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Contributions of Corporate Social Responsibility on Infrastructure Improvements in Public Primary Schools in Tanzania

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A B S T R A C T

Objective –This study examines the contributions of Corporate Social Responsibility (CSR) initiatives on educational infrastructure improvements in Tanzanian public primary schools. Using Stakeholder Theory, it identifies discharged CSR initiatives and evaluates their contributions on infrastructure improvements.

Design/Methodology –A descriptive cross-sectional design was adopted, utilized convergent parallel mixed-methods approach. Quantitative data were collected from 378 respondents, while qualitative data were obtained through key informant interviews and focus group discussions.

Results –The study found that CSR initiatives significantly improve the availability, adequacy, and status of infrastructure, particularly in the construction of classrooms, toilets, and provision of Teaching and learning materials ($p < 0.05$). However, CSR contributions were limited in improving the teaching and learning environment and misaligned with educational priorities. Critical gaps remain in ICT facilities, fencing, and infrastructure for learners with special needs. It recommends expanding CSR initiatives to include special needs facilities, ICT, and address challenges for sustainable infrastructure improvements.

Research limitations/implications –The findings are limited to a single district and may not be generalizable across diverse contexts. Future research should explore long-term impacts and scalability.

Novelty/Originality –This study contributes to the body of knowledge by examining CSR initiatives in education, offering practical, scalable strategies for improving infrastructure in resource-constrained settings.

Keywords: Corporate social responsibility, education infrastructure, education

1. Introduction

Corporate Social Responsibility (CSR) is a concept that has endured and continues to grow and positively impact the community (Azhar and Azman, 2021). It refers to voluntary actions by businesses to improve societal well-being beyond what is legally required (Lee *et al*., 2024; Wirba, 2024). The World Business Council for Sustainable Development (WBCSD) defines CSR includes ethical conduct, economic development, and improving the quality of life for employees, their families, and local communities (Camilleri and Carroll, 2024). Rajan (2024) that one of the key areas of focus for CSR initiatives is education, where business involvement helps to address funding and infrastructure gaps, especially in rural and underserved areas where government services are inadequate.

Globally, CSR initiatives have played a significant role in supporting educational development, particularly in under-resourced communities (Ugobueze, 2024). Across various regions including Europe, Asia, and Africa, CSR efforts have focused on improving educational infrastructure, providing essential learning materials, and enhancing access to resources like clean water and digital technology. Studies from Russia, India, and several African countries demonstrate that these initiatives contribute to greater inclusivity, improved learning outcomes, and increased school attendance, especially in areas with limited government support (Bamiatzi *et al*., 2024; Obiako, 2024; Fusheini *et al*., 2023; Thakur, 2021).

CSR initiatives have been crucial in upgrading school infrastructure, which are essential for providing quality education (Fusheini *et al*., 2023). Further study by Lombo and Subban (2024) showed that well-maintained and adequately equipped schools positively influence pupil performance, teacher effectiveness, attendance, and motivation. Additionally, Chipangura (2023) emphasized that without proper educational infrastructure significantly hinders educational achievement, even when both teachers and pupils are committed. This highlights that access to quality educational infrastructure is crucial towards developing individuals' well-being, transforming into communities and national development.

Despite the Tanzanian government's efforts to enhance the quality of education at all levels, many public primary schools, particularly those in rural areas, continue to face significant infrastructure challenges (Philip, 2024). These include poor and

inadequate classrooms, poor sanitation, limited learning materials, and inadequate access to modern technology (Mrema, 2024). Such challenges hinder provision of quality education, leading to limited access to modern learning tools and affecting pupil academic performance (Ndijuye *et al.*, 2024). These on-going challenges highlight the urgent need to improve infrastructure for better learning environments.

Studies in Tanzania, such as those by Gillo *et al*. (2023) and Chikowore (2022) emphasize the significant impact of CSR initiatives in addressing educational gaps and complementing government efforts in education. Amani (2023) and Sagabho and Asha (2022) also highlight that the most CSR initiatives in education focus on school infrastructure, including the construction and renovation of classrooms, toilets, and teacher housing. Furthermore, Kikwiye (2021) reports that CSR contributions in education encompassed construction and renovation of classrooms, toilets, dormitories, staff houses and offices, better water systems, provision of teaching and learning materials, scholarships for underprivileged pupils, and integrating technology, and supporting teacher training.

However, while CSR initiatives are acknowledged for addressing educational challenges and gaps in Tanzania, their exact contributions on educational infrastructure improvements in public schools remain underexplored. This gap highlights the need to examine the contributions of CSR initiatives on educational infrastructure improvements. Therefore, this study examines the contributions of CSR initiatives to educational infrastructure improvements in public primary schools in Tanzania. It identifies implemented CSR initiatives and evaluates their contributions on educational infrastructure improvements.

By examining the contributions of CSR initiatives such as construction of classrooms, improving sanitation, and integrating digital facilities, this study addresses a literature gap and offers valuable insights for policymakers, education stakeholders, and development partners. It aims to provide practical insights into the effectiveness of CSR in addressing both immediate and long-term educational infrastructure needs. The findings aim to align CSR initiatives with school needs, promote sustainable investments, improve teaching and learning environments, reduce educational disparities, and inform future research and practical efforts in similar educational contexts. This study is organised as follows: section 1 covers the introduction, justification and objectives. Section 2 outlines the guiding theory and hypotheses; Section 3 details the methodology and data; Section 4 presents key findings; and Section 5 provides conclusions and recommendations.

2. Literature Review, Theoretical Framework, and Hypotheses Development

2.1. Conceptualization of Key Concepts

This study adopts the following guide to the understanding and operationalization of key terms:

2.1.1. Corporate Social Responsibility (CSR)

CSR refers to strategic and voluntary actions undertaken by businesses to contribute positively to society beyond legal and economic obligations (Ashurov *et al*., 2024). Specifically, in the context of this study, CSR refers to corporate contributions aimed at improving community well-being, with a focus on improving educational infrastructure in public primary schools. These initiatives include, but not limited to infrastructure development, material donations, and sanitation facilities.

2.1.2. Educational Infrastructure

Education infrastructure is understood as the set of physical and organizational resources that enable the delivery of quality education Udeze (2024). For purpose of this study, educational infrastructure encompasses all physical and technical elements that contribute to creating a conducive learning environment. These include buildings and classrooms, sanitation, ICT tools, electricity, water, security, learning resources, furniture and equipment, accessibility, and support structures.

2.1.3. Infrastructure Improvements

According to Udeze (2024) and Ebekozien *et al.* (2023), infrastructure improvements include upgrades, repairs, or expansions of physical and structural components of a system. In this study, the term refers to development in the infrastructure of public primary schools, assessed in terms of availability, adequacy, and physical condition. These improvements aim to reduce challenges, address existing gaps, and enhance the teaching and learning environments.

2.1.4. Public Primary Schools

The government of Tanzania has committed to provide fund, operate and provide fee-free basic public education in primary and secondary schools (Philip, 2024). Therefore, this study refers public primary schools as schools operated, managed and funded by government to provide basic education to young children from standard one to standard seven.

2.2. Guiding Theory

Stakeholder Theory, developed by R. E. Freeman in 1984, posits that a corporation's success should be measured not only by its profitability but also by the value it creates to all stakeholders like shareholders, employees, customers, suppliers, communities, and governments (Awa *et al*., 2024). In the context of this study, key stakeholders include public primary schools, local communities, pupils, teachers, and government authorities. The theory supports the role of CSR in education by framing it as social responsibility to these groups (Mu *et al*., 2024). Under Stakeholder Theory, CSR investment in educational infrastructure is seen as a long-term investment in community development and human capital, fostering goodwill and societal stability factors that ultimately benefit the company as well (Mamo *et al.*, 2024). The theory emphasizes addressing the needs and expectations of affected stakeholders by evaluating CSR initiatives based on infrastructure availability, adequacy, learning environment improvements, and the ability to address local educational challenges. It provides a theoretical basis for examining the significance and impact of CSR initiatives on educational infrastructure improvements in Tanzanian public primary schools.

2.3. Hypotheses Development

In developing hypotheses, the study focused on various dimensions of educational infrastructure including availability, adequacy, and condition. Additionally, it examines broader impact on infrastructure improvements on teaching environments, educational needs, and challenges in public primary schools.

2.3.1. CSR Initiatives and Availability of Education Infrastructure

Education infrastructure is crucial in enhancing quality education in developing countries, especially in public schools (Ajani, 2023). Recent studies emphasize the vital role of CSR in improving educational infrastructure in public primary schools across developing countries. Thombare (2024) and Dasgupta *et al*. (2023) found that CSR initiatives contribute on improving school buildings and availability of learning materials. Ebekozien *et al*. (2025) and Mamo et al. (2024) noted that CSR initiatives contributed to improved educational infrastructure. In Tanzania, Msambali and Mwonge (2025) and Suluo (2024) highlighted that CSR initiatives focus on availability of school facilities. However, Leena et al. (2023) argued that despite CSR support in education, these initiatives often lack sustainability and relevance to community needs, limiting their long-term impact on educational infrastructure. Based on these studies, it was hypothesized that:

H1a: CSR initiatives have positive and significant improvement on the availability of educational infrastructure.

2.3.2. CSR initiatives and Adequacy of Educational Infrastructure

CSR is increasingly acknowledged as a key driver in improving education, especially in underserved areas, by enhancing the adequacy of educational infrastructure, including facilities, learning materials, and safety. Empirical studies reinforce these contributions. Omondi (2024) reported that CSR efforts in Kenya enhanced infrastructure through the construction of classrooms and modern facilities. Ebekozien *et al*. (2023) and Fusheini e*t al*. (2023) found that CSR immensely contribute various facilities, including infrastructure, helping bridge the gap between disadvantaged and better resourced schools. However, Ebekozien *et al*. (2025) and Udeze (2024) argue that CSR investments in education are periodic and driven by corporate image-building rather than actual developmental goals, and fail to address systemic issues like adequacy gaps in educational infrastructure, and long-term support. Given this mixed evidence, it was hypothesized that:

H1b: CSR initiatives significantly improve the adequacy of educational infrastructure.

2.3.3. CSR Initiatives and Improvements of Status of Educational Infrastructure

CSR has become a key strategy for businesses to support social development, with emphasis on enhancing educational infrastructure covering school facilities, learning resources, and teacher training. These efforts contribute to improved learning environments, increased pupil engagement, and greater teaching effectiveness. Apla *et al*. (2024) and Ugobueze (2024) highlighted that CSR initiatives including donation of educational materials and constructing school buildings improved the status of education in underfunded schools, leading to improved pupil attendance and academic performance. In contrast, Aivaz *et al*. (2024) and Wahyuni *et al*. (2024) argue that CSR initiatives in education tend to focus on highly visible, short-term activities such as constructing buildings, while neglecting systemic issues like school conditions and educational equity, ultimately limit improving long-term educational outcomes like pupil performance. Given the above mixed evidence, it was hypothesized that:

H1c: CSR initiatives have a significant positive improvement on the status of education infrastructure.

2.3.4. CSR Initiatives and Improvement of the Teaching and Learning Environments

The teaching and learning environment plays a vital role in shaping educational outcomes, and CSR initiatives such as upgrading school infrastructure like building classrooms, improving sanitation, and providing furniture which enhance education quality through teacher training, educational materials, and technology. These efforts foster pupil comfort, participation, and better learning outcomes by addressing both physical and non-physical educational needs. Aivaz *et al*. (2024) and Anam *et al*. (2024) found that CSR contributes to enhance teaching practices and improved student access to learning resources. In contrast, Akter and Akter (2024) highlighted that CSR initiatives often focus on short-term enhancements like training without ensuring sustainability, leading to inconsistent benefits and limited long-term improvements in learning environments. Based on given empirical evidence, it was hypothesized that:

H1d: CSR initiatives have positive and significant improvement in teaching and learning environment by improving educational infrastructure.

2.3.5. CSR Initiatives and Addressing Educational Needs

CSR initiatives play a crucial role in improving educational infrastructure, particularly in developing countries. These efforts enhance access to quality education, thereby meeting the educational needs of communities. Ashurov *et al*. (2024) and Ebekozien *et al*. (2023) argued that CSR investments by firms such as scholarships and school construction positively impact both educational access. Likewise, Msambali and Mwonge (2025) in Tanzania emphasized that consistent CSR spending contribute to meet specific needs of teachers and pupils. In contrast, Anam *et al*. (2024) claimed that despite increased CSR spending, such initiatives often fail to align with actual needs of educational institutions, resulting in limited improvements in access to quality education. Based on these studies, it was hypothesized that:

H1e: CSR initiatives positively and significantly meet educational needs through educational infrastructure improvement.

2.3.6. CSR Initiatives and Education Challenges

In addressing community needs, CSR initiatives includes tackling various educational challenges (Prabhu and Aithal, 2023). Several studies suggest the positive impact of CSR initiatives on addressing challenges such as dropout rates, absenteeism, and gender disparities. Hinduja *et al*. (2023), Singh and Blessinger (2023) and Jasińska and Jasiński (2022) highlighted that CSR initiatives focus on addressing urgent challenges like lack of infrastructure and other barriers that hinder access to education. In contrast, Ogunjimi and Adeteju (2024) asserts that CSR initiatives in education are frequently focused on short-term needs while failing to address fundamental issues like underfunding, persistent challenges like dropout rates, early marriage, and low enrollment. Therefore, it was hypothesized that:

H1f: CSR initiatives have a positive and significant impact on reducing educational challenges by improving educational infrastructure.

2.4. Conceptual Framework

TThis conceptual framework examines how CSR initiatives influence infrastructure improvements in public primary schools. It suggests that corporate efforts such as constructing or renovating classrooms, toilets, and dormitories, and providing teaching and learning materials, ICT, and sanitation facilities positively contribute to school infrastructure improvements. These improvements enhance the availability, adequacy, and status of facilities, improve teaching and learning environments, reduce

infrastructure-related challenges, and meet educational needs, thereby contributing to overall educational quality in public primary schools in Tanzania.

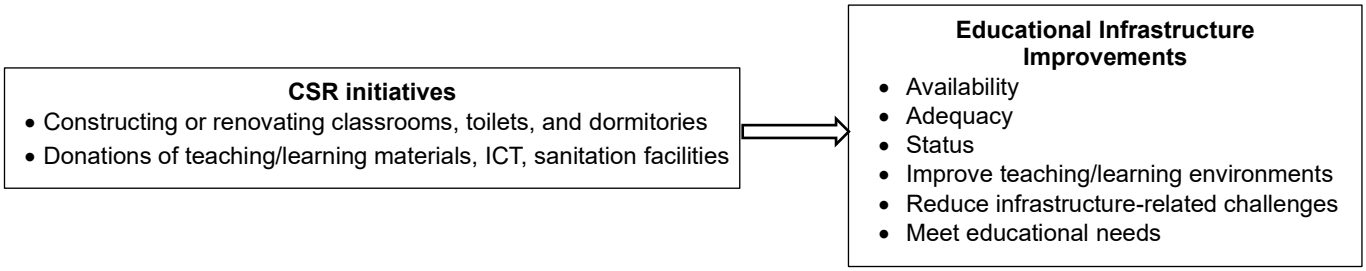

Figure 1: Conceptual Framework

3. Research Method

This study adopted a descriptive cross-sectional research design, chosen for its suitability in gathering and analyzing data from a representative population at a single point in time (Basnet et al., 2024). The design supported the use of a convergent parallel mixed-methods approach, which integrates both quantitative and qualitative methods to mitigate the limitations of using only one method (Al-otaibi *et al*., 2024; Dawadi *et al*., 2021). The quantitative component aimed to test hypotheses regarding the role of CSR in infrastructure development, while the qualitative aspect provided deeper insights into the nature and impact of CSR interventions (George *et al*., 2024).

Ngorongoro District in Arusha Region was selected due to its critical challenges in educational infrastructure, particularly in its remote and underserved communities. Public primary schools in the area often lack adequate classrooms, sanitation facilities, and learning materials, all of which hinder the delivery of quality education. These deficiencies are linked to broader social problems such as inconsistent school attendance, early pregnancies, and child marriages (Ndibalema, 2022; Suluo *et al*., 2020). In this context, CSR efforts by corporations present a significant opportunity to explore how such interventions address infrastructure-related barriers in education. Insights from this research can guide policy-making, improve stakeholder collaboration, and offer a scalable model for similar settings.

The study target population was teachers and pupils (N = 40 600, comprising 40 051 pupils and 549 teachers) from public primary schools in Ngorongoro district. The unit of analysis was the public primary schools supported by CSR initiatives and as direct beneficiaries, allowing an assessment of CSR's impact on infrastructure elements like classrooms, toilets, water supply, and furniture. The units of observation included pupils and teachers who are directly involved in or affected by CSR interventions. A sample of 381 respondents (240 pupils and 141 teachers) was determined using Cochran's formula (1977).

$$n = \frac{z^2 Npq}{e^2 N + z^2 pq}$$

The calculation based at 95% confidence level, a sampling error (e) of 0.05, and a proportion (p) of 0.5 (Deng *et al*., 2024; Mweshi and Muhyila, 2024), to ensure accurate representation of the population, data's reliability and result quality unlike methods assuming infinite (Hasan and Kumar, 2024). The sample was proportionately distributed as shown in Table 1.

Table 1: Sample Distribution Among Teachers and Pupils

	Population size, N	Sample size, n_0	Sample size proportion, $p_0 = \frac{n_0}{\sum n_0}$	Required sample size, np_0
Teachers	549	226	0.37	141
Pupils	40 051	381	0.63	240
	N = 40 600	$\sum n_0 = 607$	1.00	n = 381

Schools were stratified across eight selected wards namely Arash, Enduleni, Nainokanoka, Ngorongoro, Oloipiri, Orgosorok, Ololosokwan, and Soitsambu. From each ward, two public primary schools with CSR involvement were purposively selected. In order to minimize bias, a simple random sampling used to choose teachers and pupils from selected schools (Dwivedi, 2024). Inclusion of teachers and pupils based on the direct benefits they get from CSR facilities on their daily teaching and learning process (Septiana et al., 2023; Ion and Hamburda, 2020). Pupils from grade five, six and seven were included, as they are mature enough to articulate their experiences made them ideal for offering informed feedback on the effectiveness of these interventions.

Key informants (KIs) with expertise in CSR initiatives were purposively chosen to provide qualitative insights on infrastructure improvements that not fully captured through surveys (Kyngäs, 2020). The KIs included head teachers and school committee members from each school, Ward Education Officer (WEO), and business representatives. Head teachers and WEOs contributed administrative perspectives due to their roles in overseeing education and CSR activities in public primary schools. School committee members offered community views on school development and CSR engagement. Business representatives provided insights, including project objectives, implementation strategies and encountered challenges.

Quantitative data were collected using a structured questionnaire that was pre-tested to ensure clarity and improve reliability (Berggren et al., 2024; Mahmoud et al., 2024). The structured questionnaire was chosen due to its efficiency and high response rate (Tracy, 2024). The pre-test involved 40 respondents (24 pupils and 16 teachers) from schools similar to the main study group. This step followed Menon et al. (2021) recommendation of testing at least 10% of the sample size. In the main survey, 378 questionnaires were collected (240 pupils and 138 teachers), achieving a 99.2% response rate, exceeded 50% threshold for valid and meaningful results (Ali et al., 2021).

Qualitative data were collected through interviews and focus group discussions (FGDs) to capture personal experiences and on the insights contributions of CSR initiatives on infrastructure improvements (Adley et al., 2024). Structured interview guides were used with Head teachers, firm representatives, and WEOs to allow for in-depth responses. FGD guides were used with village leaders and school committee members to gain deeper understanding of group attitudes and community views (Susanto et al., 2024). Each FGD had 8 participants, lasted 35-70 minutes, and included two groups - one from wards within the Ngorongoro Conservation Area Authority, and another from outside, enabling comparative analysis. This method followed Aitsidou et al. (2024) recommendation that FGD should involve 2 – 6 sessions with 4 – 12 participants to facilitate meaningful discussions.

Qualitative data were analysed using content analysis to extract valuable insights on CSR contributions to infrastructure in public primary schools. It involved recording responses, identifying key themes, interpretation of meanings, organize complex data into clear and similar findings, and remove irrelevant items (Nicmanis, 2024). Quantitative data were analyzed through descriptive statistics to identify CSR initiatives, and binary logistic regression adopted from Lyu et al. (2024) was applied to test hypotheses regarding the relationships between a binary dependent variable (educational infrastructure improvements) and multiple predictor variables (CSR initiatives). The model is presented in equation (2).

$$Y = log \left|\frac{pi}{1-pi}\right| = Li = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \beta 5X5 + \ ... + \beta nXn$$

Pi = the likelihood of infrastructure improvements happening, 1 – pi = the probability of the event not occurring. In the equation, β0 = constant term, β1 – βn = the coefficients associated with the independent variables, n = number of independent variables and, X1 - X6 = the independent variables.

Table 2: Description of Variables

Variable	Type	Description	Indicators
CSR initiatives	Independent Variable	Voluntary efforts by companies to support education.	- Construction/renovation of buildings, classrooms, toilets, dormitories, ICT, sanitation. - Donated teaching/learning material.
CSR initiatives to improve availability (CIA).		Initiatives to ensure accessibility and well-equipped.	
CSR initiatives to improve adequacy (CFA).		Initiatives to ensure infrastructure are sufficient.	
CSR initiatives to improve status (CFS).		Initiatives to enhance the condition of infrastructure.	
CSR initiatives to improve teaching/learning environment (CTL).		Initiatives to enhance the conducive teaching and learning process.	
CSR initiative to reduce educational challenges (CRC).		Initiatives to address/minimize challenges.	
CSR initiatives to meet educational needs (CMN).		Initiatives to address education needs.	
Educational Infrastructure Improvement (EII).	Dependent Variable	Improved physical facilities due to CSR initiatives (availability, adequacy, status, teaching/learning environment, reduce challenges, meet needs) = 1; Not improved = 0	- School buildings, classrooms, toilets, staff houses/offices, dormitories built/renovated. - Improved teaching/learning materials, ICT facilities

The estimation carried out is as shown in equation (3).

$$EII = log \left|\frac{pi}{1-pi}\right| = Li = \beta 0 + \beta 1CIA + \beta 2CFA + \beta 3CFS + \beta 4CTL + \beta 5CRC + \beta 6CMN$$

To ensure the reliability of the binary logistic regression model, key assumptions were tested. Tested assumptions included sample size adequacy, outlier presence, and multicollinearity (Beacom, 2023). Multicollinearity was not a concern, with all correlation values below 0.8, tolerance values above 0.10, and VIFs remained within acceptable range of -4.0 to 4.0. A scatterplot of standardized residuals indicated no significant outliers, with all values falling between -3.3 and 3.3. Based on the sample size guideline by Pallant (2011), a minimum of n > 50 + 8m is recommended, where m is the number of predictors. With six predictors (m = 6), at least 98 participants were required. Actual sample size of 378 exceeded this threshold, supporting the model's reliability and interpretability.

4. Results and Discussion

4.1. Discharged CSR initiatives

The descriptive statistics in Table 3 presents the most and less implemented CSR initiatives in the study area as perceived by pupils and teachers in public primary schools. High ratings for classroom construction (84.4%), toilets (81.0%), and teaching materials (80.7%) suggest that CSR has prioritized highly needed educational infrastructure. Teachers and pupils generally agree on these benefits, although pupils often rate initiatives higher, likely reflecting their direct experiences. However, notable perception gaps exist. For instance, pupils valued teachers' house more than teachers themselves, signifying a difference between

appearance and practical functionality. Similar disparities appear in ratings for water and electricity, where pupils reported higher satisfaction than teachers, possibly due to limited or varying service.

Moderately rated areas such as sports facilities and sanitation indicate uneven implementation, while dormitories received limited recognition, likely due to their rarity in primary schools. Most concerning are the extremely low ratings for ICT facilities (30.7%), fencing (26.2%), and special needs infrastructure (1.3%), highlight significant neglect of ICT facilities, school safety, and facilities for persons with special needs. The findings were further supported by Key Informants Interviews (KIIs), that the most implemented CSR initiatives in public primary schools include desks, chairs, sports facilities, construction/rehabilitation of classrooms, toilets, staff houses/offices, water supply targeting to improving the well-being in supported schools. The findings are line with Thakur (2021) who found that CSR initiatives discharged in schools help to bridge gaps in a wide range of facilities, supplies, and infrastructure, and create more conducive environment.

Table 3: Discharged CSR initiatives

Donated CSR Facilities	Response by Respondents			Rank
	Teachers (n= 138)	Pupils (n = 240)	Overall (n = 378)	
	%	%	%	
Classrooms	87.0	82.9	84.4	1
Toilets	76.8	83.3	81.0	2
Teaching / Learning Facilities	72.5	85.4	80.7	3
Teachers' Houses / Offices	65.2	84.2	77.2	4
Sports Facilities	63.0	68.8	66.7	5
Water / Electricity Facilities	45.7	75.0	64.0	6
Sanitary Facilities	47.8	54.6	52.1	7
Dormitories / Hostels	20.3	37.9	31.5	8
ICT Facilities	27.5	32.5	30.7	9
Fencing	22.5	28.3	26.2	10
Facilities for Special Needs Persons	3.6	0	1.3	11

4.2. Contributions of CSR Initiatives on Infrastructure Improvements

The results presented in Table 4 and 5 are based on teachers' and pupils' opinions on the contributions of CSR initiatives on infrastructure improvements. Omnibus Test indicates that all p-values are highly significant ($p < 0.001$), indicating that each model (pupils, teachers, and overall) is statistically significant. This implies that the predictors used in the models meaningfully contribute to explaining the outcome variable (i.e., the presence or absence of a condition or response). Hosmer and Lemeshow Test (Goodness-of-Fit) indicates that all p-values > 0.05, which means there is no significant difference between observed and expected values in any model. Therefore, the models have a good fit the predicted probabilities align well with the real data. Among pupils, the Cox and Snell ($R^2 = 0.649$) and the Nagelkerke ($R^2 = 0.892$) imply that CSR initiatives explain between 64.9% and 89.2% of the variance in infrastructure improvements. For teachers, the Cox and Snell ($R^2 = 0.530$) and the Nagelkerke ($R^2 = 0.834$), suggesting that CSR efforts account for 53.0% to 83.4% of the observed variation. In the combined model, the Cox and Snell ($R^2 = 0.609$) and the Nagelkerke ($R^2 = 0.864$), indicating that CSR activities contribute to explaining between 60.9% and 86.4% of the changes in infrastructure improvements.

Table 4: Binary Logistic Regression for Teachers and Pupils

CSR Initiatives Focused to Improve	Teachers (n = 138)					Pupils (n = 240)			
	df	β	Wald	Sig.	Exp (β)	B	Wald	Sig.	Exp (β)
Availability	1	4.27	1.40	0.002	12.36	2.01	18.74	0.000	24.60
Status	1	2.98	11.26	0.000	15.75	3.79	20.95	0.001	29.09
Meet needs	1	0.00	0.00	1.000	1.00	0.03	0.00	1.000	1.00
Adequacy	1	4.15	3.45	0.000	68.34	2.97	6.11	0.000	111.02
Reduce challenges	1	-3.23	25.18	0.000	1.21	0.00	26.93	0.000	2.34
Improve T/L environment	1	3.23	1.64	0.065	78.51	0.05	19.18	0.324	92.11
Omnibus test of Model coefficient	χ^2 = 251.069		*p = 0.000*			χ^2 = 354.893		*p =0.000*	
Hosmer and Lemeshow test	χ^2 = 3.676		*p = 0.452*			χ^2 = 6.001		*p =0.112*	
Cox & Snell	R^2 *= 0.649*					R^2 *= 0.53o*			
Nagelkerke	R^2 *= 0.892.*					R^2 *= 0.834*			

Table 5: Binary Logistic Regression for Overall Model

CSR Initiatives Focused to Improve	Overall (n = 378)				
	df	B	Wald	Sig.	Exp (β)
Availability	1	2.97	21.09	0.000	19.56
Status	1	3.33	18.75	0.000	27.80
Meet needs	1	0.00	0.00	1.000	1.00
Adequacy	1	4.65	4.21	0.040	104.10
Reduce challenges	1	-3.91	24.05	0.000	0.02
Improve T/L environment	1	4.40	1.48	0.225	81.39

Omnibus test of Model coefficient	$\chi^2 = 354.893$	*p = 0.000*
Hosmer and Lemeshow test	$\chi^2 = 1.452$	*p = 0.919*
Cox & Snell	R^2 *= 0.609*	
Nagelkerke	R^2 *= 0.864.*	

The statistical results support the hypothesis H1a, indicating that CSR initiatives significantly improve the availability of educational infrastructure as perceived by both pupils and teachers, with all p-values below the 0.05 threshold. The high regression coefficients (β = 2.01 for pupils and β = 4.27 for teachers) and corresponding Exp(β) values suggest substantial improvements associated with CSR initiatives. These outcomes align with observations by Phan et al. (2024) that CSR initiatives contribute to educational infrastructure improvements. Phan et al. (2024) further support this through stakeholder-focused perceptions, with pupils and teachers showing consistent positive feedback. However, Njoroge (2023) stressed that CSR initiatives may neglect soft infrastructure aspects like training and long-term sustainability, despite its relevance in under-resourced settings.

Similarly, hypothesis H1b is statistically supported, showing significant positive contributions of CSR initiatives on the adequacy of educational infrastructure, with p-values well below 0.05 across pupil, teacher, and overall assessments. Pupils (β = 2.97, Exp(β) = 111.02) and teachers (β = 4.15, Exp(β) = 68.34) indicate that CSR initiatives have strong impact on educational infrastructure improvements. The overall results (β = 4.65, Exp(β) = 104.10) confirm this trend. These findings align with observations by Phan et al. (2024) which highlight CSR's role in addressing educational inadequacies, especially in resource-constrained settings. Yet, Ebekozien et al. (2025) indicated that CSR prioritize physical infrastructure over nonphysical improvements.

Support for hypothesis H1c, is equally strong, confirming that CSR initiatives significantly improve the overall status of educational infrastructure from the perspectives of both teachers and pupils. The p-values across all models fall below 0.05, suggesting statistical significance. High odds ratios Exp(β) = 29.09 for pupils, 15.75 for teachers, and 27.80 overall indicate strong positive views. Key Informant Interviews (KIIs) reported that CSR initiatives have improved the availability, adequacy, and status of classrooms, desks, chairs, staff houses and offices, toilets, hostels, sports and games facilities, and access to clean and safe water. Therefore, CSR initiatives discharged in public primary schools contribute to infrastructure improvements. This provides evidence that CSR initiatives discharged in schools contribute to infrastructure improvements. The findings are line Fusheini et al. (2023) who found positive contributions of CSR initiatives in improving availability, adequacy and conditions of educational infrastructure and materials. However, Watkins et al. (2024) underscores the need for CSR initiatives to enhance both physical and non-physical infrastructure like teacher training and curriculum development.

The statistical findings for hypothesis H1d reveal inconclusive evidence regarding the contributions of CSR initiatives on improving teaching and learning environment through educational infrastructure improvements. Although odds ratios are high (e.g., Exp(β) for pupils = 92.11), the non-significance (p > 0.05) suggests these effects may not be reliable, possibly due sample limitations. Fusheini et al. (2023) highlights positive contributions of CSR to educational infrastructure leading to improved learning environments. However, Aivaz et al. (2024) criticized CSR initiatives for often overlooking vital soft components like teacher development and curriculum support. This underscores the need for complex CSR initiatives for more holistic approach that combines educational infrastructure improvements with pedagogical and community-focused elements to achieve meaningful, sustainable impact.

The analysis of hypothesis H1e reveals no statistically significant contributions of CSR initiatives on meeting educational needs by educational infrastructure improvements (β = 0.00, p = 1.00), across perspectives of pupils, teachers, or overall. This contradicts the hypothesis and raises concerns about the effectiveness of CSR initiatives in education when not grounded in local context. Ntoutoume (2023) argues that many CSR initiatives are corporate image-focused, lack tangible outcomes, and often misaligned with actual educational needs. These findings suggest that CSR alone, without proper targeting and community integration, may not effectively improve infrastructure. However, Mamo et al. (2024) highlighted that well-designed, locally integrated CSR initiatives can lead to positive outcomes in education.

In contrast to the inconclusive findings of the previous hypotheses, hypothesis H1f is strongly supported by data, revealing a statistically significant contributions of CSR initiatives on reduction of educational challenges (p = 0.00). For pupils, the odds ratio (Exp(β) = 2.34) suggests a notable positive contribution, while negative coefficients for teachers and overall (β = -3.23 and -3.91) still reflect significant reductions in challenges amounting to an approximate 98% decrease in overall odds (Exp(β) = 0.02). This offers compelling evidence that targeted CSR initiatives, especially when focused on essential infrastructure such as classrooms, dormitories, and sanitation, can effectively remove barriers to education.

During FGDs, participants reported that CSR initiatives contributed to improved availability, adequacy, and status of school infrastructures like classrooms, toilets, and staff houses/offices and reduce challenges such as teacher and girls' retention, dropouts, and persistent discrimination. The results align with Zickafoose et al. (2024) who highlighted that CSR initiatives like classroom construction and sanitation reduces dropout rates and overcrowding. However, Chen (2024) claimed that infrastructure improvements alone is insufficient without consideration of other educational needs like teacher capacity building, curriculum, and community engagement. The findings suggest that implementation of CSR initiatives in public primary schools can significantly improve educational infrastructure.

5. Conclusions and Recommendations

5.1. Conclusions

The study concludes that CSR initiatives have significant educational infrastructure improvements in public primary schools. High ratings for classrooms, toilets, and teaching materials show strong impact, with statistical support for enhanced infrastructure availability, adequacy, and reduced challenges like overcrowding. However, low ratings for ICT, fencing, and special needs facilities reveal major gaps. Limited support for some hypotheses suggests CSR often overlooks crucial non-physical aspects like teacher training and curriculum support. These findings highlight the need for more inclusive and holistic driven CSR initiatives to ensure sustainable and equitable educational development.

5.2. Recommendations

CSR initiatives should extend beyond infrastructure to include teacher training, curriculum support, and ICT facilities. Emphasis should be placed on special needs facilities, ICT, and sanitation facilities.

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