

**UNIVERSITY OF GHANA
COLLEGE OF EDUCATION**

BENEFICIARY RESPONSE TO CORPORATE SOCIAL RESPONSIBILITY (CSR) -

A CASE STUDY OF MTN GHANA FOUNDATION

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DECLARATION

I do hereby declare that this dissertation is the result of my own research, undertaken under the supervision of Dr. Sarah Akrofi-Quarcoo at the Department of Communication Studies, University of Ghana, Legon. This work has not been presented by anyone in part or whole for any academic award in this or any other university. All references used in the work have been fully acknowledged.

I bear sole responsibility for any shortcomings.

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ABSTRACT

This paper examined beneficiary responses to corporate social responsibility (CSR) activities undertaken by MTN Ghana Foundation. The purpose of this study was to shed light on beneficiaries' attitudes toward CSR projects and sustainability of such projects. The study employed qualitative approaches such as in-depth interviews, artefact analysis and observation with beneficiaries and officials of the Foundation. The researcher purposively focused on two of the Foundation's educational projects in Accra namely the Nima ICT facility and the Ashaley Botwe Kindergarten School Block. Findings demonstrate that the beneficiaries considered CSR activities of MTN Foundation as critical opportunities for the development of their respective communities and were therefore receptive to such development opportunities. They reported that they were consulted and involved in the planning and execution of the projects. However, the beneficiaries said after some years of using the facilities, they were unable to maintain them because of lack of financial resources. Unfortunately, MTN Ghana Foundation was not ready to continue the project as they claim they were interested in carrying out more CSR projects than sustaining old ones. This raises questions about the Foundation's commitment to CSR as an activity undertaken to improve the lives of people as well as community's readiness to sustain such CSR projects after implementation.

DEDICATION

This work is dedicated first and foremost to the Almighty God who gave me the strength and capability from the beginning of the journey through to the end. Indeed, He has been faithful!!!

My parents have also been of tremendous help in encouraging me and offering pieces of advice in putting this dissertation together. My siblings, Nee Nartei and Korkor, were instrumental with their fervent prayers.

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TABLE OF CONTENTS

DECLARATION.....	i
ABSTRACT.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Background of the study	1
1.1 Evolution of CSR	2
1.2 CSR in Ghana	5
1.3 MTN Ghana Foundation & CSR	6
1.4 Problem Statement	8
1.5 Objectives of the Study.....	9
1.6 Research Questions.....	9
1.7 Significance of the Study	10
1.8 Operational Definition	10
1.8.1 Beneficiaries.....	10
1.8.2 Stakeholders.....	11
1.8.3 Responses	11
1.8.4 Attitudes.....	11
1.9 Chapter Summary	12
1.10 Organisation of the Study	12
CHAPTER TWO	13
THEORETICAL FRAMEWORK & LITERATURE REVIEW	13
2.0 Introduction	13
2.1 Theoretical Framework	13
2.2 Literature Review	17
2.3 Chapter Summary	23
CHAPTER THREE	25
METHODOLOGY	25
3.0 Introduction	25
3.1 Research Design.....	25
3.1.1 Research Method	25

3.1.2 Research Approach.....	26
3.2 Population.....	26
3.3 Why Nima and Ashaley Botwe?	27
3.3.1 Brief Profile of Nima Cluster of Schools	28
3.3.2 Brief Profile of Baba Yara Mandela School.....	30
3.4 Key Informants	31
3.5 Data Collection.....	31
3.6 Data Analysis.....	33
3.7 Ethical Considerations	33
3.8 Chapter Summary	34
CHAPTER FOUR.....	35
FINDINGS & ANALYSES	35
4.0 Introduction	35
4.1 Beneficiary Responses to the CSR Projects	35
4.2 Community Involvement	39
4.3 Project Sustainability	41
4.4 Reasons for Undertaking CSR projects.....	44
4.5 Challenges Encountered in the Long Run.....	46
4.6 Discussion of Findings	49
4.7 Chapter Summary	54
CHAPTER FIVE	56
SUMMARY, CONCLUSION & RECOMMENDATIONS.....	56
5.0 Introduction	56
5.2 Limitations to the Study.....	58
5.3 Conclusions.....	58
5.4 Recommendations.....	61
BIBLIOGRAPHY	62
APPENDICES.....	67

LIST OF FIGURES

Figure	Page
Figure 1: The Seven Core Principles of CSR.....	4
Figure 2: Stakeholder Model of Corporation.....	16
Figure 3: A Close Up Shot of ICT Facility, Nima.....	36
Figure 4: A Long Shot of ICT Facility, Nima	36
Figure 5: A Picture depicting the initial site of the KG block at Ashaley Botwe.....	37
Figure 6: A Picture showing the refurbished KG Classroom after construction.....	38

LIST OF TABLES

Table	Page
Table 1 CSR Projects in the Greater Accra Region	27
Table 2 Summary of Interview Schedule.....	69

LIST OF ABBREVIATIONS

Abbreviation	Meaning
CSR	Corporate Social Responsibility
GAMA	Greater Accra Metropolitan Area
GHACEA	Ghana CSR Excellence Awards
IBBL	Islamic Bank Bangladesh Limited
ICT	Information and Communications Technology
ISO	International Organization for Standardization
KG	Kindergarten
MDGs	Millennium Development Goals
MNC	Multinational Companies
PTA	Parent-Teacher Association
SDGs	Sustainable Development Goals
SMC	School Management Committee
SOE	State Owned Enterprise

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

The purpose of organisations in business is to deliver products and services for profit maximisation. When companies have achieved that goal, they feel the need to contribute through developmental projects as a way of demonstrating that they are socially responsible (Eweje, 2007). In a bid to fulfil this mandate, organisations hold in high regard the perceptions of the public. They embark on activities that boost the image of the company through publicity and community events (Zeithaml, Jo, & Bitner, 2009). These communication tools help in maintaining excellent relations with both their internal and external publics. A model proposed by Grunig and Hunt (1984) recommends a two-way symmetrical model as an effective way of enhancing good relationship with publics, resolving conflict and meeting the needs of stakeholders.

One way companies act in socially responsible ways is through Corporate Social Responsibility (CSR) interventions. CSR interventions are projects carried out in deprived areas where the local government has not reached out to, yet these interventions ease their burden and improve the standards of living. Turner (2008), therefore, defines CSR, as corporate behaviours that positively affect stakeholders and go beyond economic interest. The World Business Council for Sustainable Development (2006), as cited in Fontaine (2013), defines CSR as “the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large” (p.112). According to Bronn & Vidaver-Cohen (2009), the globalisation of

the economy and the increasing pressure on communities to survive has created a lucrative environment for companies to perform this social role. There is high demand on multinational companies (MNCs) to demonstrate commitment and social responsibility to their consumers and disadvantaged communities. This goes a long way to help government in its development agenda. Accordingly, through CSR interventions, communities that lacked light for example, have received electricity supply. Those that lacked water have had their water needs met. CSR activities in developing countries like Ghana have contributed significantly to addressing developmental needs particularly in the area of education, health and provision of social amenities.

1.1 Evolution of CSR

Socially responsible business initiatives have a deep tradition in western countries where the concept of CSR emerged about 60 years ago. The practice is rooted in the relationship among employees, businesses and the state – a social partnership. Prior to this period, there were different standards and regulations in the areas of corporate governance, corporate ethics, and relationships with competitors, responsibilities towards the society and the country. However, between the late 1960s and 1970s leading U.S. and European companies started to come to an understanding of the need to unite different elements of corporate policies related to the relationship of the company with the environment, and to the development of a single integrated approach to interaction with society. Such a policy, was meant to be associated with the philosophy of the company, its marketing strategy, and the need to meet the expectations of society.

According to Katsoulakos *et al.* (2004), the evolution of CSR can be identified in three (3) phases beginning from the CSR Initiation Phase (1960 to 1990), the CSR Momentum Building Phase

(1990 to 2000) through to the third phase which is the Mainstreaming Initiation Phase (in the 2000).

The first phase in the 1960s began with a company called Goyder's Responsible Company in the United Kingdom (Ramathan, 1976 and Katsoulakos *et al.*, 2004). The issues tackled in this phase included environmental issues such as climate change and global warming. Thus, there was the need for companies to develop economically sustainable projects at the time. Subsequently, within the same phase, in the 1980s, prevailing issues were poverty, population pressure, and social inequity among others. During the period, the principles of sustainable development and how these could be measured emerged for the first time with the introduction of the Brundtland report, published in 1987 by the World Commission of Environment and Development. This report highlighted the need for countries to unite in order to pursue sustainable development together. When it came to adopting and reporting practices, most companies at the time recognized the solution to curbing their ecological issues by introducing environmental management systems and quality systems.

In the second phase, the most dominant issue identified in the 1990s was sustainable development in the area of education and the environment. Universities trained teachers and decision makers in promoting eco-friendly attitudes in sustainable development. From then, more and more companies produced reports on the environment to include communities, from which the concept of sustainability reports emerged. In this era as well, some reporting initiatives were formed notably, 'learning through stakeholder engagement.' These initiatives were not to suggest what was to be reported on but rather how things were to be reported.

The third phase started in the early 2000 and it elaborated several government initiatives on CSR which sought to improve what began in the previous phases. That year, the UK government, for

example, released its first report on sustainable development towards achieving a better quality of life. In 2001, the World Summit for Sustainable Development generated commitments for action and partnerships in attaining desirable results for alleviating poverty and environmental degradation. In 2003, USA adopted a programme called Commission on Sustainable Development which gave in-depth attention on specific issues that affected the global community. These issues focused on sanitation, water and human settlements.

In 2010, the International Organization for Standardization (ISO), launched the 26000 Voluntary Guidance on Social Responsibility. Figure 1 below illustrates the seven core principles of ISO 26000.

Figure 1



The Seven Core Principles of ISO 26000. Adapted From “CSR Standards and Guidelines: An Analytical Review” by Alpana, 2014, *IOSR Journal of Economics and Finance (IOSR-JEF)* E-ISSN: 2321-5933, P-ISSN: 2321-5925. Volume 3, Issue 4. (May-June 2014), pg. 54.

In the light of these core principles, companies are expected to work in tandem with stakeholders, notably, in the case of Ghana, key members of the community such as assemblymen, opinion

leaders, head teachers, Imams and pastors. The 26000 Voluntary Guidance on Social Responsibility applies to all types of organizations, irrespective of their size and location. It aims at helping firms operate in socially responsible ways in order to meet the needs of the society.

This study interrogates beneficiaries' responses to MTN Ghana Foundation's activities with the view to ascertain the extent to which the Foundation involves the community where its projects are located. The study sheds light on the values that MTN attaches to the core principles of CSR, particularly the principle of community involvement and development and human right. The community thus has a right to participate in projects for their well-being.

1.2 CSR in Ghana

Ghana's first president, Dr. Kwame Nkrumah constructed many State-Owned Enterprises (SOEs) that were geared towards resolving developmental challenges the country faced and improving standard of living and social well-being. However, since independence in 1957, Ghana has been unable to address emerging developmental problems such as energy, education and health. Scholars have attributed Ghana's development problems partly to increases in population growth, low per capita income, inflation and low productivity (Amponsah-Tawiah, & Dartey-Baah, 2011). Economic and political liberalization in Ghana since the early 1990s opened the way for development agencies and Multinational Companies (MNCs) to support national efforts at addressing development problems. Most MNCs have since been engaged in CSR activities in the country including telecommunication, mining, manufacturing, insurance and banking.

To encourage such initiatives in Ghana, the Ministry of Trade & Industry in 2011, instituted the Ghana CSR Excellence Award (GHACEA). The awards scheme identifies, verifies, evaluates and rewards companies whose CSR activities achieve the most impact. GHACEA Awards

Scheme categorises the various CSR activities by every sector and eventually awards the best CSR Company of the year. Categories include CSR Company of the year, CSR Practitioner of the year, CSR CEO of the year, CSR Telecom of the year, CSR Bank of the year, CSR Insurance Company of the Year, CSR Manufacturing Company of the year among others.

On 23rd September, 2016, MTN was adjudged the overall best CSR Company of the year. MTN provides telecommunication services in all ten (10) regions in Ghana. In 2007, MTN set up a foundation – MTN Ghana Foundation, aimed at brightening the lives of people. In this study, we explore responses and reactions of beneficiaries to CSR activities in the area of education undertaken by MTN Ghana Foundation in two communities.

1.3 MTN Ghana Foundation & CSR

MTN Ghana Foundation is a separate legal entity managed by a five-member Board of Directors offering leadership and direction in undertaking CSR projects. The financial status of the Foundation is accrued from 1% of profit after tax allocated to Corporate Social Investments. Since its establishment, the Foundation has undertaken a number of projects specifically in the areas of health, education, and economic empowerment in all the ten regions of Ghana. According to MTN Ghana Foundation, all these three target areas for social impact are taken from the Sustainable Developmental Goals (SDGs) which emphasizes the promotion of healthy living, inclusive and equitable quality education and full and productive employment for all (2030 Agenda for Sustainable Development, 2015, pg. 12).

The Sustainable Development Goals (SDGs), also known as the Global Goals succeed the Millennium Development Goals (MDGs) in eradicating poverty, promoting peace and prosperity and the protection of the planet globally. In February 2016, former president, John Dramani Mahama, launched the SGDs in Ghana and the need for stakeholders to adopt these goals for the

betterment of the country. Sustainable Development Goal 4, enumerates quality access to education globally from lower to higher levels of education (at all levels).

SDG goal four (4) states:

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

CSR activities on education complements national and international efforts at providing education for underprivileged uneducated members of the community.

At the time of conducting the study, MTN Ghana Foundation had seventy-five (75) major projects in education, fifty (50) major projects in health and ten (10) major projects in economic empowerment summing up to a total of one hundred and thirty-five (135) major projects in Ghana. These CSR interventions greatly impact more than three million people directly and indirectly along the length and breadth of the country (MTN Ghana, 2014). Notable among the projects in education include the construction of a three-unit classroom block, office and store at the Akatsi Basic School, Volta Region, the refurbishment of the medical school library at KNUST Library, Ashanti Region, the construction of a six-unit classroom block, office & store at Saunders Community School, Brong Ahafo region, the provision of a five-seater ICT facility for the wardens & inmates, Ankaful Prisons, Central Region, the provision of computers, furniture & library at Nima Cluster of Schools, Greater Accra Region, and the construction of

kindergarten (KG) block, office, furniture, television set at Baba Yara Basic School, Greater Accra Region.

Out of their numerous interventions, the study focuses on the CSR educational intervention at Nima Cluster of Schools and Baba Yara Basic School in the Greater Accra Region. This study therefore seeks to explore reactions and responses of beneficiaries of the two CSR educational projects of MTN Ghana Foundation.

1.4 Problem Statement

While it cannot be denied that CSR activities have positively transformed the lives of beneficiary communities, it is also apparent that the implementation of CSR activities is not always driven by altruistic motives. In Ghana, Amponsah-Tawiah & Dartey-Baah, (2011) assert that some CSR companies to an appreciable extent have a desire to improve the economic profile of their businesses rather than initiate projects geared toward the socio-economic wellbeing of beneficiary communities. There are also concerns that CSR initiatives are imposed on communities without consulting and involving them in the development of the project, thus raising question about their right to participate in issues that affect them. In some cases, these CSR interventions are geared towards helping beneficiaries without putting measures in place for sustainable development outcomes in the future. As Eweje (2007 p. 231) puts it, “the communities above all want social development projects that provide hope for a stable and prosperous future.”

These positions prompt questions about the motive behind CSR activities such as: are such activities genuinely meant to solve the pressing needs of deprived communities? What do beneficiaries think about CSR in general? The study submits that if companies or organisations genuinely desire to help community development, the project planned and executed should

involve the beneficiaries who can best identify and define their most pressing needs as well as develop measures to sustain such projects.

This study seeks to examine responses of beneficiaries of MTN Ghana Foundation's educational projects in Nima and Ashaley Botwe, to ascertain the extent and level of their engagements in the delivery of CSR including ways of sustaining the projects. Aside from focusing on beneficiary responses, the study also seeks to throw light on the motives of MTN Ghana Foundation in carrying out CSR activities. As well, the study seeks to ascertain whether two of the core principles of ISO 26000, namely community involvement and human right were adhered to.

1.5 Objectives of the Study

The study sought to explore beneficiary responses to MTN Ghana Foundation's educational projects in Nima and Ashaley Botwe guided by the following objectives:

- To explore beneficiaries' responses and attitudes to MTN Ghana Foundation's educational projects in Nima and Ashaley Botwe.
- To explore the extent and nature of beneficiary involvement in the execution of MTN Ghana Foundation's educational projects at Nima and Ashaley Botwe.
- To examine responses from beneficiaries in Nima and Ashaley Botwe about strategies to sustain the CSR projects.
- To explore MTN Ghana Foundation's reasons for undertaking CSR projects in Nima and Ashaley Botwe.

1.6 Research Questions

Flowing from the objectives the following research questions were addressed by the study.

1. What are beneficiaries' responses and attitudes to MTN Ghana Foundation's educational projects in Nima and Ashaley Botwe?
2. What is the extent and nature of beneficiary involvement in CSR educational projects of MTN Ghana Foundation?
3. What are beneficiaries' responses about strategies to sustain the CSR projects?
4. What are MTN Ghana Foundation's reasons for undertaking CSR projects in Nima and Ashaley Botwe?

1.7 Significance of the Study

Various studies have been conducted on CSR activities in Ghana particularly in the mining, oil and gas sectors. However, there is a dearth of literature on the views of beneficiaries who are targets of such projects. Specifically, in the telecommunication industry, literature notes little information on responses from beneficiaries.

In contributing to CSR studies, the study serves to fill a gap on literature with respect to beneficiaries' attitudes and responses, particularly to CSR activities in the telecommunication industry.

1.8 Operational Definition

1.8.1 Beneficiaries

Beneficiaries are the recipients of benevolence of companies that engage in any CSR project. These CSR projects come in the form of schools, ICT facilities, hospitals, stationery and in some cases, cash is made available to beneficiaries to finance their own projects. Beneficiaries who are in need of these projects are identified by their benefactors who feel socially responsible to give while their beneficiaries feel socially acceptable to receive items.

1.8.2 Stakeholders

Stakeholders are people or groups of people who affect or are affected by corporate procedures and practices. Stakeholders could be owners and could exist either within or outside a company. Stakeholders can also be customers, employees, suppliers, community groups and managers (McWilliams & Siegel, 2001). Stakeholders can therefore be defined as “individuals and constituencies that contribute, either voluntarily or involuntarily, to the corporation’s wealth creating capacity and activities, and who are therefore its potential beneficiaries and/or risk bearers” (Post et al. 2002, p.8).

1.8.3 Responses

Response is the feedback from beneficiaries on the impact of CSR intervention received. Feedback from beneficiaries could be positive or negative depending on the extent to which beneficiaries’ needs have been met as well as the level of consultation that ensued between the beneficiaries and their benefactors before the installation of the project. When responses from beneficiaries are positive, there is a positive and cordial relationship with their benefactors. However, when responses are negative, beneficiaries may be dissatisfied or upset because their needs have not been met.

1.8.4 Attitudes

Attitudes are behaviours and reactions by beneficiaries that make them think about a project positively or negatively. A positive attitude towards a CSR project elicits a good cordial relationship with benefactors and may even influence purchase intentions. On the other hand, negative attitude towards an intervention may lead to rage and undesirable actions by beneficiaries such as damaging the image of the benefactors by word of mouth or any other means.

1.9 Chapter Summary

Chapter one discussed the history of CSR as proposed by scholars and elaborated on international standards guiding the practice of CSR. The chapter also presented the history and emergence of CSR in Ghana and gave a brief profile of MTN Ghana Foundation, the overall best CSR Company (2016) in Ghana. The chapter concluded by giving the objectives of the study, the research questions and the significance of the study.

The next chapter will review literature relevant to this study as well as discuss the theoretical framework of the study.

1.10 Organisation of the Study

The study is organised in five chapters. Chapter one deals with the background, problem statement, research objectives, significance of the study and research questions.

Chapter two reviews significant literature related to CSR activities and also analyses the theoretical framework employed in the study.

Chapter three addresses in detail the methodology adopted for the study. This chapter discusses the research design, research method and approach, research population, data collection and how the data was analysed.

Chapter four discusses the findings investigated with the help of the research questions in the first chapter.

Finally, chapter five gives a summary from the results retrieved as well as offers conclusions and recommendations for future studies in the field of CSR.

CHAPTER TWO

THEORETICAL FRAMEWORK & LITERATURE REVIEW

2.0 Introduction

This chapter examines the theories governing this study namely Carroll's Hierarchical Model of CSR and the stakeholder theory. Related empirical literature in the field of CSR are also reviewed in this chapter to identify gaps in CSR research.

2.1 Theoretical Framework

A good number of studies on CSR is underpinned by Carroll's Hierarchical Model of CSR. Carroll's (1999) model underlines certain components in CSR that enable companies to act in socially responsible ways. In some ways, Carroll's model reflects some of the ideals of ISO 26000. According to Carroll (1991) "corporate social responsibility encompasses the economic, legal, ethical, and discretionary (philanthropic) expectations that society has of organisations at a given point in time." These expectations from the society develop to become responsibilities organisations should undertake. By this, Carroll expects organisations to be not only profitable but also obey laws and regulations, do what is just and fair and be good corporate citizens. According to Temu, Masoud and Lauwo (2007), the model formulated by Carroll explains economic responsibilities as the initial responsibilities expected by a company. A company is required to produce goods and services for the society in exchange for affordable prices from its customers. This implies that a company must be profitable in its own businesses before taking care of social responsibilities. A company's second responsibility should be honouring certain legal requirements. These legal responsibilities are conferred on the company by law. These responsibilities bind companies to obey the laws and rules established by the lawmakers. Ethical responsibility, on the other hand, looks at activities that are considered right according to the

moral judgments of people in the society. These moral judgments, norms or rights of the society may not be necessarily codified by law but are context-specific. Companies are expected to be ethically responsible in order to reflect concern and fairness for the society and not because they have an obligation to do so. A company that succeeds in meeting the economic, legal and ethical responsibilities is capable of performing philanthropic responsibilities. This is a level where a company attains a position of self-actualization and can afford to engage in activities voluntarily or discretionarily. Basically, these are activities and projects undertaken to meet and improve upon the lives of the people in order to make a good name in the society. Hence, every organization is placed in one responsibility or the other in order to embark on a CSR project.

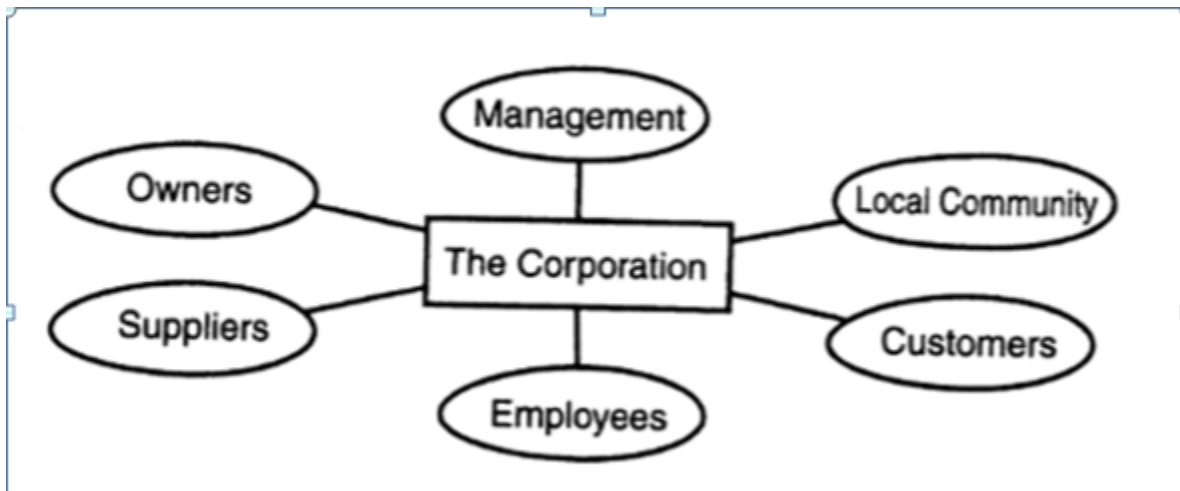
MTN Ghana Foundation, which emerged from MTN, performs economic responsibilities to the public. Their earnings are accrued from 1% of profit after tax allocated to corporate social investment. The Foundation is a separate legal entity, which demonstrates that it performs its responsibilities legally. Responses and attitudes from beneficiaries in the preliminary chapters will establish whether their CSR projects are ethical or unethical.

The second theory underpinning this study is the stakeholder theory. This is used to examine the effectiveness of the CSR activities carried out by MTN Ghana Foundation. The theory proposed by Edward Freeman defines a stakeholder as “any group or individual who can affect or is affected by the achievements of the organization’s objectives” (Freeman, 1984 p. 46). These stakeholders include employees, financiers, customers, communities and political groups. Crowther and Aras (2008) further explain that stakeholders are those groups without whose support the company would no more be in existence. The scholars categorise stakeholders as internal and external stakeholders. While internal stakeholders are groups within the organisation

such as employees and managers, external stakeholders are those generally not counted as part of the organisation such as customers and suppliers.

The stakeholder theory in CSR activities will enumerate the different parties involved in project implementation and will find out if all parties are consulted before an action is carried out. This approach is essential because failure to consult one party will lead to low output in the long run. This theory spells out the importance of every stakeholder in the successful running of the company.

Figure 2. A Stakeholder Theory



Model of an Organization. Adapted from “A stakeholder theory of the modern corporation. *Perspectives in Business Ethics* Sie,” by R. E. Freeman, (2001), pg. 42.

The above diagram illustrates stakeholders of an organization as the owners, the suppliers, the employees, the customers, management and the local community. All these people are very instrumental in carrying out key policies and making the organisation reach its optimal capacity.

Suppliers are people who provide raw materials that determine quality and price of the final product. Customers exchange resources for the products of the firm and receive benefits of the products in return. Employees are trained personnel hired to provide a particular service in a

company in exchange for wages. Owners hold the exclusive right to use, enjoy, make changes and shut down an organization. Management undertakes the supervision of roles such as planning, organizing, leading and controlling of affairs in an organization through their subordinates. The local community holds a stake by giving the firm the right to build facilities and benefit from the tax and social contributions of the firm. Competitors on the other hand are not always in business to create conflict or to steal customers of other businesses but on a positive note, they can come together as a group to solve common problems for a worthy cause.

Most CSR projects place emphasis on the need to engage with the local community in order to develop a long term mutual relationship that is replicated in meeting the needs of the people rather than for profit maximization (Andriof *et al* 2002). In addition, Crowther & Aras (2008) outline sustainability as a principle that underpins all CSR activities. They argue that sustainability is concerned with the effect of actions taken today that greatly affect the actions taken tomorrow.

Amongst the list of stakeholders enumerated in the model above, this study focused on the local community as beneficiaries of MTN Ghana Foundation's educational projects. Thus, all these stakeholders in the selected community must be interviewed to know their level of involvement to the project. This will help us establish the level of involvement from beneficiaries in the execution of the CSR intervention.

Stakeholders identified at Nima Cluster of Schools are the head teacher for Nima '2' Basic School, the PTA Chairman, students from Nima '1' and Nima '2' Basic School and ICT teachers each representing Nima '1' and Nima '2' Basic School, the Chief of Nima and a coordinator from the Foundation.

The stakeholders at the Baba Yara Mandela School are the former head teacher and KG teachers, parents of the school, and Chief of the town and a coordinator from the Foundation.

2.2 Literature Review

CSR contributes to sustainable economic development (World Bank, 2003). Companies from all over the world in a bid to tackle socio-economic and other issues hindering the smooth running of developmental projects, tend to undertake CSR interventions. Companies from the financial, banking, mining and telecommunications industries contribute their quota in response to healthcare, education, economic empowerment, just to mention a few.

In Asia, CSR is fast growing and has created a viable environment for most companies to embark on projects. The financial sectors are keen on performing their mandate to help the society. Shafiqur, Sadia and Nicholas (2010) in Bangladesh adopted a case study approach on Islamic Bank Bangladesh Limited (IBBL) and its contribution to the healthcare sector. A qualitative research approach was carried out employing the non-random sampling method among different groups of stakeholders to ascertain their perception of the donor company in the area of CSR healthcare. It was revealed that IBBL's contribution to healthcare was very relevant. In addition, stakeholders praised the donor company for taking timely initiatives in healthcare using their sophisticated equipment and dignified human resources.

Microfinance Institutions are very keen on undertaking CSR initiatives owing to the fact that these initiatives help strengthen their reputation among customers (McDonald & Rundle-Thiele, 2008). Customers' reaction to CSR initiatives of microfinance institutions in India were investigated to ascertain whether there was a direct link between CSR projects and consumers' purchase intentions. Using a cluster sampling approach to survey three hundred and one (301) customers, it was revealed that customers were content with the socially responsible

engagements of MNCs in their communities. However, the results showed that customers purchase intentions to these donor financial companies were not in any way associated to CSR engagements. They remained faithful to the financial institutions because they did not have a choice (Jose *et al.*, 2012).

A study by Prayogo (2013) examined how the achievement of CSR activities among mining, oil and gas sectors in Indonesia could be measured to elicit favourable responses from corporations and the local communities who are considered primary stakeholders in the study. Findings showed that for CSR to be effectively measured, the local community and the corporation should be considered proportionally. In addition, the study revealed that CSR goes beyond philanthropic activities to establish it as an obligation that gives the opportunity to receive social legitimacy, social justice and equality in the local communities.

Comparably, a study conducted by Mahmoud and Humphrey (2013) in Kazakhstan viewed CSR activities in an emerging economy that accommodated several MNCs who have less recognition for acceptable CSR practices. The study assessed different stakeholders' expectations of different levels of CSR activities by both local corporations and MNCs. Business communities and policymakers were respondents of the study. Three (3) hypotheses were tested to draw conclusions on issues raised in the objective of the study.

The hypotheses were:

1. That the same level of importance was ascribed to the four dimensions of CSR as proposed by (Carroll, 1991).
2. That stakeholder groups differ significantly in terms of their expectations of the four dimensions of CSR activities and

3. That the CSR activities of MNCs differ significantly from those of local companies.

The results of the study did not confirm Hypothesis 1. This is because substantial preference was rather given to the economic component of CSR rather than other components. Hypothesis 2 was confirmed with findings that revealed that stakeholder groups (managers, customers and employees) elicited varied expectations from CSR activities. Hypothesis 3 was rejected implying that CSR activities of MNCs did not differ from local companies.

In another study, Aachi Masala Limited, India, a company that carries out CSR activities in the area of rural health, education and sports in five thousand villages, embarked on a case analysis in the Tamil Nadu area. The study examined the impact of CSR activities on consumer behaviour of products manufactured by Aachi Masala Limited. Data collected by seventy-five respondents using an interview schedule showed that the donor company in an attempt to perform socially responsible roles in various domains in the Tamil Nadu, experienced a positive relationship in the purchase of their goods and services. The effect of the positive consumer behaviour, built brand image and goodwill for their products (Sudhakar & Baskaran, 2015).

A study in Romania analysed CSR activities and sustainable development of educational programmes designed by Schaeffler Romania. The research which focused on students and young graduates from different universities in the country, who took part in their educational programmes, examined their level of satisfaction using an online survey. Out of the hundred (100) eligible individuals, sixty-five (65) valid responses were registered. The study showed that majority of students who opted for educational programmes designed by Schaeffler consider their internship programs as commendable because they are optimistic of getting employed in the company in the long run (Iuga & Albu, 2016).

Visser (2006) argues in Africa, the socioeconomic needs of the people supersede government's capabilities, creating a dire need for companies to complement government's efforts at nation building through CSR. Thus, the burden on government's shoulders is lightened when companies in Africa decide to act in socially responsible ways. "The government is a secondary beneficiary, as successful corporate responsibility practices reduce the government's burden for responding to a wide range of issues" (Adenauer-Stiftung, 2013, p.2).

In a study in Tanzania by Mbirigenda and Msoka (2015), community leaders were interviewed to ascertain their reactions of the activities carried out by the 12 companies. Their findings showed that, CSR was not beneficial to the communities involved. A good number of respondents complained that the companies took advantage of communities and individuals and mounted up profits for their company.

A similar study by Bagire *et al.*, (2011) examined perceptions of stakeholders towards CSR activities in Uganda. According to them, many MNCs had invested in several sectors in Uganda in the form of CSR. These activities were seen as marketing tools to persuade their customers and to serve as a form of cognitive residue in their minds. A cross-sectional qualitative research was conducted among respondents who were randomly selected in Kampala, Uganda. The findings revealed that contextual environment, times and seasons and intermittent disasters were the driving forces that triggered CSR undertakings. The study concluded that CSR was not properly understood by donor companies who saw it as a strategic means of marketing rather than meeting the needs of the people in the community. Also, the study revealed low participation from beneficiary communities whose decisions were not taken into consideration in CSR undertakings.

Frynas (2005) emphasises that oil companies now attach more importance to the society and environment as well as engaging more with local communities than they used to do in the past. A study conducted in Nigeria examined the deviation from host community expectations in relation to CSR initiatives undertaken by multinational oil companies. The study employed a qualitative methodology approach to elicit responses from respondents (Nigeria and London in the petroleum industry) using semi-structured interviews. The results showed that irrespective of the major CSR development projects carried out in host communities, the lack of sustainable social and economic development will always stimulate an unfriendly environment from beneficiaries. Stakeholders will continue to be in constant agitation for projects that continued to remain relevant in the near future (Eweje, 2007).

CSR in Ghana within the last decade has seen a face lift in diverse ways. Quite a number of studies have been written to contribute to empirical literature. A study conducted in Kumasi underscored the impact of CSR activities of Atwima Kwanwoman Rural Bank (AKRB) and evaluated the benefits perceived by the beneficiary communities. Eighty (80) participants grouped under three main cohorts namely: children, the active and the aged were purposively sampled from the selected community, Pakyi No.2. The study which employed a structured interview revealed that AKRB performs socially responsible roles to the people and the community by undertaking developmental projects such as provision of boreholes, educational improvement projects and health improvement projects. Based on the findings, while minority of respondents were oblivious of the bank's impact in the society, almost half of respondents expected more developmental projects from AKRB. This led to recommendations suggesting that frequent community visits to elicit their views about CSR activities should be incorporated in planning subsequent projects (Adjei *et al.*, 2014).

An article by Amponsah-Tawiah, Agbeibor and Dartey-Baah (2015) assessed the nature of CSR activities undertaken by companies in Ghana and how these companies liaise these activities to the government's key areas for national development. Using a qualitative research approach, categories such as mining companies, manufacturing companies, banking and services, religious groups, schools and NGOs were assessed. Findings revealed Ghanaian companies' CSR initiatives tied into the Millennium Development Goals (MDGs) as well as previous national development goals instead of focusing on current development goals established by the Ghanaian government.

In a pilot study by Andrews (2013), ten semi-structured interviews and two focus group discussions were used in finding out from members of Cape Three Points (CTP) what they thought was the importance of oil deposit in their community. It was revealed companies working directly with neighbouring beneficiary communities were more likely to attend to their needs than distance communities.

Another study by Amponsah-Tawiah and Dartey-Baah (2011) examined the usage of the concept of CSR in Ghana, paying particular attention to the mining industry. Findings revealed the concept rather focused on the external environment than the internal environment from where employees operated. The study defined the external environment as issues which involved environmental and human rights such as interest groups demanding environmental responsibility from their companies while the internal environment involved issues as occupational health and safety and quality of life of employees.

Most of the studies examined CSR activities within the mining, oil and banking sectors. The focus was on particular beneficiaries such as consumers, community leaders and their perceptions of CSR projects undertaken in specific communities. Other studies examined

government policy for CSR. None of the studies looked at beneficiary engagement in CSR activities neither did they examine strategies to sustain CSR projects. This particular study seeks to address this gap and knowledge by focusing on the nature and level of beneficiary engagement in CSR activities. Specifically, it attempts to shed light on whether a multinational company like MTN Ghana Foundation, adhere to core principles instituted by ISO 26000, namely community involvement and human rights. Beneficiaries have the right to participate in projects that improve their development and their well-being.

Mahmoud and Humphrey (2013) examined stakeholders' expectation of CSR underpinned by Carroll's Hierarchical Model of CSR in Kazakhstan. Business communities and policymakers were respondents of the study. However, this study is examining beneficiaries' within the local communities where projects have been located. Carroll's Hierarchical Model of CSR emphasizes ethical responsibilities and corporate citizenship which have implications for respect for human right.

2.3 Chapter Summary

This chapter reviewed related literature on stakeholder involvement, beneficiary assessment, and the importance of CSR projects in the local community. Most of these articles conducted studies on stakeholders who were made up of employees, consumers, managers and the local community. However, this study only focuses on the responses of only the beneficiaries or consumers of CSR undertakings to establish the degree of impact and sustainability of the projects in the communities by the telecommunications' industry.

In addition, two theories were outlined in the study which is Carroll's Hierarchical Model of CSR and the Stakeholder Model of Corporation. These two theories were employed because the former elaborates the four core responsibilities of all companies interested in embarking on CSR

projects while the latter focuses on the involvement of stakeholders in the decision-making process, not only during the execution of the project but also developing a long lasting sustainable relationship with the community for the sustainability of the project. This is necessary because sustainability is one of the principles comprising all CSR activities (Crowther & Aras, 2008).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the processes involved in the collection and analysis of data. These processes are research design, population, sampling method, key informants, data collection, data analysis and conclusion.

3.1 Research Design

Research design is defined by Van Wyk (2012, p. 4) as “the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research”. This section provides specific direction for procedures in a research design which will be enumerated under two subsections. The two subsections outlined show the research strategy adopted for this work. These are research method and research approach.

3.1.1 Research Method

This study adopted the qualitative research method because it allows for in-depth and thorough investigations to be made before arriving at a conclusion. Qualitative research method helps establish an informal or cordial relationship between the researcher and the respondent that facilitates a greater amount of information released for the research. In addition to this, qualitative research does not require large amount of sample sizes before data can be generated. This is because of its inductive nature. For this reason, data was collected from beneficiaries of two CSR projects of MTN Ghana Foundation namely Nima and Ashaley Botwe as well as the Foundation.

3.1.2 Research Approach

There are a number of traditional qualitative approaches to research. Notable amongst them are biography, phenomenology, grounded theory, case studies and ethnography amongst others. The research approach this study adopted was the case studies approach. Case studies help the researcher to develop a detailed analysis of a case, programme and event (Yin, 2009). The case studies approach has the advantage of organising in great detail an in-depth understanding of beneficiary attitudes and responses to MTN Ghana Foundation CSR projects.

There are two main types of the case studies approach. These are the single case design and the multiple case design. A more suitable option for this study is the single case design as against the multiple case design. A single case design as the name suggests tests a theory by analyzing a single unit or case. In addition, single case studies are context-specific, empirically rich in data (Wellis, 2014). Single case design allows the researcher to focus on gathering peculiar findings relative to only one case, MTN Ghana Foundation.

3.2 Population

A population is a complete set of people with a specific set of characteristics (Banerjee & Chaudhury, 2010). The population for this study were beneficiaries of MTN Ghana Foundation's CSR educational projects in Accra. Accra was purposively selected due to time constraints. MTN Ghana Foundation's documents showed that some of the projects in Accra were replicated in other regions. The study, however, acknowledges that despite this fact, beneficiaries' responses may vary from region to region. This may be examined in future studies. For now, it is important to note that two out of the five educational projects constituted the study sample. These are Nima ICT facility and Ashaley Botwe KG Block.

Table 1 below provides details of the five CSR educational projects in Accra undertaken by the Foundation.

Table 1

Nima Cluster of Schools Project	Greater Accra	Project entails provision of computers, furniture & library.
College of Surgeons & Physicians, Ridge	Greater Accra	Provision of ICT infrastructure to aid doctors in research & correspondence as well as facilitate telemedicine.
Baba Yara School Project	Greater Accra	Construction of a 3-unit classroom block at Baba Yara Community School in Ashaley Botwe.
MTN /Joy Read 100 Project	Greater Accra Region	Reading Clubs established in 5 communities in Accra
Obeyeyie School Project, Ofankor	Greater Accra	Construction of a 4-unit classroom block and a store.

(Source: MTN Ghana, 2014).

3.3 Why Nima and Ashaley Botwe?

Nima and Ashaley Botwe projects were purposively selected for study because the two projects are located in less endowed communities as compared to communities like Ridge, Burma Camp, Osu and Kanda. Many government assisted schools had no access to ICT although the subject is included in the Basic Education Certificate Examinations (BECE). The provision of the ICT facility to the Nima community was of interest in determining increase in ICT knowledge acquisition.

Ridge on the other hand, is known as a well to do community in terms of people who live there and the kind of companies established there. MTN has its headquarters located at Ridge. It is therefore not surprising that some of its CSR interventions are targeted towards people in the Ridge community. The donor company embarked on a project at the College of Physicians and Surgeons. This is considered as a health project because ICT facilities were provided to health practitioners in the college for health purposes. However, the focus of this study is education which is why the intervention at Ridge was not considered as an appropriate sample for their study.

The MTN/Joy FM Reading Club Project is a CSR initiative in the Greater Accra Region that helps basic school children cultivate the habit of reading and establishes reading clubs in schools. The participating communities were Awoshie, Burma Camp, Osu, Kanda and Kofi Koe-Amasaman. This project was however not sampled because it is a collaboration between MTN and Joy FM. This study focuses on only projects carried by MTN Ghana Foundation.

MTN's project at Ashaley Botwe involved the construction of a 3-unit classroom block at Baba Yara Community School while a similar project at Ofankor involved the construction of a 4-unit classroom block and a store. Ashaley Botwe was, however, sampled over Ofankor because Ofankor involved the Obeyeyie Anglican Basic School which is a mission school and derived regular support from the Anglican Church as compared to Baba Yara Community School which is a local community school and expected to derive occasional help from sympathizers, both individuals and organizations.

3.3.1 Brief Profile of Nima Cluster of Schools

It has been estimated that one third of the total urban population is said to be poor and one out of every four persons affected by poverty, resides in urban settlements (Ravallion, Chen, &

Sangraula, 2007). Poverty, which used to be associated with people living in rural areas, is rapidly becoming an urban problem as well.

Scholars describe the urban poor as people living in cities characterized by overcrowded environments making them vulnerable to environmental hazards and pollution, inadequate basic Ghana's capital city. According to Riel (2015), Nima was established in the late 1930s and categorized as a slum neighbourhood in Ghana as stated by the Accra Metropolitan Assembly (AMA). Nima is currently made up of a vast number of migrants who are mostly Muslims (Riel, 2015). Nima represents a multicultural society. As Riel (2015) opines "the variety in types of food sold in the street for instance, is evident of the cosmopolitan nature of Nima, from typical Ghanaian dishes such as kenkey or fufu, to Hausa specialties such as wagashi or tuo zaafi, to dishes with Malian, Togolese or even Asian influences." This characteristic of the area demonstrates a vibrant and large community in an overcrowded settlement. This made it interesting to delve deeper into how beneficial the ICT facility in their community schools can transform Nima and cater for the large numbers of settlers who would develop to be educational giants in the near future.

In 2013, MTN identified one of the challenges in Nima to be a lack of an ICT Centre in their community school. This school has a population of over a thousand children. Recently, the government introduced the study of ICT education as an examinable subject for the Basic Education Certificate Examinations (BECE). It has been the plight of most schools in the rural areas that do not have access to computers to effectively compete with their colleagues in private schools with those facilities. However, it appears some schools even in the urban cities face the same challenges as those in the rural areas. MTN made available forty (40) brand new HP

desktop computers for the school as its intervention to increase the educational standards of the students.

3.3.2 Brief Profile of Baba Yara Mandela School

Water is an indispensable commodity that living things cannot do without. However, when it is in excess supply it destroys precious items that have been harnessed for years. According to Songsore *et al.* (2005), the general differences between the levels of water stress in the Greater Accra Metropolitan Area (GAMA) can be attributed to the era of development of certain areas, the degree of planning that has taken place in certain settlements, the socio-economic status, just to mention a few.

New emerging settlements that fall within GAMA, face water related environmental burdens because of poor planning and improper documentation by the government. (Songsore *et al.* 2005). Unfortunately, Ashaley Botwe is one of such areas which fall within GAMA and for that matter, face serious water related problems. This canker hinders developmental projects in the community.

The Baba Yara Basic School at Ashaley Botwe serves thousands of pupils in the community and the adjoining communities. Aside the inadequate structures to facilitate learning and education, it was discovered that the primary one classroom was used to accommodate both the primary one pupils and the KG pupils. Thus, one classroom accommodated about seventy-five (75) pupils at a time. MTN Ghana Foundation, built a separate structure specifically for the KG pupils to solve the problem of congestion and enhance better learning opportunities for the younger generation. This project was commissioned on 18th July, 2013, Mandela's Celebration Day, to commemorate Mandela's passion for education and humanitarianism. According to Nelson Mandela, "education is the most powerful weapon which you can use to change the world."

3.4 Key Informants

These were basically the key stakeholders identified in the Nima and Ashaley Botwe educational projects. The following eight (8) persons were identified as opinion leaders and spokespersons for the Nima ICT Facility: an education officer, the PTA Chairman, the School Management Committee (SMC) Vice Chairman, the two head teachers, the Assemblyman, the ICT teacher and a coordinator from the Foundation. Out of this number, six (6) were the key informants for the study. The available stakeholders from Nima Cluster of Schools were the head teacher for Nima '2' Basic School, the PTA Chairman, two students each representing Nima '1' and Nima '2' Basic School and two ICT teachers each representing Nima '1' and Nima '2' Basic School. In total, six respondents were available to give responses concerning the educational project. Students in Nima were considered key stakeholders because they gave details about how the facility affected their learning as compared to previous years.

At Ashaley Botwe, the following six persons were identified as opinion leaders and spokespersons or representatives of the MTN Ghana Foundation project team that constructed the school block: former head teacher, a coordinator from MTN Ghana Foundation, KG teacher, a parent. However, not all of them were interviewed because the researcher could not locate them all. Eventually, three (3) out of this number were interviewed.

3.5 Data Collection

Methods used in data collection were interviews and artefact analysis. Though the purpose of this study was to examine beneficiary responses, MTN Ghana Foundation was included in the interview to effectively juxtapose results from the beneficiaries and the benefactors, as well as to ascertain the reasons why MTN Ghana Foundation embarked on CSR projects in the two

communities. Artefacts such as buildings, chairs and tables were examined since they gave supplementary information about the intentions of the Foundation.

The data collection instrument used was the interview guide to enable the researcher prepare pre-formulated questions but was also flexible in asking follow-up questions from the already given responses. Thus, no strict adherence to the chronology of questions was required using semi-structured interviews. However, it must be noted that, this tool was essential in maintaining a level of consistency that cut across different respondents at different times.

The type of questions adopted for the semi-structured interviews were open-ended questions. Beneficiaries from the selected schools and the MTN Ghana Foundation were not restricted to give direct responses to questions posed. The open-ended questions allowed them give better clarification or explanation of their knowledge of the subject matter and their judgments about the CSR interventions.

In addition to this, phone interviews were also used to make clarifications and follow-ups on the subject matter. Some observations were also employed, specifically, site visits to Nima Cluster of Schools and Baba Yara Basic Schools to assess the facility. Also, images of the CSR facilities were taken in order to serve as evidence as well as to complement the work (Guest, MacQueen, & Namey, 2012).

Moreover, data was collected through a number of websites about the Foundation's CSR projects. Most of these MTN CSR projects attracted a number of media houses that helped in their publicity. Media houses especially online sites contributed in creating awareness of their CSR projects. For this study, documents from the donor company concerning Nima and Ashaley Botwe were made available to the researcher to confirm statements made by beneficiaries. Other

documents found on the MTN's website, Graphic online, and www.centreforcsr.com, gave a great deal of information about the two educational interventions. It also threw more light on the background, core mandates and the achievements of the Foundation. A follow-up from both donors and beneficiaries confirmed that these publicly available documents were a true representation of the picture that was painted in the documents.

3.6 Data Analysis

The service of a research assistant was engaged to contribute in promoting the rich source of information needed for the study. The research assistant was charged with taking notes and using a tape recorder to record while the researcher engaged with the respondents.

This research analysed data using thematic analysis. Thematic analysis helps in identifying key themes or recurring patterns in the data collected. The findings were presented as narratives based on specific themes derived from the research objectives and questions. The following themes were derived from the data: beneficiary responses to the CSR projects, nature of beneficiary involvement, project sustainability, the reasons for undertaking CSR and challenges these CSR interventions posed.

3.7 Ethical Considerations

For the sake of indictments and stigmatization, the assurance of the concealment of the identity of the respondents was a requirement to be granted an interview. For this reason, introductory letters were taken from the department of Communication Studies to seek approval from the Corporate Affairs department of MTN and the selected schools. The introductory letter indicated that the researcher is a student of the department and needed information on the said topic which was solely meant for academic purposes.

In addition, during the semi-structured interviews, respondents were assured the information they released would be treated with utmost confidentiality. In the course of making use of certain data collection tools, particularly the tape recorders, permission was sought from the respondent to record the interview to ensure that no action was taken without his or her consent.

In brief, ethical issues were considered from the initial, medial and final stages of the research methodology.

3.8 Chapter Summary

The study used the qualitative methodological approach to assess the CSR activities of MTN Ghana Foundation in two selected communities namely Nima and Ashaley Botwe. Responses were analysed qualitatively to ascertain the extent to which the needs of the aforementioned communities converge with the CSR implementers, MTN Ghana Foundation and to determine whether CSR implementation achieved its intended objectives. The study employed purposive sampling and interviews to elicit responses from respondents at Nima Cluster of Schools. The respondents were the head teacher for Nima '2' Basic School, the PTA Chairman, two students each representing Nima '1' and Nima '2' Basic School and two ICT teachers each representing Nima '1' and Nima '2' Basic Schools. At the Baba Yara Mandela School, the respondents were the former head teacher, parents and the Kindergarten teacher.

CHAPTER FOUR

FINDINGS & ANALYSES

4.0 Introduction

This chapter presents findings from data collected from interviews with key informants, artefact analysis, observation and documents analysis. The findings are discussed under the following themes in line with the study objectives: beneficiary responses to the CSR projects, nature of involvement, project sustainability and the reasons for undertaking and challenges encountered in the long run.

4.1 Beneficiary Responses to the CSR Projects

Key informants, who were representatives of the beneficiaries from both Nima and Ashaley Botwe were interviewed to ascertain their attitudes and reactions about the CSR project. Generally, beneficiary responses were positive in the initial stages of the usage of the facilities. The informants considered the CSR interventions very relevant to the needs of the local communities. One of the respondents, an ICT Teacher, Nima ‘1’ Basic School said MTN’s intervention came as a relief to the school because before the project was constructed, the school taught ICT without computers.

The ICT centre has been very beneficial. Without the computer lab, we cannot teach ICT effectively. We would have been using a formula that is harder. It brings more understanding to the students. When they go to the world of work, our students would be more equipped to handle ICT as compared to other students who may not have an ICT Centre in their school. Those students may chew, pour, pass and forget but with the practicals, there are some skills that stay with them. It also gives them confidence because they have had the opportunity to use computers.¹

¹ Interview with ICT teacher, Nima ‘1’ Basic School on 13th September, 2017

The ICT Teacher, Nima '2' Basic School affirmed this position. She said there has been a massive improvement in the BECE results for ICT.

Even our results, most of the students scored one in ICT because when you teach them the theory and they do the practicals, it sticks. Yes, so it helps them remember what they did and apply it in exams.²

The head teacher from Nima '2' asserted that the ICT centre has made teaching ICT easier.

Now, the children have access to the computer. It has made the teaching of ICT very practical because majority of the ICT topics are practical-base and without the computers, you find it difficult to teach; it becomes very abstract. Even the class one pupils go there. For them, they have to learn the parts of the computer, touch and have a feel of them.³

One of the students, Nima '2' Basic School attested to the fact that they have acquired practical skills in computing. Also, their technical knowledge of the ICT has improved.

For me, it helps me learn things about the computer, it helps me do my computer homework, it helps me learn how to type, and it helps me know how to search for things on the computer.⁴

Below are a close up shot and long shot of the Nima ICT Facility.

Figure 3



Figure 4



²Interview with ICT teacher Nima '2' Basic School, 12th September, 2017

³Interview with Head Teacher, Nima '2' Basic School. 6th September, 2017

⁴ Interview with Student, Nima '2' Basic School. 12th September, 2017

Photo Credit: Researcher, 2017

At Baba Yara Basic School, former headmaster of the school claimed that the Foundation's intervention has provided a suitable learning environment for pupils in KG. This fulfils one of the subsections of Goal 4 of the SDGs on education which encourages education facilities that are child sensitive in order to enhance effective learning environments. He revealed the status of the school before the Foundation's intervention.

The place is a waterlogged area. Also, there were a lot of controversies concerning the land. Eventually, the school bought part, the church bought part. The part bought by the school was the worst part of the muddy area. It is a community school which started from under the tree. Later, KG and class one used to be in a dilapidated structure.⁵

Figure 5 below was obtained from studying MTN's document. The pictures depict the nature of the environment and the condition on which the KG block was built.

Figure 5



Photo Credit: MTN Ghana Foundation, 2012

Figure 6 shows pictures of the refurbished KG block.

⁵Interview with Former Head teacher, Baba Yara Basic School. 14th September, 2017

Figure 6

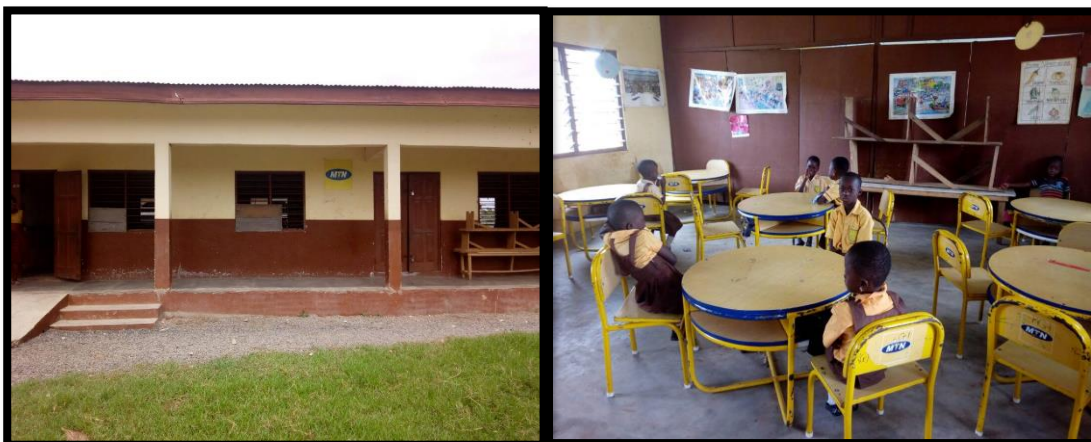


Photo Credit: Researcher, 2017

The KG teacher at Baba Yara Basic School also expressed her joy about the intervention.

It has helped the school because it has made the classroom spacious, has given every child the opportunity to own a chair without sharing it with others. Also, the round tables they use, facilitates group work at that early stage.⁶

Former Head teacher of Baba Yara School said that the new KG block erected by the Foundation stands out among other structures in the school. According to the former head teacher, both students and parents are happy about the intervention. He said:

It has been very helpful and is still helpful. The children who come to the school want to remain in school. The environment is very attractive and very accommodating. It is different from the other classroom blocks. Initially, when it rained, even where to step was a problem and what to sit on was a problem. The furniture used is of high quality, so the parents also feel proud bringing their children to the school.⁷

The interviews with key informants and observation revealed that the KG block at Ashaley Botwe were used to other purposes besides serving the educational needs of the pupils. The former head teacher said:

⁶Interview with KG teacher, Baba Yara Basic School. 13th September, 2017

⁷Interview with Former Head teacher, Baba Yara Basic School. 14th September, 2017

The community from time to time rents the classroom for some social amenities such as naming ceremonies for just a token. The head teachers of La Nkwantanang Municipality sometimes used the facility after school for their meetings.⁸

The Baba Yara Basic School comes under the jurisdiction of La Nkwantanang Municipality. An ICT teacher from Nima '2' also stated that the facility is shared with other community members outside Nima.

The facility is used by the local community. Most of the students in the school are from the Nima community and other neighbouring communities like Mamobi, Accra Newtown and Alajo.⁹

The head teacher for Nima '2' Basic School told of his perception about the ICT facility. He said:

The amount of money spent in undertaking this project is huge. We have also developed some love for the donor company because it is not common to find companies coming to your aid. It has also raised their image in the community because they have proven to be helpful.¹⁰

4.2 Community Involvement

One of the objectives of this study was to interrogate the extent to which beneficiaries' were engaged or involved in project implementation. According to the stakeholder theory, all stakeholders must be involved in the execution of the CSR projects. The former head teacher of Baba Yara Basic School said the community was involved in the decision making process. He said:

MTN would have loved to build a three-unit classroom block at Baba Yara, but after several meetings with them, the KG block was built because it was our topmost priority. The chief, the opinion leaders, the churches in the community, the PTA and the parents gave assistance when it came to labour. The Assemblyman and I were all involved in making things work out as planned. We discussed the type of classroom that should be put up in a number of PTA

⁸ Interview with Former Head Teacher, Baba Yara Basic School. 14th September, 2017

⁹ Interview with ICT Teacher, Nima '2' Basic School. 12th September, 2017

¹⁰ Interview with Head Teacher, Nima '2' Basic School. 6th September, 2017

meetings. A committee was set-up to decide on the type of furniture that should be used. I was the head of that committee, so we went from school to school to assess the type of furniture used. Eventually, we came up with a design. Yes, we were highly involved in the decision process.¹¹

At Nima Cluster of Schools also, the head teacher for Nima '2' Basic School said the level of consultation and engagement was done through a number of meetings with stakeholders and the donor company. Aside from the forty HP computers brought, the installation, choice of chairs and tables and wiring had to go through a number of processes according to the stakeholders' preference. To this he is quoted:

The PTA Chairman, Education Officer, School Management Committee (SMC) Vice Chairperson, the two head teachers, the Assemblyman, a project coordinator from the Foundation, all played a major role in the coordination of the project. Furnishing the place was not something small. With regards to the furniture for example, they bided and they brought the samples, we (stakeholders) assessed it and we selected the one fixed to the tables so there was no way you could move the chairs. After which the contract was awarded to the preferred person. The same with the tables and the wiring of the place. It took three months to set the place. There was a grand durbar of chiefs, students and the people in the community who came around to commission the facility.¹²

As evidence to the assertions made by respondents in Nima Cluster of Schools and Baba Yara Basic School, their responses supported documents from the donor company. These documents explain the consultative processes involved in carrying a CSR intervention. According to the Foundation, the consultation processes with beneficiaries are normally done through site meetings and general meetings depending on the intervention. In other instances, e-mails are the means of communicating with beneficiaries.

¹¹Interview with Former Head teacher, Baba Yara Basic School. 14th September, 2017

¹²Interview with Head Teacher, Nima '2' Basic School. 6th September, 2017

4.3 Project Sustainability

One of the components of proper implementation of CSR is monitoring and evaluation as well as sustainability. These components are inevitable in CSR undertakings of MNCs. MNCs find it challenging measuring the extent to which activities undertaken in beneficiary communities can yield results now and in the future. This is a major factor because activities that are short lived tend to frustrate beneficiaries about the genuineness of the donor company and raises questions about their intention for embarking on projects. The effects of monitoring, evaluation and ensuring sustainability not only addressed the needs of beneficiaries in the long run but also maintained a level of cognitive residue about the company's brand anytime the facility is mentioned.

Responses on sustainability, monitoring and evaluation of the Foundation's educational projects were not encouraging in both schools. The ICT teacher for Nima '1' Basic School made complaints on the deterioration of the facility due to improper maintenance no more by the donor company but their PTA. Giving details on sustainability, here is what one of the respondents has to say.

Now, PTA takes care of the ICT center. Out of the 40 computers given to us, only 14 of them are still working. We have over 50 students in a class, so what I sometimes do is to divide them, depending on the lesson. So group one does 30 minutes, group two, another 30 minutes. But if the lesson is long and I can't teach in groups, we can have five students to a computer. So you teach and a student practices it while the others wait for their turn.¹³

In addition to the above assertion, the ICT teacher for Nima '1' Basic School explained what ensued between the donor company and Nima Cluster of Schools with regards to monitoring and evaluation. He said:

¹³Interview with ICT Teacher, Nima '1' Basic School. 13th September, 2017

Yes, they came here last term to check out on the ICT facility. There had been letters sent to the Foundation to fix up the broken down computers. They were of the view that we should be able to maintain the facility. They were not happy about the broken down ones and the fact that we called them to fix it for us.¹⁴

The PTA Chairman argues that even though the intervention was paramount to the interest of the school as well as the community, the Foundation failed to assist them in managing the project.

Below is a quote by the respondent, expressing disdain about the intervention:

We have benefited little from MTN Ghana Foundation's intervention. There was an agreement between the school and the Foundation. That agreement has not matured as we want it. Now, that they are done with the project, we have to bare most of the cost by ourselves.¹⁵

The reasons why the facility in the long run cannot see the light of day is explained by the head teacher of Nima '2' Basic School. According to him, efforts made by the school to sustain the project are woefully inadequate. He said:

PTA is not able to maintain the facility very well, because of inadequate funds. You know maintaining computers is not easy. The place needs to be air-conditioned so that we avoid dust because when too much dust enters the computers, it spoils. So that has been our problem. Always the windows have to be opened and we have over thousand children here. When they play during the dry season, the dust they produce creates a lot of problems. We brought in an expert who discovered that there was no earth power so we need to provide an earth power to establish the current and maintain the quality of power otherwise the machines will spoil. We brought him and we need about GHC 4000.00 to work on it.¹⁶

On the other hand, the head teacher for Baba Yara Basic School is of the view that since the Foundation gave a condition on how the facility should be managed, they hold no grudges against them but admitted it was extremely difficult to raise funds to sustain the project. To this assertion, he said:

¹⁴ Interview with ICT Teacher, Nima '1' Basic School. 13th September, 2017

¹⁵ Interview with PTA Chairman, Nima Cluster of Schools. 6th September, 2017

¹⁶ Interview with Head Teacher, Nima '2' Basic School. 6th September, 2017

No, MTN has left the facility to be handled by us. At first, that same year, they sent some people to look at the facility for us. By the third year, it became a challenge. I had to go to the Municipal Chief Executive (MCE) at the time, to plead with him that we had a condition attached to the facility, (a signed contract declaring that we were solely responsible for the facility). So we had to provide a night watchman. The MCE had to give us something from his own pocket. Subsequently, we put the PTA in place to pay a token from their dues. We do not blame them at all for not maintaining the facility.¹⁷

Moreover, the donor company raised assertions that the issue of sustainability, monitoring and evaluation was made clear with their beneficiary communities. Hence, they had fully executed their plan of the agreement without fail. However, this contradicts the statements made by respondents of Nima Cluster of Schools. Reacting to this, the Education and Social Media Advisor of the Foundation said:

When we do a project for you, we want you to own the project so that for instance, when a scratch comes on the facility; you will not call us to do it for you. We have over 70 ICT centres all over the country. Are we going to monitor all? You can imagine if every one of them should call because it is broken down.¹⁸

The Education and Social Media Advisor from the donor company explains their monitoring system. He said:

Yes, for Nima, for example, we were there last term to check up on them. In every quarter, we go out to monitor and evaluate our projects in all the regions. We have a monitoring report which is made of people who assess the facility. This report is aligned to give various checks on the project. We also have reporting lines which means that if there is a problem at the place, who does it go to first when you are not able to solve it.¹⁹

This point was reiterated by the Economic Empowerment Advisor of the donor company who said,

Initially, sustainability was a problem. So, when we build the facilities then we would come back to repair it for them or replace it for them. That was a major

¹⁷ Interview with Former Head Teacher, Baba Yara Basic School. 14th September, 2017

¹⁸ Interview with Education & Social Media Advisor, MTN Ghana Foundation. 15th September, 2017

¹⁹ Interview with Education & Social Media Advisor, MTN Ghana Foundation. 15th September, 2017

challenge for us. Moving on, for about four years now, what we have been doing is that before we hand over the facility, there is a contract that is signed which says you have to maintain the facility so it does not become our burden. They collect levies from students every term so why can't they use it for the broken-down projects.²⁰

4.4 Reasons for Undertaking CSR projects

Several reasons account for MNCs undertaking CSR activities as part of their social responsibility. These reasons vary from company to company. While some companies embark on CSR activities to establish brand affinity, goodwill, reinforcing their corporate identity, others do it to redeem spoilt image about their company and also to build on media interest. Unfortunately, some MNCs embark on interventions that cater for the company's interest to the detriment of the needs of the local community. On the flipside, others marry the two in order to receive desired results from both ends.

The former head teacher for Baba Yara Basic School believes MTN Ghana Foundation came to their aid, first and foremost to meet the needs of the people in the community. Here is a quote from a respondent at Baba Yara Basic School expounding the claim that MTN adopts a need-based approach in reaching out to the local community.

We requested that we wanted an ultra-modern KG even though MTN would have loved to build a three-unit classroom block at Baba Yara, the KG was our topmost priority. So eventually, they did what we wanted. I think they were set out to meet our needs.²¹

Likewise, at Nima Cluster of Schools, the head teacher said the Foundation's intervention was a genuine project set out to upgrade the potentials of over thousands of students in the community.

He said:

²⁰ Interview with Economic Empowerment Advisor, MTN Ghana Foundation. 10th July, 2017

²¹ Interview with Former Head Teacher, Baba Yara Basic School. 14th September, 2017

After all, MTN has already made its name. How many students can afford to buy credits? So, if they really want to project their image, they should target the universities, and not basic schools. I think it is part of their social responsibility and it can also appeal to the heart of the people to do business with them.²²

The head teacher for Nima '2' Basic School further mentioned that some MNCs tend to address the needs of the local community as well as promote brand affinity.

But well, it can serve both. If MTN has done this for me, automatically, I will buy credits from them because I have also benefited in a way. The purpose will be dual; assisting and at the same time advertising their products. But they never forced us to buy credits; they didn't impose their products on us.²³

Responses from MTN Ghana Foundation show that they embarked on CSR interventions both to meet the needs of the people and to build brand affinity. Below is a quote from the Economic and Empowerment Advisor from the donor company.

In Ghana, education is one of the main issues bothering on development in the country. Also, the SDGs speak to issues concerning education. We consider the number of people that will be impacted by the project. It is very important to us. There must also be a genuine need to the community to benefit the people. Another reason is to build brand affinity. That is why we sometimes paint the facility with our colours.²⁴

Figure 6 and the narrations captured above show that CSR is also used in building the image of MNCs. The yellow and blue colours of the telecommunication company were beautifully painted on the chairs and tables of the KG pupils as well as an embossed plaque on the wall to boost their image.

Aside the company's colours, the study found out other means the company used in building the image of their brand. Online sites such as Modern Ghana, Ghana Web, Business Ghana, Graphic

22Interview with Head Teacher, Nima '2' Basic School. 6th September, 2017

23Interview with Head Teacher, Nima '2' Basic School. 6th September, 2017

24Interview with Economic Empowerment Advisor, MTN Ghana Foundation. 10th July, 2017

Online, MyJoyOnline, www.todaygh.com, and their own website, www.mtn.com.gh, were online media platforms used to reinforce their brand image. Their website basically outlined the mission, vision and projects they had undertaken throughout the ten regions of Ghana, while the other online media sites showed press releases and news content written about a particular intervention carried out by the Foundation. For example, the online website Modern Ghana, published on their site, the Foundation's intervention at Ashaley Botwe. This gave additional information about the study with regards to when the intervention was commissioned, who commissioned it and the purpose. Sometimes, these media houses added pictures of the commissioning as well as various stages of the development of projects in order to resound the Foundation's brand in the eyes of their customers.

4.5 Challenges Encountered in the Long Run

A lot of responsibility is laid on beneficiaries after MNCs have undertaken projects in their communities as part of their social responsibility. There were negative responses, attitudes and reactions about the CSR project after some years of completing the project. It turned out that beneficiaries found it difficult to maintain the facility for the sake of posterity. Respondents cited many reasons that accounted for the inability of beneficiaries to sustain the lifespan of the project. The head teacher of Nima '2' Basic School identified the meagre funds generated from PTA dues as a limitation to sustain the lifespan of the computers. He said:

PTA maintains the facility, five (5) years down the line. PTA is not able to maintain the facility very well, because of inadequate funds and we are not allowed take money from the students. Also, maintaining computers is not easy.²⁵

²⁵Interview with Head Teacher, Nima '2' Basic School. 6th September, 2017

One of the students of Nima '1' Basic School narrates the ordeal they go through as a result of improper maintenance of the facility and working with only few computers.

We wish we had more computers working because when a student sits behind a computer, it may take a lot of time and by the time we realize the period is over. This is because some students take long in looking for the letters on the keyboard, so we have to wait for them. Even when we tell the slow students to allow the fast ones have their turn, they insist they will be done soon. This issue forces us to remain on the same topic for long. That is why we need more computers.²⁶

On the contrary, this claim is not supported by the donor company who raise the issue of lack of teachers with the requisite skill in ICT as the major cause for shortening the lifespan of computers at Nima Cluster of Schools. To expound on the claim above, the Education and Social Media Advisor from the donor company said:

In Nima for example, the time we gave them the computers, they were brand new but we realized that because they kept changing their teachers the computers began developing problems. The next person, who taught ICT, was not qualified to handle the ICT facility over there. At a point, I think they did not have an ICT teacher. They just asked around for somebody to teach ICT, and then the person assumed that position, without any qualification in ICT.²⁷

To reject this claim, the ICT teacher for Nima '1' Basic School said:

At the time MTN Ghana Foundation stocked the room with computers, I was around but I was not in charge of the ICT centre. I was not teaching ICT at the time. I was teaching Mathematics. But now, I receive training courses from Ghana Education Services (GES). So I have enough knowledge and skills to teach the students and to handle the facility.²⁸

At Baba Yara Basic School, one of the challenges pointed out by the respondents was lack of continuity of staff in maintaining the facility in the long run. As a result of this, the former head

²⁶Interview with Student, Nima '1' Basic School. 12th September, 2017

²⁷Interview with Education & Social Media Advisor, MTN Ghana Foundation. 15th September, 2017

²⁸Interview with ICT Teacher, Nima '1' Basic School. 13th September, 2017

teacher for Baba Yara Basic School said those who come to inherit the facility did not see the need to keep it in good condition. In responding to this, he attempted to describe the situation.

The structure was built by MTN, the tables and chairs and a flat screen television was provided to enhance creative learning among the pupils. Actually, the condition given for takeover of the facility was to provide security. Before the keys were given to me, I employed a night watchman; we paid him a token from the contributions made by parents of the KG. Then, I managed to get a cage for the television and locked it up. Unfortunately, in the middle of the term, I was transferred to another school. When I left, I was told the night watchman was misbehaving; he was fired and not replaced so the place was left unattended to. Thieves broke in the last holiday, and stole the television.²⁹

Undoubtedly, MTN Ghana Foundation's intervention to these two communities in the area of education has been very instrumental in both Nima and Ashaley Botwe as observed from responses of beneficiaries. Nevertheless, the area of sustainability, monitoring and evaluation of these CSR projects was a challenge for both the donor company and the beneficiaries. On the part of the donor company, they identified inadequate staff for the Foundation as a challenge which denied them the opportunity to effectively monitor and sustain the over a hundred interventions they oversee in all the ten regions in Ghana. To this the Economic and Empowerment Advisor said.

MTN Ghana Foundation is a separate unit made up of six people who are managed by a board of directors. We have a system for monitoring and evaluation but we do not do it very often because the same team is working in the office. We also have an online system that monitors the project. So one person is in charge of educational projects, health projects and economic empowerment projects.³⁰

²⁹Interview with Former Head Teacher, Baba Yara Basic School. 14th September, 2017

³⁰Interview with Economic Empowerment Advisor, MTN Ghana Foundation. 10th July, 2017

4.6 Discussion of Findings

The discussion of findings was presented under five main themes namely beneficiary responses to the CSR projects, nature of involvement, project sustainability and the reasons for undertaking and challenges encountered in the long run. CSR initiatives by MTN Ghana Foundation has to a large extent helped national development and relieved the government of myriads of developmental projects, thus placing the government in the category of a secondary beneficiary (Adenauer-Stiftung, 2013).

All beneficiaries attested to the fact that MTN Ghana Foundation had contributed to teaching and learning by providing facilities that facilitated growth in education. This confirms the ethical responsibility of Carroll's Hierarchical Model of CSR, as being ethically responsible to the society in which one lives in. Beneficiaries considered both interventions as right according to the moral judgments of people in their communities. At Nima Cluster of schools, they admitted the ICT facility came at an opportune time to enable students from the Nima community to compete with their counterparts in the private schools. Government's policy on ICT education was to create the enabling environment for all graduates to use ICT tools creatively and confidently, to enhance the basic skill and knowledge expected of them to take part in the global economy by 2015 (ICT In Education Policy, 2008). However, this task could not have been made possible without its execution at the basic level. Recently, the government made the study of ICT an examinable subject at the BECE level. Thus, placing students of Nima Cluster of Schools at an appreciable level to pass their ICT examinations and also to rub shoulders with their counterparts in private schools. This evidence goes contrary to a study by Bagire et al. (2011) who found out that donor companies misunderstood the essence of carrying out CSR projects.

According to them, donor companies saw these opportunities as a way of marketing themselves rather than meeting the needs of the local communities.

Similarly, respondents at Baba Yara Basic School said the KG structure erected at Ashaley Botwe is a step that will create a learning environment for pupils at that tender age which in the long run will positively affect their mindset about education. A good start is very useful in paving the way for the younger generation to embrace education. The Foundation, by this intervention, not only has improved the lives of these pupils but also their parents and the community as a whole. Thus, executing their philanthropic responsibilities as proposed by Carroll's Hierarchical Model of CSR by voluntarily engaging in voluntary activities to help their communities.

The community is definitely not left out in its response to the CSR initiative. Respondents expressed excitement about the facility, as it has lifted their image in the community. In Ashaley Botwe, for example, members of the community rented the KG classroom for social programs such as naming ceremonies. The spacious and clean environment was a strategic ground to hold these functions. In addition, head teachers from La Nkwantanang Municipality, did not hesitate to use the KG classroom for their meetings. The renting of the place attracted a token fee which was used in maintaining the facility. At Nima, the ICT facility boosted the passion of students in the area to attend the school including members of the adjoining communities.

Responses and attitudes from beneficiaries concerning the nature of beneficiary involvement were positive. They revealed that MTN Ghana Foundation sought to meet the dire needs of the people in the community by involving them in project implementation. These consultative processes were demonstrated in their frequent meetings with stakeholders. According to some of the respondents who actively took part in the decision making process, even the type of tables, chairs and the wiring systems were decisions made by stakeholders based on their preferences.

These results demonstrated that MTN Ghana Foundation abided by the core principles of ISO 26000, which encouraged all companies, to engage in CSR interventions taking into consideration community involvement and human rights. Also, these results proved that all stakeholders were consulted in the project, confirming the application of the stakeholder theory in this case. This theory proposed that individuals or groups who could affect and were affected by the success of a company needed to be taken into consideration in the decision making process. The evidence above showed all key informants were duly consulted to contribute their quota to the success of the facilities.

Reasons for undertaking CSR by the donor company was another theme of interest to the study. According to the donor company, the desire to meet the needs of people and to build brand affinity were reasons for embarking on CSR activities. They emphasized that their reason was tied into the SDG goal 4 which sought to promote quality education and learning opportunities for all. With respect to building brand affinity, the display of the company's colours served as cognitive residue on the impact made by benefactors. The CSR project at Baba Yara Basic Schools was a true representation of the usage of company's colours to promote brand affinity. Bhattacharya *et al.* (2009) highlight the principle of reciprocity which causes beneficiaries of CSR initiatives to build strong ties with donor companies. On the contrary, while some of the respondents viewed the CSR intervention solely as a need-based intervention, others also deemed it as serving a dual purpose of helping the community as well as projecting their image in the community. While some respondents admit the intervention enhanced their purchase intentions of the donor company for the good work done, others believed the students, who were direct beneficiaries of the project were incapable of purchasing products from the donor company. This is no different from the case of Sudhakar & Baskaran, (2015) whose research

confirmed that beneficiary communities purchased goods and services of donor companies as a way of expressing their gratitude to them. Hence, there is a positive relationship between brand affinity as a result of a CSR project and purchase intentions.

One element that marred the ‘good deeds’ of MTN Ghana Foundation was in the area of sustainability, monitoring and evaluation. Research in CSR has argued that for CSR activities to be effectively managed there should be monitoring, measuring and reporting of performance (Bhagwat, 2011). In the case of MTN Ghana Foundation, they clearly stated rounds they made on quarterly basis to monitor and evaluate their projects in all the ten (10) regions in Ghana. In addition, the Foundation added they oversaw one hundred and thirty (135) projects nationwide in the area of education, health and economic empowerment. This venture is a herculean task which needs to be looked into by MTN Ghana Foundation. Out of the two schools that were interviewed, only Nima Cluster of Schools attested to the fact that the Foundation had come around to monitor and evaluate the performance of the facility.

Furthermore, the Foundation stated emphatically that sustainability was now replaced with a signed contract by a key stakeholder who will ensure maintenance of the facility in the long run. However, one working definition from the World Commission on Environment and Development, quoted by most scholars explains sustainable development as a development that meets the needs of the present without compromising the needs of the future (World Commission on Environment and Development, 1987). By implication, the vigour carried out by donor companies to meet the needs of the people should be sustained in ensuring the long term performance of CSR interventions. Sustainability is a CSR principle that expects companies to look beyond performing their economic and legal responsibilities to include expanding on their social and environmental sustainability in the communities they seek to help. The responses

from respondents in both schools clearly showed their insufficient funds to sustain the smooth running of the facilities in the long run. Nima Cluster of Schools for example, in less than five years, have twenty-six (26) of the computers broken down. In addition to this, the absence of an air-conditioner in the ICT Centre facilitates its wear easily. A huge amount of money is needed to put the facility in shape as it was before. However, inadequate funds render maintaining the project for future usage almost impossible. According to Eweje (2007), lack of sustainable social and economic development will always provide an unfriendly environment in spite of the major CSR projects undertaken by donor companies.

In light of these challenges encountered with sustainability, monitoring and evaluation, factors underlying these inadequacies are lack of sufficient personnel working for the Foundation as well as the enormous projects undertaken within the length and breadth of the country. MTN Ghana Foundation is a separate unit within the Corporate Affairs department of MTN. The personnel working in the Foundation are made up of six (6) staff, each in charge of the focus areas (education, health and economic empowerment) including the heads of department. Even though, staff workers also operate using an online system, the few numbers pose as a threat in handling all projects in Ghana. This year, MTN Ghana Foundation, having supported the government in developmental projects for ten (10) years keep counting the myriads of interventions they have to their credit. Yet still, monitoring and evaluating them may not be as easy as creating them.

From the discussions raised above, findings reveal that MTN Ghana Foundation is up to the task with running activities that meet local communities' needs and at the same time building their brand image. This reveals the application of the core principles of ISO 26000, which encourages all companies, to engage in CSR interventions taking into consideration community involvement

and human rights. Also, Carroll's Hierarchical Model of CSR were also taken into consideration, specifically their ethical and philanthropic responsibilities. They were also found to be diligent in engaging with their stakeholders per the theory expounded in the stakeholder theory which says that all stakeholders should be involved in the project implementation. On the contrary, the donor company needs to take a second look at ensuring sustainable implementation of their CSR projects as well as embarking on effective monitoring and evaluation processes to keep beneficiaries on their toes with regards to the maintenance of the facilities.

Under El-Gohary, Osman, & El-Diraby, (2006) classification of stakeholders, beneficiaries were identified in the category of impacted stakeholders since they were affected directly or indirectly by the development process. Thus, a justification that the stakeholder theory underpins the CSR educational projects of MTN Ghana Foundation. This also confirms their adherence to ISO 26000's principles of community development and human right of people.

They were also found to be legally responsible in that their organisation was bound by the laws of Ghana. Furthermore, their activities were deemed ethically responsible based on submissions made by respondents to be beneficial. Thus, a justification that Carroll's Hierarchical Model of CSR underpinned the study.

Meanwhile, Crowther & Aras (2008) argue that sustainability is a principle that binds all CSR undertakings. According to them, it is not enough for a donor company to help a community but to also ensure that projects undertaken can equally be useful in the future.

4.7 Chapter Summary

This chapter evaluated five themes highlighted from the interviews with respondents. Through the CSR interventions, these themes bothered on issues such as beneficiary responses to the CSR

projects, nature of involvement, project sustainability, the reasons for undertaking and challenges these CSR interventions posed. In addition, these themes were thoroughly discussed to critically analyse and arrive at a standpoint on the Foundation's intervention.

CHAPTER FIVE

SUMMARY, CONCLUSION & RECOMMENDATIONS

5.0 Introduction

This chapter summarises the findings revealed in the study on CSR initiatives by MTN Ghana Foundation. The findings were set out to answer the objectives stated in the beginning of the study. The objectives were

- To explore beneficiaries' responses and attitudes to MTN Ghana Foundation's educational projects in Nima and Ashaley Botwe.
- To explore the extent and nature of beneficiary involvement in the execution of MTN Ghana Foundation's educational projects at Nima and Ashaley Botwe.
- To examine responses from beneficiaries in Nima and Ashaley Botwe about strategies to sustain the CSR projects.
- To explore MTN Ghana Foundation's reasons for undertaking CSR projects in Nima and Ashaley Botwe.

The analysis of the findings to these objectives is summarised below.

5.1 Summary of Findings

MTN Ghana Foundation has been undertaking CSR initiatives in Ghana for the past ten years. Its focus areas are in education, health and economic empowerment. However, for the purposes of the study, the study was narrowed down to only two beneficiary communities whose plight in education was alleviated by the Foundation. Education is the backbone of development, however, the head teachers in most public schools were troubled by the lack of training resources in one area or the other to compete squarely with their counterparts in the private schools.

Beneficiaries considered the CSR intervention at Nima as timely in helping students better understand ICT as a practical-based approach. All respondents agreed that the intervention was very beneficial. Beneficiaries' responses also revealed that all stakeholders were involved in the CSR project. However, four years down the line, only fifteen of the computers are working. This poses a challenge of effective learning and teaching of the course subject. Respondents complained they had to divide the class into two, to make up for the damage. Other times, students had to share five to a computer, which gave little or no opportunities to some students.

In addition, with the maintenance of the facility, now in the hands of beneficiaries, the current situation at hand is not very encouraging. The PTA took over its maintenance after a contract was signed by key stakeholders to manage the facility. However, inadequate funds relative to the maintenance of the facility render their dues woefully inadequate to keep the facility in good shape. Letters were sent to the Foundation to step in but have proved futile. The Foundation rebutted saying they had several projects to undertake making it almost impossible for them to revisit already completed projects. Hence, this hinders progression in their line of activities.

At Ashaley Botwe as well, the same reasons for lack of proper maintenance of the structure are evident. PTA dues are scanty and cannot consistently pay a night watchman to keep an eye on the structure. A recent theft case in the school has left them in search of money to secure the services of a watchman. Furthermore, the issue of lack of continuity affected the smooth running and management of the intervention. The headmaster was transferred to another public institution which led to a sudden halt in follow-up meetings on subsequent projects to be undertaken in the school.

In a nutshell, it seems the hard work by the donor company within a matter of few years are degenerating because of the major gap of sustainability that has been removed from the system.

The Foundation should revisit this issue and devise ways and means of making their projects see the light of day.

5.2 Limitations to the Study

First of all, the researcher found it difficult to contact some of the key informants who contributed in the decision making process of the CSR intervention in both schools. These stakeholders were foreigners who had returned to their countries. Efforts to reach out to them via mail or any social media platform proved futile. Hence, their responses would have enriched the findings of this study.

5.3 Conclusions

The study found out that the Foundation's intervention came as a blessing to the beneficiaries. It was also revealed that beneficiaries will accept CSR interventions since they met their needs. Responses for CSR interventions were found to vary based on different geographical locations. Beneficiaries' responses and attitudes also demonstrated the relevance of the intervention to the community. While, some CSR projects were used for supplementary purposes other than meeting the educational needs of beneficiaries. Even though CSR projects were undertaken in particular communities, adjoining communities also benefitted from the intervention. Beneficiaries were generally actively involved in the decision making process from the initial stage through the final stage. In addition, MTN Ghana Foundation, a separate unit of MTN Ghana demonstrated its economic responsibility to the public through funds accrued from 1% of profit after tax allocated to corporate social investment.

The lack of maintenance and sustainable initiatives was a challenge identified in the study, leaving the intervention to deteriorate after a few years. While some respondents blame the Foundation for not helping them manage the facility, others understand that since a contract was

signed to claim total ownership of the facility, the Foundation should not be blamed; since they argue they have done their part.

MTN Ghana Foundation's mission is to brighten the lives of people living in the community. However, findings show this mission is short-lived. Thus, they succeed in brightening the lives of their beneficiaries for a short period of time after which they are left on their own. In Nima for example, fourteen computers are functioning out of the forty donated by the Foundation. The School's administration is posed with financial challenges to revamp the facility. The children as well have to suffer the consequences of sharing a computer with their peers or may not even have their turn due to time.

It appears the donor company is interested in making their brand known in these communities in subtle ways. They indicated that their reasons for carrying out CSR projects were to meet the needs of people as well as establish brand affinity with the local community. This was observed in the study, taking into consideration the MTN colours used to paint the chairs and tables of the KG classroom at Ashaley Botwe, as well as the MTN plaque embossed on the building of the KG block.

In the long run, CSR projects die as soon as donors leave the facility in the hands of beneficiaries. Beneficiaries are therefore expected to practice self-reliance in sustaining and maintaining projects donated to them. However, a more appreciable approach would be for MTN Ghana Foundation to assist these beneficiaries in raising funds to support the project or better still, educating and training them on strategies geared towards revamping the facility for the sake of posterity.

Bagire *et al.*, (2011) were of the view that CSR was a strategic means of marketing rather than meeting the needs of the people. This is partially reflective in the case of MTN Ghana Foundation. They admitted they undertook CSR activities to market their brand but they also sought to meet the needs of the people concurrently. Since the Foundation needs to be economically responsible, it would not be out of place if they market themselves but are also mindful of the need to apply ISO 26000 regulations.

According to Prayogo (2013) for CSR to be effectively measured, the local community, as well as the corporation, should be considered proportionally. This was effectively executed by the donor company. They underwent series of meetings with key stakeholders who made useful contributions for the major decisions they took. This explains why the Foundation was able to meet the needs of the people in the local communities as against a study conducted by Mbirigenda and Msoka (2015) in the previous literature reviewed. The stakeholder theory was thus applied in these CSR interventions.

Despite the major CSR development projects carried out in host communities, the lack of sustainable social and economic development will always stimulate an unfriendly environment from beneficiaries (Eweje, 2007). MTN Ghana Foundation were not up to the task when it came to putting in place sustainable social and economic development programmes to empower their beneficiaries to man the projects. This initiative that was missing in their mission to brighten the lives of beneficiaries rather left them in agony and acrimony against the donor company in the long run. Their goods deeds have rather been imprinted on the minds of the people as a huge project they need to revamp.

5.4 Recommendations

Further studies may examine a comparative case study between two multinationals in Ghana or even a multiple case study to ascertain whether the results produced in one company will be replicated in other companies. In this study, the single case study approach chosen over the multiple case study approach raised concerns of generalization and replicability of the study. This is because only MTN Ghana Foundation was used as a case study amongst a myriad of other companies who undertake CSR projects in local communities such as Vodafone, Tigo, SIC Life Insurance Company and other competitors in the CSR business. This makes information subjective and only associated with the said company.

Subsequently, studies may consider a quantitative approach or mixed methods to investigating beneficiary response of CSR activities in Ghana. The results revealed will be collated from a vast amount of data that may produce different results.

Additionally, it may be interesting to know how other donor companies in Ghana are keen on maintaining sustainable developmental projects on CSR activities. If they do, what measures are these multinationals putting in place to curb the issue of sustaining projects by beneficiaries. MNCs that engage in CSR interventions could therefore consider curbing the issue of sustainability by empowering beneficiaries to adapt a maintenance and sustainable culture that trains them to be financially prudent in their funds in order to invest into these projects.

Future studies may also consider sustainability involving the larger community rather than the community's dependence on multinationals for donor aids. Thus introducing the concept of self-reliance amongst beneficiaries which helps reduce the burden that would have been carried by donor companies.

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APPENDICES

Appendix 1. Interview Guide

I am Nartekie Azina-Nartey, a student of the University of Ghana pursuing a master's degree in Communication Studies. My course requires that I submit a research paper in partial fulfillment of the requirements for the award of a master's degree in Communication Studies. I am conducting a study on "Beneficiary Response to Corporate Social Responsibility (CSR) – A case study of MTN Ghana Foundation." The data collected will be used for academic purposes only. I request your voluntary participation in the study and wish to assure you that your responses would be treated with utmost respect and confidentiality. Thank you for your care and assistance.

Part A

1.0 INTERVIEW WITH MTN GHANA FOUNDATION

- 1.1 What is your name?
- 1.2 What position do you occupy in MTN?
- 1.3 How long have you been working with the company?

2.0 GENERAL INFORMATION ABOUT MTN

- 2.1 What are the main businesses of MTN?
- 2.2 How has the company evolved within the last few years?

1.0 INFORMATION ABOUT MTN GHANA FOUNDATION

- 3.1 Does the company have any form of CSR policy? If so, is the policy codified?
- 3.2 What is the extent to which the CSR policy is tailored to meet the overall mission of the company?
- 3.3 Does the company have a separate unit that deals with CSR?
- 3.4 Is there a change in the company's operation of CSR since it was implemented?

- 3.5 What specific type of CSR activities does the company engage in and what motivated the choice of those projects?
- 3.6 How consultative were the processes for selecting Nima Cluster of Schools and Baba Yara Mandela School?
- 3.7 Can you identify challenges your company has faced with respect to Nima Cluster of Schools & Baba Yara Mandela School how was it curbed?
- 3.8 What percentage of the budget *allocated* to Nima Cluster of Schools and Baba Yara Mandela School relative to the foundation's budget?
- 3.9 What do you believe has been the main benefits for beneficiaries at Nima Cluster of Schools and Baba Yara Mandela School?

4.0 PROJECT SUSTAINABILITY

- 4.1 Is there system of monitoring and evaluation and who is involved in these processes?
- 4.2 What are the components for monitoring and evaluation?
- 4.3 Are there any specific strategies for monitoring and evaluation?
- 4.4 Has a proper section been devoted to sustainable engagement in the report?

5.0 DEGREE OF BENEFICIARY INVOLVEMENT

- 5.1 Was level of beneficiaries' input included into the finalization of the project?
- 5.2 Are beneficiaries required to express their opinion on the reliability of the information displayed?
- 5.3 How does the communication between all the stakeholders involved take place?

PART B

6.0 INTERVIEW WITH BENEFICIRIES

- 6.1 What is your name?
- 6.2 What position do you occupy in the school/community?
- 6.3 How long have you been working in the school/community?
- 6.4 Indicate which CSR project you have received from MTN Ghana Foundation?
- 6.5 What do you understand by the concept of CSR, in your perspective?

6.6 How did your institution hear about MTN Ghana Foundation?

6.7 What influenced your decision in accepting their support?

6.8 Who were the stakeholders involved in the decision-making process?

6.9 What were the steps involved in the process?

7.0 BENEFICIARY ASSESSMENT

7.1 How beneficial was the CSR project to your institution?

7.2 Who maintains the facility?

7.3 Are you happy about the project?

7.4 In case of any wear, tear or depreciation, does MTN Ghana Foundation still come to your aid?

7.5 How has this project contributed to students' academic performance?

7.6 Do you think MTN Ghana Foundation engages in CSR activities to project the image of their brand or to meet the needs of your local community?

7.7 What experiences have influenced your perspectives on CSR?

7.8 What in your view informed MTN Ghana Foundation to choose your school?

8.0 PROJECT SUSTAINABILITY

8.1 Is there system of monitoring and evaluation and who is involved in these processes?

8.2 What are the components for monitoring and evaluation?

8.3 Are there any specific strategies for monitoring and evaluation?

8.4 Has a proper section been devoted to sustainable engagement in the report?

Below is a summary of the date of interview, the duration, the portfolio, the number of times the interview was conducted as well as the institution in which the interview occurred.

Table 2

Date of interview	Portfolio of Interviewee	Name of Institution	Number of times of Interview	Duration of Interview
10/07/2017	Economic Empowerment Advisor	MTN Ghana Foundation	2	10min : 35sec 02min : 36sec
06/09/2017	Head teacher	Nima '2' Basic School	1	21min : 19sec
06/09/2017	PTA Chairman	Nima Cluster of Schools	1	04min : 10sec
12/09/2017	ICT Teacher	Nima '2' Basic School	1	05min : 29sec
12/09/2017	Students	Nima Cluster of Schools	2	04min : 12sec 10min : 17sec
13/09/2017	ICT Teacher	Nima '1' Basic School	1	14min : 12sec
13/09/2017	Kindergarten Teacher	Baba Yara Basic School	1	09min : 38sec
14/09/2017	Former Head teacher	Baba Yara Basic School	1	41min : 33sec
15/09/2017	Education & Social Media Advisor	MTN Ghana Foundation	2	04min : 45sec 07min : 12sec

PROFILE OF RESPONDENTS

The two schools that benefited from MTN's CSR educational intervention were Nima Cluster of Schools and Baba Yara Basic School in Nima and Ashaley Botwe respectively.

Head teacher for Nima '2' Basic School: The respondent has been the head teacher of Nima '2' Basic School for seven years and ten years still as a head teacher in other schools. He holds a Bachelor's degree in Psychology from the University of Cape Coast and a Master's degree in Adult Education from the University of Ghana, Legon in 2008.

ICT teacher for Nima '1' Basic School: The respondent has been working as a teacher in Nima '1' Basic school for three years as a Mathematics teacher and one year as an ICT teacher. He holds a Bachelor's degree in Mathematics and Special Education from University of Education, Winneba.

ICT teacher for Nima '2' Basic School: The respondent has taught ICT in the school for almost three years. She holds a Bachelor's degree in Psychology from the University of Ghana, Legon in 2003.

PTA Chairman for Nima Cluster of Schools: The respondent has been the PTA Chairman for the school for twelve years. He is a Muslim religious head in the Nima community and a Senior High School (SHS) graduate from Tema Senior High School.

Student 1: The respondent is a Form two student who lives at Mamobi and comes to the school from Mondays to Fridays. He enrolled in Nima Cluster of Schools in class six. At the time, the Foundation had already commissioned the ICT centre.

Student 2: The respondent is a final year student of Nima '2' Basic School who also resides in Nima. He began this school right from KG and was a witness to the Foundation's intervention in the school.

In July 2012, Baba Yara Basic School at Ashaley Botwe received for the kindergarten, a brand new television set, a number of chairs and tables as well as a KG structure built by MTN Ghana Foundation. Out of the key stakeholders that contributed immensely to the completion of the projects, the former head teacher and a KG teacher gave responses to enhance the findings of the study. The respondents from Baba Yara Basic School who were interviewed two (2) in all.

Former Head teacher for Baba Yara Basic School: The respondent was posted to Baba Yara Basic School in January 2009 as the fourth head teacher at the Baba Yara Primary School and his first place of work after his appointment as a head teacher. He has an MA in Regional Institute for Population Studies (RIPS) at the University of Ghana, Legon and holds a Bachelor's degree in Mathematics and Special Education from the University of Education, Winneba. He was later transferred to La Nkwantanang 6 Basic School in October 2014.

KG teacher: The respondent has been teaching the Kindergarten for five years. She holds a Bachelor's degree in Education at the St. Theresa's College of Education, Hohoe.