

**CONTRIBUTIONS OF CORPORATE SOCIAL RESPONSIBILITY WITHIN THE
PRIVATE HIGHER EDUCATION
SECTOR IN
SOUTH AFRICA: A CASE STUDY OF THE WISDOM GROUP (PTY) LTD**

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Contributions of Corporate Social Responsibility within the private higher education sector in South Africa: A case study of the Wisdom Group (Pty) Ltd

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

I dedicate this work to my parents and the whole Ncube clan who always saw an academic genius in me as I grew up. It is through their encouragement that I was inspired to keep scaling the academic ladder.

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Thank you to my family, specifically to my wife, Boni for the motivation and to the kids, Kayla and Nondumiso, for allowing me time to focus on my studies. Thank you as well to the whole family including Jetro, CoraD, Newts and Sylvia for the encouragement when times were tough; to my colleagues Zizi, Chard and Hennie for the support in times of need.

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ABSTRACT

The purpose of this dissertation was to explore the contributions of corporate social responsibility (CSR) in the private higher education sector using a case study-based research. The research sought to investigate the Wisdom Group's impact of CSR through an analysis of the perceptions of the research participants who benefited from the company's CSR programmes. The research followed a qualitative method which was suitable for the objectives that were pursued by the study. The current study was based on the Bourdieuan theory of forms of capital that argues that different capitals (social and cultural) are built through environments such as schools. The capitals also determine an individual's success through connections; however, these are masked through meritocratic illusion that claims that people succeed purely based on merit. Meritocratic illusion paints an incorrect picture that everyone has an equal chance to success regardless of their personal circumstances. The theory refers to these connections as social networks. The study found that the Wisdom Group engaged in different forms of corporate social responsibility through, among other programmes, skills development programmes by awarding bursaries and learnerships. The study also found that the participants held positive perceptions of the CSR programmes they benefited from. The perceptions held by the participants included that CSR programmes improved their income, inspired them to pursue academic development and led to their employability. Due to COVID-19 restrictions, participant interviews could not be conducted face to face but through the use of audio-conferencing technology. The study benefitted the Wisdom Group as it provided a scientific evaluation of their CSR programmes from the perspective of those who benefited from them.

KEY TERMS

Corporate social responsibility; Skills development; Social Networks; Social Capital; Meritocratic illusion

OKUCASHUNIWE

Inhloso yalo mbhalo omude bekuwukuhlola iminikelo yesibophezelo senhlalo yenkampani (CSR) emkhakheni ozimele wemfundo ephezulu, kusetshenziswa ukusongozwa kwecebo locwaningo olusekelwe esifundweni. Ucwangingo lwalufuna ukuphenya umthelela we-*Wisdom Group* ku-CSR ngokuhlaziywa kwemibono yababambiqhaza bocwaningo abahlomule ezinhlelweni ze-CSR yenkampani. Kwalandelwa indlela yokuqoqa nokuhlaziya imininingwane okungezona izinombolo, njengoba ibifanele izinhloso ebeziqhutshekwa ocwaningweni. Ucwangingo lwamanje belusekelwe embonweni we-*Bourdieuan* wezinhlalo zemali, othi izimali ezihlukene (ezenhlalo namasiko) zakhiwe ngokusebenzisa izindawo ezifana nezikole. Lezi zimali ziphinde zinqume impumelelo yomuntu ngoxhumano (ngokombono obizwa ngokuthi ubudlelwano bomphakathi ekudluliseni ulwazi); nokho-ke, lokhu kufihlwe ngenkohliso ezuzisayo ethi abantu baphumelele ngokusekelwe ekuzuzeni kwabo kuphela. Inkohliso ezuzisayo iveza isithombe esingalungile - sokuthi wonke umuntu unethuba elilinganayo lempumelelo - kungakhathaliseki izimo zakhe zomuntu siqu. Ucwangingo luthole ukuthi i-*Wisdom Group* ibambe iqhaza ezinhlotsheni ezahlukene zokuzibophezela emphakathini ngokusebenzisa, phakathi kwezinye izinhlelo, izinhlelo zokuthuthukisa amakhono ngokuklomelela ngemifundaze kanye nohlelo lokufunda olusekelwe emsebenzini. Ngaphezu

kwalokho, ababambiqhaza babe nemibono emihle ngezinhlelo ze-CSR abahlomule kuzo. Le mibono yayihlanganisa ukuthi izinhlelo ze-CSR zathuthukisa iholo labo, zabakhuthaza ukuba baqhubekise ukuthuthukiswa kwezemfundo, futhi kwaholela ekuqashekeni kwabo. Ngenxa yemikhawulo ye-COVID-19, izingxoxo nababambiqhaza kwadingeka ukuba zenziwe kusetshenziswa ubuchwepheshe benkomfa yokulalelwayo esikhundleni sobuso nobuso. Ucwangingo lube nenzuzo ku-*Wisdom Group* njengoba lunikeze ukuhlolwa kwesayensi kwezinhlelo zabo ze-CSR ngokombono walabo abahlomule kuzo.

AMAGAMA ASEMQOKA

Corporate social responsibility -Isibophezelo senhlalo yenkampani

Skills development - Ukuthuthukiswa kwamakhono

Social networks - Ubudlelwano bomphakathi ekudluliseni ulwazi

Social capital - Imali yezenhlalo

Meritocratic illusion- Inkohliso ezuzisayo

KGUTSUFATSO

Maikemisetso a thuto ena e ne e le ho hlahloba nyehelo tsa boikarabelo ba khamphani setjhabeng (CSR) lekalleng la poraefete la thuto e phahameng, ka ho sebedisa dipatlisiso tsa thuto ya boithuto ba taba. Dipatlisiso di ne di batla ho batlisisa tshusumetso ya Wisdom Groups's ho CSR ka tlhahlobo ya maikutlo a bankakarolo ba dipatlisiso ba ruileng molemo ho tswa mananeong a CSR a khamphani. Ho ile ha latelwa mokgwa wa boleng, ka ha o ne o loketse merero e neng e phethilwe thutong. Boithuto ba ha jwale bo ne bo thehilwe kgopolong ya Bourdieuan ya mefuta ya matlotlo, e bolelang hore matlotlo a fapaneng (a setjhaba le a setso) a hahilwe ka maemo a kang dikolo. Matlotlo ana a boetse a kgetholla katleho ya motho ka dikgokahano (ka kgopolo e bitswang marangrang a setjhaba); leha ho le jwalo, tsena di kwahelwa ke kgopolo ya hore batho ba hatela pele ho latela seo ba se finyelletseng ho ipapisitswe le makgabane feela. Kgopolo ya hore batho ba hatela pele ho latela seo ba se finyelletseng ho ipapisitswe le makgabane feela e hlalosa setshwantsho se fosahetseng - sa hore e mong le e mong o na le monyetla o lekanang wa katleho - ho sa tsotellehe maemo a bona a bophelo. Thuto ena e fumane hore Wisdom Group e sebedisitse mefuteng e fapaneng ya boikarabelo setjhabeng mme a mang a mananeo e bile, mananeo a ntlafatso ya ditsebo ka ho fana ka dibasari le dithupelo. Ho feta moo, bankakarolo ba ne ba e na le maikutlo a matle ka mananeong a CSR ao ba ileng ba rua molemo ho ona. Maikutlo ana a ne a kenyelletsa hore mananeo a CSR a ntlafaditse tjhelete eo ba e fumanang, a ba kgothaleditse ho hahamalla ntshetsopeleng ya thuto, mme a lebisa ho hirweng ha bona. Ka lebaka la dithibelo tsa COVID-19, dipuisano le bankakarolo di ile tsa tlameha ho etswa ka tshebediso ya theknoloji ya ho hokela batho ba fetang bonngwe ho mohala o le mong. ho e na le ho shebana mahlong. Thuto ena e bile molemo ho Wisdom Group ka ha e fane ka tlhahlobo ya saense ya mananeo a CSR ho latela pono ya ba ileng ba rua molemo ho ona.

MAREO A BOHLOKOA

Boikarabello ba khamphani setjhabeng; Ntshetsopele ya bokgoni; Marangrang a setjhaba;
Letlole la setjhaba; kgopolo ya hore batho ba hatela pele ho latela seo ba se finyellelang
ho ipapisitswe le makgabane feela

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CHAPTER 1

INTRODUCTION AND STUDY ORIENTATION

When corporates engage in corporate Social Responsibility, it is not only assumed that their intention is to make a positive impact on the targeted beneficiaries but also that such CSR initiatives will have an intended effect on the beneficiaries themselves. It is therefore possible that such an assumption maybe inaccurate. It may also be possible that, although well intended, such CSR initiatives do not produce the intended results. The reason for the study to go beyond merely establishing the forms of CSR present in this private higher education case of Wisdom Group is to also ascertain the effect these have had on their beneficiaries.

Every initiative is implemented within a particular context. That context also guarantees challenges that are unique to it. The research focused on the private higher education context of CSR. Through establishing what the challenges are in the private higher education environment that affect the implementation of CSR, the research sought to better understand the private higher education CSR implementation context and lessons that can be drawn from them. Beyond seeking to understand this context, the research also sought to find out how the sector can cope with these challenges. The research findings may assist other implementors of CSR who could find themselves having to cope with the same challenges.

The current research took the form of a case study. Wisdom Group (Pty) Ltd was studied and analysed as a private higher education case. The current study adopted a qualitative research methodology in order to meet the stated research objectives. The theory guiding the study posits that there are different forms of capital which influence the success or failure of students. One such capital is the cultural capital under which education falls. It broadly states that there is an injustice in society that gives some people an opportunity to succeed because of the access to resources, people and information which others may not have. This is masked from the attention of society as a form of merit in what Pierre Bourdieu calls a meritocratic illusion. The current study therefore sought to test the correctness of the theory and how far the cultural capital provided by corporate social responsibility programmes goes in affording opportunities for success for its beneficiaries.

In the part of the dissertation that follows, is a presentation of the background to the study, the problem statement, the objectives of the study and the rationale behind the study.

1.1. BACKGROUND AND CONTEXT OF RESEARCH PROBLEM

South Africa is one of the most unequal societies in the world, a challenge attributed to colonialism and apartheid. Poverty is so apparent as you travel around South Africa, where shacks, poor housing and homelessness has become a normal phenomenon to the South African

society. Seekings and Natrass (2005) argue that the early apartheid state can be blamed for the deep economic inequalities which resulted from policies that promoted the white population and ensured their rise on the occupational ladder. It follows that the segregatory apartheid policies led to increased unemployment and poverty particularly among blacks while opening and securing employment for the white population. Of concern is that the inequality legacy left behind by apartheid still lives on, more than two decades after the dawn of democracy.

As pointed out by Patel and Mushonga (2014:51), corporate companies are also blamed for perpetuating the legacy of colonialism by setting up their outposts in colonies, syphoning all the resources and money and taking these back to their countries of origin at the expense of local communities. Subsequently, this has led to calls that corporate companies do not only have to exercise good will towards societies they operate in but also have a role to play in tackling poverty and inequality in the South African communities they operate in. Unfortunately, this is a duty that corporate South Africa allegedly rejected at the advent of democracy decrying that this placed the poverty and inequality challenge squarely on them (Mesham & Skinner, 2016). The corporate community has preferred the use of the term 'investment' in place of 'responsibility' leading to a South African CSR practice better known as corporate social investment (Mesham & Skinner, 2016). However, over time the responsibility has acceptably been used interchangeably with the term investment by the same corporates. The current study has preferred to refer to corporate social 'responsibility' as this is how it is known globally as opposed to the South African 'investment' version.

According to Patel and Mushonga (2014:53), a leader in corporate social responsibility is the mining sector contributing 35% followed by financial services and wholesale and retail at 18%. There is rare mention of the education sector, let alone the private education institutions. Notably, the private higher education sector is minute compared to other sectors, with ninety-three (93) Private Higher Education Institutions registered with the department of higher education and training as of 30 June 2021. However, this cannot mean that the sector has not contributed anything towards corporate social responsibility or investment, as they would prefer it to be called. The limited data on CSR by the higher education sector, specifically the private higher education sector could be as a result of limited research in that area and therefore the current study sought to fill that gap.

Due to regulation of corporate social responsibility and the incentives that come with it such as tax exemptions (Patel & Mushonga, 2014:53), part of the problem could be that companies participate in corporate social responsibility initiatives for the sake of compliance. In this case, companies would be concerned with reporting that they spent certain amounts of money on certain CSR projects without really ensuring quality of these projects as well as the extent these would go in bettering the lives of their beneficiaries. Another example of regulated corporate social responsibility is the legislated Black Economic Empowerment (Mesham & Skinner, 2016).

Angelopulo, Alpaslan and Schenck (2014) state that for a company to succeed, it must strive to meet the expectations of their stakeholders. A public relations approach to CSR also means that a company's image improves when beneficiaries of its CSR initiatives hold a positive perception towards such initiatives (Mesham & Skinner, 2016). It is therefore very important for the perceptions of the stakeholders to be known for any corporate company to succeed in its corporate social responsibility initiatives as well as in business in general.

The study sought to uncover perceptions on CSR by its beneficiaries. Currently it is not well known how private institutions of higher learning contribute to human development through their corporate social responsibility initiatives (Patel & Mushonga 2014:53). Therefore, the contribution of corporate social responsibility cannot be ignored as every bit of information to better understand CSR and what it can achieve is needed. The study may help generate a better understanding of what CSR initiatives and forms exist within private higher education, the perceptions held by their beneficiaries, the challenges experienced around the practice of CSR and how the private higher education sector may deal with such challenges encountered. Moreover, this means that without this information, private education institutions may continue with business as usual on their implementation of the CSR initiatives without a better understanding of the impact these might have on their beneficiaries. As a result, this can lead to the same challenges carrying on unmitigatedly since there would be little or no new information on how to deal with challenges that come with CSR implementation.

1.2 Problem Statement

The question whether corporate social responsibility is being practiced and contributes or does not contribute to human development within the private sector of South Africa in general and at Wisdom Group in particular remains subject to debate. The debate is not only because the idea of corporate social responsibility within the private sector has been abused by certain companies to escape the responsibility of taxation but also because private companies such as Wisdom Group are profit-seeking entities whose capitalist values have relegated the ideals of social responsibility and progress (Carroll, 2016:5).

The many definitions of CSR may bring about confusion on what is and what is not CSR. In this way, it is important to investigate and identify what the corporate considers to be its expressions of corporate social responsibility. To confirm if corporates, in this case Wisdom Group, are genuine in their CSR actions and not just using it as a way of placating government and escaping taxation, it was important for the current study to hear from the beneficiaries of Wisdom Group's CSR initiatives themselves about how they got to know about the initiatives and whether they believe that the CSR initiatives have made a positive difference in their lives. The case study approach that the study adopted may not be helpful in the extrapolation of the

findings, however, it is a good starting point that may unearth issues that may require further and broader studies.

1.3 Research Objectives

The objective of the study was to examine the contribution of Corporate Social Responsibility within the private higher education sector in South Africa in providing cultural capital for developmental success. Thus, the study would achieve this objective through the following process:

- a) Identify the forms of CSR that exist within Wisdom Group (Pty) Ltd as a private higher education institution.
- b) Analyse the perceptions held by the beneficiaries of CSR initiatives of the Wisdom Group.
- c) Discuss the challenges experienced around the CSR practice within the Wisdom Group as a private higher education sector player in South Africa.
- d) Explain how the Wisdom Group deals with the challenges encountered in the practice of Corporate Social Responsibility

1.4 Scope of the Study

The study was a case of Wisdom Group (Pty) Ltd, a private institution of higher learning based in Johannesburg. The study covered one organisation, the Wisdom Group (Pty) Ltd. Within this organisation, the scope included individuals who have enrolled for accredited Wisdom Group (Pty) Ltd qualifications as students, the organisation's human resources employees, the organisation's faculty, and those who have benefitted or implemented the company's CSR initiatives as defined by Wisdom Group (Pty) Ltd. Wisdom Group (Pty) Ltd and its beneficiaries was chosen as a target for the current study because of its availability and offer to be studied.

1.4.1 Wisdom Group CSR Profile and processes

The Wisdom Group is a Private Higher Education Institution that provides training and education programmes found on the Further Education and Training (FET) as well as those found on the Higher Education and Training (HET) bands. Under the FET band, the institution is accredited with various Sector Education and Training Authorities (SETAs) to offer qualifications that range from level 2 to level 5 on the National Qualifications Framework (NQF). The company offers these in the form of learnerships and short learning programmes. Under the HET band, the institution is registered with the department of Higher Education and Training to offer a range of qualification from NQF level 5 to 7. Among these qualifications are higher certificates, a diploma and a degree focusing on the areas of logistics and supply chain management.

1.5 Delimitation of the study

The study followed a case design because of possible access to research participants as opposed to the other forms of research designs. Due to time constraints and lack of human and financial

resources, the research could not investigate two cases for comparative purposes but had to only focus on the Wisdom Group. Therefore, as a single case, the results of the study could not be generalized to a wider field of practice. The sampling process did not follow random sampling procedures as these could exclude participants whose participation was critical for the objectives pursued. The limited number of the targeted population also led to choices away from random sampling procedures. Purposive sampling was preferred over other forms as it allowed the research to focus on the participants who were available.

Wisdom Group (Pty) Ltd is based in Johannesburg and its CSR initiatives are bound to affect surrounding communities in the Johannesburg area. The study therefore concentrated on the West Rand area where the organisation is based, to explore what corporate social responsibility the organisation has implemented in those physical locations.

1.6 Importance of the Study

South Africa has a National Development Plan which consolidates all efforts to ensure that South Africa as a nation reaches a certain level of development holistically and knowledge on how all sectors of society can support this plan is crucial. The study findings may contribute to knowledge from the perspective of the contributions that CSR can make, particularly through education. Education as a human development imperative, features strongly in the National Development Plan with a full chapter dedicated to it. Such national focus on education shows how important education is viewed as a contributor towards development as well as an imperative that must be achieved as one piece of the bigger development puzzle. The study provided the forms of CSR pursued by the Wisdom Group and provided knowledge on the successful ones, how they are perceived as well as the challenges that are faced. The study therefore added to the already existing body of knowledge on how CSR can be considered for human development to be realised with particular focus on its forms and perceptions around it in higher education.

1.7 Limitations of the Study

Due to unavailability of time, Wisdom Group could decline participating in the study. In anticipation of such an eventuality, the researcher was ready to adjust the design from a case study to researching the individual participants. However, the Wisdom Group agreed to participate in the study and there was no longer need to adjust the design.

The Wisdom Group (Pty) Ltd is a distance higher education institution which means that its students are not campus based. Consequently, this could therefore lead to a limitation of access to the participants as they would be engaged in other activities such as employment. As a result, this could then limit the time the researcher would have with the participants thereby limiting data collection. To mitigate the effects of this limitation, the researcher set appointments prior to the interviews, sent interview questions prior to the interview for the participants not to spend time on understanding questions during the interviews but on answering them. The setting of the appointments well in advance assisted the participants to make necessary arrangements that allowed them enough time for the interviews. Contrary to the assumption that there could be a

language barrier as participants could be coming from different social backgrounds which would make them find it difficult to express themselves, all the participants were well conversant with the English language. There was therefore no need for the services of an interpreter to mitigate the effects of the possible language barrier. The restrictions on movement and social distancing caused by the COVID-19 pandemic led to participants attending online interviews through Microsoft Teams, a video conferencing technology, as they could not be physically accessible to the researcher in compliance with COVID-19 protocols.

Below is an outline of the chapter layout of the study. The study has five (5) chapters which cover the following:

Chapter 1 - Introduction

Chapter 1 provides an introduction as well as a background and context to the study. It also provides a broad overview of the corporate social responsibility environment and seeks to locate this study within that mix. A summary of the theoretical underpinning of the study is also provided in this chapter. It also covers the research problem statement which is narrowed down to a research aim. The chapter also provides the objectives of the research within the context of the research aim after which the scope of the study is also provided. The chapter closes with a brief outline of what the following chapters will cover in short overviews.

Chapter 2 – Literature Review and theoretical Framework

This chapter presents a literature review of the corporate social responsibility space. Among other topics covered in the literature review is the evolution of corporate social responsibility, the literature on forms of corporate social responsibility as well as literature on perceptions of corporate social responsibility. The chapter also goes further into comparing different corporate social responsibility environments, analysing them from their broadest international level to their narrowest local one. The chapter also presents the theoretical framework underpinned by the Bourdieuan theory.

Chapter 3 – Research Methodology

This chapter covers the methodology adopted in this research. These include the research design as well as the data collection methods fit for the purpose of the study. The chapter also presents a short outline on who the target population was, how the respondents were sampled as well as how data would be analysed after its collection. The chapter closes with a look at the ethical issues related to the study.

Chapter 4 – Presentation and Discussion of Findings

The chapter presents and discusses the findings of the study. It begins with the profiles of both the case under study as well as those of the participants and presenting the research results. In this chapter, the responses of the participants are grouped and reported accordingly, discussed

as well as compared with reviewed literature. In some instances, conclusions are drawn based on the presented participant data.

Chapter 5 –Conclusions and Recommendations

The chapter draws conclusions on the findings of the research. Based on the conclusions made, the chapter subsequently makes recommendations for the different stakeholders as well as for further research on the possible research gaps identified.

1.8 Conclusion

Chapter 1 presented an introduction to the study by providing a background and the context of the research problem as well as the problem statement. The chapter also presented why it was important to conduct the study including its limitations and delimitation. The chapter presented the objectives which it sought to achieve as well as a short profile of the case under study. The chapter concluded with an outline of the five chapters of the research.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Globally, Corporate Social Responsibility (CSR) can be traced back to 1953 when Howard Bowen introduced what he called the 'social responsibilities of the businessman' (Carroll, 1979). Carroll (1999) later argued that Howard Bowen is the father and pioneer of CSR as only at this time and in the manner in which he defined it was CSR brought to the fore. He argues that what is today known as CSR emanated from Bowen's crafting of the social responsibilities of the businessman.

2.1 Introduction

Based on the contributions of Howard Bowen, Carroll (1979:500) then defined CSR as a layered order of emphasis of the activities of corporates from economic to discretionary/philanthropic activities. Depicted in the form of a pyramid, at its bottom and base are the economic activities of the corporate depicting that economic activities are the most fundamental and most important of all the corporate activities. The second most important activities according to Carroll (1979:500) are the legal activities that express the corporate's compliance to set legal requirements. The third important layer comprises of all ethical activities of the corporate. These are activities that the corporate deems the right things to do, beyond compliance to the law. Lastly, are the philanthropic activities. Carroll later emphasized that the economic, legal and philanthropic corporate social responsibilities must be carried out ethically, stating that ethics permeate the CSR pyramid (Carroll, 2016:1). Jeje (2017:288) argues that for CSR to be organic, it must be voluntary and over and above just compliance with the law at the bare minimum level. Ginting, Khairin, and Iskandar, (2019:28) conclude that CSR is a sincere sacrifice carried out by the corporate driven by the love for the neighbor. Civera and Mosca (2017:18) posit that the term corporate social responsibility was introduced to the business environment at the time when it started focusing on care. Ever since the Bowen's ground-breaking view of social responsibility, CSR has evolved and with this evolution it was defined and redefined in line with the evolution. Generally, the period of the 1950s as inspired by Bowen's book, brought about an understanding that businesses had to consider the social impact of their activities on society. Businesses were being asked to care for the neighbour and the neighbourhood.

The 1960s saw the birth of the first environmental movements which fought against the exploitation of natural resources (Civera & Mosca, 2017:18). The argument put forward by these movements was that companies had a responsibility to act responsibly not only for the benefit of society but theirs as well. The rise of these movements meant that CSR had to be redefined and, in the process, assumed a new face. According to Civera and Mosca (2017:18), the 1960s saw companies making decisions that went beyond mere economic interests although this was not on a big scale. The period can be summarised as a time where companies considered it to be in their best interest to consider themselves as social citizens whose future depended on their present social and philanthropy-oriented decisions.

According to Civera and Mosca (2017:18), CSR evolved in the 1970s to include concrete programmes focusing on different activities rather than just philanthropy. This means that its scope widened to cover other components in the company. These authors asset that it was during

these years that business strategy began to include not only economic but also social, environmental as well as employee wellbeing. The decade saw a complete conceptualization of CSR to consist of the strategic and ethical importance of partners directly or indirectly impacted by the company who are also referred to as stakeholders. Any development after that has always just been to modify it without effecting any substantial changes. For example, the 1980s and 90s was a period where scholars sought to advance the institutionalization of CSR (Civera & Mosca, 2017:18). Some of the scholars who were involved in the defining and re-defining of CSR include Carroll (1979; 1991; 1999, 2016), Frederik (1978), Wood (1991) and others. This points to some level of difficulty in agreeing on a single definition due to the evolution of CSR as well as due to different value systems of different countries and societies and therefore opens room for different interpretation that may lead to confusion. In fact, after all the definitions and redefinitions of CSR, Woods (1991:691) still argued that the definitions offered were not satisfactory.

Agudelo Johannsdottir and Davidsdottir (2019:1) argue that the concept of corporate social responsibility has evolved and the evolution was influenced by social expectations and events that defined each decade since the decade of the 1950s. These authors argue that the post world war two period of the 1950s saw a lot of talk about corporate social responsibility although there was no action beyond philanthropic action. The 1980s saw society expecting corporates to act ethically out of their consideration of their different stakeholders. The ethical expectation was brought about by reduced legislation which had also been brought about by an attempt to arrest runaway inflation (Agudelo, *et al.*, 2019:7). Globalisation had an impact of corporate social responsibility during the decade of the 90s due to the creation of the European Environment Agency and the United Nations summit on the Environment and Development (Agudelo, Johannsdottir & Davidsdottir, 2019:7). Carroll (2015:88) analyses that during the decade of the 90s, American multinational companies exported corporate social responsibility to other parts of the world through globalisation to use it as a tool to earn legitimacy especially in developing countries.

According to Carroll, (2015:89), corporate social responsibility was emphasised in the 2000s as corporate governance. The emphasis concomitantly increased the role of board members as a response to the ethics scandals of the early 2000s (Carroll, 2015:89). Agudelo, *et al.*, (2019:9) argue that prominent individuals such as the then secretary general of the United Nations Mr. Kofi Annan, also influenced the evolution of corporate social responsibility in the 2000s through his Davos speech that led to the subsequent launch of the United Nations Global Compact (UNGC) whose purpose was to enhance issues of governance as pertaining to human rights and social and environmental issues. The UNGC 2020 report indicates that their vision is to guide member corporates to integrate corporate social responsibility issues into their business strategies (UNGC Report, 2020).

2.2 CSR in South Africa

South Africa is not spared the confusion that mars the definition of CSR as postulated by Mukwarami, Nyirenda and Fakoya (2017:139). In South Africa, the confusion has led to more

terms such as corporate citizenship and corporate responsiveness being added to the CSR lexicon in an attempt to come up with a definition (Diale 2014:18). Conversely, this has led to corporates being confused regarding what actions to take in fulfilling their CSR role (Mukwarami, Nyirenda & Fakoya, 2017:139). Kabir, Mukuddem-Petersen and Petersen, (2015:284) posit that CSR in South Africa followed the same trend as the global one. The trend culminated in big corporates leading CSR initiatives in the 1970s. In general, CSR was conducted through corporate giving through established trust funds such as the Anglo America and De Beer's Chairman's Fund and other such types of funds (Kabir, Mukuddem-Petersen & Petersen, 2015:283).

According to Diale (2014:24), CSR, particularly in mining has not done enough to contribute towards the correction of the problems that emanated from colonialism and apartheid. Such a view suggests that more still needs to be done by corporates to assist in the upliftment of the standards of life of citizens. Patel and Mushonga (2014:61) state that there were concerns that local authority officials were using CSR for political gain.

To enforce compliance to the CSR guidelines, the South African government enacted acts of parliament that would regulate CSR implementation (Kabir, Mukuddem-Petersen & Petersen, 2015:284). These laws include the Broad-Based Black Economic Act 53 of 2003 and all its amendments, Employment Equity Act 55 of 1998 and the Labour Relations Act 85 of 1993 among others. The laws have to be complied with because breaking them would invite legal sanctions imposed on the concerned companies by government. According to Kabir, Mukuddem-Petersen and Petersen, 2015:284, the Johannesburg Stock Exchange (JSE) launched a Social Responsibility Index (SRI) in 2004 to measure the companies' compliance, among other things, with CSR imperatives. The JSE uses this index to measure CSR law compliance through analysing the policies, management systems and reporting on CSR (Kabir, Mukuddem-Petersen & Petersen, 2015:284).

2.3 Categories of Corporate Social Responsibility

Following a historical evolution of CSR as chronicled by different authors referred to in the previous section, it is evident that the philanthropic category was more prevalent in the beginning than the other categories. It is therefore important to further explain each category and attempt to place different activities under these categories for general understanding as well as particularly for these to guide the research. One of the research questions that this research seeks to answer is to identify different forms of corporate social responsibility and therefore properly categorising activities will assist the research in identifying them on the case under study.

Archie Carroll (1979:499) posited that there are four categories under which CSR activities fall. These are the economic, the legal the ethical and the discretionary/philanthropic categories. Carroll, (1991) later depicted these in the form of a pyramid. In their research on CSR in public and private universities in Uganda as touching these categories, Ddungu & Edopu, (2016:79) argued that there are not enough literature categorising CSR activities under these categories. Consequently, an attempt in this research had to be made to categorise what the literature has provided as university CSR activities.

In order to accurately categorise CSR forms, the first step is to clarify the kind of forms that fall under a particular category. This would further assist in clarifying how much involved the institutions of higher learning are in corporate social responsibility by establishing whether they do the bare minimum by following the law or they do over and above what the law has prescribed for them. Doing the bare minimum would give credence to the criticism that organisations are profit driven and capitalist in nature and therefore would not be socially progressive. Not only would institutions' focus area and CSR category expose facts confirming or refuting this criticism but will answer this research's question of corporate social responsibility contribution to development. Carroll (2016:5) added to the corporate social responsibility knowledge that an important characteristic of the four categories is that they are permeated by ethics. In this context, this means that all categories of corporate social responsibility must be guided by doing what is just, fair and right.

Below is figure 2.1 showing Carroll's pyramid of corporate social responsibility.

Carroll's Pyramid of Corporate Social Responsibility



Fig 2.1: Carroll's Pyramid of Corporate Social Responsibility

2.3.1 Economic Responsibilities

Under the economic category, Carroll (2016:3) says falls all forms that ensure that the organisation produces goods and services that society wants and disposes or sells these goods and services for profit which guarantees the economic viability of the organisation. Carroll (2016:3) argues that society expects corporates to be profitable so that they are sustainable as a basis to practise other categories of corporate social responsibility. Profit is noted as the main incentive for the shareholders and owners to justify their continuous investment in the corporate to continue its operations. Therefore, corporates have a requirement to employ strategies such as cost saving and any other form of responsible management strategy that will ensure that corporates are profitable.

2.3.2 Legal Responsibilities

On the legal category falls all the forms of corporate social responsibility of the organisation that Carroll (1979:500) argues are an expression of following society's laws and regulations. These need not be divorced from the economic category as the organisation needs to fulfil them while in the business of producing and selling its products and services. Carroll (2016:3) adds that laws are a codified expression of the ethics of society. Laws are therefore a bare minimum of compliance to the standards of operation set by society for the corporates to follow. Carroll (2016:5) further adds that corporates are not only required to comply to the letter but also to the spirit of the law. This can be interpreted to mean that where there are possible loopholes and weakness in the law, corporates are expected not to capitalise on such loopholes and weaknesses.

2.3.3 Ethical Responsibility

On the ethical category fall activities and behaviour by the organisation which may not be sanctioned by law but are expected as the right thing to do by society (Carroll, 1979:500). Under this category, corporates are expected to not only do the bare minimum of complying with the law but to go beyond it into upholding those standards that may not be codified into law. According to Carroll, (2016:5), the economic category has an ethical requirement in it in that from a capitalist orientation, it is ethically accepted for businesses to make profit from their operations. This author views this category to be present in all other categories as it is what society expects from corporates as right, just and fair and avoiding or minimising harm to society. Ddungu & Edopu, (2016:78) referred to this category as doing what is publicly and managerially regarded as right and avoiding what is publicly and managerial regarded as wrong.

2.3.4 Philanthropic Responsibilities

The philanthropic category encompasses acts of generosity expressed through giving material gifts such as bursaries in the case of higher education institutions or experiences and opportunities (Ddungu & Edopu,2016:78). According to Carroll, (2016:4), business giving is what society desires, that businesses will be good corporate citizens and give. Accordingly, the giving is not mandated but an act of participating in social activities for the good of society. As we investigate the forms of corporate social responsibility that our case study is involved in, it is important to note that this can be done from different

vantage points so that the investigation does not miss any form of corporate social responsibility that the organisation is involved in. As already put forward by Carroll (1979:500), these vantage points are the economic, legal, ethical and philanthropic areas as it would be possible for an organisation to be involved in some but not all of these categories. However, for this research, focus was primarily on the philanthropic category although the other categories were noted where they were apparent.

2.4 Categorized Forms of Corporate Social Responsibility

As already depicted on the corporate social responsibility pyramid, there are four categories of corporate social responsibility. These are the economic, legal, ethical and philanthropic category. In this section, all notable forms of corporate social responsibility will be placed under each of the four above mentioned categories.

(i) Economic Forms of CSR

Fair structuring of fees when compared to the income backgrounds of the majority of students is one form of university CSR practiced under the economic category particularly to facilitate access to university education. Sulistiyo and Soegoto, (2018:85) argue that changes in university tuition is inversely proportionate to new student enrolments, which means that an increase in university tuition fees leads to a decrease in new applicants. From this vantage point, a socially responsible institution of higher learning does not only consider the profitability of increasing its tuition fees but increases them within the context of ensuring that the increase does not become a hinderance to access to higher education. When compared to what Carroll (1979:500) posited for this category, this form of CSR suggests that in determining their product price, socially responsible universities consider their target market. This suggests that universities, in their pursuit of viability and profit, strike a balance between their pricing and the affordability of their products. This ensures that they have affording students while they also make a profit. Dezhina and Nafikova (2019:22), admit that fee changes affect student enrolments, although they add that the phenomenon is more prevalent in some countries and universities compared to others.

Another form of CSR practice identified to be prevalent in universities under this category is that any fee increases is justifiable in the university's fee policies. This curbs random and ad-hoc increasing of fees at the discretion of the university. For example, when students sign up at a university, they do so based partly on having gone through the university policies including those governing fees and their increases. If a university were to increase their fees in a manner outside the guidance of the relevant policies, that university would be acting in an irresponsible manner as it would not have stuck to their side of the bargain.

Furthermore, transparent and credible manner of use of funds raised by the institution is another form of university CSR raised by these researchers. When universities perform this form of CSR, they ensure that all their important stakeholders including their students are informed of how their funds are being spent as well as that the institution remains viable. This will then go hand in hand with justifiable fee increases as students will not just be used as cash cows.

(ii) Legal Forms of CSR

Other forms of CSR are found under the legal category. These are requirements by law for the organisation to adhere to. According to Ddungu and Edopu (2016:82), the forms of CSR that fall under the legal category include the institution's faculty meeting the quality standards in terms of qualifications required by Council for Higher Education (NCHE), which is the registering and accrediting body in Uganda, a prototype of the South African Council for Higher Education. An example of a legally irresponsible higher learning institution is one that delivers regulated training without the registration of the regulators. In the South African context these came to be known as 'fly by night' organisations. The lecture rooms available in the university must meet the space and furniture standards set by CHE. The library facilities available to the university must meet the quality assurance requirements set by CHE. The university's laboratory facilities, if any, must meet the quality standards set by CHE. The university's lecturer-student ratio must meet those required by CHE. All offered academic programmes must be those duly approved by the CHE. Ddungu and Edopu (2016:82) also argue that regulations set by the CHE to guide research must be strictly observed by the university as its form of corporate social responsibility. Standards for intellectual property management must be strictly observed at the university as well as that the university's health and safety conditions must meet the standards required by CHE (Ddungu & Edopu, 2016:82).

(iii) Ethical Forms of CSR

On the ethical category, Ddungu and Edopu (2016:82) state that ethical standards set by the CHE for research and innovation must be strictly observed by the university as its form of CSR. The mean score realized for this criterion was 4.35 for the public universities and 3.57 for the private ones. These results mean that the research participants moderately agreed that public universities strictly observed the set ethical research and innovation standards. The mean score for the private universities indicates that their extent of observing the research and innovation requirement of the NCHE is also moderate. They also argue that the academic programmes offered by the university must enable students to develop their talents to their expectations. These authors also say the academic programmes offered must enable students to develop skills required in the job market. Another ethical form of CSR raised by these authors is that university management must fulfil the promises it makes to staff members and students. These promises can be placed around salaries, leave and working conditions for staff as well as programme content and cost for students.

According to Ddungu & Edopu (2016:82), another form of CSR is that the university students must realise value for the money they pay in tuition and other fees as the university have an ethical obligation to match the price with quality. The university's lecturers must also professionally teach scheduled lectures and professionally supervise those students conducting research (Ddungu & Edopu, 2016:82). Lecturers in socially responsible universities supervise students' research professionally in a manner that goes beyond the minimum standard required for accreditation purposes. The professional lecturer conduct feeds from socially responsible culture and value system encouraged by the university leading to individual lecturers taking it upon themselves to be good corporate social responsibility ambassadors for the university. Universities, through their set standards create an environment through tools that lead

to its lecturers evaluating students professionally for all assessment they complete and awarding marks in a manner that is justifiable.

As argued by Carroll (2016:5), ethics saturate all forms of activities and this includes non-teaching activities of the lecturers such as community engagement, report writing and research. Lecturers conduct these duties as scheduled and in a satisfactory manner. Universities have non-teaching employees such as administrators and student advisors. These employees conduct themselves in an ethical manner including being polite and honest when dealing with students and other services providers and stakeholders. It is also regarded as ethical conduct when such non-teaching employees carry out their duties according to expectation. Ethical activities of a university also manifest themselves in the imparting to its students, behaviour that is accepted by society as moral. In the South African context, these are contractually regulated between lecturers and their employers as well as between institutions and the department of Labour.

(iv) Philanthropic/Discretionary Forms of CSR

Mueller-Hirth (2016:51) argues that the philanthropic category is the hallmark of corporate social responsibility in South Africa. This is part of the reason why this research primarily focuses only on this category of corporate social responsibility. In this section, the research focuses on what to be expected as forms of corporate social responsibility that fall under the philanthropic category.

Universities must acknowledge that as they serve society for a fee, there are going to be members of society that will academically qualify to access the corridors of the university but be denied such access due to economic disadvantage. This economic exclusion plays against the ethical category of being a just institution when measured against its activities in society. Based on an assumption posited by the philanthropic category of corporate social responsibility that institutions must display good corporate citizenry, it can then be argued that such good citizenry would seek to grant university access to those who would otherwise be economically excluded. Institutions can therefore grant scholarships to students who qualify but are economically disadvantaged as part of their corporate social responsibility.

Universities also sponsor needy students, sponsor community seminars to share research findings and innovations, donate to other institutions that are in need or sponsor community sensitisation forums for promoting observance of human rights. Ddungu and Edopu, (2016:82) also posit that institutions of higher learning must sponsor its staff members for further training, including PhDs, allow the surrounding community to use its recreational grounds free of charge, be open to free primary and secondary school student visits and inspirational tours. These authors also opine that those institutions of higher learning must have programmes for sending students to share positive experiences with the community they come from.

2.5 CSR Experiences in Developing Countries

Comparing CSR in Indonesia to that of India, Visser (2008:478) reports that CSR is more visible in India where nearly 75% of large companies have CSR policies than in Indonesia where only 25% of the

companies do. The high uptake of CSR in India could be attributed to that country's government legislation of CSR through the New Companies Act of 2013 which required companies to have a legally constituted CSR committee charged with formulation of CSR policy (Sharma & Singh, 2015:36). Furthermore, the Act specifies the types of CSR activities that would contribute to social development ranging from eradication of extreme hunger, education promotion to a focus on backward classes, minorities and women. When analysing the CSR in India, Sharma and Singh, (2015:33) acknowledge that corporate social responsibility goes beyond just donating money at the end of the financial year but encompasses work all year round. They opine that CSR is a way that ensures that corporates visibly contribute towards the social good, be it of the environment or the community within which it operates. CSR ensures the inclusion of social and environmental considerations into a company's operations (Sharma & Singh, 2015:34). However, in their ratio analysis, Sharma and Singh (2015:35) discovered that in India there are fewer companies participating in the development of society through CSR compared to the number of companies that exist in that country. The implication here is that while a high number of companies have CSR policies, only a few companies are actively implementing these on the ground.

Dobers and Halme (2009:241) provide a different analysis that states that CSR happens within a context and such context shapes the activities that make up CSR. South America has struggled with high inflation while Africa struggles with human rights and environmental issues and these countries have experienced CSR differently from others due to these contexts. These contexts influence the CSR agenda which can be met by different activities (Dobers & Halme, 2009:241). It is for this reason that when Visser (2006) studied Carroll's CSR pyramid in the African context, he discovered that the layering or order of importance of the categories of CSR that make up the pyramid were different. In the African context, the philanthropic category occupied a pole position immediately after the economic position instead of the last, seemingly after-thought position in the Carroll's ordering.

In the African context, Rampersad and Skinner (2014:274) locate the development of Africa on the shoulders of Corporates through Corporate Social Responsibility as they claim that governments in Africa do not have enough funding to finance transformation. This ties up with the argument raised by the South African government, that while government would like to drive transformation, it would rely on the private sector for resources. In this context, CSR focus is placed on HIV/AIDS, education and child labour (Rampersad & Skinner, 2014:724). A closer look at Ghana has shown that CSR focus has been on issues involving Education, health and community development (Rampersad & Skinner, 2014:726). Through these activities, CSR has also been cited to improve the image of the companies and benefit the stakeholders such as the employees of the company as well as the community at large. According to the same study, in Nigeria, companies have embraced CSR as a way of giving back to the community as there is no legislation that compels corporates to engage in CSR activities. This has led to weak link between company strategy and CSR activities as companies do not view CSR as part of their reason for existence and that of meeting their broader strategy and when things are hard companies need some flexibility to focus on their generation of profits (Rampersad & Skinner, 2014:727). This means that companies may not need to balance their operations with CSR activities but just suspend such CSR activities if these reduce their financial profitability.

In the South African context, the apartheid induced wide inequality gap between the rich and the poor had to be tackled in a manner that would seek to equalize economic opportunities and upliftment between

the poor and rich who could loosely be referred to as black and white respectively. Kabir, Mukuddem-Petersen, & Petersen, (2015:282) posit that admission by the first democratically elected government that the state on its own cannot solve the inequality problem, private companies were invited to partner and work with the state to narrow the gap between the rich and the poor. For this reason, CSR had only adopted a philanthropic approach pre and post 1994. This is evidenced by trusts and foundations that were established in South Africa by American or British companies operating in the country in order to invest in community development projects such as housing projects among others (Fourie, 2005).

While managing the economic unit of society whose roles and responsibilities to society would be to develop the economy, uplift the poor through employment opportunities, Kabir, Mukuddem-Petersen, & Petersen, (2015:282) argue that the South African government extended an invitation to the private companies to include social development in their ambit. Considering Carroll's definition of CSR (Carroll, 1979), companies were being invited to practice the layered pyramid of CSR. This means that private companies in South Africa now had a social responsibility to be economically viable as this secured employment for the citizens and ensured that it produced products that could be sold on the market. It also meant that companies were being invited to operate legally as a second layer of CSR as well as to be ethical and philanthropic in their operations and decisions. This meant that CSR did not have to just be a department or once off decision that corporates have to make but it had to permeate the very company's genetic make-up from economic to legal, to ethical and to philanthropic decisions and activities.

In the case of South Africa, CSR has not only involved the integration of social and environmental considerations into the operations of companies but has also taken a form legislated affirmative action and skills development through government's Broad Based Black Economic Empowerment (BBBEE) (Rampersad & Skinner, 2014:729). The BBBEE act is an admission by the South African government that while it lacks resources in itself to distribute to the needy, it takes the role of regulator and enforcer of CSR with resources coming from the private sector. The BBBEE has a scorecard with elements through which a company's implementation of the act can be measured. These include ownership, management, employment equity, skills development, preferential procurement, enterprise development and socio-economic development (Rampersad & Skinner, 2014). Through BBBEE, South Africa exemplifies strong government influence on BBBEE and can be used as an experiment to measure how strong government can create an enabling CSR environment (Mesham & Skinner, 2016). Since one of the objectives of this study is to establish what forms of CSR activities exist in private higher education, it would be intriguing to see if only a single trend is followed or multiple elements of the BBBEE scorecard are pursued.

While CSR in Ghana has showed good contribution towards social development, it has not made the same impact in Nigeria where only little improvement to the lives of people has been seen as the country still languishes in poverty even with all the CSR that has happened there (Rampersad & Skinner, 2014:727). CSR has proven to be better approached in South Africa as it is incorporated into company visions as well as their operations (Rampersad & Skinner, 2014:729). BBBEE has played a critical role in ensuring that CSR does not remain charity work or even philanthropic one but integrated into company objectives being driven through clear policy (Rampersad & Skinner, 2014:730).

2.6 Corporate Social Responsibility in Higher Education

CSR in higher education has not been spared the confusion emanating from the different definitions and therefore there is need for clarity on what constitutes CSR in this sector. Jeje (2017:288) argues that among other forms, the confusion expresses itself in the many different names that are attributed to it, such as corporate social opportunity and social responsiveness to mention just two. Part of the confusion has been that institutions of higher learning have been viewed as performing social responsibility by default as they would uplift society through the education they were giving to their students (Dima, Vasilache, Ghinea & Agoston, 2013:24). This means that when measured against the four identified categories, institutions of higher learning did not have to engage in other philanthropic work over and above the social upliftment they were already doing through education. The circumstances presented by globalization have led to the rise of privately own institutions of higher learning and this brought about competition in this sector and space, and this has led to all these institutions to adopt a business-like approach in running them (Dahan & Senol, 2012:95). CSR was then included in the strategies of running these institutions like a business. This means that CSR has had to find expression in higher education in forms that are accepted to be contributing to the greater good of society.

2.7 Forms of CSR in Higher Education Institutions

The forms of corporate social responsibility are influenced by how the term itself is defined which qualifies or disqualifies them as such forms of CSR. The many different definitions offered for CSR give rise to disagreements on what makes up the forms of CSR and this also gives rise to a very long list of such forms. Although there are many definitions of corporate social responsibility as a concept, it would appear that the very long list reaches a certain level of agreement on forms of CSR. Aseman, Okpanachi, & Olumuji, (2013:214) argue in the same line as other authors that forms of corporate social responsibility in universities cover areas including employee health and wellness, protection of the environment, efficient energy use, and paying fair wages to employees. Although this research focuses on identifying the different forms of corporate social responsibility, authors such as Carroll (1999) indicate that these forms can be aggregated according to four categories of CSR. On the ethical category, the research places all initiatives the institution's leaders believe are the right things to do, such as being environmentally friendly, paying fair wages or refusing to do business with oppressive countries, provision of healthcare to employees, promoting staff when due. (Aseman, Okpanachi, & Olumuji, 2013:215). It is evident that the different forms of CSR are an investment of any types of the organisation's resources for intended results. Such resources include financial, expertise, time and human resources and other types of resources.

2.7.1 Bursaries

Ginting, Khairin, & Iskandar, (2019:26) identified bursaries as a form of CSR offered by institutions as a way of fostering development. They argue that bursaries have an important social impact through affording study opportunities to those who would not have been able to do so. Callender and Wilkinson, (2013:282) reveal that England and the United States of America have invested millions of pounds and dollars respectively in funding bursaries for university students. James-MacEachern, (2017:51) argues

that Canada has also been actively implementing bursaries, particularly from 2008, however, the students qualifying for them has been decreasing between this period and 2015.

South Africa has implemented student funding approaches including bursaries and National Student Financial Aid Scheme (NSFAS) loans, with about R1.1 billion spent on NSFAS per year but the education funding gap remains very wide (McKay & Naidoo, 2018:160). The lack of financial resources is also put forward by these authors as largely the reason for student dropouts with bursaries alleviating this problem to a certain extent. Indeed, bursaries are not only a South African phenomenon but a worldwide one as posited by Callender and Wilkinson, (2013:282) who identified them in the United Kingdom and the United States of America while James-MacEachern, (2017:51) traces them in Canada. Therefore, bursaries are an important factor in keeping such students in class and this goes a long way in fostering growth and transformation. (McKay, Naidoo, & Simpson, 2018:20).

2.7.2 University Community investment

Another form of CSR that Gulavani, Nayak & Nayal (2016:38) identify is community investment. It is based on institutions investing on communities such as donation of money, time, services, technology, experts and other resources to make a positive contribution towards local communities. Community investments as a form of CSR include paid internships (Defalco, Holliday, & Sherman, 2015:89) and learnerships. In addition to internships, American universities have included programmes such as community based service learning, an investment in student access to communities for learning and experience as well as interpersonal communication development programmes through investment in seminars and community talk shows (White , 2018:121). Such programmes improve student and community experience and income levels of their beneficiaries as well as the community at large.

2.7.3 University Community engagement

Another form of CSR practised by institutions of higher learning is community engagement. This form manifests in many ways that include mobilising community-based industry experts to teach at the university, organisation of employers in the community to guide students on matters of employment and opportunities (Chankseliani, Gimranova, & Qoraboyev, 2021:119). Volunteerism that serves the community by university staff and students as well as access to the university's building by members of the community are more examples of community engagement (Kleinhans, Koekkoek, & Van Ham, 2021:5). Although Pienaar-Steyn (2012:40) expresses concern on the lack of clarity on what constitutes community engagement, Bhagwan (2019:39) provides the required clarity when she argues that community engagement is a commitment by the university to understand the community, its needs as well as capacity building efforts of such university to meet these needs on one hand while on the other hand the university uses its research capacity to co-create knowledge in partnership with the community.

According to Kleinhans, Koekkoek, & Van Ham, (2021:3) universities have adopted a neoliberal approach of internationalisation and marketisation of higher education and have therefore taken aim not only at local or national but global markets which has led to global university competition. Community engagement as a strategy has been adopted by an increasing number of universities on the global stage

as a strategy for global competition. Therefore university community engagement as a form of CSR is globally widespread. Taylor and Ochocka, (2017:184) argue that Canada is one of the biggest proponents of university- community engagement which has led to the establishment and institutionalisation of Community Based Research Canada although this form of CSR is also prevalent in Britain and the United States of America.

The extent of university community engagement in South Africa can be understood within the global context that universities of the world, including South African universities practice community engagement. From this vantage point, university community engagement in South Africa is a national phenomenon, although at a developmental stage as argued by Ambe, Bidandi, and Mukong, (2021:2). To further reinforce the extent of community engagement is that it was proliferated by the establishment of the South African Higher Education Community Engagement Forum which is a national forum (Bhagwan, 2017:172). Ambe, Bidandi, and Mukong, (2021:5) emphasise the effect that context has on community engagement. Each community has different issues unique to it and there is no template on how to engage these communities in solving their issues although there are choices that are always made. University community engagement has taken the form of six interventions as outlined below.

i. Design of courses related to the subject of corporate social responsibility

Another form of CSR employed by HEIs is the design of courses related to the subject of corporate social responsibility. HEIs spent a lot of money and time in training clients and students on programmes such business ethics, sustainability and CSR leading to development of courses in these areas (Jiménez-Estévez, Martínez-Cañas, & Ruiz-Palomino, 2019:1). These authors argue that when students are equipped about CSR while they are undergraduate students, they will leave the university and make ethical and socially responsible decisions when they are managers and executives of companies. While it has financial value in itself, a design of CSR related courses taught at university is a socially responsible approach to education which fosters personal responsibility and citizenship (Barber & Venkatachalam, 2013:387). HEIs design courses that cover CSR and ethics as touching to governance and human rights.

At the global level, the Association to Advance Collegiate Schools of Business International (AACSB International), which boasts of a membership of close to one thousand HEIs , has clearly made it a requirement that an HEI requiring its accreditation must cover business ethics in its curriculum (Hair, Jr, Nicholls, Ragland, & Schimmel, 2013:129). Due to the wide scope of CSR, ethics are either defined as part of CSR or even another name for CSR. According to Salehi, Saeidinia and Aghaei (2012:4), business ethics include CSR, sustainable development as well as triple bottom line. The AACSB ethics requirement can be interpreted to mean that all the member organisations that are accredited with the AACSB have met the ethics requirement as defined by Salehi, Saeidinia and Aghaei (2012:4). Based on the number of AACSB members, this further implies that there is a very wide global spread of the phenomenon of the design of courses related to the subject of CSR.

ii. CSR on Environmental protection

This form of CSR covers activities whose objective is to reduce the resource consumption and waste and to create further understanding on the importance of conserving and protecting the environment. According to Hishan, Ramakrishnan, and Qureshi, (2020:10448), universities maximise on the student numbers to create student teams through associations that focus on environmental protection education

and awareness. For example, such higher education institutions initiate different activities like awareness programmes about green cities or cleanliness, conservation of forest, birds' conservation, reducing pollution and sustainability of the environment (Gulavani, Nayak & Nayal, 2016:38). The university, through its students' influence, engages the community and helps in shaping their perceptions towards responsible environmental protection behaviours. Unlike designing courses that are related to corporate social responsibility, this form of engagement seeks the organisation to engage in programmes and activities themselves by deploying students to carry them out. Jadhav, Jadhav, and Raut, (2014:31) point that environmentally directed research is one of the power tools that universities have deployed to assist in matters of environmental protection. The research is then used to inform policy development on environmental issues such as pollution, renewable and non-renewable sources of energy. This is widespread at the global level as the issue of university involvement in environmental protection emerged as early as the 1960s (Jadhav, Jadhav & Raut, 2014:30).

In the South African context, university environmental protection manifests, among other activities, through the domestication and localisation of the Sustainable Development Goals as envisaged by the United Nations (Nhamo, 2021:80). The university of South Africa has played a central role in this domestication and localisation of SDGs with the aim of being a continental example of this process. The localisation and domestication of the SDGs also makes the SDGs achievable at the institutional level which can then be cascaded to the national, regional, continental and global level. While the university trains its students and engages in community awareness programmes (Hishan, Ramakrishnan, and Qureshi, 2020:10448; Gulavani, Nayak & Nayal, 2016:38), as a corporate in its own right, a university trains its own employees to deal with the crisis that the environment faces in South Africa (Sennoga & Ahmed:2020:52). Through this training the university employees develop behaviour that protects the environment within a context that acknowledges that the environment can be protected if all the citizens of the globe do their individual part to ensure a safe earth. Some of the activities that are involved in environmental protection practiced by universities include education and practice of recycling strategies by university students (Calitz, Cullen & Odendaal, 2020:19). Recycling ensures that university waste is properly managed in a manner that protects the environment. The identified case under study would be quizzed on policies that discourage printing unless no other option exists and other conservation approaches they have adopted. This is done to save the environment from paper litter as well as by reducing paper demand which then reduces tree cutting demand.

Other conservation programmes at an institution in line with this form of CSR include clear signage that promotes the protection of the environment. Although Bailey, Pena and Tudor (2015:3) admit that signage does not really increase recycling behaviour, it ensures that when properly placed especially in bins, it avoids contamination in the bins which facilitates easy recycling of waste. At its water points and parking lots, HEIs have visible posters urging employees and students to save water and keep the campus clean. Calitz, Cullen, and Odendaal, (2020:29) conclude that environmental awareness leads to environmentally aware lifestyles and such environmental awareness is improved by the use of eco-feedback systems which inform students of their impact on the environment. The use of eco-feedback technologies by universities on their students is an example of the use of technology such as gamification and other applications by universities on their students to raise awareness on their electricity and water usage as well as waste impact.

iii. **Recycling of university Waste**

The university of Johannesburg recycles its solid waste as its ethical and moral obligation towards society (Jiyane & Schoeman, 2020:89). Solid waste recycled includes garden waste, glass, white paper, cardboard and corn paper. Students are trained to use the wasted papers and prepare paper bags of different sizes which can be distributed to local health foundations/recycling depots for their self-earning. In the same study, it was revealed that provision of stations, project and campaigns, awareness, education on benefits to the environment, the community and the institution, incentives and rewards were some of the measures that would increase recycling. The most beneficial form of recycling by students is when the waste such as plastic is ultimately reused to produce certain products through which students can earn an income out of (Nyavor-Akporyo, Kutsanedzie, Acho, Nyame-Tawiah, Gyekye and Mensah, 2013:2186). Among other products produced from recycled material are umbrellas and handbags.

iv. **HEI Workplace CSR Practice**

Workplace CSR is concerned with all the efforts made by a Higher Education Institution to ensure that its employees work in an environment that is psychologically and physically safe. The deliverables associated with this CSR form include development of employer skills so that they remain relevant in the workplace, helping employees find a good work-life balance, as well as ensuring safety from physical harm (Adu-Gyamf, Boahen, Frempong, He, & Nyame, 2021:2). The internal social responsibility is also governed by the labour laws in the South African context. Gulavani, Nayak & Nayal (2016:38) add that this form of CSR includes the activities commonly attempting to maintain high standards of recruitment, development and retention of employees via employee volunteerism, health, safety and welfare, sports and wellness programmes, employee training and employees' communication channels. This form of CSR brings to the fore that there are different audiences and beneficiaries of CSR as this form focuses on employees of the organisation. Junejo, Gohar, Rochwani, & Rubab, (2018:7) emphasise that at the centre of HEI workplace CSR practice is an attempt to build an 'excellent relationship between employees and organisations by caring for them' as they are a very important stakeholder for the success of the organisation. It would appear therefore that this form of CSR is one of the most important forms as it services the organisation's constituency that is at the forefront of ensuring that the services of the organisation are taken to those who purchase them.

The HEI workplace CSR practice is a world phenomenon as evidenced by Junejo, Gohar, Rochwani, & Rubab, (2018:10) whose studies focussed on and found that it is practiced in Pakistan. Other places that have exhibited the practice of this form of CSR include European countries as studied by Macassa, McGrath, Tomaselli, and Buttigieg, (2021). In South Africa, the employee wellness programmes in particular were introduced in the 1980s but sadly, not all organisations have set these up (Sieberhagen & Pienaar, 2011:2). However, the insistence on these by unions have improved their uptake by many organisations. This form of CSR is therefore a national phenomenon.

v. **HEIs establishing Research Centres**

Another form of CSR identified in literature is the establishment of research centres by HEIs for the conduction of research which benefits their communities (Taylor & Ochocka, 2017:195). These centres are guided by principles that put community issues at the centre of their research including conducting the particular research in a manner consistent with the community's ways of knowing. According to Franco and Pinho, (2019:63), research is central to innovation and economic development and establishing a research centre ensures collaboration of different researchers, storage and transfer of important knowledge that fosters development. For this reason, the establishment of research centres by HEIs is an important form of CSR that fosters community development.

Higher education institutions conduct scientific research, training and vocational programs, publications and documentation of the social, economic and cultural development of the civil society by establishing research centres. Research centres are an important infrastructure used to identify problems and their solutions for the benefit of society. For example, the advent of Covid-19 has sent scientists and researchers into laboratories to research on the virus and work on finding its vaccine and cure. There have been unabated verbal wars in society regarding vaccines which goes to show the importance of research centres and the power they have to influence transformation in society. As a corporate social responsibility gesture, establishing research centres would help bring about answers to a lot of questions that society and communities have always had as well as make recommendations of what needs to be done for the betterment of society and the members thereof.

Globally, universities have established research centres which they sometimes have been called different names such as excellence hubs or centres of excellence or innovation. Taylor and Ochocka, (2017:195) posit that universities in America, Britain and Canada have established these research centres. In Africa, there has been a steady growth in the number of research centres from the beginning of the 21st century where a total of 65 centres was recorded in March 2005 already.

vi. **Higher Education Stakeholder Collaboration as CSR**

Collaboration of HEIs with their stakeholders is another form of CSR by the HEIs. According to Labanauskis and Ginevičius, (2017:68), the most identifiable stakeholders requiring collaboration with HEIs are employers, companies, HEI managers, Academics, students, parents, government as well as relevant regulatory bodies. Additional to these stakeholders, Kappo-Abidemi and Kanayo, (2020:1110) identify funding agencies and society as stakeholders of HEIs. In the South African context, the institutions collaborate with the department of Higher Education and Training, the Department of Labour, the department of Home Affairs for foreign students, Sector Education and Training Authorities, Council for Higher Education, Quality Council for Trades and Occupations and the South African Revenue Authority among others. These departments and organisations require collaboration from institutions, among other things, for purposes of accreditation, health and safety and remission of tax revenues. Collaboration with such departments takes different forms including providing reports when required as well as complying with accreditation conditions outlined on issue of such accreditation.

2.8 Reasons for implementation of CSR by Higher Education Institutions

Corporate Social Responsibility takes conscious action by an institution to implement activities and programmes beyond complying with the requirements of the law with the intention to better the communities within which they operate. University leaders drive CSR to address all matters that are important to the communities within the institution's limit of resources. The following are some of the reasons why institutions of higher learning implement corporate social responsibility:

i. Improving education in the community

Institutions of higher learning engage in corporate social responsibility programmes to improve education in the community through the upliftment of education levels in the communities within which they operate by improving schools and other important educational pillars (Hudson, 2013:118). Universities build important infrastructure in order to create a conducive education environment for young people and members of the community. According to Mehta (2011:302), universities in emerging countries help shape identities, documenting important histories and ensuring encouragement of the study of local languages through university corporate social responsibility. Through these programmes, community literacy levels are improved through community involvement that fosters community programmes ownership. Higher education institutions do not only provide quality education to their students but also ensure access to such quality education by members of the community that accommodates them. They therefore have programmes that would not only encourage members of the community to enrol for education but provide detailed information which makes it easy to enrol for any of their courses as well as provide financial assistance vehicles such as bursaries and sponsorship programmes that foster student enrolment.

ii. Pursuing environmental excellence

Another reason for HEIs to be involved in CSR is for the organization to pursue environmental excellence. According to Mohammadalizadehkorde and Weaver, (2018:5), universities have put in place energy saving practices such as set points for heating, ventilation and air conditioning systems in order to achieve environmental excellence through such energy saving practices. Because of the nature of universities being mini cities, it is imperative for them to practice environmental excellence by their nature of a microcosm of a city as well as leading by example by practicing the outcomes of their research findings and recommendations. In doing so, the institution, for example, promotes the use of clean energy by it and by its service providers and contractors. Taking from the argument by Gulavani, Nayak & Nayal (2016:38), beyond practicing environmental excellence themselves as noted in the clean energy example already alluded to, institutions of higher learning have courses, run workshops and programmes that inculcate value systems that promote and pursue environmental excellence to society. To pursue environmental excellence, universities also teach communities to be environmentally aware and practice environmentally friendly lifestyles through teaching their students (Calitz, Cullen, & Odendaal, 2020:29).

iii. Practicing resource conservation

Alzyoud & Bani-Hani, (2015:124) argue that institutions of higher learning hold conservation of resources as a reason for corporate social responsibility. Universities give CSR responsibilities to individuals in order for such individuals to preserve resources such as energy and water (Mohammadalizadehkorde & Weaver, (2018:5). This form can be practiced in different ways including placing a limit on how much paper an individual employee is allowed to print per day, week or month using modern day printing technology.

iv. Promoting and improving the health of the community

Alzyoud & Bani-Hani, (2015:124) opine that another form of corporate social responsibility implementable by higher education institutions is promoting and improving the health of the community. This is not limited to the wellbeing of individual members of the community but includes even the effective working together of the different parts of the community that makes a healthy community in general.

v. Performing community service

Forms of corporate social responsibility include a performance of community service work as posited by Alzyoud & Bani-Hani, (2015:124). Serving the community can be through different activities that help the community and its members to be better placed to succeed. In the case of the Wisdom group, this can include deploying its workers and students to an elderly home to assist them with their laundry or cleaning the yard.

vi. Conducting research that would foster socio economic development

Alzyoud & Bani-Hani, (2015:125) argue that universities are drivers of research for acquiring knowledge. As a corporate social responsibility, universities re-direct their research to focus on issues that would find answers needed for socio-economic development. While research requires funding, personnel and expertise which universities may not have, institutions of higher learning need to identify organizations with interest such as corporates and even government for partnering purposes. Research is central to CSR because of the potential it has to guide local economic development and benefit to the society (Alzyoud & Bani-Hani, 2015:125). Such research will not only provide knowledge that the institution would use to benefit society on the short-term basis but the benefit to society brought about by such research will lead to economic development of such society which would lead to economic viability of the institution itself. For example, if an institution of higher learning fosters economic growth of a community within which it operates, it is enabling the members of such community to create for itself enough capital to consume the products of such an institution, in this case enrolling for its courses. By so doing, research as a form of CSR enhances community sustainability which encompasses the institution.

vii. Providing guidelines for development and sustainability of society

Universities are regarded as centres of knowledge. The forms of CSR they display may influence what other corporates would consider for their own forms of CSR. As its form of corporate responsibility, Alzyoud & Bani-Hani, (2015:124) argue that through such knowledge the university can guide society on development and sustainability.

On the legal categories fall all the forms of CSR placed upon the organization by the law. According to Asemah, Okpanachi, & Olumuji, (2013:216), institutions must comply with labour law, security regulations as well as criminal law. In the South African context, institutions must comply, among other pieces of legislation, with the labour law on matters as touching recruitment, health and safety and termination of employment as corporate responsibility. On the philanthropic category, which sits at the apex of Carroll's pyramid, the authors posit that these should be actions that go beyond legal compliance or being the right thing to do, to actions that benefit society. This can be through donating services to community organisations or donating money to charitable causes (Aseman, Okpanachi, & Olumuji, 2013:215). On the economic front are all the activities that ensure that the institution remains profitable and does not waste its resources to bankruptcy. The research identifies hiring local labour and the use of local suppliers as opposed to distant or international ones. This would save company money on import expenses.

The South African Labour Relations Act 66 of 1995 is one piece of legislation that regulates labour relations in the workplace in a manner that can be considered fair to both the employee and the employer. The act provides for different platforms, fora and councils that must be involved in resolving any labour related disputes in a fair manner. The Basic Condition of Employment Act 75 of 1997 regulates among others workplace conditions including working time, different type of leave available to employees, remuneration and termination of employment. The Act also provides definitions of important terms and this guides and fosters good labour practice. In the case of occupational health, the Compensation for Occupational Injuries and Diseases Act regulates compensation for disability or death caused by occupational injuries or diseases. These Acts provide a legal framework within which corporates must operate, including their legal responsibilities.

While institutions of learning were viewed as already social in nature and therefore with no need to engage in any further CSR activities, research shows that universities are engaged in different overt forms of corporate social responsibility. Baicu, Barna, Epure, & Vasilescu, (2010), when exploring the Spiru Haret University case, discovered that this university is involved in the following forms of CSR: Social Involvement – Commitment to providing access to education to all social classes through low tuition fees, textbook subsidies, student grants and special tuition fee discounts. Delocalisation of the education process through distance learning centres and infrastructure is another approach. Supporting access to education in the student's mother tongue is another. The Spiru Haret National Society is the university's non-profit organization aimed at promoting knowledge and culture in the rural areas through supporting and promoting writers, painters and other craft workers.

Some institutions of higher learning have successfully implemented CSR as touching the areas that Gulavani, Nayay and Nayak (2016:38) have identified. One notable international case is that of the

Istanbul Bigi university, a privately owned university in Turkey (Dahan & Senol, 2012:100). This university did not only commit itself to the propagation of democratic values and human rights but goes on to donate to 4% of its income to centres, units and social activities (Dahan & Senol, 2012:100). These centres are then involved in all forms of the areas of CSR identified by Gulavani, Nayak and Nayak (2016:38).

In the African context, Amaoko, Agbola, Dzogbenuku and Sokro (2013:200) argue that the universities in Africa have embraced the design of CSR courses as an act of social responsibility. This is one of the forms of corporate social responsibility identified by Gulavani, Nayak and Nayal (2016:38). As defined by Carroll (1979:500), that CSR is formed up in a pyramid, Ddungu and Edopu (2016:77) bring a different submission that by operating legally as per the requirements of Uganda's higher education regulation authority, the National Council for Higher Education (NCHE), these universities are already fulfilling the legal layer of CSR. These requirements include following the teaching and research guidelines, having suitably qualified teaching staff and offering duly approved programmes among other requirements. Institutions of higher learning also fulfil the economic dimension by raising required economic resources through non-exploitative a manner but using fee structures that are fair to students and their sponsors (Ddungu & Edopu, 2016:78). On the ethical part, Ddungu and Edopu (2016:78) argue that universities set and follow ethical standards in their operations. The findings, they argue, include universities fulfilling their promises to employees and students ensuring value for money for their students. Universities also do so by opening up their premises to their surrounding communities to sell their goods and products to their students and staff (Ddungu & Edopu, 2016:79).

In the South African context, universities have not only exercised good citizenry through following the requirements of their accreditations with the regulation authorities but also dug deep into their budgets to provide technological infrastructure to those of their students who need it. The well-publicised donations of computers and data by universities and their network partners to their needy students is an example of note. The university of Cape Town, specifically, was reportedly in a drive to distribute laptops to its needy students who had to continue studying from home after campus-based learning had been stopped due to the COVID-19 (Mlamla, 2020).

In June 2020, the University of South Africa announced a laptop programme where in partnership with the National Student Financial Aid Scheme (NSFAS), laptops would be delivered to students as a support gesture during COVID-19 lockdowns (Samuels, 2020). The act of good corporate citizenry showed by this university went a long way in assisting needy students. In 2021, the Stellenbosch university announced on their website a partnership with an organisation called Ranyaka on a journey to establish an economic hub that will support entrepreneurs in establishing businesses (Dirk, 2021). The partnership will offer support and tools necessary for business growth as an act of good citizenry and community development.

2.9 Beneficiaries' Perception of Corporate Social Responsibility

Equally important to the success of corporate social responsibility is the buy-in by those meant to benefit from its initiatives, projects and programmes. To an extent, such buy-in is influenced by whether the beneficiaries view these initiatives, projects and programmes in a positive or negative light. Some

scholars have studied how beneficiaries view CSR initiatives, especially in higher education. The research reviewed literature on perceptions of beneficiaries on the identified forms of CSR.

2.9.1 Bursaries

James-MacEachern, (2017:52), argues that the general perceptions of bursaries are positive as bursaries are viewed to be providing access to education, such education which is also viewed as creating better economic prospects for the beneficiaries. Perceptions expressed included financial security and better future prospects due to access to formal education. However, Callender and Wilkinson (2013) studied student perceptions on the impact of bursaries and drew a number of conclusions that led to a negative perception of the administration of the bursaries. Callender and Wilkinson, (2013:301) argue that while bursaries assist the needy and facilitate financial access to higher education, their administration has not been done properly and this has led to confusion and anxiety, a negative perception by their beneficiaries. Issues raised by the beneficiaries at an administrative level that led to the negative perceptions include lack of availability of information about bursaries regarding types of bursaries available, the application process as well as how much the bursaries would provide and important bursary submission and closing dates.

In the South African context, 50% of university dropouts are due to lack of funds, a problem which is partly being solved by bursaries, although the need far outweighs available bursaries (McKay & Naidoo, 2018:160). This has created a positive perception in those who have remained in class as they perceive that they would have dropped out or would have been in debt had it not been for the bursaries. The provision of access to higher education for the less privileged is a very important transformational step considering the apartheid history of South Africa. Access to higher education to the less privileged promotes them to a better economic life.

Writing about perceptions of CSR held by society, Liebenberg and McDonald (2006:28) opined that pressure from national policy and the desire to look good to society has resulted in criticism that those who practise CSR are not genuine in their intent. “There is a certain amount of criticism in the management arena as to whether CSR is merely the latest politically correct management practice, especially considering that the notion of Triple Bottom Line (3BL) accounting has become more prevalent...” Liebenberg and McDonald (2006:28). Liebenberg and McDonald (2006:28) argue that there are some in society who hold a perception that sometimes organisations offer corporate social responsibility programmes with an attitude that only seeks to please the powers that be. Against this backdrop, it is important to establish perceptions of the beneficiaries themselves as they are supposed to be an important yardstick of the success or failure of such programmes. It follows then that beneficiaries must have knowledge of the programmes they would be enrolling for as well as the processes involved in these programmes. The knowledge of these programmes would create expectations that the beneficiaries would have. These expectations would form a filter through which to evaluate what the beneficiaries experience as corporate social responsibility programmes. These experiences, when measured against the expectations would ultimately shape the perceptions of the beneficiaries of the programmes. For these reasons, a corporate social responsibility project can only succeed when its beneficiaries hold positive perceptions towards it. In this study, it is important to test the perceptions of

the beneficiaries of the Wisdom Group's corporate social responsibility programmes to ascertain their success.

A number of students (47%), although having heard about bursaries, did not understand how the bursaries worked and therefore did not have favourable views on them (Callender & Wilkinson, 2013:292). So, this means students did not understand the types of bursaries offered, who qualifies for such bursaries, how much the bursary would allocate to them and what choices they had after receiving the bursaries. The conclusion is that generally, there is a negative perception of bursaries administration by students because of lack of important information as well as late arrival of such information (Callender & Wilkinson, 2013:301). This influences a negative perception on bursaries in that they are viewed as an untrusted public relations stunt, an empty promise that is destined and set up to fail the beneficiaries. In the South African context, Liebenberg and McDonald (2006:28) state that there has been criticism on CSR in general, that it is one of the tick boxes used to appease government and regulators. This view paints a picture that creates a perception that CSR is not what the benefactors claim it to be.

Gonzalez-Rodriguez, Diaz-Fernandez, Pawlak and Simonetti (2012) argue that perceptions of CSR for students in Poland, Spain and Bulgaria are shaped by a number of reasons including gender and religion. What their religion affirms or condemns seeps into how they formulate their perceptions of CSR, especially on matters that generally are judged as right or wrong. They found that in places where the value system of society encourages solidarity and caring for others, students had positive perceptions of CSR. In general, these students showed a positive perception of corporate social responsibility.

2.9.2 University Community Engagement

Students, as beneficiaries of community engagements such as volunteer community service projects perceive these programmes as very informative and even show interest in enrolling for community engagement courses to develop their knowledge in it (Bender & Jordaan 2007:647). Their positive perception is further cemented by their view that community engagement through service-learning, helps the students to put into practice what has been learnt in the classroom. This is a positive perception showing that a positive attitude by students towards community engagement and a willingness to learn. Community members, students and academics perceive community engagement as beneficial although some students also perceive it as challenging at the same time (Sheila, Zhu, Kintu, & Kataike, 2021:4). At the global level, community members hold a positive perception towards community engagement and are always willing to participate in the programmes (Kennedy-Rea, Mason, Hereford, & Whanger, 2021:8). In the South African context, beneficiaries viewed university community engagement as beneficial and important for their career development (Bender & Jordaan, 2007:644).

2.10 Challenges experienced in the implementation of CSR

The involvement of many different stakeholders in the implementation of CSR programmes complicates the process and impacts on measurement as different stakeholders have different expectations and issues they want to solve (Jeje, 2017:292). While the university may view their initiatives as successful, the same might not be true with the students or other communities who form part of their stakeholders. Ismail (2009:104) argues that another challenge in the implementation of CSR is the lack of skills on those

charged with such implementation. This is partly due to the fact that there is no clear competence template to be followed when appointing those who would implement CSR programmes. Such lack of skill has potential to impact negatively on the CSR programmes being implemented.

Other challenges, particularly in developing countries include lack of community participation due to lack of awareness of these programmes due to poor marketing of the programmes (Masum, Aziz, & Ahmad, 2020:38). With lack of awareness and participation, CSR programmes end up not living up to their full potential as community issues intended to be resolved by these programmes may not be fully ventilated and considered when planning for implementation. This leads to an imbalance in benefits where the institutions invest little, impact the community in an insignificant extent while the institution reaps more through its brand recognition and subsequent student enrolments.

In South Africa, the #feesmustfall movement was as a result of the student financing challenges faced at institutions of higher learning. While bursaries intend to resolve this challenge, their biggest challenge is that bursaries are poorly funded as they are far outweighed by the need they seek to address (McKay, Naidoo, & Simpson, 2018:20). With limited financial resources, HEIs end up walking a very tight rope in trying to ensure that the limited financial resources are used to achieve the best possible outcomes. Mubanga and Diko (2017:4) found that there was need for an increase in funds allocated to higher education bursaries as many students need funding. The surveyed students also pointed out that bursaries had not given preference to historically disadvantaged students. Mubanga and Diko (2017:1) argue that South Africa is an emerging economy and therefore the majority of its students would not afford university fees although the country's funding model requires students to pay university fees. Such funding model followed by South Africa is that costs of university education must be shared between government and students (Mubanga & Diko, 2017:1) The argument gave a negative perception on the bursaries as they appeared to serve the interests of the few. It also gives the impression that South Africa has a poor funding model that fails to consider the ability to afford to pay for university education by its citizens who are in an emerging economy. However, the students acknowledged and appreciated that bursaries are important as they give access to funds that students need to further their studies (Mubanga & Diko, 2017:5).

2.11 Theoretical Framework

Earl Babbie points out what he calls are the three ways in which theory works. He says that theory helps researchers make a difference between a chance and patterns, it also makes sense of observed patterns as well as that theory shapes and directs research efforts (Babbie, 2016:32). For this reason, the theory by Pierie Bourdieu was adopted to guide this research.

2.11.1 Bourdieu's Theory on the forms of Capital (Symbolic, economic, cultural and social)

The theory that informs arguments in this study is the theory on the forms of Capital (social and cultural) as propounded by Pierre Bourdieu. The Bourdieuan theory on the forms of capital has been found valuable in studies that relate to inclusion and social justice where the experiences of individuals from diverse statuses and backgrounds have been explored, albeit in various contexts (DiGiorgio, 2009:179). The current study thus seeks to apply Bourdieu's theory in the context of higher education, which compares to the original conceptualisation of Bourdieu in the Algerian schooling context.

Symbolic capital manifests itself as, among other things, status in society. According to DiGiorgio (2009:183), status therefore, is an aggregation of all the other forms of capital, the economic, the cultural, and the social. The implication is that the economic capital which determines what type of asset one is able to acquire, the cultural capital, which is expressed through the educational qualification one holds, the social capital which determines the groups and networks altogether create symbolic capital which is understood as status in society. It is crucial to note that such status also determines what material and non-material resources one gets access to. In this case, status will thus be used to understand the position of students as advantaged or disadvantaged with the latter being usually targeted by CSR initiatives. Thus, CSR with its intention to level the educational playing field will be explored from the vantage point of students and their different statuses. It will be important to understand the forms of CSR together with experiences and perceptions of beneficiaries of CSR interventions.

Furthermore, Bourdieu's theory highlights the importance of the role of researchers and practitioners towards working for the attainment of justice, fairness, and equity in education (Mills and Gale, 2007:435). In what Bourdieu referred to as meritocratic illusion, Mills and Gale (2007:435) argue that those who are socially connected, whose cultures are dominant in society and have access to economic resources enjoy an unjust advantage to succeed over those who do not have such access and connections. This unfair advantage is enjoyed without the conscious acknowledgement of injustices found within the broader sections of society. Such injustices are masked as merit and individual giftedness even in instances when it is not the case (Mills & Gale, 2007:435). Pierre Bourdieu himself argued that when he discovered the concept of cultural capital, it offered him a point of disagreement with common sense view and the human capital theories that posit that academic success or failure is as a result of natural aptitudes (Bourdieu, 1986:243).

According to Mills and Gale (2007:435), the dominant cultural capital which is necessary for success can be better accessed at school by the marginalised group than at home. However, because of lack of access to economic resources such as school fees, the marginalised are usually denied an important opportunity to access this dominant cultural capital which is critical for success. According to Mills and Gale (2007:435), poor students are victims of the effects of a meritocratic illusion phenomenon which presents the privileged students as gifted and providing access to success for them while condemning the less privileged as untalented. The illusion does this through denying underprivileged students from accessing the schooling environment due to fees. While these authors do not recognise education, in its current state, as an equaliser in an unjust society due to its bias towards the advantaged groups, Corporate Social Responsibility in higher education ought to be viewed in positive light as an equaliser through providing financial relief to students who might otherwise be excluded from completing their studies. Such financial relief can be through bursaries, access to study material, university accommodation or even workplace experience access. Despite the positive actions of higher education institutions, it is important to assess the forms of assistance they provide to students and its influences on their academic and career success.

Bourdieu's theory reveals that although access to education provides cultural capital that can be traded for economic benefit for the holder, access to such benefits however differs and can create a setting of exclusion to some individuals or groups in society. According to DiGiorgio (2009:183), Bourdieu's diverse conceptualisation of capital reveals variance in education whilst presenting an opportunity through which various interventions meant to assist the disadvantaged and broaden inclusion can in some instances denote cultural exclusion and injustice. Whilst this highlights the importance of access

to education in fostering inclusion, it equally suggests that the less educated one is, the more marginalised they will be in society in general. According to the theory such interferences with the traditional status quo were brought about by modernisation, through its institutions that include centres of higher learning hence Bourdieu's criticism of such institutions as presenting the risk of perpetuating the very inequalities they may purport to deal with. The theory also states that centres of higher learning as part of the institutions of modernity tend to mislead by promising all good things to society whilst imposing crippling limitations to achievement or delivery of such good promises (Calhoun, 2007:1409). Calhoun (2007:1405) thus states that the Bourdieuan theory posits that there is a traditional order of things below the social surface. This order determines how things are done and it has the ability of sustaining itself through reproduction in a manner that manifests itself as habits that happen without conscious intention or determined execution of guidelines or instructions of its reproduction. The traditional order is further enabled by a combination of social practices drilled into the subconscious mind of the actors through daily repeated experiences.

It can be argued that traditional ordering of practices can be linked to practices of higher education institutions with respect to CSR. Most institutions have allegedly relied on beneficiary selection approaches that can be equated to what Bourdieu refers to as a meritocratic illusion where merit and individual giftedness is the key determinant to student support. This approach is narrowly construed and leads to the CSR interventions unconsciously and unintentionally reproducing inequalities by not relying on localised approaches to support that rest outside the 'merit' based approach. This, as posited by Bourdieu's theory, tends to exclude students from poor backgrounds who could already be struggling and needing assistance. Bourdieu's theory, therefore, advocates not for the extinction of these institutions, as they have potential to uplift the lives of people, but for their transformation to a point that they genuinely 'enable people to make sense of their lives' (Calhoun, 2006:1413). It is thus from this vantage point that the study seeks to understand the forms of CSR that exist within the private higher education sector in South Africa together with perceptions linked to these forms. The aforementioned concepts that relate to status, inclusion and marginalisation will be important towards understanding the resultant changes and challenges associated with the different forms of assistance received from the education institutions by beneficiaries. The National Development Plan states that those who access education get access to higher financial earnings (National Planning Commission, 2012:297).

2.12 Conclusion

The chapter presented a broad outline of CSR including its evolution from the period of the 1950s. The practice of CSR from the global to the African and South African context was also presented and located within the education and university environment. The identified CSR activities included bursaries and learnerships as well as stakeholder engagement among others. The chapter also presented the beneficiary perceptions, which included negative ones of frustration with CSR processes and positive ones of educational opportunities. Finally, the chapter closed with a theoretical framework which places education as an important aspect of human development. However, the theory argues that, through meritocratic illusion, instead of education playing an equalising role between the rich and the poor, it perpetuates existing inequalities.

CHAPTER 3

RESEARCH DESIGN, METHODOLOGY & ETHICAL CONSIDERATIONS

3.1 Introduction

The previous chapter presented a literature review on corporate social responsibility as well as the theoretical framework of the study. Chapter 3 discusses the research methodology followed in this research. The chapter includes the research design as well as the data collection techniques and processes followed. The chapter also focuses on the sampling techniques and data analysis used in the current study.

3.2 Research Approach

The study adopted a qualitative research methodology in order to meet the stated research objectives. For any investigation to be successful, one of the most important considerations is the deployment of the right methodology appropriate to it. Camara, Drummond and Jackson II (2007:23) argue that quantitative research, which is concerned with answering questions such as ‘how many/much’, is ideal in research that is concerned with numbers while qualitative research relies on non-numeric data and words. From this point of departure these authors posit that research meant to understand experiences and the world as lived by their participants would be best served by a qualitative approach. Haradhan (2018:24) argues that qualitative research is social action that strives to interpret the experiences of individuals to understand their social reality from their perspective.

The study therefore followed a qualitative method approach in collecting and analysing data as it attempted to understand the Wisdom Group CSR practice and how it is experienced by its beneficiaries. The qualitative research was ideal as the aim of the study was to explore the practice of CSR at an institution of higher learning. This approach was also helpful in that it produced in-depth responses necessary for a case study as this one. Because this was a case study, the study only focused on the Wisdom Group as the case under study.

3.3 Research design

There are five research designs that can be followed in research and these are the Narrative, the Phenomenological, Grounded Theory, Ethnographic and Case Study designs (Creswell & Poth, 2018:106). Research design is concerned with clearly specifying what the research wants to find out and how best the enquiry can be done (Babbie, 2016:89). The choice of a research design depends on what the research intends to find and the best design suitable for the task is then selected.

3.3.1 The Narrative design

The design focuses on studying individuals where participants provide stories about their lives which are then retold chronologically by the researcher (Asenahabi, 2019:82). One of its distinguishing characteristics is it tells individual experiences which may unmask identities of individuals and how they view themselves (Creswell & Poth, 2018:112). The broad focus of the narrative design is on individuals and their narratives including the narratives within which they gain their experiences.

The advantages of the Narrative design are that it amplifies the agentic side of the individual who is always silenced by focus on society and organisations that are claimed to shape the individual (McAlpine, 2016:46). Instead of the focus being on society and organisations as defining individuals and their identity, the narrative design offers an alternative by giving a voice to the individual. Ntinda (2019:9) notes that the other advantages are that the design makes it easy to tell their story and can unlock the participants' willingness to reveal self and provide in-depth data with ease.

The disadvantages of the narrative design are that they are individual stories that are bound to be subjective and lack impartiality (McAlpine, 2016:46). Narrative stories also tend to capture limited experiences, leave gaps and sometimes incoherent and the researcher has to fill in the gaps and create a coherent story (McAlpine, 2016:46). Another disadvantage is that stories can be difficult to understand and knit together for presentation as data (Ntinda, 2020:10).

3.3.2 Phenomenological Design

Creswell and Creswell (2018:14) defines phenomenological design as a focus on describing lived experiences of participants concerning a particular phenomenon. While the narrative design focuses on individuals through interpreting their told stories, phenomenological design focuses on what the participants have in common in their experience of a phenomenon stressing that the focus is on the phenomenon (Creswell & Poth, 2018:121).

The advantages of the phenomenological design are that it focuses on areas that were once unknown and therefore sheds light on what is unknown about a phenomenon and its meaning (Webb & Welsh, 2019:173). The implication of Webb and Welsh's argument is that phenomenological designs have strength in contributing new knowledge to the body of knowledge regarding a researched phenomenon.

Webb and Welsh (2019:173) argue that the design has its disadvantages which include that the participants are expected to clearly articulate their experiences. Even where the participants are articulate on their experiences, the scope of a phenomenological design might leave out important factors that would have led to the experience. Time is also of essence in phenomenological designs. Similar to ethnographic designs, phenomenological designs require data collection to happen over a prolonged time frame (Webb & Welsh, 2019:173).

3.3.3 Grounded Theory

According to Creswell and Poth (2018:133), Grounded theory is concerned with generating a general explanation of a process through the analysis of collected data. While the narrative focuses on the individuals and phenomenological design on the phenomena, grounded theory strives to generate a theory that explains a process. It is called grounded theory because the theory that is to be discovered is grounded in the data (Creswell & Poth, 2018:133).

The advantages of grounded theory are that the approach does not start with testing existing hypothesis but strives to generate a theory from empirical data and therefore fosters creativity (Hussein, Hirst, Salyers, & Osuji, 2014:3). In this regard, Hussein, Hirst and Osuji, (2014:4) argue that ground theory has a unique ability to generate concepts. Grounded theory has an advantage of its systematic approach to data analysis, which is beneficial in judging, generalising and comparing research results (Hussein, Hirst, Salyers, & Osuji, 2014:4). Furthermore, Myers (2009:170) states that grounded theory is

especially useful for describing repeated processes such as communication processes between doctors and patients or between information systems analysts and users.

There are a number of disadvantages associated with the grounded theory design, which include that it is an exhaustive process which can overwhelm beginner researchers (Hussein, Hirst & Osuji, 2014:4). Additionally, the design carries high risks for methodological errors that novice researchers may be susceptible to, such as selecting purposive instead of theoretical sampling (Hussein, Hirst, Salyers, & Osuji, 2014:6).

3.3.4 Ethnographic Design

Ethnography is a design whose focus is on shared patterns of behaviours and actions and other artifacts of an intact cultural group such as language (Asenahabi, 2019:83). The study takes place in the natural settings of the participants over a long period of time. The focus of the study goes beyond those participating in the study as units of analysis but a whole culture sharing group regardless of their different physical location (Creswell & Poth, 2018:143). Myers (2009:144) states that ethnographic design is best suited for studies that focus on organisational culture.

The advantages of the ethnographic design are that it has depth because the researcher is there when the participants go about with their daily routines and doing so over an extended period of time (Myers, 2009:151). The presence of the researcher over time provides the researcher with in-depth knowledge of the researched organisation or individual and the broader context within which they work (Myers, 1999:5). Additionally, Myers (1999:5) argues that ethnography enables researchers to question what is usually taken for granted.

Because ethnographic studies happen over prolonged periods of time, the design is not suitable for studies that have a time limit. Myers (2009:151) argues that ethnographic studies take a lot longer than most kinds of studies. Furthermore, ethnographic studies are difficult to write up for publication in peer-reviewed journals (Myers, 2009:152). Creswell and Poth (2018:151) argue that for researchers to be successful in conducting ethnographic research, they must be knowledgeable in cultural anthropology and the meaning of a social-cultural system. Unfortunately, not all researchers are knowledgeable in that regard.

3.3.5 Case Study design

According to Creswell and Poth (2018:153), a case study design focusses at an individual, organisation or even a community and each of these can be considered as a case to be studied. A case study is an intensive study through an in-depth analysis of a case providing a rigorous understanding of how and why particular phenomena happens (Asenahabi, 2019:82). Myers (2009:120) defines a case study as a detailed study of a single social unit with clear boundaries that make it easy to identify. According to Haradhan (2018:33), a case study is an exploration of a single case without necessarily being able to test hypotheses but with the possibility of generating one. He also argues that single case studies are not as expensive as multiple case studies. In qualitative research involving human participants, Prior (2017:2) argues that the researcher is not conducting research on the participants but with them. The implication is that meaning would be created by both the researcher and the participants. A notable advantage of the case study design is that it allows the research to understand in full the phenomenon being investigated as well as its ability to answer the 'how' and 'why' questions (Andrade, 2009:44). A notable

disadvantage of case study design is that the researcher must identify a case that will be suitable to provide sufficient data to answer the research problem (Creswell & Poth, 2018:161).

The current study adopted a case study design because it featured as the best to answer the questions of the study when compared to the other four types of design. Firstly, the current study was time bound and could not be conducted over a prolonged time frame as advocated for by others designs. Secondly, the research sought to understand private higher education CSR from those who once benefited from it without necessarily studying their lives and experiences as argued by other designs but seeking answers to questions that would inform the research. The case study design was identified as the best option because it could be bound to a given time frame without compromising important research processes such as data collection and processing. Organisations are unique in their culture and practice of CSR and the case study design was ideal for the current study including the selection of the Wisdom Group as the case.

The research adopted a case study design which was exploratory in nature. The forms of CSR initiatives and changes to the life of beneficiaries were explored. The advantages of the case study design when weighed against the aims of this study are that the case study is less susceptible to distance delays because only one institution accessible to the researcher would be studied. Secondly, it gave better control of time to the researcher as there were only a few layers of people to deal with to access the data and the participants. The case study design was also the most fitting as it brings out the best results in practice environments such as education. Since the approach was to explore, a case study is synonymous with exploration of an individual case.

3.4 Target Population

A target population refers to the full list of possible participants who possess the characteristics that suite the requirements of the research questions and objectives and is the focus of the research (Saunders, Lewis & Thornhill, 2016:275). A target population is sometimes not possible to be studied in its entirety and therefore a manageable sample, which is a subset of the target population, is then drawn from the target population for investigation. The target population for the current study were all beneficiaries of the Wisdom Group's CSR programmes. According to the Wisdom Group's human resources records, there were thirty (30) beneficiaries of learnerships and nine (9) beneficiaries leading to a total target population of thirty-nine (39) beneficiaries. The full target population could not be accessed in its entirety due to unavailability of some of the beneficiaries and a suitable sampling technique had to be employed to access participants and data.

3.5 Sampling Techniques

A sample is a manageable subset of and drawn from the target population for measurement (Bhardwaj, 2019:158). The process of drawing the sample is a sampling and this follows a number of sampling techniques. There are various sampling techniques that are divided into two groups which are: the probability and the non-probability sampling (Saunders, Lewis & Thornhill, 2016:275). Qualitative studies such as the current one usually follow non-probability sampling and for the purposive of the study, the focus is on non-probability sampling. Saunders, Lewis and Thornhill, (2016:298) identify quota, purposive, volunteer and haphazard sampling.

3.5.1 Quota Sampling

According to Saunders, Lewis and Thornhill, (2016:299), quota sampling involves dividing the population into specific groups and identifying the number of cases that will be sampled in each group with the objective of making the sample representative of the population. Babbie (2016:189) states that the inherent problems with the quota sampling include the difficulty of getting accurate proportions on the cells, and carries high likelihoods of bias in selecting cases.

3.5.2 Purposive Sampling

Purposive sampling is where the researcher makes a judgement and select cases or participants that the researcher judges would be best to provide data that would answer the research questions (Saunders, Lewis & Thornhill, 2016:301). Babbie (2016:187) states that a clear example of purposive sampling is a focus on extreme cases or unusual and for that reason are not statistically representative of the target population. Purposive sampling takes the form of strategies such as the extreme case, heterogeneous, homogeneous, critical case, typical case and theoretical strategy.

3.5.3 Volunteer Sampling

Volunteer sampling is where participants are not chosen because of the difficulty of identifying them and they have to volunteer themselves to be part of the study (Saunders, Lewis & Thornhill, 2016:303). The strategies for this type of sampling include snowballing, where the volunteered participants then identify other participants they know could contribute to the study. The challenge is with identifying the first participants but once that is done, participants would identify more participants for the study (Saunders, Lewis & Thornhill, 2016:303). Another strategy is the self-selection strategy where the researcher publicizes a need for participants who to a study and subsequently collects data from those who respond (Saunders, Lewis & Thornhill, 2016:303).

3.5.4 Haphazard sampling

According to Saunders, Lewis and Thornhill (2016:304), haphazard sampling is where the selection of cases does not follow any principle of link with the research questions commonly referred to as the convenience sampling. Results obtained from convenience sampling have little credibility as the data obtained is usually from participants whose selection and their characteristics have little or nothing to do with the research questions. Babbie (2016:187) argues that haphazard sampling does not create general value in research because it only collects data from those available regardless of the how much it responds to the research questions.

Participants were sampled from Wisdom Group (Pty) Ltd on the basis of their characteristics as beneficiaries of CSR as well as their proximity to information necessary for this study such as the Human Resources department employees of Wisdom Group. Non-probability sampling was used. The sampling technique that was used for the study was the purposive sampling as the researcher had to make a judgement that the participants who would respond to the research questions were those who benefited from the Wisdom Group's CSR programmes and the HR employees who were involved in the

implementation of the programmes. For example, the researcher deliberately left out some of the employees of the Wisdom Group who were not HR employees or beneficiaries of the company's CSR programmes. The in-depth nature of responses from in-depth interviews was sufficient for the study to be successful. The researcher had to make a judgement in choosing the participants whose characteristics were diverse and varied in terms of age, income and employment criteria. The targeted sample size was 10 participants and the researcher managed to access 11 participants where 10 of them were previous beneficiaries while one was the organization representative working in Human Resources. Out of the 10 beneficiary participants, 3 of them, which accounted for 30%, were internal employees of the Wisdom Group (Pty) Ltd before enrolling for the CSR programmes while 70% were not. About 40% of the participants were already employed at the time of benefiting from the institution's CSR initiatives while 60% were not. Notably, all the initially unemployed participants were employed at the time of conducting this research. These were employed external to Wisdom Group (Pty) Ltd. All 10 beneficiary participants were black Africans of the ages between 18 and 45 years. Their income ranged from seven thousand and twenty-five thousand rands per month. About 50% of the participants were female while the other 50% were male. A detailed profile of the participants is outlined in chapter 4.

3.6 Data collection techniques

The process of collecting data requires the use of techniques relevant to the study being carried out to ensure that the results of this process assist in answering the research questions of the study. In the case of this study, the relevant technique chosen was the in-depth interview. To ensure the interviews were conducted at the ease of the participants for maximum data collection, a technique of rapport was employed as propounded by Prior (2017:6). Data was collected directly from one Human Resources and training employee, and 10 students and beneficiaries of the Wisdom Group CSR programmes. The participants were interviewed individually and observed throughout this process. The interview guide for the one company representative participant included questions that sought to solicit data on their selection criteria, processes as well as their strategic intention as far as CSR is concerned. The interview guide for the beneficiary participants would seek to solicit data regarding their experience of CSR and its impact on them.

3.6.1 In-depth Interviews

Online Face-to-face in-depth individual interviews were used to solicit data from the participants of the study. In the face of COVID-19, all health and safety protocols were observed. The protocols are that individual must keep a social distance of a meter or more between each other. Individuals must wear face masks all the time when they are in public spaces. Individuals must also open windows if they are indoors and wash or sanitise their hands regularly. The study avoided physical contact to comply with the protocols. Each interview lasted for an average duration of one hour. The interview was relevant in this case as it would help gain as much data and information from the participants as possible in relation to the perceptions they hold towards the Wisdom Group CSR initiatives as well as the reasons why they have adopted those perceptions. Online in-depth interviews assisted the researcher to probe for more detail on the responses provided by the participants for clarity and also afforded participants to ask clarity seeking questions.

Prior (2017) argues, information gathering must intersect with relational work and this is the beginning of rapport. Rapport is to a certain extent, affiliation as well as empathy (Prior, 2017:5). Rapport can

therefore be established between the interviewer and the interviewee through affiliating with the speaker by displaying the same attitude towards the experiences of the speaker as the speaker him/herself while empathy involves sharing the ‘perceived emotions’ of the speaker (Prior 2017:6). For this study, rapport was established through reformulations that would show affiliation and empathy to the interviewee. Rapport was also shown through affiliation and empathy cries that would help assure the interviewee that he/she was being understood as well as that his/her emotions were being shared. Ten (10) beneficiary participants were interviewed, with two (2) of them being current students with eight (8) having completed the programmes.

According to Bryman & Bell (2011:232), some of the advantages of in-depth interviews include a high level of rapport between interviewer and interviewee and a non-hierarchical relationship between the interviewer and the interviewee. For these reasons, the data solicited has better reliability. Such rapport was established by explaining to the participant the purposes of the study and ensuring that participants were fully aware of why they were participating. This eliminated any suspicions that could arise from the participants and built trust which would translate into honest responses to interview questions.

The individual interviews were relevant in that respondents had an opportunity to ask clarity seeking questions before they could provide their answers to the researcher. In-depth interviews also helped the researcher to ask follow-up questions where respondents had not provided clear answers. Considering the objectives that the research intends to achieve, open-ended interview questions to solicit the required data were used. It was generally easy to conduct the data collection process although the researcher continuously reminded the participants that the intention was not to paint a particular picture by the participants but to be honest with their responses so that the picture paints itself.

3.7 Data analysis and Interpretation

The data analysis method that was used in this study is the thematic analysis method. Cresswell & Poth (2018:251) state that one strategy of analysing data is to prepare and organize it for analysis such as presenting it in textual form. For this study, data was collected through audio recorded interviews. The audio interviews were then transcribed, a process of moving data from audio to text. Cresswell and Poth (2018:252) also posit that after the transcription of interviews, further analysis strategies can be used which include writing margin notes as the researcher goes through the data, highlighting certain information as well as drafting summary sheets. In this study, the researcher read through the data more than once and created memos as well as codes from the data and reduced these codes to themes. The researcher further identified patterns and themes as well as developed and assessed interpretations of the data to tell a research story. Where possible the researcher would also count frequency of codes and present these in data tables and graphs. The researcher also created a point of view for the readers and audiences as a data analysis strategy. Memoing formed part of each data analysis step and at the end all memos were revisited to retrace the codes and themes.

Validity and reliability were ensured through member validation after data analysis. This means that research findings were shared with some of the participants to request them to verify correctness and accuracy of the data shared with the researcher. Another way of validating the data was to request an external researcher to review the data and the findings in a manner akin to conducting an audit on the research to strengthen its validity and reliability. The researcher sought to also extract any information as suggested on the theoretical framework whether the beneficiaries thought CSR fostered their inclusion into the education system, what forms of CSR these were as well as how they influenced their

academic and career journeys. The analysis also drew from the theory on how CSR initiatives reinforced or debunked the issues relating to status, inclusion and marginalization.

In order for the data to provide answers to the research questions, themes in the data had to be generated in alignment with the research questions and objectives the research seeks to answer. A number of sub-themes were also generated under each theme in order to bring the raw data closer to the main themes and ultimately the research question and objective. The coding process included sorting, separating, and cleaning the data so that only relevant data can easily be compared. Creswell refers to the data cleaning process as data winnowing (Creswell, 2016:313). Participants’ data similarities and differences were identified during the process of scaffolding so that such data can be grouped as such to amplify the voice of the participants against each research question. To strengthen analytic thinking, the research has used the line-by-line approach in analysing the data as well as to ensure that researcher stays close to the data.

3.7.1 Thematic analysis

A thematic analysis of the collected data was done. As stated by Creswell and Poth (2018:251-252), where data collection was through recorded interviews, preparation for analysing such data would be to listen to and transcribe the interviews so that the data can be presented in textual form for easy coding and designing of themes. The interviews were therefore transcribed and labelled in pseudonyms to protect the identity of the research participants. The following themes were developed:

Theme 1: Forms of corporate social responsibility

Theme 2: Participants’ perceptions of CSR

Theme 3: The impact of CSR exposure on participants

Theme 4: Challenges in CSR implementation

Theme 5: Possible solutions to CSR implementation challenges

Several sub-themes were also identified as per below.

Table 3.1 Themes and sub-themes

Theme	Sub-theme
Forms of corporate social responsibility	<ul style="list-style-type: none"> • Bursaries • Learnerships • University Community Engagement • Workplace CSR • Stakeholder collaboration • Budget allocation for CSR • CSR recruitment processes

Participants' perceptions of CSR	<ul style="list-style-type: none"> • Perceptions about how the participants came to know about the programmes • Perceptions of participants about CSR recruitment processes • Participants' CSR perceptions on the bursary management processes
The impact of CSR exposure on participants	<ul style="list-style-type: none"> • Knowledge gained • Expansion of networks
	<ul style="list-style-type: none"> • Formal Qualifications • Employability • Life skills • Academic Inspiration • Income
Challenges in CSR implementation	<ul style="list-style-type: none"> • Participant experienced CSR implementation Challenges
Possible solutions to CSR implementation challenges	<ul style="list-style-type: none"> • Participant CSR implementation suggestions

3.8 Ethical Considerations

The researcher adhered to the ethical requirement of protecting participants against harm. Due to the advent of COVID-19 whose spread is space and contact-related, the researcher avoided face-to-face contact with participants at all costs to remove physical risk to them. Interviews were held through Microsoft Teams, an audio-video conferencing application. Additionally, the researcher ensured that the Wisdom Group does not suffer institutional and business harm on their competitive advantage. This would have happened by sharing sensitive information with its competitors, the public or any unauthorized persons. To avoid the harm, the researcher undertook to treat all the information as confidential and not share it.

To adhere to the ethical requirement of confidentiality, the researcher used pseudonyms instead of real names of participants. The use of pseudonyms was done during the interviews as well as during the recording and storing of the collected data. The researcher also arranged the interview appointments directly with the participants to reinforce the confidentiality requirement which could be breached if the appointments were to be arranged through the employer. There were no complaints from the participants regarding their identities being revealed as there was no compromise to the confidentiality of the data.

Another ethical consideration the study considered is that of consent. The participants were required to complete consent forms, one week before the appointed interview date, and this was

done to allow the researcher to collect and use their data, and to confirm that they were not coerced to give it away. All participants were asked to declare their age and only participants older than eighteen (18) years were allowed to be part of the study. None of the participants were below the age of eighteen.

The participants were informed why they were being requested to be part of the study and that they did not have to divulge their personal information. All participants were informed that they were participating in this study on a voluntary basis and there would not be any reward or punishment for participating or declining to participate in the study to ensure independence of participants. Participants were also informed that should they decide to withdraw from the study at any stage, they were allowed to do so with no adverse repercussions. None of the participants withdrew from the study.

3.9 Conclusion

Chapter 3 presented the research methodology, including research design, the population targeted by the research as well as the different sampling techniques available in qualitative research. The different techniques presented include the quota, haphard and the purposive which was followed in the current study. Different research designs were defined including the case study, the narrative and the grounded theory. Data collection techniques were also presented. The different themes and subthemes identified from the collected data were presented in chapter 3. The chapter closed with an outline of ethical considerations as a general research principle but also in line with the data collection techniques and the chosen research design.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The data collected through interviews was thematically analysed. After transcribing the collected data, themes that aligned with the research questions intended to be answered were identified. The process of coding and theme generation included reading through the data to familiarise with it. Codes were generated through which themes were subsequently sought. These themes were then reviewed to ensure that they serve the correct purpose in the analysis process. Below is a summary of the themes and subthemes:

Under the forms of corporate social responsibility theme, subthemes aligned to the research objectives included programmes and activities that were offered by the organisation as CSR. These included bursaries, learnerships and workplace initiatives among others. Participant perceptions about recruitment, management processes and exposure to the programmes were the subthemes identified under the theme: Participants' perceptions of CSR. Another theme identified was the impact of the CSR exposure on participants. Under this theme, subthemes identified were the changes on the lives of the participants such as knowledge gained, expansion of networks, formal qualification, employability, life skills, academic inspiration, and income. The data also showed challenges in the implementation of CSR programmes. This was identified as a theme with a subtheme: participant experienced CSR implementation challenges. Lastly, a theme: Possible solutions to CSR implementation challenges was identified. Under this theme, a subtheme: Participant CSR implementation suggestions was also identified. After analysing the data using these identified themes and subthemes, a report which will follow in this chapter was produced outlining the findings of this process.

The Wisdom group is involved in the philanthropic corporate social responsibility programmes aligned with the skills development field within which they operate. The programmes that they offer as their corporate social responsibility initiatives are in education where they offer bursaries at the HET band as well as skills development programmes in the form of learnerships at the FET level. As a company, they formally started these initiatives in 2018 following their decision that one percent of their revenue should be spent on community development. The Human Resources department leads the implementation of the CSR programmes with support from operations departments that include academics, training project management as well as Sales departments. Unlike the Skills Development Levy Act of 1999 which requires organisations to pay one percent of their payroll to SETAs every month, the Wisdom Group calculates its one percent from revenue. Furthermore, the organization still pays the skills levy to the SETA while it reserves a further one percent to community development which is not limited to employee skills development.

4.2 Budget allocation for CSR

The company Human Resources representative revealed that their organization intends to make a difference in the community within which they conduct business. She said their target is to uplift the levels of education in the area as they believe that good quality education increases employment opportunities as well as that they are already in that space, and it would be easier to contribute to society that way. Every year, the company reserves one percent (1%) of the previous year's revenue as budget for bursaries and learnerships. For the year 2020-2021, that one percent amounted to R 2 million. Their target is to see the number of CSR beneficiaries rising proportionate with the number of paying enrolments they receive.

4.3 Recruitment of beneficiaries

After budgets and programmes are approved by management, the human resources management department then advertises all the bursaries and learnerships internally and externally. Internally, they use internal communication, human resources meetings, informing managers to spread the word to their subordinates as well as presentations during employee engagement sessions. Externally, the company works with industry partners who would provide employer experience in the case of learnerships, and they engage them to spread the word. The company through these partners also registers these offers with the department of Labour. Applications are then sifted through funnels that include residential area and basic household income so that the financially most deserving are targeted and recruited. The company believes that other organisations operating in the same space as theirs have such programmes that target academically talented beneficiaries without considering the impact, on academic excellence, that poverty may have.

4.4 Forms of corporate social responsibility

The Wisdom Group (Pty) Ltd implements forms of corporate social responsibility initiatives that are within the education environment as this is the sector within which the organisation operates. The company issues bursaries and learnerships for its qualification to benefit society. Below is an outline of what these programmes entail.

4.4.1 Bursaries

The company defined a bursary as any higher education qualification that beneficiaries would enrol for whose fees would be waived or paid for by the Wisdom Group. Up to date, this programme has benefited nine beneficiaries who have enrolled through various higher education programmes ranging from NQF level 5 to 7, four of whom are part of the sampled ten participants. All these beneficiaries have only enrolled through the Wisdom Group as these bursaries only allow for that. This report refers to bursaries in light of this company's definition of these programmes. The organization's bursaries are indiscriminate on whether beneficiaries must be employed or not as long as they meet the qualification entry requirements.

4.4.2 Learnerships

The Wisdom Group defines learnerships as structured theory and practical training towards a formal qualification. The theory training is provided by the Wisdom Group which is sometimes referred to as the training service provider in the report that will follow in this chapter. The requirements of the learnership programmes are that there be collaboration between the service provider, the learner, and a host employer in order to produce a well-rounded learner. This learner would boast of theory but also the important workplace experience that can prove invaluable in the search for employment for the learner in future. Thirty (30) youths have benefitted from the Wisdom Group's learnership programmes since the inception of the initiatives but only six (6) of them were part of the sampled ten (10) participants. The training programmes that fall under the learnership programmes are all the company's NQF level 2 to 5 programmes defined as learnerships by the South African Qualifications Authority. Beneficiaries have either been employed or unemployed with a bias towards the youth of ages between 18 and 35 years.

The Wisdom Group offers learnerships as part of their corporate social responsibility. The qualifications it offers as learnership programmes are the National certificates in Road Transport, Freight Handling, and Supply Chain Management qualifications. All these programmes range from NQF Level 3 to 5 on the National Qualifications Framework. Learnerships as part of skills development, contribute a substantive weight on the Broad Based Black Economic Empowerment scorecard as they are viewed to be drivers of transformation (Rampersad & Skinner, 2014:30). While this national policy incentivises the rollout of learnerships by companies, the Wisdom Group has positively responded to the call by implementing learnerships as CSR programmes. Sharma and Singh, (2015:86) argue that CSR is not a mere fiscal dumping at the end of the financial year but active implementation of community beneficial programmes. The Wisdom Group learnerships are one such programme.

4.4.3 CSR programmes offered by the Wisdom group

The research found that Wisdom Group (Pty) Ltd offers bursaries as a form of corporate social responsibility where the beneficiaries are offered to register for the Wisdom Group HET qualifications and have their study fees waived. The research participants stated that the bursaries they benefited from focused on the Higher Certificate in Logistics Management, however, in general, the Wisdom Group's bursaries also covered the institution's Diploma and Degree qualifications. The bursary beneficiary participants also stated that the bursaries covered the hire of their graduation gowns and study material. The research results proved to be consistent with Ginting, Khairin, & Iskandar, (2019:26) whose literature identified bursaries as a form of corporate social responsibility activity employed by HEIs.

D5 "I was offered a bursary to do a certificate in Logistics Management after applying through the HR department. I had never thought I would enrol for tertiary qualification seeing that I had not passed that well to qualify for NSFAS funding in a public university."

The participants revealed that the Wisdom Group bursaries offered an alternative to the NSFAS funding route.

According to the Wisdom Group profile, there have been more beneficiaries on learnerships (30) compared to the bursaries (9) since the start of the implementation of CSR programmes at the company. This was also reflected on the participants where a 60-40% split of beneficiaries was recorded with more participants being enrolled for learnerships than the 40% enrolled for bursaries. This could be because the learnerships were advertised externally to unemployed candidates which resulted in a wider reach than the bursaries which have only shown from the results that they are only advertised internally. Another reason could be that applicants were attracted to the stipend paid to learners enrolled for the learnerships since there were no stipends paid on bursaries. This therefore means that a larger budget is reserved for learnerships than for bursaries. According to the nature of learnerships as explained by the participants, that they are a combination of theory, practical and workplace experience, it is justifiable for the Wisdom Group to concentrate more funding and student numbers on learnerships than bursaries as the learnerships have shown capability to tackle unemployment with all the initially unemployed beneficiaries finding employment.

4.5 Profiles of Beneficiary Participants

There were ten (10) beneficiaries who participated in the current study. Herewith is a summary of the profiles of the participants of the study who were also beneficiaries of the Wisdom Group’s corporate social responsibility programmes. All the ten participants did not have a post schooling qualification before enrolling for the organisation’s corporate social responsibility programmes. Consistent with the different CSR programmes that the Wisdom Group offers, the researched beneficiaries participated in different categories of programmes, which are, learnership programmes as well as bursaries. Four participants enrolled for the bursary programmes while six of them participated in the learnership programmes. Of the participants who enrolled for the bursaries, all enrolled for the Higher Certificate in logistics Management at NQF Level 5. Conversely, the six (6) who enrolled for learnerships enrolled for different qualifications that ranged from NQF level 3 to level 5. All the participants are in the process of applying for their next level qualifications with two participants already registered for these. Notably, all four bursary participants were already employed at the time of enrolling for the programmes while all six learnership participants were unemployed. Below is a table showing the distribution of participants according to the programmes they enrolled for.

Table 4.1 Categories of participants by type of CSR

Learnerships	Bursaries
6	4

The participants were evenly divided according to sex. Out of the ten participants, five were male and five were female. Out of the ten participants, four male participants enrolled for the bursaries while five females and one male enrolled for learnership programmes. Four males

were already employed while all the five female participants and one male were not employed. Below is a table showing the distribution of the types of participants.

Table 4.2 Categories of participants by sex

Male	Female
5	5

The participants were either employed or unemployed by the Wisdom Group at the time of enrolling for their CSR programmes. Below is a table showing the distribution of the participants according to employment. While only three participants were employed by the Wisdom Group at the time of registering for the programmes, six were unemployed, while one participant was employed outside the Wisdom Group. All the participants had different responsibilities over their families such as having to buy them groceries or to pay for their school fees. Although these responsibilities were almost the same across the employed and unemployed participants, their incomes at the start of the corporate social responsibility programmes, were different. The unemployed were receiving a stipend of R2 500 each while the employed were earning from as twice as that.

Table 4.3 Employment status of participants

Employed by Wisdom Group	Not employed by Wisdom Group
3	7

The importance of the schooling environment for success is that it is here that the dominant cultural capital necessary for success can be accessed. Through bursaries and learnerships, the less privileged get an opportunity to be in a schooling environment and access the dominant cultural capital necessary for success. Through the bursaries and learnerships, the beneficiaries get an opportunity to escape the effects of meritocratic illusion and are graduated into being the talented and the gifted. As shown on the profiles of the participants, none of them had a post schooling qualification and this bears testimony that had it not been for the bursaries and learnership programmes at the Wisdom Group, these participants would have lost out on the dominant cultural capital instrumental in one's success.

Although the Wisdom Group does not have an official programme where employers provide employment advice, the participants stated that the experience they received from the learnerships is important for their profile when they apply for jobs. Since learnerships require its learners to be hosted by a relevant employer for the workplace component of the qualification, the Wisdom Group had to mobilise host employers, through its community engagement, and entered into contractual agreements with relevant host employers to successfully deliver learnerships. However, the Wisdom Group only engaged host employers as part of their community but there was no evidence of how the organisation engages the general

community where they recruit their learners from. Bhagwan (2019:39) argues that university community engagement includes an effort by the university to understand its community and its needs. The needs that the Wisdom Group sought to understand, and meet are those of the community industries through host employers but there is no evidence that the organisation did the same for the community. The institution offers bursaries and learnerships on programmes that it already offers as part of a buffet of its qualifications not as a result of having engaged the community and discovering that the community needs these programmes.

D8 *“I now have an understanding of what a workplace is all about, because I did my learnership at an employer. I can now inform my prospective employers that I have experience in matters of handling freight because I did this daily, thanks to the learnership”.*

Another form of corporate social responsibility practiced by the Wisdom Group is the practice of workplace CSR. Of all the four participants who were offered bursaries, three (3) of them revealed that they were already employees of the Wisdom Group when they enrolled for the bursaries. All these participants also revealed that they had been recommended to the company’s human resources department for enrolment by their managers as part of their development. Adu-Gyamf, Boahen, Frempong, He, and Nyame, (2021:2) argue that the skills development of employees forms part of workplace CSR where employees are put through training and educational programmes to upskill them. As revealed by the research, the Wisdom Group offers workplace CSR consistent with the definition put forward by Adu-Gyamf, Boahen, Frempong, He, and Nyame, (2021:2). Employees are stakeholders that organisations have a responsibility to take care of. Besides paying them salaries for the work they do, organisations have a workplace responsibility to train and develop its employees (Gulavani, Nayak & Nayal, 2016:38). The training of its employees by the Wisdom Group confirms the presence of this form of corporate social responsibility at the organisation.

The Wisdom Group (Pty) Ltd is involved in the stakeholder collaboration form of corporate social responsibility. The organisation collaborates with its students and learners, and host employers in ensuring that quality education is offered to students without employing arm-twisting tactics on those involved in the value chain. This finding confirms the argument by Labanauskis and Ginevičius, (2017:68) regarding the stakeholders that HEIs collaborate with. The organisation also collaborates with regulation authorities of education such as SETAs and government departments in order to maintain its accreditations and registrations. Such collaboration has included providing annual reports to the department of Higher Education and Training as well as assisting in the vaccination of its employees as revealed by the company representative. The finding confirms what Kappo-Abidemi and Kanayo, (2020:1110) posited that there are a number of stakeholders that HEIs collaborate with.

In summary, the research has found that, consistent with the forms of corporate social responsibility identified in literature, the Wisdom Group offers bursaries for HET level programmes and learnerships for FET level programmes. Integrated with the learnership programmes is the practice of university community engagement programmes while the workplace CSR is evident from the employed participants. Lastly, the Wisdom Group is also

involved in the stakeholder collaboration CSR, where it collaborates with students, government departments and institutions.

4.6 Participants' perceptions of CSR

In running successful CSR programmes, it is important for those implementing such programmes to make the right impressions that will shape positive perceptions about the programmes. Because of a thin line between reality and perception, the success of the CSR programmes relies much on the perceptions of their beneficiaries and the community at large.

4.6.1 Perceptions about how the participants came to know about the programme

A certain approach was taken by the company in exposing their CSR programmes to their target market. The Wisdom Group used unusual platforms and channels to advertise their programmes as these were not advertised in traditional media such as newspapers. 60% of the participants were unemployed at the time of enrolling for the company's corporate social responsibility programmes and they believe that it was by chance that they came across information on these programmes. As beneficiaries, the participants argue that the programmes were poorly exposed to anyone outside the company as they could not be accessed through traditional media. The participants discovered the Wisdom Group's learnerships at the department of Labour after being alerted by friends and family that learnerships are sometimes advertised there. They revealed that the organisation registered these learnership offers with the department of Labour which also registers job seekers and those interested in enrolling for learnerships and internships. The department acts like a meeting place for these. The unemployed participants hold a perception that the Wisdom Group's CSR programmes are not well exposed to possible beneficiaries. Callender and Wilkinson, (2013:292) argue that students hold a perception that there is limited exposure of funding information to students which has affected the uptake of such funding programmes. The finding on poor exposure of the Wisdom Group's programmes confirms what these authors argue. Callender and Wilkinson, (2013:292) are further corroborated by all the employed participants who stated that they were informed internally by their colleagues and managers about the availability of bursaries within the Wisdom Group without any traditional media advertisement. Moreover, the one participant who enrolled for the bursary stated that he received information from his relative. The finding confirms the relevance of the Bourdieuan theory that states that connections as opposed to merit, are the reason some succeed while others fail (Mills & Gale, 2007:435). The connections of the employed participants as well as the family connections of the one participant were the reason for them to access and be exposed to the bursaries.

The CSR programmes must not only be advertised through a single channel or platform as this limit its reach. All the participants bemoaned the use of internal advertising for the bursaries and the Department of Labour for the learnerships as they argue that such an approach misses many of the potential applicants and beneficiaries. The organisation must advertise its CSR programmes on traditional media such as newspapers and radio as well as online platforms which are amenable to the youth. The research notes that the employed participants enrolled for the

bursaries while the unemployed enrolled for the learnerships and therefore their advertising may have deliberately targeted these groups for the different programmes. However, regardless of who the target group for these programmes is, the participants' perception is that the programmes are poorly advertised and therefore such advertising must be restructured.

The employed participants revealed that while there was scant information about the programmes themselves, there was even more uncertainty on details about the bursaries. The participants revealed that they had some but not enough knowledge of the operations of the organisation, including its bursaries, despite being employees of the organisation. More information was only provided to them after they had approached their managers who in turn approached the HR department as the manager did not have all the required information as well. The participants were subsequently offered bursaries to complete a Higher certificate in Logistics Management. They expressed some bit of uncertainty about the programmes:

D3 "As an employee, I sort of had an idea that there were bursaries, but I was not sure. Then in one of our one-on-one meetings with my manager, I told my manager that I wanted to improve, you know, my skills and so on.... And he then gave me more information of these bursaries and suggested that I enrol. He arranged for another meeting with HR to get more clarity on these bursaries"

This implies that the organisation's corporate social responsibility programmes, particularly the bursaries, are not very well known as suggested by the following revelations. First, it should generally be assumed that those who work for the Wisdom Group must be well versed with its corporate social responsibilities including its bursaries. However, it was not the case with the interviewees who were also employees of the organisation. Second, it took the discretion of their managers to introduce and clarify bursaries to the participants instead of this information being generally accessible to everyone who might need it. This also means that if the employed participants had been exposed to different management personalities, they might not have been informed about the available bursaries. Third, the participants seem to suggest that one could only learn about the company's bursaries after contacting the company directly. None of the bursary beneficiary participants indicated that they accessed bursary information through third parties such as the media or any other form of external advertising. This approach then narrows the scope of the targeted market for these bursaries which may lead to the less deserving beneficiaries getting access to them. This finding confirms what Callender and Wilkinson, (2013:301) argued, that students' perception towards bursaries was that of frustration due to lack of important information such as what the bursary covers, important dates and so on. Subsequently, this would then negatively affect the impact of these bursaries on society and even contribute adversely to inequality in extreme cases.

The external bursary beneficiary participants expressed a perception that bursary advertising at the Wisdom Group was informal. This is informed by their informal access to the bursary information which was passed to them by their relatives who were employees of the Wisdom Group. In an era of fake news, scams, and fly-by-night companies, informally sharing of important information regarding important programmes such as bursaries gives a negative

perception of the bursaries as shown by this finding. They also expressed uncertainty about the programmes as some information may have been lost in the process of getting to them as well as that the employees themselves were unsure of the information they were sharing. These participants were either friends or relatives of the Wisdom Group employees. The implication is that these participants were exposed to the company's bursaries on the basis that they had relations with Wisdom Group employees in one way or the other.

D6 "My aunt who works for the Wisdom Group, informed me that the Wisdom Group might offer bursaries. I took a chance and called them, I called their HR and told them my story and I was in."

While it was not revealed that access to these bursaries was granted based on being connected to the Wisdom Group, the important first step of exposure was indeed granted on this basis. Indeed, one must have direct contact with the organisation, this time through relatives and friends, for one to be exposed to the bursary scheme of the organisation. It follows then, that the external reach of these bursaries could only go as far as the external networks of the employees as there were no other forms of media used to expose these bursaries to external audiences. This finding confirms what Callender and Wilkinson (2013:292) propounded in the literature, that there was limited exposure of bursaries, and the participants share the same perception. In this case, only those with direct or indirect connection to the Wisdom Group employees could know about the bursaries and this can be interpreted as poor bursaries exposure.

While the finding on exposure provides a positive correlation to the literature reviewed, that bursaries in particular, are poorly exposed (Callender & Wilkinson, 2013:292), it also suggests that the beneficiaries were chosen from a very small group of candidates. The participants revealed that only one participant was external to the Wisdom Group, who was also offered a bursary through their aunt's connection with the organization. It further confirms Bourdieu's theory of meritocratic illusion as put forward by Mills and Gale, (2007:435) where connections, as opposed to individual brilliances, provide opportunities to the connected. In this case, it is those who were connected to the Wisdom Group, either as employees or known to employees, who were exposed to and enrolled for its corporate social responsibility programmes.

To emphasise the meritocratic illusion point, as propounded by the Bourdieuan theory, the organization confirmed that enrolment was not based only on academic performance but on the socio-economic status of the candidates, something very difficult to prove except to take the word of the candidate for what it is. For this reason, connections facilitate acceptance of a candidate as deserving.

D11 "Many organisations and universities just look at one's matric results slip and make an instant decision that this one has good results and deserves a bursary, case closed. That's not the case with us. We make sure that you are socio economically deserving. You must prove that indeed you have the hunger and the drive for learning but you cannot afford. We are still

refining our processes of proving that but for now we depend on the applicant and their witnesses”

4.6.2 Perceptions of participants about CSR recruitment processes

While the company considers academic performance in the recruitment process for CSR beneficiaries, it is not the qualifying factor. The company revealed that one of the criteria for qualifying into their bursary scheme is for the applicants to prove that they are poor, but they are committed to getting and completing their funded studies. The process is that applicants submit their applications to the Wisdom Group’s Human Resources department. Applications are then sorted according to qualification entry criteria and financially deserving for a bursary. Applicants are then shortlisted for interviews after which a final list of appointments is confirmed. During interviews, applicants are requested to outline their education journey as an attempt to identify the financial challenges they experienced as well as the amount of resilience they had to show to succeed. The organization revealed that in interviews ask questions about the schools the applicants attended including the challenges they faced during the journey. Through this approach of a process, the organisation believes that a balance is struck that gives opportunities to beneficiaries they believe would have done better academically had they not been affected by poverty. The company also believes that those whom poverty has reduced their academic performance to average, stand a lower chance of accessing bursaries which would take them out of poverty while the academically excellent can get such bursaries from other institutions including government institutions. While this process is presented as straight forward and seamless, it is noted that host employers are at the forefront of advertising the learnerships. Additionally, all the learnership beneficiary participants revealed that they were recruited together with relatives of employees of host employers. These participants implied that there was favouritism in recruiting learnership beneficiaries as some were relatives of the powerful. Above the surface, it appears that all the learnership beneficiaries were recruited fairly, just like everyone else but a closer look at this finding suggests that under the surface are manoeuvres driven by networks and connections as posited by Calhoun (2007:1405).

The Bourdieuan theory (Mills and Gale 2007:435) questions education in its current state as an equaliser between the poor and the rich but acknowledges that corporate social responsibility can assist in providing financial assistance to poor students to access education. However, the finding regarding recruitment of bursary beneficiaries negates this standpoint. Instead, it shows that the less connected, particularly the poor as argued by the theory are excluded from such potentially equalising education opportunities. In this regard, the participants revealed that they were only exposed to and subsequently offered bursaries because they were either employees of the Wisdom Group or they knew someone who worked for the organization. The finding also shows the lost opportunity to reach many poor students caused by their exclusion by disconnection from the Wisdom Group or its networks.

D6 *“My aunt who works for the Wisdom Group, informed me that the Wisdom Group might offer bursaries.”*

D3 *“As an employee, I sort of had an idea that there were bursaries, but I was not sure.”*

4.6.3 Participants' perceptions on the bursary management processes

The main issue of bursary management that the participants reflected on positively was the application process. As much as 9 out of 10 participants stated that the application process was clear as this was explained by their managers. For three (3) of the participants, what made the process even clearer was that they were employed by the organisation at the time, and they already understood part of the application process. These participants were comfortable that their managers explained all the requirements of the bursaries, the important deadlines and conditions of the bursaries.

D3 *“Process was very clear because all my documents were with the company as I also work for the company as well. I only had to complete the application form. It was an advantage that I am an employee of the company, and I knew a lot about these from an employee perspective. Another condition was that if I resign within three years of completion of the qualification, I have to pay back all the money. This was explained to me before I started the bursary.”*

D2 *“The process was clear to me. Where I had questions, I always asked someone and get a response.....”*

For the external participants, who account for the remaining 7 out of the 10 participants, the process was comfortable for the 60%. They revealed that there was always someone from the organisation who would take them through the process. These external participants attributed the clarity of the application process to the assistance they received either from the Human Resources department or from the mentors and assessors who were assigned to them. These participants reveal that the mentors and assessors held their hand in completing the application forms and answering all the questions they had regarding the corporate social responsibility programmes.

D4 *“The Human Resources department was very helpful. They took me through the process step by step...”*

However, the remaining one participant stated that the application process for the learnership was not crystal clear as they received incorrect information in the process. Such incorrect information related to the type of learnership they were applying for. These were external participants. One of the participants stated that when she applied for the available learnership, she had believed it was a learnership in imports and exports when it was actually a learnership in Road Transport. The insinuation is that had she known that the learnership was in Road Transport, she would not have applied for it. This would then be a disadvantage to the organization in that it would be a hit and miss if beneficiaries who would not have enrolled ended up incorrectly enrolling.

D5 *“When I took the learnership, I had the impression it was in imports and exports only to find that it was in Road Transport. Anyway, I consoled myself that a learnership is a learnership and I will see where this one takes me to.”*

4.7 The impact of CSR exposure on participants

All the participants shared positive perceptions outlining that the experiences of the Wisdom Group's CSR Programme had positive impact on them. The positive changes that informed the positive participant perceptions included knowledge gained, expansion of networks, income, qualifications, life skills, academic inspiration and employability which are discussed below.

4.7.1 Knowledge gained

The participants revealed that they gained knowledge in their participation in the Wisdom Group CSR programmes. This knowledge was shared through theory teaching for bursary beneficiary participants while those enrolled for learnerships gained knowledge through theory, practical as well as workplace learning. Of the ten participants, eight stated that these programmes were their first post school qualifications or learnerships they enrolled for and were therefore overwhelmed by the amount of work they had to deal with. In this case it was also a considerable leap from one lower level of schooling to a higher level and it came with its own challenges. These participants, however, appreciate this experience as an eye opener that ushered them to a new life experience in tertiary education. This implies that there are quite a number of citizens both employed and unemployed who do not hold any post schooling qualification and therefore lack knowledge that can only be gained at that level. This then means that the organisation still has a lot of work to do in uplifting the levels of education and knowledge impartation as they have identified this as a social responsibility they have towards the communities within which they operate. James-MacEachern, (2017:52) argues that the general perception of bursaries is positive in that they foster education. This argument is confirmed by the finding that participants gained knowledge by participating in the CSR programmes.

Another form of gaining knowledge by the participants was through workplace interactions. The participants revealed that the CSR programmes equipped them with skills and knowledge of workplace processes. Out of the six learnership beneficiary participants four of them said they had a sobering experience as the learnership programmes they enrolled for assisted them to make sense of work tasks they were expected to perform as well as practically apply at their workplace, the theoretical knowledge they had received from training. The participants could now express knowledge and understanding of some of the activities they were expected to carry out at their workplaces. The participants also stated that the bursaries exceeded their expectations as they also received support from the organization on how to conduct a literature search on specific topics. These findings show that, contrary to literature that stated that many beneficiaries had a negative perception of bursaries (Callender & Wilkinson, 2013:292), these beneficiaries had positive perceptions.

4.7.2 Expansion of networks

The Wisdom Group's programmes are credited by their beneficiaries for their ability to expand the networks of its beneficiaries. 100% of the learnership beneficiary participants revealed that the initiatives gave them a great experience as they connected them with employers and different departments within employers, something that enriched their experience and grew their professional network. All of these participants were external participants as they were unemployed at the time of enrolling for the organisation's programmes and were enrolled for learnership programmes with the Wisdom Group. This suggests the importance that these

participants attach to the professional networks that would not have otherwise been possible had they not enrolled for the learnership programmes. The Bourdieuan theory was proven to be correct by this finding. The theory states that social capital determines what networks one is able to establish (Mills & Gale, 2007:435). These important networks lead to success and for the poor they are accessible in the schooling environment. According to the findings, the research participants established these networks when they participated in the organisation's CSR programmes. They would not have been able to establish these networks had it not been for these programmes. These networks would prove to be valuable when the participants started looking for work as they linked them with relevant and potential employers. The finding confirms that it is not merit that separates the haves from the have-nots, but it is networks and lack thereof that separate them.

4.7.3 Formal Qualifications

The Wisdom Group's CSR programmes culminated in the participants receiving formal qualifications. All the participants stated that after participating in the programmes, they acquired formal qualifications which they believed were an important achievement. All the participants did not have any formal qualification post their school leaving certificates and they stated that participating in these CSR programmes gave them tangible benefits in the form of qualifications. For others, these programmes gave them a solid foundation for further learning and development. These participants were enrolled for one-year long NQF level 3 programmes. After being shown an articulation path of the National Qualifications Framework structure, their quest for further education was stirred up.

D1 *"I can now complete important work tasks on my own, my supervise does not have to be with me all the time. It makes me feel like I am really doing something for myself you know".*

The participants revealed that they now boast of formal qualifications that have become official proof of the experience they have. With the current qualifications they now hold, the participants believe that it will now be easy for them to build on these qualifications by enrolling for their next level learning programmes and qualifications. Two participants have already enrolled for their next level qualifications. According to the Bourdieuan theory, symbolic capital which translates to one's status in society is an aggregation of other capitals including the cultural capital which is expressed through the educational qualification one holds (Digiorgio, 2009:183). This means that the higher the educational qualification, the high the cultural capital. This finding confirms that the corporate social responsibilities of the Wisdom group elevated the level of educational qualifications of its beneficiaries from the school leaving level to further and higher education levels. For this reason, the programmes elevated the cultural capital of its beneficiaries. Besides, proof of cultural capital expressed in this finding, free workplace experience revealed in this finding is proof for financial relief for a commodity that would otherwise have been paid for. In this case, this finding displays an equalised access to economic capital between the advantaged who pay for their learnerships and the disadvantaged who benefitted from the company's CSR learnerships. Attaining a university qualification is proof that among other things one did not drop out of university. McKay & Naidoo, (2018:160) argue that lack of

funding is responsible for 50% of dropouts from universities in South Africa. Financial relief provided by the Wisdom Group through its bursaries is a good model of stopping 50% of the bleeding of universities that needs to be emulated.

The Bourdieuan theory argues that when the poor are excluded from higher education, such exclusion is an injustice perpetuated by the same institutions that are meant to correct them. Institutions of modernisation such as institutions of higher learning do not escape this criticism by the theory. The above finding proves that the Wisdom Group is opening access to education for the less privileged, albeit at a very small scale in its current offering. While school fees might be a disabling requirement for educational justice that counters the good promises that learning institutions make to society, this finding suggests that such justice can be attained through corporate social responsibility as practiced by the Wisdom Group.

The participants also revealed that the programmes stretched them beyond their comfort zone which was great for their development. This implies that after completing the learnerships, the participants do not only boast of formal qualifications but vast experience with all round understanding of the business after having worked in all departments relevant to their learnership qualification. When interpreted against Bourdieu's theory, this finding relating to all round understanding of the business means that beneficiaries do not only understand themselves as propounded by the theory, but that they do so in relation to other people and work colleagues. In understanding themselves, the participants reveal that they discovered that they are more resilient than they thought they were and the challenges that came with the programmes led to this revelation.

4.7.4 Employability

All the participants stated that they received important life skills necessary for employability and success at the workplace from these programmes. Among the employability attributes were formal qualifications, workplace experience and a professional network. All these combined, assisted the participants to build a profile that would make them employable. The participants stated that they could now relate better with other people at the workplace as well as that they managed to set up networks critical for their professional progression through their relationship skills. Up to six of the participants said they were unemployed with no tertiary qualification when they enrolled for these programmes, but these programmes helped them to build their careers from nothing to a point where they now have a job.

D1 "I built my career from nothing.... Ummmm today I am employed from being unemployed and I also boast a formal qualification. This programme has benefitted me a great deal."

For this reason, the Wisdom Group CSR programmes improve opportunities for employability. The participants believe that now that they have both a formal qualification and work experience, their employability opportunities even outside their current employ have increased. For these participants, a qualification is an important part of anyone's profile who wants to be employed anywhere. For them, these programmes have provided exactly that. In conclusion, while the

findings are not generalizable to the wider society, the participants are drawn from society. It can be loosely concluded that the South African society values formal education and these participants believe that the Wisdom Group's corporate social responsibility programmes play an important role in delivering that important good, which can translate into employment. The six participants, those who were not employed at the commencement of their training, revealed that they received exposure to a work environment which taught them a complete operation of that employer. All six of the learnership beneficiary participants revealed that through these programmes, they received workplace experience which they believe will be helpful for their job search. These participants applauded the programmes for giving them access to the workplace as they are now employed on a full-time basis from having been unemployed. They emphasised that the learning experience gave them an edge over others on performance at work with less supervision required on them. These participants revealed that they load freight on delivery vans, plan delivery routes and sometimes conduct deliveries as assistants to delivery truck drivers. All of these beneficiaries were offered permanent employment at the end of their CSR programmes by the companies contracted to the Wisdom Group to offer them workplace training. A conclusion can then be drawn that, employers prefer to hire job seekers who have work experience in the jobs they apply for and through learnerships, the Wisdom Group is able to provide such experience.

As revealed by participants on this study, learnerships provide academic knowledge and work experience simultaneously to their beneficiaries. Therefore, among others, learnerships are an important foundation that prepares its learners for the workplace. Learnerships also provide the necessary work experience ingredient for its beneficiaries to be employable. The now employed participants also stated that this employment has brought about financial relief that has restored their dignity and encouraged them to dream again. It can now be argued that the Wisdom Group corporate social responsibility programmes foster employment which brings about financial benefits which can be established as a good step towards human development. This finding confirms that corporate social responsibility has the potential to grant economic capital (Digiorgio, 2009:183) to its beneficiaries as shown on the profiles of the participants where all the previously unemployed participants attributed their current employment to participation in the Wisdom Group corporate social responsibility programmes.

Prevalent across the findings is personal development that resulted from participating in the corporate social responsibility programmes. The participants revealed that following their participation in the CSR programmes, they had now gained the experience and theoretical knowledge necessary for employment and development. The participants revealed that had it not been for the CSR programmes of the Wisdom Group, they would not have gained the knowledge and experience and thereby eliminating their employment chances. The personal development appeared in the form of qualifications achieved, skills acquired as well as work confidence developed by the participants, including being employed.

D7 “...Had it not been for these programmes, I would not have been where I am. With a chance for employment, the sky is the limit because I can do all other things that can make my life better...”

4.7.5. Life skills

Beneficiaries of the Wisdom Group had their life skills improved and they note this as a positive perception of the changes brought about by participating in the CSR programmes. About four of the participants stated that the programmes came with a lot of pressure and that pressure changed them for the better. They could now better prioritise their time and make the necessary sacrifices in order to remain on track with their programmes. They said this adjusted their lifestyle and their character as people. All of these participants were already employed at the time of enrolling for the corporate social responsibility programmes, with a split of three internal and one external of the total participants interviewed. About nine of the participants stated that the programmes developed their communication, problem analysis and solving skills including people skills.

All the participants stated that these programmes improved their soft skills set as well as their self-confidence. They stated that the programmes compelled them to type on computers and this helped increase their human computer interaction skills. Some of the programme tasks included practicing how to hold a meeting in a department and this improved their business and professional skills. These participants also revealed that the programmes taught them how to work with other people as it placed them in an environment of interdependence. About seven of the participants also stated that the programmes equipped them with leadership skills that would assist them in their current and future employment. The participants also revealed that they also developed planning and work prioritisation skills through allocating weekly study tasks and completing them as well as ensuring that their time away from work is spent on their studies.

D3 “Yooo, I had to re-work how I spend my weekends, no going out unnecessarily. It also saved me money hey.... I had to do my schoolwork, even when I didn’t feel like it but I reminded myself that the results can only come when I give it my all. It showed me that I could really dig deeper when the situation calls for it.yeah”.

4.7.6 Academic Inspiration

The corporate social responsibility programmes of the Wisdom Group offer an opportunity for academic inspiration for its beneficiaries. About six of the participants revealed that these corporate social responsibility programmes brought positive impact in their academic possibilities as they ignited an appetite for further education. These participants now see a possible future of academic development which they never thought was possible. They revealed that these corporate social responsibility programmes were life changing. The participants were provided an opportunity to kickstart their academic development journey through these programmes.

About eight of the participants revealed that these programmes exposed them to the academic environment, something they had never thought would be possible for them. These participants lamented the lack of guidance into tertiary education which they believe is a huge leap from high school. They stated that for them, attaining a bachelor’s degree would have previously been a far cry but after enrolling for these programmes, they believe that only the sky will be the limit

in their academic development. They stated that these programmes changed their lives. It can therefore be concluded that the lack of access to information, guidance and support concerning tertiary education has held back many talented young people and postponed or even destroyed dreams of others. While the study only focused only on a drop in an ocean, these revelations by these beneficiary participants indicate that corporate social responsibility programmes can go a long way in bridging the existing information, guidance and support gap between exiting high school and enrolling for tertiary education. These findings can also influence change of behaviour of institutions of higher learning from being exclusive to inclusive with more potential for more impact on society as suggested by the Bourdieuan theory.

4.7.7 Income

The participants have revealed that their income has increased as a result of their participation in the Wisdom Group’s corporate social responsibility programmes. About six of the participants were unemployed when they signed up for these programmes and only started receiving stipends of R2 500 per month per beneficiary at the beginning of the programmes. All these participants have since been permanently employed with their income having risen from R2 500 to the following:

Table 4.4 Income levels for the newly employed beneficiaries

R15 001-R20 000	R20 001-R25 000	R25 001-R30 000
3	2	1

In conclusion, participants were helped by networks to enrol for the CSR programmes as well as to find employment for those who were unemployed when they enrolled for the CSR programmes. Pursuant to the meritocratic illusion argument, Mills and Gale (2007:435), are proven to be correct in the findings of the study that cultural capital is better accessed at school than at home. This is proven through the research results that have informed this research that the beneficiaries established valuable social and professional networks that have assisted them to find employment. Therefore, the Wisdom Group’s recruitment processes that are bias towards the disadvantaged and not necessarily the talented are bearing fruit as seen and propounded by Mills and Gale (2007:435). By the standards of Bourdieu’s theory, the recruitment processes of the Wisdom Group are progressive and inclusive of students from poor backgrounds, the same background that would possibly have led to reduced academic performance of these students in the first place.

4.8 Challenges experienced in CSR programmes

Participants reflected on the challenges faced in some processes related to the management of bursaries. For example, three of the four bursary beneficiary participants revealed that bursary submission deadlines were rigid and not accommodative to the individual circumstances of the different beneficiaries. They argued that the deadlines were not convenient for employed beneficiaries as such beneficiaries had lots of work from their employers. These participants

suggested that in terms of time demands, these bursaries were not suitable for employed beneficiaries arguing that when one is employed, they do not have sufficient time to focus on their studies. 50% of the participants also argued that there was too much work to be submitted while the submission dates are congested and not well spread apart. On the one hand, the revelations suggests that CSR requires corporates to give while beneficiaries only receive and therefore the challenges of acquiring an academic qualification militate against the spirit of the concept of CSR. On the other hand, the revelation further uncovers that both the corporate and the beneficiaries have responsibilities towards the success of CSR initiatives. The revealed challenge is therefore part of the responsibilities that beneficiaries have towards attaining an academic qualification. They revealed that this affects the quality of work that the students and learners submit for assessments. If this were to happen, the process might end up decreasing the value of the programmes from being very informative to just being a compliance tick-box process. The communities of higher education include students, academics and employers among others. The time constraint finding is a culmination of lack of participation of the different communities in the CSR programmes hence a clash of expectations from students by different communities. This finding confirms what Masum, Aziz, and Ahmad, (2020:38) argue, that there is usually lack of community participation in CSR programmes, particularly in developing countries like South Africa. The finding confirms the Bourdieuan theory on limitations, that institutions promise to deliver goods but install stumbling blocks to the delivery of such goods (Calhoun, 2007:1405). In this case, a good promise of bursaries that would culminate in a formal qualification is made but non-negotiable limitations for beneficiaries to succeed in the bursary are then put in place. The Wisdom Group must find a way to circumvent this challenge working together with host employers and students.

Another challenge experienced and revealed by the participants concerns the logistics arrangements. About three of the six learnership beneficiary participants revealed that they were placed in partner host employer branches that were far from where they lived, and this meant that they spent a lot of time and money on the road to and from work. As these were unemployed, they depended on the programme stipend for such travel, and this meant that their stipends would run out before they are due for the next stipend payment. The finding confirms lack of participation of the beneficiaries in the planning process of the implementation of the CSR programmes as argued by Aziz and Ahmad, (2020:38). Ismail (2009:104) argues that one of the biggest challenges of implementing CSR is lack of skills for those charged with this responsibility. The deployment of participants in faraway workplace stations indicates poor planning which can be attributed to lack of skills. Had the participants been involved at the planning stages, their participation would facilitate accurate and convenient deployment to host employers. Potential problems such as late coming, absenteeism and fatigue would be averted.

There was lack of cooperation from some of the host employers. About six of the participants complained that some of the branches of the host employers they were attached to were not keen to open up their workplaces for learners to conduct their workplace assignments. They revealed that the host employers were overly sensitive, refusing them access to other business areas and treated them in a manner that indicated that they were outsiders. These participants were worried that they only received exposure to one department of the company where in some cases they

had to perform activities that are not directly aligned to the courses they were studying. These participants also believed that they were deployed to different departments according to the needs of the employer instead of the needs of the qualifications they were enrolled for. In some cases, participants argue that they were refused access to certain learning evidence and company documents as it was declared sensitive and confidential for access by non-managers or non-full-time employees. The challenge of lack of skills (Ismail 2009:104) can be blamed for the poor internal deployment within the employer's department as some of the participants claim that they did not receive variance of experience at the partnering employer's premises. The finding also questions the genuineness of the employers when they accepted the request from the Wisdom Group to host its learners. The finding suggests that the implicated host employers wanted to appear to be politically correct as argued by Liebenberg and McDonald (2006:28), while exploiting the participants as free labour.

D1 "Some of us neh, we had to always beg our supervisor to allow us to come and do our practical lessons with our lecturer. I feel some sites did not understand why we as learners were sent to them you, because in other cases we were only put in one department or doing filing and making copies. What does that have to do with Supply Chain Management? Sometimes you are even told that this document is confidential, and you can't get."

Another challenge raised by four of the participants was that in some cases there was workplace politics which put them in difficult positions as learners. Such politics would include refusal to sign their worksheets and logbooks which caused delays in their submissions. Sometimes these participants found themselves having to abandon their studies in order to placate their supervisors. Other forms of workplace politics included what the participants viewed as favouritism against the learners on matters of workload. They revealed that they were expected to do all forms of work without complaining while their full-time counterparts could freely refuse to do the work they deemed outside their scope. These were the externally employed participants who were unemployed at the time of enrolling for the corporate social responsibility programmes of the organization. Such politics left them betwixt two irreconcilable poles since on the one hand they had to stand up for themselves while on the other they had to impress the host employers to increase opportunities of being employed at the end of the learnership programmes. Jeje, (2017:292) posits that another challenge plaguing CSR is the involvement of many stakeholders in CSR projects which complicates processes as well as affect the measurement of success of these programmes as they have different meanings to different stakeholders. The workplace politics and unfair workload distribution confirms the complexity brought about by the involvement of the Wisdom Group and its stakeholders, the employers in the CSR programmes. The participants had difficulties navigating these complexities since sometimes they were expected to meet directly opposing expectations as evidenced in the study.

The research discovered that there was lack of respect for the programme implementation plan by some of the employers. About six of the participants revealed that since training took place at their workplace, their supervisors would sometimes take them out of class to go and assist on the production lines. In such cases there would not be time compensation to allow them to catch up with those who proceeded with learning. The participants also stated that the facilitator would

not return to the learning outcomes covered during the absence of some of the participants taken away by their supervisors. Meanwhile, the training provider would still expect all the participants to complete their work and submit it on the agreed submission dates regardless of the challenges that individual participants would have encountered. At the end of the day, the Wisdom Group, who are the service provider would measure beneficiary success on the performance of the beneficiaries on the quality and achievement of the given assessments. The employers and supervisors would measure success on the benefits reaped from the hours spent on their production lines. Jeje, (2017:292) argues that this a prevailing challenge brought about by the involvement of different stakeholders in the same CSR programmes. This identified challenge justifies the criticism placed on CSR implementing companies that they do so to mollify the powers that be as argued by Liebenberg and McDonald (2006:28).

4.9 Possible solutions to CSR implementation challenges

The overarching solutions to the challenges experienced in the implementation of CSR programmes at the Wisdom Group must include participation of the community as argued by Masum, Aziz, and Ahmad, (2020:38). When the CSR programmes are rooted in the community, they are bound to produce desirable results and meet expectations of all the stakeholders. Part of the reason for lack of community participation is lack of awareness by the concerned communities due to lack of appropriate marketing strategies by of the CSR programmes (Masum, Aziz, & Ahmad, 2020:38). Therefore, to foster community participation, the Wisdom Group has a responsibility to widely inform the community about these programmes and facilitate its involvement and decision making. This way, the CSR programmes will generate the much-required community ownership, a currency that will purchase the much-needed support for the CSR programmes. With the support of the community, the CSR programmes stand a greater chance of success.

Lack of skills as propounded by Ismail (2009:104), is one of the main challenges of CSR implementation as evidenced in this study as well. The Wisdom Group must invest in the skills development of those charged with the implementation of the CSR programmes in the organisation. Such skills development can take a form of a formal qualification or skills programmes attainable from industry established bodies. Such skills development must focus on other more generic skills including project management and people management skills.

Since as much as four of the participants bemoaned the lack of different models that accommodate employed and unemployed beneficiaries especially for bursaries targeting higher education qualifications, it was suggested that diverse models must be put in place to ensure that students are relieved from the pressure that comes with balancing for instance learners' workplace expectations with their studies. These participants also suggested that, in order to relieve pressure, submission dates can be spread over the academic period instead of lumping them too close to each other. They also stated that because the circumstances of employed and unemployed beneficiaries are different, programmes must be tailor-made to maximise these circumstances instead of a one size fits all approach currently employed on these programmes.

All the learnership beneficiary participants, which translates to all unemployed participants at the time, suggested that the tri-party agreements entered by the training provider (The Wisdom Group), the learner and the host employer for learnership programmes must be strictly adhered to so that all the parties play their roles sufficiently. They stated that strict monitoring and evaluation strategies must be put in place to ensure this is done properly. They said this will ensure that learners get the required access to the workplace as well as exposure to other departments to enrich their learning experiences. About seven of the participants suggested that there is need for more support from the funders that will ensure that value for money is realised through these programmes. The institution can assign former students and former beneficiaries of these programmes as mentors to support the current beneficiaries on this journey. These participants also suggested that workplace managers must be properly trained in order to understand and be welcoming to the needs of the learners.

D1 “... Providers, learners and employers must set up committees that will monitor that all parties play their roles. They can send inspectors that will, from time to time, visit sites, ask around and solve whatever problems they find there.”

To ensure absorption of the beneficiaries into the workplace for permanent employment, the participants suggested that The Wisdom Group must create a database of all successful beneficiaries, link them up with employers and trace their employment. This will ensure that beneficiaries are not left with a qualification without employment, which would culminate in flooding the already flooded youth unemployment pool. About four of the participants also suggested that study leave must be granted to beneficiaries prior to major assignment or portfolio of evidence submissions taking place. This will assist beneficiaries in relieving some school-work pressure and ensuring that the beneficiaries have enough time to work through their tasks and submit good quality work.

Due to interference from the employer, contact classes must be moved away from the employers. About six of the participants suggested that contact classes be held away from the workplace so that beneficiaries are left to focus only on their schoolwork without interference from the employer. They stated that this will facilitate the beneficiaries spending the required amount of time in the classroom, learning. This will further ensure that the quality of work produced by the beneficiaries will not be compromised. However, this also means that programme funders would need to increase their budget to accommodate venue hires.

4.10 Conclusion

Chapter 4 was a presentation and discussion of the research findings. The findings were presented according to the themes that were identified from the collected data. The findings indicated that the Wisdom Group offered bursaries and learnerships among other forms of CSR. The research found that CSR beneficiaries improved their employability opportunities through work experience and formal qualifications and also gained life skills and network expansions among other benefits of their CSR involvement. The chapter identified a number of challenges

including lack of community involvement in the CSR programmes. The chapter concluded with possible solutions to the challenges identified, such as an installation of monitoring and evaluation systems that will ensure early problem diagnosis and solution.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The current study sought to understand the contributions of CSR with particular focus on private higher education institutions. The researcher would seek to achieve the following objectives to understand the case under study: Identify the forms of CSR that exist within Wisdom Group (Pty) Ltd as a private higher education institution as well as analyse the perceptions held by the beneficiaries of CSR initiatives of the Wisdom Group. Furthermore, the researcher discusses the challenges experienced around the CSR practice within the Wisdom Group as a private higher education sector player in South Africa. Moreover, the study sought to explain how the Wisdom Group should deal with the challenges encountered in the practice of Corporate Social Responsibility.

The Bourdieuan theory of capitals was applicable for this study as the study results showed that indeed, there are different capitals that manifest themselves in who gets what in society although these simmer under the social surface. The simmering only manifests as meritocracy but as argued by Bourdieu, the study managed to trace its signs and unmasked the inherent meritocratic illusion. The researcher laid bare how all the processes such as beneficiary recruitment was as a result of networks that one was connected to. All the different capitals were clearly identified, and a conclusion drawn in line with Bourdieu's theory that the participants of the study would not have been able to accumulate these capitals if they were not enrolled at an institution of learning.

5.2 Conclusion

To achieve the first objective, the researcher found that the forms of corporate social responsibility that the Wisdom Group focuses on as sought by the current study are bursaries, learnership, stakeholder engagement, workplace CSR as well as community engagement. These were implemented through issuing of bursaries for the Higher Certificate in Logistics Management as well as learnerships that are on the Further Education and Training band. Bursaries were used to focus on internal staff development which was defined in literature as workplace CSR. The community engagement form was done through mobilisation of companies and employers in the community assist beneficiaries with workplace experience. These forms of CSR that the Wisdom Group is involved in are mostly in education as this is their main business focus and the rest of the forms flow from there.

On the perceptions held by the beneficiaries, the researcher found that the participants held many different perceptions towards the CSR programmes. The participants perceived that there was no external exposure of the bursaries to external potential students but the learnerships were exposed to the external audience. The participants perceived the CSR recruitment process as

unfair and dependant on the networks and relations the applicants had. The perception confirmed the prevalence of the meritocratic illusion in the organisation's CSR programme. Moreover, the participants held a perception that the bursaries were not being managed properly as they created limitations instead of enabling the learning process. The finding confirmed the Bourdieuan theory that centres of higher learning make good promises and install limitations to the delivery of these promises. However, the participants perceived their exposure to the CSR programmes to have brought about positive changes such as knowledge and access to education as propounded by the Bourdieuan theory. The exposure enabled the participants to expand their networks in line with the Bourdieuan theory that these networks can be accessible in a schooling environment. The participants perceive the CSR programmes to have given them an important cultural capital in the form of formal qualifications. This is consistent with the Bourdieuan theory. The participants viewed CSR to have improved their employability, life skills as well as academic inspiration as some were now enrolling for their next level programmes. According to the findings, the participants hold a perception that the Wisdom Group's CSR programmes contributed to their development as they increased their income and helped them set up careers.

There were negative perceptions held by beneficiaries particularly regarding academic assessments of the participants where they viewed the pressure to submit assessments as painting a picture that such assessments were a tick box exercise. This perception is in line with the criticism directed at CSR that it is a politically correct action that just seeks to please the powers that be without practical benefit to the intended beneficiaries (Liebenberg & McDonald, 2006:28). While this perception was only held by a few, it affects the otherwise generally positive view towards the CSR programmes.

Regardless of the positive perceptions of the participants about the Wisdom Group's corporate social responsibility programmes, there were challenges in the implementation of these programmes. At the Wisdom Group level, there were challenges raised concerning lack of deliberate planning regarding the deployment of the beneficiaries to the employers. This led to the beneficiaries being deployed far and wide without considering the financial implications distance would have on the beneficiary stipend. The weakness in planning suggested that budgets were set and approved before and without the mapping of the employers.

Another Wisdom Group level challenge was that of the congested academic calendar of the bursaries. This was worsened by the fact that the participants were employed one way or another. The challenge made it difficult for the beneficiaries to balance between employer demands and academic responsibilities. There was lack of collaboration between the Wisdom Group and the employers on this matter which led the beneficiaries to struggle to meet the expectations of the employers and those of the Wisdom Group. This negatively impacted on the quality of work submitted by the participants either as assignments or portfolios of evidence.

Challenges experienced by the beneficiaries at the level of employers included lack of support by employers. Participants had to find solutions to the workplace challenges they experienced at the workplace instead of getting such support from the employers. Employers displayed lack of commitment and knowledge to assisting and supporting the beneficiaries as their priorities were

the workplace operations and not beneficiary support. This exposed a lack of platform where the beneficiaries could go and air their concerns either against the Wisdom Group or the employers. This affected the quality and the submission turnaround times of the work of the beneficiaries.

Another challenge experienced by the participants at the level of the employer were poor labour practices. The research concluded that employers involved in the implementation of the Wisdom Group learnerships did not consider the beneficiaries at the same level as their full-time employees. Participants were expected to do all and any type and amount of work without complaining. Again, this revealed a lack of an arbiter who could listen to beneficiary concerns and resolve them. Another employer related challenge was the lack of infrastructure required to support the beneficiaries' learning. For this reason, beneficiaries had to spend time in departments that did not add value to their training.

There were challenges that cut across the three parties, that is, the beneficiaries, the Wisdom Group and the employers. These included lack of monitoring and evaluation mechanisms that would have provided guidance and support to these parties where required. The research also concluded that there was lack of co-ordination among these three parties which operated in silos and independently to the detriment of the beneficiaries who were the weakest partner in this partnership. This manifested itself in situations where beneficiaries were expected to be at work, performing operational requirements while at the same time expected to be in class, fulfilling the Wisdom Group's learning expectations.

Finally, the researcher managed to answer the four research questions that guided this research in that it identified the forms of corporate social responsibility that the Wisdom Group was involved in. The researcher managed to also identify the perceptions that the beneficiaries of the organisation's programmes held about these programmes. It also identified the challenges that the beneficiaries experienced during the course of these programmes. The researcher makes the following recommendations to all the stakeholders about the challenges faced as well as suggest further research that can be pursued beyond the current study.

5.3 Recommendations

The researcher acknowledges the positive achievements that the Wisdom Group's corporate social responsibility initiatives have achieved so far. The researcher identified a number of gaps that when plugged have potential to improve the corporate social responsibility situation at the Wisdom Group. The researcher recommends that the Wisdom Group tailor makes its programmes for the different beneficiaries and students and their circumstances. The result may assist in reaping maximum value out of these programmes, beneficiaries, and students. The researcher recommends proper skills development of those leading the implementation of the CSR programmes. The researcher also recommends the involvement of all communities and stakeholders of the organisation's CSR programmes in planning and executing the programmes. Together with this recommendation, the Wisdom Group can add more forms of corporate social responsibility programmes to widen reach and impact instead of only the current ones. In adding

programmes, it is recommended that the organisation can go beyond those it is accredited for and sponsor beneficiaries in registering with institutions that have such accreditation.

The researcher also recommends that the Wisdom Group works out project rollout plans particularly for their learnership programmes that must inform their budget allocation instead of the approved budget driving the programmes. The recommendation may necessitate, for example, different stipend amounts paid to different beneficiaries commensurate with the distances to be travelled by the different beneficiaries to employers. This may minimise the issue of stipends running out on beneficiaries before the next round of payments. Underprivileged beneficiaries of these programmes are already under pressure to lift themselves out of the dungeon of poverty and removing administrative pressure and bottlenecks would go a long way in alleviating such pressure. Another recommendation is that the Wisdom Group arranges for contact classes to be held away from the premises of the host employers to avoid class interruptions due to operational requirements. The recommendation may have budgetary implications as the Wisdom Group might have to hire suitable training venues if the beneficiaries cannot be accommodated at the organisation's campus and offices.

It is recommended that while it is norm that the academic calendar is driven and stewarded by the academic team, the Wisdom Group team that runs the bursaries and learnerships for corporate social responsibility purposes must have input in its drafting and monitoring. This will create a balance that will assist the academics to factor into their planning, the necessary circumstances of the beneficiaries. For example, the academic workload can be evenly spread out to accommodate the beneficiaries or a separate calendar can be set up solely for the beneficiaries depending on feasibility and the financial implications this might have on the Wisdom Group.

The researcher recommends that host employers commit themselves to the development of the beneficiaries instead of viewing them as free labour. This can be achieved through commitment to the learnership contracts which should state that among other things, host employers must open up their premises and grant the beneficiaries access to such exposure as is necessary for their learning. Host employers must appoint site coordinators who will ensure that the letter and spirit of these requirements of the contracts are adhered to. Employers are also advised to acquaint themselves with the requirements of hosting learnership beneficiaries to avoid unnecessary litigations in cases where beneficiaries might want to take them to task.

It is also recommended that the Wisdom Group, the host employers, and the beneficiaries set up a monitoring and evaluation committee that will monitor the progress on the programmes and make suggestions to improve them. The committee must also draw up its monitoring and evaluation plan that will track programme progress and provide support where necessary. This committee can also assist in collecting and collating all input, concerns, and complaints from the three parties for resolution. This committee can also pay monitoring and evaluation site visit to host employers and conduct site inspections for the improvement of the professional relationship between employers and beneficiaries. The committee can also be used as an important platform where complaints can be laid, processed, and followed up for the improvement of programme delivery.

The researcher also recommends that more host employers be recruited by the Wisdom Group for learnership delivery purposes so that beneficiaries can be rotated amongst the already existing and the new host employers for maximum and diverse workplace exposure and benefit. This can be worked out according to different modules of learnership qualifications in such a way that beneficiaries are attached to different employers for each module. This will give vast experience on the same qualification. For employability and profile building purposes, each employer can be requested to write a recommendation letter for each beneficiary. For purposes of employment, a database of all the beneficiaries can be kept as an employment repository especially of the very employers who might have vacancies fit for these beneficiaries in future. The recommendation may ensure that beneficiaries are not only left with a qualification but are assisted to find employment.

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APPENDIX A

In-depth Interview questions - Organisation

1. Describe the forms of Corporate Social Responsibility initiatives available within your organisation.

The CSR pyramid has four categories of CSR but this research will focus only on the fourth one called the philanthropic category. This is the category where corporates give out to communities in the form of donations as an exercise of good corporate citizenship. As per the literature, the research is looking for those donations that would seek to improve the cultural capital of its beneficiaries such as keeping the poor in school and providing them with opportunities to compete at the same footing with the rich. Such forms of CSR can include bursaries that cover any or all of the following: tuition fees, accommodation, books, library assistance, extra classes, exchange programmes, and any other form of CSR that would improve the beneficiaries' cultural capital.

2. Describe the criteria your organisation uses to allocate the CSR activities to beneficiaries

The assumption is that before donations can be distributed, they are allocated in some form of budget that will ensure that when these are distributed such distribution is possible. It is possible that there is a competition of activities to be included in this budget allocation as well as who they are budgeted for. This question seeks to find out what criteria the organisation uses to allocate forms of CSR. For example, what informs the organisation to allocate bursaries as a CSR form that will be distributed to potential beneficiaries as opposed to other forms?

3. Describe the process followed by your organisation in recruiting CSR beneficiaries

The literature and framework already state that sometimes the criteria for allocating assistance to beneficiaries are structured in such a manner that benefits those who may not really need it through what Bourdieu describes as meritocratic illusion. This question will therefore intend to solicit information that will shed light on whether indeed there are processes followed in recruiting CSR beneficiaries. The question also seeks to pursue the case made by Bourdieu that allocating, for example, bursaries to beneficiaries on the basis of merit misses the point. For example, in the case of bursary, does the organisation offer bursaries only to students who have shown academic brilliance? What other criteria does the institution use to come to a conclusion that a potential beneficiary deserves the support?

4. Describe your monitoring, evaluation and feedback processing regarding your CSR initiatives and programmes

This question speaks to measuring the genuineness of the implementation of CSR initiatives or just a form of throwing money at beneficiaries for compliance to legislation such as BBBEE. This would answer the question whether this organisation is only profit driven as is supposedly the norm with private companies or they have a genuine concern for the development of the communities within which they operate. Out of this question should come information pertaining to whether the approach to the CSR programmes is open for input from other stakeholders including the beneficiaries and how such beneficiary feedback is incorporated into improving the implementation of CSR initiatives. Do the implemented initiatives go through an evaluation that measures their impact on the beneficiaries? What feedback processes are in place? What does the organisation do with the received feedback? Has there been implementation of improvements on the initiatives based on monitoring, evaluation and feedback (How are these three used)?

5. Describe your intended CSR objectives

This question seeks to find out what the corporate intends to achieve by involving itself in CSR initiatives. Who is placed at the centre of these objectives? Is it the corporate or the beneficiaries?

6. Describe your strategies linked to the attainment of your CSR objectives

How does the corporate intend to achieve these objectives? What strategies does the organisation have that seek to achieve the set objectives? This question will provide insight into whether or not the organisation's CSR actions are properly aligned with the organisation's objectives as well as identify room for improvement. Has there been any implementation direction change? As far as the corporate is concerned, do they see themselves on track towards achieving their set objectives?

7. What are the challenges to implementation of CSR initiatives faced by your organisation

As this question is posed to the organisation, it aims to find out what challenges the organisation has encountered in implementing CSR initiatives. The data received here can be compared to the data received from the beneficiaries themselves and these can be used to identify gaps and possible solutions to be suggested to the organisation.

8. How can the implementation of CSR initiatives for your organisation be improved?

The question aims to find out what the best scenario for the implementation of the CSR initiatives is from the perspective of the organisation. How can the organisation build on their experience to improve their implementation of CSR initiatives? The suggested improvements must include solving the challenges identified above.

In-depth Interview questions – Beneficiaries

1. Describe the CSR initiatives of this company that you were exposed to.

The researcher seeks to know the forms of CSR initiatives that beneficiaries have heard of or seen being implemented in their organisation. The beneficiaries must describe these in a manner that shall indicate to the researcher if these were philanthropic in nature as well as what type they are (bursaries, transport fees, books and stationery and any other). The data from these would answer the first research question about identifying forms of CSR in the organisation.

2. How were you exposed to these CSR initiatives of this company?

The question requires the respondents to answer how they came to know about the existence of these forms of CSR in their organisation? Was it a word of mouth by a friend who has a friend in the Human Resources department? Were these advertised, on what media? Were these circulated in an email? Literature stated that few potential beneficiaries knew about organisations' CSR initiatives. Another uncertainty was on what these initiatives would cover. In the case of bursaries, beneficiaries claimed that important information on what they cover e.g. tuition, book or accommodation etc. This could be because of poor communication of these initiatives.

3. How clear was the CSR application process explained to you? Why do you say so?

Literature claims that perceptions of some beneficiaries towards CSR initiatives were negative due to lack of information on the existence of these initiatives as well as on the application process for them. The question therefore seeks to understand if the beneficiaries had all the relevant information as they sought to benefit from these initiatives. These would include due dates for submissions be it of applications, supporting documents and other

important information. Could it be possible that they applied for what they didn't intend to apply for or lost an opportunity due to lack of clarity on an initiative?

4. What has been your general experience of these initiatives you have been part of?

Here the respondents are required to express their satisfaction or dissatisfaction and provide reasons for such. The perspective of the beneficiary appears to be minimal in literature and this question provides an opportunity for beneficiaries to express themselves here.

5. Describe how you have benefitted from this organisation's CSR initiatives.

Here the respondent must inform the research what initiative they have been part of as a beneficiary. For example, others have received bursaries. The respondents must give detail in terms of what those bursaries or benefits entailed.

6. How did the CSR initiatives impact on you?

Here the research is looking for the beneficiary's perception of the initiative they benefited from. The impact can be positive, negative or partly negative and partly positive.

7. Describe the changes (positive or negative) that have been brought about by participating in the CSR initiatives of this company.

- a) Formal qualification?
- b) Employability?
- c) Self Confidence?
- d) Financial gain?
- e) Exposure to academic environment?
- f) Professional development?
- g) Anymore?

As a follow on to the above, beneficiaries are required to now provide changes that happened to them as a result of being CSR beneficiaries. Respondents here must give details on what the situation was before they benefitted and also provide details of what the situation is now after benefiting and as a result of the CSR initiative. The changes could range from personal development to academic access and development to employability etc.

8. Describe the challenges related to the CSR initiatives you experienced during your participation in the CSR initiatives.

This question stems from the third research objective on identifying challenges related to the implementation of CSR initiatives. These can be anything that prevented the implementation from being the best-case scenario. This can be anything negative to the envisaged from the perspective of the beneficiary. For example, it can range from the release of funds in the case of bursary funding. It can also be lack of confidentiality on personal information matters or even stigma around the initiative and their beneficiaries.

9. How can the implementation of CSR initiatives for this organisation be improved?

Based on the challenges identified above, respondents must provide suggestions on what their best scenario would be and therefore offer solutions for any deviation from such best-case scenario.