social responsibility (CSR) in building and maintaining organisational reputation. CSR is a key mechanism for building stakeholder relationships and demonstrating a commitment to social and environmental responsibility (Jones, 1995). CSR initiatives may include programmes aimed at improving educational outcomes, promoting environmental sustainability, and supporting local community development. The Stakeholder Theory is relevant to the study because it emphasizes the importance of stakeholder engagement and communication in building and maintaining organisational reputation.

2.4 Chapter Summary

This chapter of the study focused on discussing the literature review. The discussion opened up to the conceptual framework, the review of related literature and the theoretical framework that underpins the conduct of the study. Under the theoretical framework, Carol's model of CSR and the stakeholder theories were discussed. The conceptual framework centered on discussing the dominant variables of the study which include: corporate social responsibility, corporate social responsibility and reputation, and corporate social responsibility and education. Chapter three- the next chapter discusses the methodological processes adopted for the study. The methodology shall encompass the research design, the population of the study, the sample size, the sampling technique, the data collection method and data collection instrument, the data analysis method and data presentation and finally, the ethical considerations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This is the methodological chapter of the study. The chapter shall discuss the research methodology adopted for the study. In so doing, the methods used by other studies shall also be briefly reviewed so as to justify the method adopted for the conduct of this study. In this chapter, the population of the study, the data collection method and data collection tool, the sample and sampling technique, and the relevance of the sampling technique shall be discussed.

3.1 Preamble and Research Methodology

In research, structure is imperative, and a well-structured research methodology is relevant for ensuring the validity and reliability of research findings (Bryman, 2016). Creswell (2014, p.3), explains that a research methodology is a ‘systematic scientific enquiry into a specific problem or issue which involves a detailed plan that outlines the research design, the data collection methods, and the data analysis procedures’. There are numerous research methods that can be adopted by researchers. A quantitative research methodology may adopt a survey design, where questionnaires are administered to a randomly selected sample of participants to collect numerical data (Bryman, 2016). A qualitative research methodology may adopt a case study design, where in-depth interviews are conducted or observations are made to gather rich and contextual data (Merriam, 2009). This study, exploratory in nature, adopted the qualitative research methodology, which allowed for an in-depth exploration of the complex relationship that between corporate social responsibility and the organisational reputation of private basic schools in the municipality. The

adoption of the qualitative research methodology allowed for the use of a case study design, and specifically, interviews as a data collection method to critically understand the relationship between the dominant variables- corporate social responsibility and corporate reputation. The adoption of the qualitative research design allowed the study to also explore the motivations behind specific corporate social responsibility practices among selected private basic schools in the municipality.

3.2 Methods Used by Previous Studies

Countless studies have been conducted in the area of corporate social responsibility and organisational reputation, and all these studies adopted specific research methodologies (Owusu, 2018). Whereas some studies adopted the quantitative methodology, others adopted the qualitative methodology while other studies combined both methodologies in their studies. a study by Khan et al. (2018) titled "Corporate Social Responsibility and Organizational Reputation: A Study of Pakistani Firms" employed a mixed-methods approach, combining both qualitative and quantitative data collection and analysis methods. The study used a survey questionnaire to collect data from 150 respondents, followed by semi-structured interviews with 20 top managers of Pakistani firms. Similarly, a study by Duarte (2017) titled "Corporate Social Responsibility and Organizational Reputation: An Empirical Study of Portuguese Companies" used a quantitative approach, collecting data through a survey questionnaire administered to 102 companies listed on the Portuguese Stock Exchange. Another study by Ofori et al. (2020) titled "Corporate Social Responsibility and Organizational Reputation in Ghana: A Study of Listed Companies" employed a qualitative approach, using content analysis to examine the CSR reports and websites of 20 listed companies in Ghana. The study also used semi-structured interviews with 15 CSR managers and top executives of the companies to gather more in-depth information. Brammer and Pavelin

(2015), whose study was on ‘corporate social responsibility and corporate reputation’ adopted the quantitative research method where they employed the use of survey questionnaire to gather data from 434 UK-based organisations to measure the corporate social responsibility initiatives, reputation and financial performance of these organisations. Fatma, Khan and Ansari (2014), adopted the qualitative research methodology in their study on ‘corporate social responsibility and organisational reputation among Indian companies. By so doing, the researchers gathered qualitative data through the use of interviews from a sample size of 30 executives. Ali, Rehman and Ali (2014), also adopted the qualitative methodology and specifically, the single case study in their study on ‘corporate social responsibility and organisational reputation among Pakistani universities’. For a qualitative study, the sample size adopted by the researchers was 20 university administrators and faculty members.

3.3 Proposed Method for Present Study

The adoption of the qualitative research methodology is in place for the conduct of this study. Justifiably, the qualitative research methodology aligns perfectly with the research aim which seeks to explore the correlation between Corporate Social Responsibility and organisational reputation among private basic schools in the municipality. Not only the aim of the research but also the qualitative research adopted for the study is in tune with the study’s objectives which seek to identify the corporate social responsibility activities among these school and investigate how these activities impact the reputation of the schools. The qualitative research, and specifically the case study, is suitable for a study of this nature which seeks to explore a complex phenomenon in real-world context which in this case is the corporate social responsibility and organisational reputation in private basic schools (Yin, 2014). Qualitative research, as compared to quantitative research, allows for an in-depth understanding of the perspectives and experiences of the major

stakeholders who in this case are the school administrators, headteachers, teachers, and parents (Patton, 2015). Creswell (2013), explains that qualitative research is notably suitable for conducting studies whose research questions are exploratory, descriptive or explanatory in nature, which is the case of this case study on corporate social responsibility and organisational reputation among private basic schools in the Okai-Kwei Central Municipal Assembly (Creswell, 2013). Another justifiable reason for the adoption of the qualitative methodology is that it allows for flexibility and adaptability during the data collection process which is imperative for the perspectives of the research participants or respondents (Merriam, 2009). As compared to the quantitative research methodology, Denzin and Lincoln (2011), argue that the qualitative research methodology enables the researcher to adopt a critical and reflexive position which is essential for exploring the power dynamics and social contexts that shape corporate social responsibility and organisational reputation (Denzin & Lincoln, 2011).

3.4 Population of The Study

The population of interest for this study are private basic schools in the Municipal Assembly. The entire group of individuals or cases that a researcher has focused on or is interested in to understand or describe is basically what is termed as a research population (Babbie, 2010). It is also known as the broader group from which a sample is drawn, and it is very important to clearly define the population to ensure that the sample that will be drawn from the population is a good representation of the population under study (Creswell, 2014). The research population can also be described as the 'world' of interest, and it is also very important to clearly define or specify the characteristics of the population (Neuman, 2011). That notwithstanding, the research population can be finite or definite such as a specific organisation or a community, and it can also be infinite or indefinite such as a theoretical population of interest (Neuman, 2011). As posited by Beck and Polit (2012),

aside the population being clearly defined, the research population must be accessible and feasible to undergo the study considering certain elements such as time, availability of resources, and ethical considerations (Beck & Polit, 2012). Considering the descriptions from the scholars above, this study considered the private basic schools in the Municipal Assembly as its population. To clearly define the population, the study focused on the administrators and headteachers of private basic schools within the Municipal Assembly who have a minimum learner population of 300 and have been in operation for at least the last ten years. To further define the population, the study focused on schools who have the three principal departments- the preschool, the primary, and the junior high school.

3.5 Data Collection Method and Tool

Considering the qualitative nature of the study, it was imperative that the study adopted a data collection method and tool that will align with the nature, aim and objectives of the study. For this reason, the study considered interviews as a qualitative data collection method and the semi-structured interview guide as the qualitative data collection tool. Interviews are a widely used data collection method in qualitative studies, typically allowing researchers to gather in-depth and contextual information from participants (Bryman, 2016; Creswell, 2014). Interviews also provide the avenue for researchers to explore the thoughts, feelings, and experiences of participants in details (Patton, 2015). For this study, the semi-structured interview was adopted to ensure that all dominant and specific aspects of the exploration are covered, ensuring data saturation. As the study adopted the semi-structured interview, it was prudent to also make use of the semi-structured interview guide as a data collection tool. A semi-structured interview guide is a data collection tool that consists of open-ended questions and prompts that allows participants to share their thoughts and experiences in detail (Berg, 2007). Maxwell (2013), argues that the interview guide should be

pilot-tested to ensure that the questions are clear, relevant and effective in eliciting the desired information from the research participants (Maxwell, 2013).

3.6 Sample and Sampling Technique

The study adopted a sample size of 10 participants from the defined research population. A sample in research refers to a subset on individuals or cases that have been selected from a larger population with the aim of making inferences about the population (Babbie, 2010; Creswell, 2014; Neuman, 2011). The sample size was determined by the use of the purposive sampling technique. The purpose of sampling is to obtain a subset of the population which can provide insights into the characteristics, attitudes, and behaviours of the population (Bryman, 2016). To be able to draw a sample from a population, every researcher must adopt a sampling technique. Considering the nature of the study being qualitative and the objectives of the study, the study adopted the purposive sampling technique. The purposive sampling technique involves the selection of participants who possess the unique characteristics or experiences that align with the context and the aim and objectives of the study (Bryman, 2016). To justify the sample size adopted by the study (10 participants), Creswell, (2014) argue that a sample size of 10 provide a saturated dataset, where no new information or themes emerge from additional data collection, and the nature of sample size focuses on data quality rather than data quantity. The sample size of 10 participants included headteachers, administrative heads, principals and proprietors in private schools who have the three streams- preschool, primary and the junior high school, and have been in operation over ten years.

3.7 Relevance of The Sampling Technique

The adoption of the purposive sampling technique is justifiable or relevant to the study in the view that the purposive sampling technique is used to select participants who possess specific characteristics or experiences that are relevant to the research questions (Creswell, 2014). The purposive sampling technique allows the study to select stakeholders of private basic school (administrators and headteachers) who best fit the described research population. As emphasized by Guest (2016), the purposive sampling technique allows the researcher to adapt to changing circumstances and emerging themes during the data collection (Guest, 2016). This flexibility also falls in line with the data collection method and tool (interview and semi-structured interview guide respectively) adopted for the study. The data collection method and the data collection tool, just like the sampling technique are also flexible in nature and allow the researcher to adapt to changing situations or circumstances during the data collection process.

3.8 Chapter Summary

This was the methodology chapter of the study. the chapter focused on discussing the population of the study, the data collection method and data collection tool, the sample and sampling technique, and the relevance of the sampling technique. Moving from this chapter, the next chapter shall be chapter four. Chapter four of the study shall centre on the findings and the analysis of the study. The chapter shall present the findings and data gathered from the interviews conducted. It shall also analyse the data using the thematic analysis method and discuss the findings, presenting it in a narrative form.

CHAPTER FOUR

PRESENTAATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter of the study focused on presenting the findings of the study. Beyond presenting the findings, the chapter analyses the data presented and also goes on to discuss the findings. The data analysis and the discussion of the study's findings was based on the research objectives which are:

1. To identify the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly
2. To investigate the impact of CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly.

4.1 Data Analysis

The data analysis is split into two sections. Section A of the data analysis is based on the first research objective which sought to identify the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly. Section B of the data analysis was also based on the second research objective which sought to investigate the impact of CSR practices on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly.

4.1.1 Identifying the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly.

4.1.1.1 CSR Practices among private basic school

An analysis of the respondents' Corporate Social Responsibility (CSR) practices in their respective schools reveals a diverse array of initiatives. Upon examining the responses, several dominant themes emerge, which are subsequently discussed in this narrative analysis. One of the primary themes that surfaces is the provision of educational support and resources to students and staff members. Respondent 1 (RP1) mentions that their school offers "scholarship programmes for needy but brilliant students," which underscores the institution's commitment to promoting academic excellence and social equity. Similarly, Respondent 6 (RP6) highlights the provision of "free early morning tuition, after school or regular hours tuition, and weekend (Saturday classes tuition for the learners." These initiatives demonstrate the schools' dedication to supporting students' academic development and fostering a culture of learning.

Another theme that emerges is the emphasis on staff welfare and development. Respondent 4 (RP4) notes that their school provides a range of benefits, including "free and unlimited medical care, for all staff members, internet data for all staff members, and weekend allowances for teaching staff members." These initiatives suggest that the school values its staff members' well-being and is committed to creating a supportive work environment. Respondent 9 (RP9) also mentions that their school sponsors teaching staff members to pursue education programs, which highlights the institution's investment in staff development and capacity building.

The theme of community outreach and support is also prevalent in the responses. Respondent 1 (RP1) mentions that their school undertakes "occasional clean-up exercises in the community,"

which demonstrates the institution's commitment to environmental sustainability and community engagement. Respondent 3 (RP3) notes that their school provides outreach to communities in need, particularly during times of natural disasters. This response highlights the school's role in providing support and resources to vulnerable communities.

The promotion of environmental sustainability and healthy lifestyles is another theme that emerges in the responses. Respondent 5 (RP5) mentions that their school advocates for environmental sustainability, while Respondent 7 (RP7) notes that their school promotes healthy lifestyle, nutrition, and mental well-being. These initiatives suggest that the schools are committed to fostering a culture of sustainability and wellness among their students and staff members. In contrast, Respondent 10 (RP10) notes that their school has not undertaken any CSR practices, which highlights the need for institutions to prioritize social responsibility and community engagement.

4.1.1.2 Prioritization and selection of CSR initiatives

One of the primary themes that surfaces is the importance of community engagement and needs assessment. Respondent 1 (RP1) notes that their school prioritizes CSR initiatives by "engaging community leaders on pressing needs in the community." This approach underscores the school's commitment to understanding the community's needs and tailoring its CSR initiatives accordingly. Similarly, Respondent 3 (RP3) mentions that their school selects CSR initiatives "on the basis of need and the school's ability to raise resources to execute." This response highlights the importance of assessing the community's needs and the school's capacity to respond.

Another theme that emerges is the focus on staff welfare and well-being. Respondent 4 (RP4) notes that their school prioritizes CSR initiatives that support staff members, stating that "we place

priority on the well-being of the staff members." This approach suggests that the school recognizes the importance of supporting its staff members' well-being in order to promote a positive and productive work environment. Respondent 9 (RP9) also mentions that their school considers "academic and administrative support for our staff members" when selecting CSR initiatives.

The theme of academic support and student development is also prevalent in the responses. Respondent 6 (RP6) notes that their school prioritizes CSR initiatives that support academic work, stating that "priority is given to academic work because as a department (JHS) we believe that the end results of our BECE is what speaks for us as a school." This response highlights the importance of academic achievement and the school's commitment to supporting its students' academic development. Respondent 7 (RP7) also mentions that their school conducts a needs assessment to identify the needs of its students and staff, which informs its CSR initiatives.

The theme of environmental sustainability is also present in the responses. Respondent 5 (RP5) notes that their school assesses the impact of its activities on the environment and promotes environmentally friendly practices, such as reducing plastic waste. This approach suggests that the school recognizes the importance of environmental sustainability and is taking steps to promote eco-friendly practices. In contrast, Respondent 10 (RP10) notes that they are not aware of any CSR initiatives at their school, which highlights the need for greater transparency and communication about CSR initiatives.

4.1.1.3 The role of stakeholders in shaping CSR activities

One of the primary themes that surfaces is the importance of parental involvement in CSR initiatives. Respondent 1 (RP1) notes that parents "provide support in terms of advice and suggestions," which highlights the value of parental input in shaping CSR practices. Respondent

3 (RP3) also mentions that parents are consulted on CSR initiatives, while Respondent 4 (RP4) notes that parents' social, political, and financial status enables them to challenge the school to adopt CSR initiatives that benefit staff members. These responses underscore the significant role that parents play in influencing CSR practices.

Another theme that emerges is the importance of community engagement and support. Respondent 3 (RP3) mentions that community members informally approach the school for help on an as-needed basis, which highlights the school's responsiveness to community needs. Respondent 9 (RP9) also notes that the Abeka traditional council engages with the school on scholarship schemes for needy learners, which demonstrates the value of community partnerships in supporting CSR initiatives.

The theme of stakeholder support for CSR initiatives is also prevalent in the responses. Respondent 7 (RP7) notes that parents support CSR initiatives through fundraising events and resource provision, while teachers contribute to CSR through planning, implementing, and evaluating initiatives. Respondent 9 (RP9) also mentions that parents and staff members offer ideas and recommendations for CSR initiatives during meetings. These responses highlight the collaborative nature of CSR practices and the importance of stakeholder support. In contrast, Respondent 10 (RP10) notes that stakeholders have not been involved in the school's CSR practices, which highlights the need for greater stakeholder engagement and participation in CSR initiatives.

The theme of resource provision and support is also present in the responses. Respondent 6 (RP6) notes that parents provide learners with necessary learning materials, while Respondent 8 (RP8) mentions that stakeholders ensure that students have the necessary tools to participate in quizzes. These responses highlight the importance of resource provision and support in enabling CSR initiatives.

4.1.1.4 Specific CSR projects among private basic school

One of the primary themes that surfaces is the provision of educational support and resources to students. Respondent 1 (RP1) mentions that their school offers "scholarship for needy but brilliant students," which highlights the institution's commitment to promoting academic excellence and social equity. Similarly, Respondent 9 (RP9) notes that their school has provided scholarships to "three brilliant but needy students" in each of the past three years, demonstrating a sustained commitment to supporting students' educational aspirations.

Another theme that emerges is the importance of community engagement and support. Respondent 1 (RP1) mentions that their school organizes "clean-up programmes," which suggests a commitment to environmental sustainability and community beautification. Respondent 3 (RP3) notes that their school provides "foodstuffs and provisions to persons affected by the effects of heavy rainfall events," which highlights the institution's responsiveness to community needs in times of crisis.

The theme of staff welfare and support is also prevalent in the responses. Respondent 4 (RP4) mentions that their school provides "free and unlimited medical care for all staff members" and "free lunch for all staff members," which suggests a commitment to supporting staff members' physical and emotional well-being. Respondent 9 (RP9) also notes that their school is supporting five staff members to pursue education programs, which highlights the institution's investment in staff development and capacity building. The theme of environmental sustainability is also present in the responses. Respondent 5 (RP5) mentions that their school has implemented a program for "separation of plastic waste from other waste," which suggests a commitment to reducing waste and promoting environmental sustainability.

Several respondents mention initiatives that promote student development and enrichment. Respondent 6 (RP6) notes that their school organized a camping exercise for learners, which was funded by the school management. Respondent 7 (RP7) mentions that their school has implemented "career guidance programs" and "school garden projects," which suggest a commitment to promoting students' career aspirations and environmental awareness. In contrast, Respondent 10 (RP10) notes that they are not aware of any CSR initiatives undertaken by their school, which highlights the need for greater transparency and communication about CSR practices.

4.1.1.5 Measuring the success and impact of CSR practices

One of the primary themes that surfaces is the importance of feedback and evaluation from stakeholders. Respondent 3 (RP3) notes that their school measures the success of its CSR initiatives "through the feedback and comments received from the beneficiaries," which highlights the value of soliciting input from those who are impacted by the initiatives. Respondent 7 (RP7) also mentions that their school gathers feedback from students, staff, and the local community to assess the effectiveness of CSR initiatives, which demonstrates a commitment to ongoing evaluation and improvement.

Another theme that emerges is the use of quantitative metrics to measure the impact of CSR initiatives. Respondent 4 (RP4) notes that their school uses "annual staff turnover" as a parameter to judge the effectiveness of CSR initiatives geared towards staff retention, which suggests a focus on measurable outcomes. Respondent 6 (RP6) also mentions that their school uses the results of the BECE (Basic Education Certificate Examination) to measure the effectiveness of CSR

initiatives, such as camping programs, which demonstrates a commitment to evaluating the impact of CSR initiatives on student outcomes.

The theme of philanthropic initiatives is also present in the responses. Respondent 9 (RP9) notes that their school's CSR initiatives are "philanthropic in nature" and therefore do not have specific measures of success, which highlights the challenges of evaluating the impact of philanthropic initiatives. Several respondents mention the importance of creating a safe and risk-free environment for learners. Respondent 5 (RP5) notes that their school measures the success of its CSR initiatives by creating an "injury or risk-free environment" for learners, which demonstrates a commitment to prioritizing student safety and well-being. In contrast, Respondent 10 (RP10) notes that they do not know how their school measures the success and impact of its CSR practices, which highlights the need for greater transparency and communication about CSR evaluation methods.

4.1.2 Investigating the impact of CSR practices on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly.

4.1.2.1 The impact of CSR practices on the reputation of private basic schools

One of the primary themes that surfaces is the enhancement of the school's reputation in the community. Respondent 1 (RP1) notes that CSR practices have "enhanced the reputation of the school in the community," which suggests a positive correlation between CSR initiatives and reputational capital. Similarly, Respondent 5 (RP5) mentions that CSR practices have given the school a "good and positive image," which has contributed to student retention and attraction. Respondent 7 (RP7) also notes that CSR initiatives have "enhanced positive rapport with the local

community" and built trust among stakeholders, which underscores the importance of CSR in fostering positive relationships with the community.

Another theme that emerges is the impact of CSR practices on student enrollment and population growth. Respondent 6 (RP6) notes that their school's reputation has been "one on the high" and that the student population has increased by almost 100% in two academic years, which suggests a strong correlation between CSR initiatives and student enrollment. Respondent 8 (RP8) also mentions that their school is known as "one of the best schools in our municipal," which implies a positive reputation that may attract students and stakeholders.

The theme of trust and credibility is also present in the responses. Respondent 4 (RP4) notes that CSR practices have contributed to a situation where staff members who are discharged from the school are typically those who have engaged in misconduct or underperformance, which suggests that the school's CSR initiatives have fostered a culture of accountability and trust. Respondent 9 (RP9) also mentions that their school is seen as a institution that "adorns the culture of the community," which implies a positive reputation that is built on trust and credibility. In contrast, Respondent 10 (RP10) notes that there is not a significant impact of CSR practices on the school's reputation because most community members are unaware of CSR initiatives and their impacts. This response highlights the need for greater awareness and communication about CSR practices and their benefits.

4.1.2.2 CSR practices and how they damage the reputation of private basic schools.

One of the primary themes that surfaces is the absence of negative impacts on the school's reputation. Respondent 1 (RP1), Respondent 4 (RP4), Respondent 5 (RP5), Respondent 7 (RP7), Respondent 8 (RP8), and Respondent 9 (RP9) all indicate that CSR practices have not damaged

their school's reputation. This suggests that CSR initiatives have been implemented in a way that has avoided negative consequences for the school's reputation.

Another theme that emerges is the focus on internal CSR initiatives. Respondent 2 (RP2) notes that most of their school's CSR initiatives are targeted towards improving working conditions for staff members internally. This suggests that the school's CSR efforts are focused on internal stakeholders, rather than external stakeholders, which may reduce the risk of negative impacts on the school's reputation.

The theme of perceived unequal treatment of different levels of education is also present in the responses. Respondent 6 (RP6) notes that internally, it is believed that management places more interest in developing human resources at the Junior High School and preschool levels than at the primary level. This suggests that there may be perceptions of unequal treatment or prioritization of certain levels of education, which could potentially damage the school's reputation if not addressed.

4.1.2.3 Communicating CSR practices and achievements to stakeholders.

One of the primary themes that surfaces is the importance of parental involvement and communication through PTA meetings. Respondent 1 (RP1), Respondent 3 (RP3), and Respondent 4 (RP4) all mention that their schools communicate CSR practices and achievements to stakeholders through PTA meetings. This suggests that PTA meetings serve as a critical platform for schools to engage with parents and stakeholders, share information about CSR initiatives, and solicit feedback and suggestions.

Another theme that emerges is the use of digital communication channels, such as email and newsletters. Respondent 6 (RP6) notes that their school conducts surveys and communicates with

parents via email messaging, while Respondent 7 (RP7) mentions that their school uses newsletters and the school's website to communicate CSR practices and achievements. Respondent 9 (RP9) also notes that their school uses newsletters to communicate with stakeholders. This suggests that digital communication channels are becoming increasingly important for schools to disseminate information about CSR initiatives and engage with stakeholders.

The theme of stakeholder engagement and awareness is also present in the responses. Respondent 8 (RP8) notes that their school holds meetings and makes stakeholders aware of the positive impact of CSR initiatives, while Respondent 4 (RP4) mentions that their school solicits suggestions from parents during PTA meetings. This suggests that schools are actively seeking to engage with stakeholders, raise awareness about CSR initiatives, and solicit feedback and suggestions. In contrast, Respondent 5 (RP5) and Respondent 10 (RP10) both indicate that their schools do not communicate CSR practices and achievements to stakeholders. Respondent 5 (RP5) notes that stakeholders are aware of CSR initiatives through observation, while Respondent 10 (RP10) simply states that the school does not communicate CSR practices. This suggests that there may be a lack of transparency and communication about CSR initiatives in some schools, which could potentially undermine stakeholder trust and engagement.

4.1.2.4 The influence of CSR on student enrollment and retention

One of the primary themes that surfaces is the positive impact of CSR practices on student enrollment. Respondent 1 (RP1) notes that their school's scholarship program has increased enrollment, as parents who have brilliant students but are unable to cater for their education do bring them to their school. Respondent 9 (RP9) also mentions that their school's scholarships and discounts on fees have influenced many members of the community to bring their wards to their

school, resulting in a significant increase in learner population. This suggests that CSR initiatives that provide financial support to students and their families can be an effective way to attract and retain students.

Another theme that emerges is the importance of CSR practices in enhancing the school's reputation and attractiveness to prospective students. Respondent 7 (RP7) notes that their school's CSR initiatives have enhanced its reputation and differentiated it from its competitors, making it more attractive to prospective students. Respondent 5 (RP5) also mentions that their school's policy of separating plastic waste from other waste has created a clean and healthy environment that serves as a good living and learning space for students, making it more attractive to the outside environment. This suggests that CSR initiatives can play a crucial role in shaping the school's reputation and attractiveness to prospective students.

The theme of academic performance is also present in the responses. Respondent 8 (RP8) notes that their school's excellent results after the Basic Education Certificate Examination (BECE) have given them massive numbers of students. This suggests that academic performance is a critical factor in attracting and retaining students, and that CSR initiatives that support academic achievement can have a positive impact on student enrollment. In contrast, Respondent 10 (RP10) notes that CSR is way down the list of factors that influence student enrollment or retention, and that its influence is minimal. This suggests that while CSR initiatives may play a role in shaping the school's reputation and attractiveness to prospective students, they are not a primary driver of student enrollment or retention.

4.1.2.5 Balancing the risk and benefits of CSR on the reputation of private basic schools.

One of the primary themes that surfaces is the importance of careful planning and consideration when selecting CSR programs. Respondent 1 (RP1) notes that their school is careful when choosing a CSR program, engaging with community members to enhance the benefits and avoid potential risks. Respondent 3 (RP3) also mentions that their school weighs the possible fallout from a particular intervention, suggesting a thoughtful and deliberate approach to CSR program selection.

Another theme that emerges is the importance of transparency and communication in managing CSR-related risks. Respondent 5 (RP5) notes that their school provides information about potential risks and offers effective means to respond to them, while also encouraging good behavior. This suggests that transparency and communication are key strategies for managing CSR-related risks and protecting the school's reputation. The theme of risk avoidance is also present in the responses. Respondent 6 (RP6) notes that their school's CSR initiatives are primarily focused on improving academic performance and are implemented within the school walls, reducing the risk of harm or injury to students. Respondent 9 (RP9) also mentions that their school shies away from activities that could negatively impact their image, suggesting a cautious approach to CSR program implementation. In contrast, Respondent 10 (RP10) notes that there has been no discussion or assessment of CSR practices and their associated risks and benefits to the school. This suggests a lack of attention to CSR-related risks and benefits, which could potentially leave the school vulnerable to reputational damage. The theme of goal-setting and direction is also present in the responses. Respondent 7 (RP7) notes that their school sets clear goals and objectives to ensure focus and direction, which suggests a strategic approach to CSR program implementation.

4.2 Discussion

The discussion in this chapter is divided into two sub-sections. Each subsection of the discussion is based on the specific research objectives which are:

1. To identify the CSR practices of private basic schools in The Okai-Kwei Central Municipal Assembly.
2. To investigate the impact of CSR practices on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly

4.2.1 Identifying the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly.

The private basic schools in the Okai-Kwei Central Municipal Assembly have demonstrated a strong commitment to Corporate Social Responsibility (CSR) practices. An analysis of the respondents' descriptions of CSR practices in their respective schools reveals a diverse array of initiatives. These initiatives include the provision of educational support and resources to students, staff welfare and development programs, community outreach and support initiatives, and environmental sustainability projects.

One of the primary CSR practices identified in the study is the provision of educational support and resources to students. Respondents noted that their schools offer scholarship programs for needy but brilliant students, provide free educational resources, and organize academic support programs such as extra classes and tutoring. These initiatives demonstrate the schools' commitment to promoting academic excellence and social equity.

Staff welfare and development programs are another key CSR practice identified in the study. Respondents noted that their schools provide benefits such as free medical care, internet data, and

weekend allowances for teaching staff members. These initiatives suggest that the schools value their staff members' well-being and are committed to creating a supportive work environment.

Community outreach and support initiatives are also a significant CSR practice in the private basic schools. Respondents noted that their schools organize clean-up programs, provide foodstuffs and provisions to persons affected by natural disasters, and engage in other community-based initiatives. These initiatives demonstrate the schools' commitment to environmental sustainability and community engagement.

Environmental sustainability is another key CSR practice identified in the study. Respondents noted that their schools have implemented programs for reducing waste, promoting recycling, and conserving energy. These initiatives suggest that the schools are committed to reducing their environmental footprint and promoting sustainability.

The private basic schools also prioritize stakeholder engagement and participation in CSR initiatives. Respondents noted that parents, staff members, and community leaders are involved in the planning, implementation, and evaluation of CSR initiatives. This collaborative approach ensures that CSR initiatives are tailored to the specific needs of the community and the school.

In terms of measuring the success and impact of CSR practices, the private basic schools use a range of approaches. Respondents noted that their schools use feedback and evaluation from stakeholders, quantitative metrics such as staff turnover and student outcomes, and philanthropic initiatives to measure the effectiveness of CSR initiatives.

The study also highlights the importance of transparency and communication in CSR practices. Respondents noted that their schools communicate CSR initiatives and outcomes to stakeholders

through various channels, including newsletters, websites, and social media. This transparency and communication ensure that stakeholders are informed and engaged in CSR initiatives.

4.2.2 Investigating the impact of CSR practices on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly.

The reputation of private basic schools in the Okai-Kwei Central Municipal Assembly is significantly influenced by their Corporate Social Responsibility (CSR) practices. A qualitative analysis of the respondents' perceptions of the impact of CSR practices on their school's reputation reveals a predominantly positive narrative. The respondents highlight the importance of CSR initiatives in enhancing the school's reputation, attracting students, and fostering positive relationships with the community.

One of the primary ways in which CSR practices impact the reputation of private basic schools is by enhancing their reputation in the community. The respondents note that CSR initiatives such as scholarship programs, community outreach, and environmental sustainability projects contribute to a positive image of the school. This positive image, in turn, attracts students and stakeholders who value the school's commitment to social responsibility.

The impact of CSR practices on student enrollment and retention is also significant. The respondents note that CSR initiatives such as scholarship programs and discounts on fees influence student enrollment decisions. Additionally, CSR practices that promote academic excellence and provide support to students contribute to student retention. This suggests that CSR initiatives can play a crucial role in shaping the school's reputation and attractiveness to prospective students.

The theme of trust and credibility is also present in the responses. The respondents note that CSR practices contribute to a situation where stakeholders trust the school to provide quality education

and support to students. This trust, in turn, enhances the school's reputation and attractiveness to prospective students. The respondents also highlight the importance of transparency and communication in building trust and credibility with stakeholders.

The respondents also note that CSR practices can have a positive impact on the school's reputation by differentiating it from competitors. The respondents highlight the importance of unique CSR initiatives that reflect the school's values and mission. This suggests that CSR practices can be a key differentiator for private basic schools in the Okai-Kwei Central Municipal Assembly. However, the respondents also note that CSR practices can have negative consequences if not implemented carefully. The respondents highlight the importance of careful planning and consideration when selecting CSR programs. This suggests that CSR initiatives must be aligned with the school's values and mission, and must be implemented in a way that avoids potential risks and negative consequences.

The respondents also note that transparency and communication are critical in managing CSR-related risks. The respondents highlight the importance of providing information about potential risks and offering effective means to respond to them. This suggests that transparency and communication are key strategies for managing CSR-related risks and protecting the school's reputation. The theme of goal-setting and direction is also present in the responses. The respondents note that CSR practices must be aligned with the school's goals and objectives. This suggests that CSR initiatives must be strategic and focused, and must contribute to the school's overall mission and vision.

The analysis of the respondents' perceptions of the impact of CSR practices on their school's reputation reveals a predominantly positive narrative. The respondents highlight the importance of CSR initiatives in enhancing the school's reputation, attracting students, and fostering positive

relationships with the community. The findings of this study have implications for policymakers, educators, and stakeholders seeking to promote CSR practices in private basic schools in the Okai-Kwei Central Municipal Assembly.

4.3 Chapter Summary

This chapter of the study focused on presenting the data gathered from the respondents using the semi-structured interview guide; analysing the data using the thematic data analysis method; and discussing the findings of the analysed data. The data analysis and the discussions of the findings were based on the research objectives to allow for logical coherence in the study. Moving from this chapter, the subsequent and the final chapter of the study- chapter five- shall focus on summary of some major findings made by the study, answering of research questions by the study, limitations of the study, how the study has contributed to knowledge, and recommendations for policy formulation and also for further research or studies.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.

5.0 Introduction

This chapter is the final chapter of the study. The chapter focused on providing a summary of some major findings made by the study, answering of research questions by the study, limitations of the study, how the study has contributed to knowledge, and recommendations for policy formulation and also for further research or studies.

5.1 Summary of some major findings made by the study.

The study sought to achieve the following objectives:

1. To identify the CSR practices of private basic schools in The Okai-Kwei Central Municipal Assembly.
2. To investigate the impact of CSR practices on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly.

The study reveals that private basic schools in the Okai-Kwei Central Municipal Assembly engage in various Corporate Social Responsibility (CSR) practices, including educational support, staff welfare, community outreach, and environmental sustainability. These initiatives demonstrate the schools' commitment to promoting social responsibility, environmental sustainability, and community engagement.

The analysis shows that CSR practices have a positive impact on the schools' reputation in the community. Respondents note that CSR initiatives enhance the school's reputation, attract students,

and foster positive relationships with the community. The findings also suggest that CSR practices can differentiate schools from competitors and promote student enrollment and retention.

The study highlights the importance of stakeholder engagement and communication in CSR practices. Respondents note that parents, staff members, and the local community are involved in CSR initiatives, and that schools communicate CSR practices and achievements through various channels, including PTA meetings, digital communication, and newsletters.

The analysis reveals that CSR practices can have a positive impact on student enrollment and retention. Respondents note that CSR initiatives, such as scholarship programs and discounts on fees, can attract and retain students. The findings also suggest that CSR practices can enhance the school's reputation and attractiveness to prospective students.

The study emphasizes the importance of careful planning and consideration when selecting CSR programs. Respondents note that schools must weigh the potential benefits and risks of CSR initiatives and prioritize transparency, communication, and risk avoidance. The findings also suggest that schools must set clear goals and objectives to ensure focus and direction in CSR program implementation.

5.2 Answering of research questions by the study

The research questions of this study are:

1. What are the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly?
2. How do CSR activities of private basic schools in the Okai-Kwei Central Municipal Assembly affect their reputation?

5.2.1 The CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly

The CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly are multifaceted and diverse. The discussions reveal that these schools have demonstrated a strong commitment to CSR practices, which include the provision of educational support and resources to students, staff welfare and development programs, community outreach and support initiatives, and environmental sustainability projects. These initiatives demonstrate the schools' commitment to promoting academic excellence, social equity, and environmental sustainability.

The discussions also highlight the importance of stakeholder engagement and participation in CSR initiatives. The private basic schools involve parents, staff members, and community leaders in the planning, implementation, and evaluation of CSR initiatives, ensuring that these initiatives are tailored to the specific needs of the community and the school. Furthermore, the schools use various approaches to measure the success and impact of CSR practices, including feedback and evaluation from stakeholders, quantitative metrics, and philanthropic initiatives.

The findings suggest that these schools prioritize educational support, staff welfare, community outreach, environmental sustainability, stakeholder engagement, and transparency and communication in their CSR practices. These CSR practices can play a critical role in promoting social responsibility, environmental sustainability, and community engagement in educational institutions, and have implications for policymakers, educators, and stakeholders seeking to promote CSR practices in educational institutions.

5.2.2 How CSR activities affect the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly.

The discussions reveal that CSR practices have a profoundly positive impact on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly. The respondents highlight the importance of CSR initiatives in enhancing the school's reputation, attracting students, and fostering positive relationships with the community. Specifically, CSR practices such as scholarship programs, community outreach, and environmental sustainability projects contribute to a positive image of the school, which in turn attracts students and stakeholders who value the school's commitment to social responsibility.

The discussions also suggest that CSR practices can have a positive impact on student enrollment and retention, which is a critical aspect of a school's reputation. The respondents note that CSR initiatives such as scholarship programs and discounts on fees influence student enrollment decisions, while CSR practices that promote academic excellence and provide support to students contribute to student retention. Furthermore, the respondents highlight the importance of transparency and communication in building trust and credibility with stakeholders, which is essential for maintaining a positive reputation. The findings suggest that CSR initiatives can play a critical role in shaping the school's reputation and attractiveness to prospective students, and highlight the importance of careful planning, transparency, and communication in managing CSR-related risks.

5.3 Limitations of the study

This study has several limitations that must be acknowledged. Firstly, the study's focus on private basic schools in the Okai-Kwei Central Municipal Assembly limits its generalizability to other

types of schools, such as public schools or secondary schools. Additionally, the qualitative research approach adopted in this study, while providing rich and detailed insights into the CSR practices of private basic schools, may not be generalizable to the larger population. The use of a semi-structured interview guide, while allowing for flexibility and exploration of themes, may also have introduced bias and limited the comparability of responses across participants. Furthermore, the sample size of ten participants, while sufficient for an exploratory qualitative study, may not be representative of the larger population of private basic schools in the Okai-Kwei Central Municipal Assembly.

Another significant limitation of this study is the timing of data collection, which had to be conducted during a period when schools were going on intermittent breaks. This may have affected the availability and responsiveness of participants, potentially introduced bias and limited the depth and quality of data collected. Additionally, the study's reliance on self-reported data from school administrators and staff may also be subject to social desirability bias, where participants may have provided responses that they perceived as more socially acceptable or desirable. These limitations highlight the need for further research to validate and build upon the findings of this study, and to address the gaps and limitations identified herein.

5.4 How the study has contributed to knowledge

This study makes a significant contribution to the existing body of knowledge on Corporate Social Responsibility (CSR) and organisational reputation, particularly in the context of private basic schools in Ghana. By exploring the CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly, the study provides valuable insights into the ways in which these schools engage with their stakeholders and contribute to the well-being of their communities. The

study's findings on the types of CSR practices adopted by private basic schools, the motivations behind these practices, and their impact on organisational reputation contribute to a deeper understanding of the CSR-reputation nexus in the educational sector.

The study also contributes to knowledge by highlighting the importance of CSR practices in enhancing the reputation of private basic schools. The findings suggest that CSR practices such as educational support, staff welfare, community outreach, and environmental sustainability can have a positive impact on organisational reputation, attracting students and stakeholders who value the school's commitment to social responsibility. This contribution is significant, as it underscores the need for private basic schools to prioritize CSR practices as a key component of their reputation management strategies.

The study's focus on private basic schools in Ghana contributes to knowledge by providing a nuanced understanding of the CSR-reputation nexus in a specific cultural and institutional context. The study's findings highlight the ways in which cultural and institutional factors shape the CSR practices and reputation management strategies of private basic schools in Ghana. This contribution is significant, as it underscores the need for researchers and practitioners to consider the cultural and institutional context in which CSR practices are implemented.

The study makes a significant contribution to knowledge by providing a detailed understanding of the CSR practices and reputation management strategies of private basic schools in Ghana. The study's findings have implications for policymakers, educators, and stakeholders seeking to promote CSR practices and enhance organisational reputation in the educational sector.

5.5 Recommendations

5.5.1 Recommendations for policy formulation.

- The Ghana Education Service should integrate Corporate Social Responsibility (CSR) into its educational policies to ensure that private basic schools prioritize CSR practices. This can be achieved by incorporating CSR into the school's curriculum and encouraging schools to develop CSR policies.
- The Okai-Kwei Central Municipal Assembly should establish guidelines for CSR practices in private basic schools. These guidelines should outline the expected CSR practices, monitoring and evaluation mechanisms, and incentives for schools that excel in CSR practices.
- The Ghana Education Service and the Okai-Kwei Central Municipal Assembly should incentivize CSR practices in private basic schools. This can be achieved by offering tax exemptions, subsidies, or recognition awards to schools that demonstrate exceptional CSR practices.
- Private basic schools in the municipal assembly should prioritize capacity building for their administrators. This can be achieved by providing training programs on CSR practices, leadership, and management. The Ghana Education Service and the Okai-Kwei Central Municipal Assembly can collaborate to provide these training programs.

5.5.2 Recommendations for further research.

- A quantitative study can be conducted to validate the findings of this qualitative study. A survey can be administered to a larger sample size of private basic schools in the Okai-Kwei Central Municipal Assembly to gather data on their CSR practices and reputation.

This can provide a more generalizable understanding of the relationship between CSR practices and reputation in private basic schools.

- A comparative study can be conducted to examine the differences in CSR practices between public and private basic schools in the Okai-Kwei Central Municipal Assembly. This can provide insights into how different types of schools approach CSR and how these approaches impact their reputation.
- A longitudinal study can be conducted to examine the long-term impact of CSR practices on the reputation of private basic schools. This can provide insights into how CSR practices influence reputation over time and how schools can sustain their reputation through CSR practices.
- An exploratory study can be conducted to examine the role of stakeholders in CSR practices in private basic schools. This can provide insights into how stakeholders influence CSR practices and how schools can engage with stakeholders to develop effective CSR practices.

5.6 Conclusion

This study explored the relationship between Corporate Social Responsibility (CSR) and organisational reputation in private basic schools in the Okai-Kwei Central Municipal Assembly. The study was organised into five chapters and employed a qualitative case study research design. The population consisted of private basic schools in the Okai-Kwei Central Municipal Assembly, from which a sample size of ten schools was purposively selected. Data was collected through semi-structured interviews with school administrators, using a semi-structured interview guide as the data collection tool. The data was analysed using thematic analysis, which revealed that CSR practices such as educational support, staff welfare, community outreach, and environmental

sustainability contribute to the enhancement of organisational reputation. The study's findings and discussions were anchored on stakeholder theory and reputation management theory. The study concluded that CSR practices play a crucial role in shaping the reputation of private basic schools and recommended that policymakers and school administrators prioritise CSR practices in their reputation management strategies. Furthermore, the study recommended that further research be conducted to validate its findings and explore the impact of CSR practices on organisational reputation in other contexts.

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APPENDIX

INTERVIEW GUIDE

TOPIC: CORPORATE SOCIAL RESPONSIBILITY AND ORGANISATIONAL REPUTATION: A CASE STUDY OF PRIVATE BASIC SCHOOLS IN THE OKAI-KWEI CENTRAL MUNICIPAL ASSEMBLY.

Introduction

Dear Sir/Madam I am a graduate student at the University of Media Arts and Communication, Institute of Journalism (UniMAC,IJ) conducting a study in partial fulfilment of the award of a Master of Arts degree in Strategic Public Relations Management. I would be most grateful if you could take a short time off your busy schedule to answer the questions to the best of your ability. There are no right or wrong answers. Your responses will be treated confidentially and used only for academic purposes. Your name, the name of your institution or any personal information that you provide will not be published, but shall be given codes such as RP1 indicating respondent one.

SECTION A

CSR practices of private basic schools in the Okai-Kwei Central Municipal Assembly

1. Can you please describe the Corporate Social Responsibility (CSR) practices that your school has implemented?
2. How does your school prioritize and select CSR initiatives to support?
3. What role do stakeholders (e.g. parents, community members) play in shaping your school's CSR practices?

4. Can you provide examples of specific CSR projects or programs that your school has undertaken?

5. How does your school measure the success and impact of its CSR practices?

SECTION B

The impact of CSR practices on the reputation of private basic schools in the Okai-Kwei Central Municipal Assembly.

6. In your opinion how has CSR practices impacted your school's reputation in the community?

7. Can you describe any specific instances where CSR practices have damaged your school's reputation?

8. How does your school communicate its CSR practices and achievements to stakeholders?

9. Can you please explain how CSR practices have influenced student enrollment or retention at your school?

10. How does your school balance the potential risks and benefits of CSR practices on its reputation?

11. Do you have anything else to say?

THANK YOU FOR YOUR VIEWS AND TIME

CODING SHEET

QUESTIONS	RESPONSES		THEMES
Q.1 Can you please describe the Corporate Social Responsibility (CSR) practices that your school has implemented?	RP1	We provide scholarship programmes for needy but brilliant students and also undertake occasional clean-up exercises in the community	Community support
	RP2	Educational CSR	Educational CSR
	RP3	Outreach to communities within the area the school is located in times when the school has identified needs if some persons in the community. We typically do this when natural disasters happen.	Disaster relief
	RP4	there are actually quite a number of them but let me just say this, as a way of retaining our	Staff welfare

		<p>staff, we offer lunch for all staff members, free and unlimited medical care, for all staff members, internet data for all staff members, and we also provide weekend allowances for teaching staff members.</p>	
	RP5	<p>Advocating for environmental sustainability</p>	<p>Environmental sustainability</p>
	RP6	<p>In my school, there are practices such as free early morning tuition, after school or regular hours tuition, and weekend (Saturday classes tuition for the learners.</p>	<p>Academic support</p>

	RP7	Promoting healthy lifestyle, Nutrition and mental well-being	Healthy lifestyle
	RP8	End of week quiz and energy consumption	Energy conservation
	RP9	we have academic initiatives where teaching staff members who do not have education backgrounds are sponsored to pursue education programs. we also support parents financially by giving discounts on fees for parents who have three or more wards in the school. we also offer scholarships to brilliant but needy students in the community upon recommendation from the traditional council.	Staff development

	RP10	There hasn't been any indication that the school has undertaken any CSR practice as far as I'm concerned	No CSR
Q.2 How does your school prioritize and select CSR initiatives to support?	RP1	By engaging community leaders on pressing needs in the community	Community needs
	RP2	Organizing mentorship program	Mentorship program
	RP3	On the basis of need and the school's ability to raise resources to execute.	Needs assessment
	RP4	considering the nature of the CCSR activities i can say that it is mostly geared towards the staff members, specifically, administration instead of any other thing else. i will say we place priority on the well-	Staff welfare

		being of the staff members.	
	RP5	Assessing or checking if the schools' activities of disposing garbage has a positive or negative effect on the school and the society as a whole Secondly the students are made aware on the use of plastic materials which are more environmentally friendly	Environmental sustainability
	RP6	we consider two very relevant scopes. one is academic and the other is administration. priority is given to academic work because as a department (JHS) we believe that the end results of our BECE is	Academic priority

		what speaks for us as a school	
	RP7	The school conducts a needs assessment, where the school's values, mission and goals are identified. Also, the needs of the students and staff are assessed	Needs assessment
	RP8	The selection was done based on students' attitude towards learning and their knowledge on the usage of electricity.	Student attitudes
	RP9	we mostly consider the academic and administrative support for our staff members	Staff support
	RP10	I don't know if it does at management level but teaching staff are not aware of this	Lack transparency

<p>Q.3 What role do stakeholders (e.g. parents, community members) play in shaping your school's CSR practices?</p>	RP1	They provide support in terms of advice and suggestions	Parental support
	RP2	Involvement	Stakeholder involvement
	RP3	Parents are consulted on what CSR initiatives the school should embark upon. Community members informally approach the school for help on an as and when necessary, basis.	Community engagement
	RP4	i will say parents. Most of our parents are learned and of high social, political and financial status. During PTA meetings, they make sure to challenge the school to put good measures in place to retain the staff members and this, i ca confidently	Parental influence

		say has led to the adoption of some of these CSR initiatives targeted at the staff	
	RP5	Selling of foods in plastic materials Provision of food by parents to their wards in plastic materials such as plastic bowls, plastic bottles and disposable cups	Environmental impact
	RP6	when it comes to the role of the parents, they support us by making sure their learners are provided with the adequate learning materials they will need particularly for their tuition.	Parental support
	RP7	Parents support CSR initiatives, partake in	Stakeholder support

		<p>fundraising events and provide resources.</p> <p>Teachers also contribute to CRS through planning, implementing and evaluating.</p>	
	RP8	<p>They make sure students have the necessary tools to sit for the end of week quiz</p>	Resource provision
	RP9	<p>our parents are very instrumental when it comes to planning and implementing. during PTA meetings, they present ideas and offer solutions to some already existing challenges in the school.</p> <p>Our staff members also hold much relevance in the sense that, during our termly and annual</p>	Collaborative partnership

		meetings, they offer recommendations to such initiatives. the Abeka traditional council also engages with us a lot when it comes to the scholarship schemes for the brilliant but needy learners in the community.	
	RP10	Stakeholders have not been involved in the school's CSR practices	Lack involvement
Q.4 Can you provide examples of specific CSR projects or programs that your school has undertaken?	RP1	Scholarship for needy but brilliant students Clean -up programmes	Educational support
	RP2	Health and fitness, Educational	Health fitness
	RP3	Providing foodstuffs and provisions to persons affected by the effects of heavy rainfall events.	Disaster relief

	RP4	It is still ongoing. the free and unlimited medical care for all staff members. Free lunch for all staff members.	Staff welfare
	RP5	Separation of plastic waste from other waste	Environmental sustainability
	RP6	in 2023 and 2024, the school organized a camping for the learners in the premises of the school. These camping exercises were of goodwill and no parents was charged any fee. the cost of the camping was absorbed by management	Student enrichment
	RP7	Career guidance programs School Garden projects	Career guidance
	RP8	Inter community quiz.	Community engagement

	RP9	In 2022, 2023, 2024 we provided scholarships for three brilliant but needy students in each year. we also have about ten parents who have more than three wards in the school. All of whom we have given discount on fees. we are currently supporting five staff members to pursue education programs and specifically, degrees in Basic education.	Educational support
	RP10	So far, there's none I can remember	No initiatives
Q.5 How does your school measure the success and impact of its CSR practices?	RP1	By analysing its impact on the lives of the community members	Community impact
	RP2	Good	Positive outcome

	RP3	Through the feedback and comments received from the beneficiaries	Beneficiary feedback
	RP4	because the initiatives are geared towards the staff members, and specifically for the purpose of staff retention, we use annual staff turnover as a parameter to judge or determine whether the initiatives are ensuring a good environment for the staff to operate, or we are just not doing enough	Staff retention
	RP5	Injury or risk-free environment on the part of the learners	Risk-free environment

	RP6	<p>for the case of the camping, we usually adopt a system where we use the results of the BECE to measure the effectiveness of the camping. we have been able to present four batches of candidates to sit for the BECE and it has been evident that the two occasions when we camped them proved effective as the learners produced the best results in those years</p>	Academic performance
	RP7	<p>The school identifies the number of students, staff and members of the community involved in CSR initiatives The school gathers feedback from students staff the</p>	Stakeholder feedback

		local community to access the effectiveness of CSR initiative.	
	RP8	We do a weekly report by comparing previous results	Progress tracking
	RP9	there are no specific means of measuring our initiatives because the nature of the initiatives. they are philanthropic in nature and so it usually benefits the receiving party.	Philanthropic initiatives
	RP10	Don't know	Unknown methods
Q.6 In your opinion how has CSR practices impacted your school's reputation in the community?	RP1	It has enhanced the reputation of the school in the community	Reputation enhancement
	RP2	One of the best schools	Best school
	RP3	Positively	Positive impact
	RP4	oh yes it has great impact. Over the years,	Staff accountability

		<p>it has been recorded that the staff members who have been discharged from the school are out of insubordination, failure to perform duties as obliged or unethical or misconduct in the profession</p>	
	RP5	<p>It has given the school a good and positive image, retention of students and also attracting more students</p>	<p>Positive image</p>
	RP6	<p>Frankly speaking, our schools' reputation has been one on the high. Community members hold the school in high esteem. as of 2022 our learner population stood around 350 but after our performances in the</p>	<p>Population growth</p>

		<p>2023 and 2024 BECE</p> <p>our current population stands at about 678. this is almost a 100% population increase in the space of two academic years.</p>	
	RP7	<p>It has enhanced positive rapport with the local community and has also built trust among stakeholders especially parents and the community as a whole</p>	Community trust
	RP8	<p>It has impacted positively because my school is known as one of the best schools in our municipal.</p>	Positive reputation
	RP9	<p>positively, we have been seen as a school that adorns the culture of the community, and we tend</p>	Cultural alignment

		to have a positive image among the members of the community	
	RP10	There isn't a significant impact on the reputation of schools because most community members are oblivious of CSR and it's impacts and there is no awareness creation on that	Lack awareness
Q.7 Can you describe any specific instances where CSR practices have damaged your school's reputation?	RP1	No	No damage
	RP2	that will be hard for me to say because most of what we do is targeted towards improving the working conditions for the staff members internally.	Internal focus
	RP3	I don't believe there is any that I can clearly recall.	No negative
	RP4	None	No impact

	RP5	For now, it has rather impacted positively.	Positive impact
	RP6	I think in my opinion CSR has not damaged our reputation but internally, it is believed that management places more interest in developing the human resource at the Junior High School Leven and the preschool level than the primary level.	Perceived inequality
	RP7	I don't think so	No damage
	RP8	CSR has not had a negative impact on our school	No negative
	RP9	NO	No impact
	RP10	No	No damage
Q.8 How does your school communicate its CSR	RP1	Through PTA meetings	PTA meetings
	RP2	Demonstration	Demonstration based
	RP3	Through PTA meetings	PTA Meetings

practices and achievements to stakeholders?	RP4	we do this during every first general meeting of the academic year, and also during PTA meetings where we feel there is the need to open up to suggestions from the parents to improve upon our initiatives.	Stakeholder engagement
	RP5	It doesn't. The stakeholders see for themselves	Observational awareness
	RP6	Because we work closely with the parents as our very first stakeholders when it comes to implementing such initiatives, we first conduct a survey on what initiatives they will best appreciate and also how we can best implement them. These	Digital communication

		surveys are conducted by issuing questionnaires to the parents via mails, as we dominantly communicate to the parents via email messaging.	
	RP7	Through newsletters, the school's website, staff meetings and P.T.A	Multi-channel communication
	RP8	By holding meetings and making stakeholders aware if the positive impact it will bring to the school.	Stakeholder awareness
	RP9	this is usually through newsletters, annual meetings. end of academic term meetings or through PTA meetings.	Regular updates
	RP10	It doesn't	Lack communication

<p>Q.9 Can you please explain how CSR practices have influenced student enrollment or retention at your school?</p>	RP1	<p>Yes. The scholarship programme has increased enrollment.</p> <p>Parents who have brilliant students but are unable to cater for their education do bring them to our school</p>	Increased enrollment
	RP2	Yes, its interest	Positive interest
	RP3	No	No impact
	RP4	<p>this will be difficult to tell because I think most of our initiatives target the teachers and other staff members.</p>	Staff focus
	RP5	<p>Enrollment. Since the school has a policy of separating plastic waste from other waste, the school is always clean and neat which serves as a good living and healthy safe space or</p>	Environmental attractiveness

		environment for students and the entire organization which makes it more attractive to the outside environment	
	RP6	Certainly, the number of students in the 2021 and 2022 academic year was just about 120 however between the 2024 and 2025 academic year, the student enrollment stands at 678	Significant growth
	RP7	Yes, it has enhanced reputation hence making it more attractive to prospective students It has also differentiated the school from its competitors	Reputation enhancement
	RP8	Yes please, over the years my school	Academic excellence

		produces excellent results after BECE, this has given us massive numbers	
	RP9	Oh yes it has greatly done so. the scholarships awarded to brilliant but needy students and the discount on fees given to parents with more than three wards has influenced many members of the community to bring their wards to our school. our leaner population stands at 252 as against 2021 when we had a leaner population of about 97	Increased enrollment
	RP10	Student enrolment or retention is based on many factors and CSR is way down the list which	Minimal influence

		makes its influence minimal	
Q.10 How does your school balance the potential risks and benefits of CSR practices on its reputation?	RP1	We are careful when choosing a CSR programme by engaging the community members so we can enhance the benefits. A wrong CSR programme can negatively impact the reputation of the school and its relationship with the community	Careful planning
	RP2	No idea	No awareness
	RP3	By weighing the possible fallout from the particular intervention	Risk assessment
	RP4	we do not go out of our way to compel any of our staff members to sign onto our initiatives. Inasmuch as it is for the betterment of the staff,	Voluntary participation

		we believe that there are individual differences and which stem from diet, religion, and what have you. so yes, we have the initiatives, but we are not mandated to comply compulsorily	
	RP5	by providing information about what those risks are and by offering an effective means to respond to them and also encouraging good behaviour	Transparency management
	RP6	As most of the initiatives are geared towards improving the academic performance of the learners or students in the school, it does not involve a lot of outdoor	Risk avoidance

		<p>or community activities where the learners are put in a greater risk of harm or injury. most of the activities are implemented within the walls of the school</p>	
	RP7	<p>The school sets clear goals and objectives to ensure focus and direction</p>	<p>Goal setting</p>
	RP8	<p>We try our best to get the good outcome always.</p>	<p>Positive outcomes</p>
	RP9	<p>since we do not actually seek to benefit materially from the initiatives, it is easy for us to shy away from any activity that will negatively taint our image</p>	<p>Reputation protection</p>

	RP10	I don't think there has been a discussion or an assessment of CSR practices and it's associated risks and benefits to the school	Lack awareness
Q.11 Do you have anything else to say?	RP1	No	No response
	RP2	Corporate Social responsibility is an effective way for organisations and institutions to enhance their reputation in the communities where they operate. By so doing, organisations can foster friendly and productive relationships with communities and enhance the lives of the community members	Reputation enhancement
	RP3	No please	No response

	RP4	<p>erm nothing much just that perhaps, as a school we should also look at how we can put up initiatives that will benefit the students and maybe the parents as well</p>	Community benefits
	RP5	<p>I think CSR is a tool most schools, especially the private ones have to embrace as it will not improve the reputation of their school but also in its own way position the school competitively in the communities where they find themselves.</p>	Competitive advantage
	RP6	<p>CSR initiatives help students to develop essential life skills as in teamwork, leadership</p>	Life skills development

		and problem-solving skills and must be undertaken by schools	
	RP7	No please	No response
	RP8	if all private schools should adopt CSR in their administration, I believe that as a community, we will go a long way to solve our own illiteracy problems	Social impact
	RP9	I think private schools should do more with regards to CSR practices	CSR improvement
	RP10	No	No response