



# **Roles of Heads of Schools in Managing Corporate Social Responsibilities in Promoting Wellbeing of Public Secondary Schools along Mining Areas in Kahama District, Tanzania**

Joel Jackson Barnabas & Daniel Kosia Mokoro

Department of Education

Tumaini University Makumira, Arusha, Tanzania

Email: [joeinaction24@gmail.com](mailto:joeinaction24@gmail.com)/[danielkosia77@gmail.com](mailto:danielkosia77@gmail.com)

**Abstract:** The study aimed to explore heads of schools strategic planning for Corporate Social responsibilities (CSR) in promoting wellbeing of public secondary schools along mining areas in Kahama district, Tanzania. The study was guided by the legitimacy theory. The study employed a convergent parallel research design under mixed method research approach. The population of study was 609 participants and a sample size of 73 respondents drawn using simple random sampling, purposive sampling and stratified sampling methods accordingly. Data were collected through semi structured questionnaires, interview guide, documentary analysis. Data analysis was done thematically and descriptive statistics using SPSS version 28. Validity of the research tools were assured through expert review and the reliability was ascertained using Cronbach's Alpha method which gave a coefficient of 0.877. Ethical considerations were ensured through provision of informed consent form to respondents, maintained anonymity and avoided harm, avoided plagiarism through acknowledging sources, conducted plagiarism check and avoided data falsification. The findings revealed that heads of schools allocate resources for CSR. The study concludes that heads of schools conduct strategic planning for CSR resulting into wellbeing of the schools. Collaboration with teachers, school board members under the guidance from district secondary education officer office which has led to the wellbeing of the public secondary schools around mining areas in Kahama Municipality. The study recommended that the community around mining areas should make sure they cooperate with the mining companies in ensuring quality education to their schoolchildren's.

**Keywords:** Heads of schools, Corporate Social Responsibilities, Management, Wellbeing, Kahama district, Mining

## **How to cite this work (APA):**

Barnabas, J. J. & Mokoro, D. K. (2026). Roles of Heads of Schools in Managing Corporate Social Responsibilities in Promoting Wellbeing of Public Secondary Schools along Mining Areas in Kahama District, Tanzania. *Journal of Research Innovation and Implications in Education*, 10(3), 1618 – 1627. <https://doi.org/10.59765/5h3>

## **1. Introduction**

Corporate Social Responsibilities (CSR) refers to a corporate's volunteering commitment in regards to operating in an ethical, sustainable and socially

responsible manner, which is beyond its primary economic objectives (Qian et al., 2021). Despite CSR being provided in public secondary schools in Kahama district its management is questionable (KMC, 2024).

Globally, the concept of CSR has its roots in the 19<sup>th</sup> Century during industrial revolution in Western Europe, especially after businesses and governments sought to improve working conditions in industries and the surrounding communities. The initial focus of CSR was primarily on improving workers' conditions, legal rights, and the responsibility of businesses to support community wellbeing. After World War II especially in the United States of America, CSR became increasingly associated with the belief that businesses have significant responsibilities toward society beyond merely seeking profit. Business enterprises such as Carnegie, Mellon, and Rockefeller introduced CSR activities by funding public works, building schools, and health facilities. (Zervoudi, Moschos & Christopoulos, 2025).

In the USA, CSR originates in a voluntary, market-driven approach where companies integrate social, environmental, and ethical concerns into their operations to build trust and long-term sustainability. It often focuses on philanthropy, community investment, and employee engagement, driven by a desire to align with stakeholder values rather than just regulatory compliance. (Zervoudi, Moschos & Christopoulos, 2025).

In China, after the adoption of the reform and opening-up policy, Chinese firms gradually ventured into the global economy. In the same period, the anti-sweatshop and environmental movements in the west pressured transnational companies to incorporate social and environmental requirements into their global supply chains; as a result, those companies brought CSR principles into China. Moreover Under pressure from international trading partners, Chinese exporting enterprises began to adopt standards, regulations, and codes of conduct concerning labor-rights protection, quality improvement, and environmental upgrading (Zeng, 2024).

In India CSR is mandated for companies above a certain size by the Companies Act. The companies have to spend two percent of their net profits on activities prescribed by law, including alleviating poverty, promoting education, reducing child mortality and improving maternal health, and pursuing environmental sustainability (listed companies by market capitalization fully spent. According to Saluja (2020), CSR gained popularity in developing countries, particularly in Africa in the early 2000 due to increased globalization, access to information, and rising public expectations. In Africa and especially in the mining sector, CSR in many countries is associated with charitable activities for communities living near the mines. However, some countries, such as Botswana, South Africa and Tanzania, have enacted laws making CSR for mining companies a mandatory requirement.

In Uganda, the CSR is built in Organizations and business entities are being motivated by external factors (such as attraction and retention of customers, striving for competitive advantage and building positive reputation) contrary to consolidating on the internal factors (business policies, welfare of employees, communications and reporting), that exhibited exemplary social responsibility, environmental protection and economic success (Kilimvi, 2022).

In Tanzania, National Mineral Policy of 2009 incorporated a CSR component that requires mining companies to contribute to the development and wellbeing of surrounding communities and to actively involve them in CSR initiatives. Through CSR, mining companies in Tanzania have been contributing to social services including education, supporting community projects, and donating to vulnerable populations around the mines (Kwaslema, 2022).

The education circular no. 3 of 2016 stipulates that the head of school is the main supervisor of all capitation grants sent by the central government or donors. Heads of schools must implement multiple school accountability, meaning they cannot hide financial information. They are legally required to share spending updates with teachers, parents, and school boards. (URT, 2016)

## 2. Literature Review

### 2.1 Heads of Schools Strategic Planning for Corporate Social Responsibility in Public Secondary Schools

School administrators are expected to employ various strategies for utilization of corporate social responsibilities for promotion of schools wellbeing.

Doe (2023) conducted a study in USA and revealed that in USA, local stakeholder involvement is equally important. By consulting local residents, indigenous groups, and other stakeholders before and during mining operations, companies can better understand the unique needs and concerns of the community. This involvement can take the form of regular consultations, town hall meetings, and community advisory boards, where stakeholders can voice their opinions and help shape CSR programs. Engaging with the local community in this way ensures that CSR initiatives are not only effective but also tailored to the specific needs of the community. Again, this participatory approach helps prevent misunderstandings and conflicts, fostering a sense of shared responsibility and partnership between the company and the community.

Additionally, by prioritizing transparency and stakeholder involvement, mining companies can create CSR programs that not only promote community welfare but also contribute to the long-term sustainability of their operations. These practices help to address social concerns, improve relations with local populations, and ensure that the benefits of mining projects are felt by those who are most impacted by them.

Notwithstanding, When the community members are re involved and informed about the SCR in the community, they will create a sense of belongings and value the SCR initiatives at their areas particularly schools. They will ensure the sustainability of the buildings, classrooms, houses, dormitories and water facilities for their boys and girls.

According to Forte (2023) countries differ in their dedication to being perceived as socially responsible. They found that businesses in different countries employ different devices to communicate their CSR principles, processes, and stakeholder issues. Businesses freely acknowledge their ethical and social obligations. They accept the idea that businesses bear economic, legal, ethical, and discretionary responsibilities as Organizations and associations, On the other hand, business employ s different devices to communicate their CSR principles, processes, and stakeholder issues and freely acknowledge their ethical and social obligations. They accept the idea that businesses bear economic, legal, ethical, and discretionary responsibilities .As a result, this lead to prioritizing other issues such as environmental conservation and leaving away the issue of education in the community.

Berniak- Wozny (2020) argues that countries differ in their dedication to being perceived as socially responsible .The absence of a universal definition of CSR may be a reason. Businesses in the U.S., U.K., the Netherlands, and France do not ascribe equal importance to projecting a socially responsible image. They found that businesses in different countries employ different devices to communicate their CSR principles, processes, and stakeholder issues. U.S. businesses freely acknowledge their ethical and social obligations. They accept the idea that businesses bear economic, legal, ethical, and discretionary responsibilities. Most businesses support the fight against hunger. This difference brings contradiction for the miming companies and key education stake holders in what should be given priority in the communities around.

In Poland, Berniak- Wozny (2020) in his study suggested that the strategies of rewarding best practices and support courses dealing with ethics education and corporate social responsibility. Also, Non-governmental organizations (NGOs) can form a stronger network by supporting

positive actions among business organizations. Additionally, they can offer CSR educational programs, conferences and seminars in cooperation with business organizations, media, NGOs, public administrations and universities. Again. Media should also inform the Polish society about the socially responsible activities implemented by business.

In Tanzania, Gillo, Alex & Chacha (2025) found out that collaboration is one of the key factors for CSR.Through Strengthening collaboration between mining companies, government authorities and community representatives is essential to align CSR initiatives with local development needs. Active community participation should be encouraged to ensure that CSR programs address actual priorities, fostering ownership and sustainability. This creates a sense of active engagement to both the mining company and the hosting community to bring about the intended goal.

The mining companies provides corporate social responsibilities to the hosting communities where mining activities takes place as one of the requirement of mining license (Mining act, 2019). Consequently, in 2024 Barrick –Twiga mineral company endorsed 70 billion to support education across the country including miming hosting communities given priority (Ministry of Minerals, 2025). Furthermore, the company plans to invest 233 billion in education due to year 2026 (Barrick, 2025). Despite the provision of CSR from mines in Kahama, school heads fail to manage CSR provided for wellbeing of schools (Issa & Mhagama, 2022). The improper management of CSR in public secondary schools hinders the provision of quality education as stipulated in the Education and training policy (ETP) version 2023 and SDG no 4.

## 3. Methodology

### 3.1 Research Approach

The study used a mixed method approach which is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in single study or series of studies to understand a research problem (Creswell & Plano Crack, 2018). This approach was chosen due to the involvement of both quantitative and qualitative data in the study.

### 3.2 Research design

This study adopted a convergent parallel design. According to Creswell & Creswell (2022), convergent parallel design involves simultaneously collecting and analyzing both quantitative and qualitative data to compare the results and gain a more comprehensive understanding. In this

study, the researchers collected, analyzed and interpreted both quantitative and qualitative data concurrently. This design helped the researchers to validate results by comparing and contrasting the different types of data.

### **3.3 Sample and Sampling Procedures**

Sample refers to the number of elements which have been drawn from a population. According to Mugenyi & Mokoro (2022) sample size is the number of subsets or participants in a sample. The researchers used a sample of four secondary schools in Kahama municipal council. with 73 respondents of which, 60 were teachers, 4 heads of schools, 4 members of school board, 4 finance teachers, and 1 district development and planning officer.

Simple random sampling technique was used to obtain four schools out of 28 total secondary schools. The researchers used stratified-random sampling method to select teachers for this study. According to Hossan et al. (2023) in stratified sampling the researchers categorizes the population into homogenous subgroups and then randomly select participants from each group. The basis for using this sampling method was to ensure representation of female and male teachers in the sample.

The selection of school heads, school board members, finance teacher and district development and planning officer was done purposively. Purposive sampling involves selecting participants who are believed to have a certain kind of information to accomplish a study (Hossan, et al., 2023). According to Creswell and Poth (2018) maximum variation Sampling is a purposeful sampling strategy where the researcher selects cases or individuals that are vastly different on specific, key characteristics. The goal is to uncover common, shared patterns that cut across great diversity, as well as unique, context-specific variations. The researchers used maximum variation to obtain the district development and planning officer.

### **3.6 Data Collection**

According to Cohen et al., (2018) data collection tools refer to the instruments which are used to collect data from the field. The researchers used interview guide, questionnaire, and documentary analysis.

The researchers used interview to collect data from heads of schools, and district development committee According to George (2023) interview is an interactive method where a researcher conducts face to face or virtual conversations with participants to gather information. The tool was considered appropriate since it provided more details hence gave a good understanding of the phenomenon under study. This method also provided the researchers an opportunity to probe and clarify misunderstood questions during data collection

The researchers collected data from teachers using questionnaire which was self-administered. This tool was preferred in collection of data in a large group of respondents within a relatively short period of time used.

Documents analysis is the systematic procedure for studying and assessing documents by locating selecting, appraising and synthesizing the facts contained within them. The researchers passed through important documents in order to get information needed in this study. Various documents were analyzed in order to get useful information for this study. These documents were, minutes for school board meetings and school development plan. Additionally, these documents were used to validate information in interviews and questionnaires if they aligned with them. Data analysis for quantitative data was done using descriptive statistics and thematic analysis was employed in analysis of qualitative data.

The researchers adhered to ethical principles in the course of the study. According to Creswell (2018), research ethics involves the adherence to moral and legal principles in this research. The adherence included respecting the culture and norms of participants, confidentiality, avoiding academic plagiarism, conducting plagiarism check and avoiding data falsification by using relevant data from the respondents, providing right to withdraw and obtaining informed consent from participants.

## **4. Results and Discussion**

### **4.1 Demographic Information of the Respondents**

**Table 1: Demographic Information of Respondents**

| Aspect          | Category/Interval | Frequency | Percentage (%) |
|-----------------|-------------------|-----------|----------------|
| Gender          | Male              | 35        | 47.9%          |
|                 | Female            | 38        | 52.1%          |
|                 | Total             | 73        | 100%           |
| Age             | 20–25 years       | 0         | 0.0%           |
|                 | 26–30 years       | 15        | 20.5%          |
|                 | 31–39 years       | 43        | 58.9%          |
|                 | 41 and above      | 15        | 20.5%          |
|                 | Total             | 73        | 100%           |
| Education       | Certificate       | 1         | 1.4%           |
|                 | Diploma           | 30        | 41.1%          |
|                 | Bachelor Degree   | 39        | 53.4%          |
|                 | Master’s Degree   | 3         | 4.1%           |
|                 | Total             | 73        | 100%           |
| Work Experience | 0 - 10 years      | 13        | 17.8%          |
|                 | 11-15 years       | 38        | 52.1%          |
|                 | 16- 20 years      | 22        | 30.1%          |
|                 | Total             | 73        | 100%           |

(Source: Field Data, 2026)

As shown in the Table 1 ,the research respondents were categorized basing on their gender, age , educational level and work experience .From the sample of 73 ,35 (48%) were males and 37 (52%) were females .This indicates that female were good participants in this study compared to male .The data from Table 1 indicates that 0 (0%) participants were between the age 20-25 ,and 15 (21%) were of the age 26-30 ,43 ( 58% ) were of the age 31-39 and 15(21%) were of the age 41 years and above .This implies that the respondents were matured enough to provide intended responses in the study .

Moreover , the Table 1 portrays the educational level of the respondents who were school heads, project teachers, teachers and school board members .The data revealed that respondents had education qualification as follows Certificate 1(1.4%) ,30(41.2%) have Diploma while 39( 53.4%) have bachelor degree and 3 (4%) have master’s degree.

However, the Table 1 also shows the working experience of the respondents where 13 of the respondents had a working experience of 5-10 , working experience of 10-15 are 30 while 26-30 years .This means that the respondents had enough experience and hence provide reliable responses from the data collection tools.

## 4.2 School heads strategic Planning for Corporate Social Responsibility in Secondary schools

The study inquired forms the study participants on the strategic planning employed by heads of secondary schools for corporate social responsibilities in the schools. The responses are shown in Table 2

**Table 2 School heads Strategic Planning for Corporate Social Responsibility in Secondary schools**

| Statement                                  | SD     | D     | A       | SA      | Mean       | SD   |
|--------------------------------------------|--------|-------|---------|---------|------------|------|
| A clear CSR plan aligned with school goals | 0 (0%) | 0(0%) | 18(30%) | 42(70%) | 3.70       | 0.46 |
| Engage mining companies for CSR support    | 0 (0%) | 0(0%) | 6 (10%) | 54(90%) | 3.90       | 0.30 |
| Prioritize CSR initiatives based on impact | 0 (0%) | 1(2%) | 9 (15%) | 50(83%) | 3.82       | 0.43 |
| Allocate resources for CSR activities      | 0 (0%) | 1(2%) | 5 (8%)  | 55(92%) | 3.95       | 0.29 |
| Monitor CSR project progress regularly     | 0 (0%) | 0(0%) | 5 (8%)  | 55(92%) | 3.92       | 0.28 |
| Evaluate CSR impact on school wellbeing    | 0 (0%) | 0(0%) | 10(17%) | 50(83%) | 3.83       | 0.38 |
| <b>Overall mean</b>                        |        |       |         |         | <b>3.8</b> |      |

**Source:** Field Data (2026)

Key: SD (Strongly disagree), D – (Disagree), A (Agree) S.A – (Strongly Agree) he school heads strategic planning for corporate social responsibility got an overall mean of 3.8 .This shows that these strategies are highly used with the school heads in secondary schools .The strategy allocate resources for CSR activities got a high mean 3.95 while a clear CSR plan aligned with school goals received a lowest mean 3.70.

A clear CSR plan aligned with school goals ,From Table 2 majority of the research participants who were asked to rate the presence of clear CSR plan aligned with school goals as a strategic plan strongly agreed .The (  $M= 3.70$  , $SD = 0.46$ ) indicates that school heads prepare a clear CSR plan and reflects the school goals . This was also evidenced from the interview with the head of school from secondary school A said that

*The school has a plan that documents all CSR from the mining companies, the plan shows how CSR are to be used. The mining companies usually demand the plan that guides the CSR in our school. (Interview with HoS 1 on April 10, 2026)*

Moreover, from the interview with the head of school from Secondary school B commented that

*We conduct meeting with their management, they do so to see our progress, once they have a meeting or school visit our CSR provided ask for an outline that shows school goals so that they get a big picture of what we demand and what they provide. (Interview with HOS 2 on April 10, 2026).*

Another head of school from Secondary school C said that *Apart from the school development plan the mining companies direct to have an outline for CSR provide to school*". (Interview with HoS 3 on April 10, 2026).

Also, from an interview with the head of school from Secondary school C added that *"One of the school goals is to ensure the school is in good condition in terms of classes, offices, dormitories and toilets, so we incorporate this in a CSR plan"*. (Interview with HoS 4 on April 10, 2026).

Ultimately, the presence of CSR plan at school enables the school to have a roadmap on how to spend the SCR provided for the school wellbeing the current school development plan incorporates the CSR plan of the school. From the Table 2 ( $M= 3.90$ ,  $S.D = 0.30$ ) indicates that majority agreed with this item engaging mining companies for CSR as a strategic planning is very high .From the interview with the head of school from secondary school A (pseudo name) said that

*In this school when we have a matter here concerning about school we don't hesitate to contact the mining companies around us the company management is very positive on education matters ,and they quickly responds to*

*what we demand and try their level best to help us*  
. (Interview with HoS 1 on April 10, 2026).

Moreover, the head of school from secondary school B (pseudo name) commented that *“wherever we have fundraising we invite them to see what they can contribute especially when we have construction projects”* (Interview with HoS 2 on April 10, 2026).

In addition to that the head of school from Secondary school C said that

*At the end of the year, especially during the graduation ceremony of form four usually we invite a small scale mining company found within our area as education stakeholders. When they visit our school they respond and kindly promise to support, taking an example last year they contributed construction materials for a school fence* (Interview with HoS 3 on April 10, 2026).

Again, the head of school from secondary school D declared that they engage mining companies operating within the area for CSR. From the interview with the school head said that

*The mining companies they are part of our community although conduct their business, although CSR provision is a legal matter, and since they are our community and it is their legal obligation we maintain our dual relation in all school aspects especially for support* (Interview with HoS 4 on April 10, 2026).

From the Table.2 ( $M = 3.82$ ,  $SD = 0.43$ ) .Most of the respondents agreed. This indicates that there is high prioritization of CSR based on impact .This can be evidenced from an interview with the head of school from secondary school A (Pseudo name) said that

*In our school board meetings and SMT's we conduct a need analysis ,example we have a good number of well-constructed classes but few latrine pits here comes the priority that will eradicate the shortage and safe guard the health of our students its impact at the time .* (Interview with HoS 1 on April 10, 2026).

Moreover, from an interview with the head of school from secondary school B said that *“when we are given an opportunity to decide the use CSR in our school we look on priorities”* (Interview with HOS 2 on April 10, 2026).

From an interview with the school head from secondary C school said that

*The school addresses what will be helpfully to the entire school community ,however they might be a lot of things to go through by the time , they can't be solved on a single day , for instance the building of School fence disadvantageous than*

*adding extra classes* (Interview with HoS 3 on April 10, 2026).

From an interview with the head of school from secondary school D said that *“CSR is provided to us an interval period of time, so we do what matters first”* (Interview with HoS 4 on April 10, 2026). This item got a mean of 3.95 .Majority of the respondents agreed .This indicates that heads of school allocate resources for CSR activities in their schools. This is evidenced through the interview conducted with the head of with the head of school from secondary school A said that

*Of course... my school provides primary resources for CSR activities. Such resources include payment vouchers, development plan, construction schedule and internal audit reports, all these resources all helpfully during the initial phase up the end* (Interview with HoS 1 on April 10, 2026).

On the other hand , from an interview with the school head from Secondary school B said that *“Sometimes we are required to provide annual reports and feedbacks to mining companies and other government institutions for further actions”* (Interview with HoS 2 on April 10, 2026). Moreover, from an interview with the head of school from secondary school C said that

*Last year in my school the CSR from a mining company that funded computer lab room .With corroboration with parents we were able to allocate land for construction, water and labor .All these resources were provide in order to support the CSR providers* (Interview with HoS 3 on April 10, 2026).

Moreover, the head of school from secondary school D (Pseudo name) said that *“During classroom constructions provided from CSR my school provides available materials such as stones, water and man power* (Interview with HoS 4 on April 10, 2026).

Finally, after the review of school minutes documents, the school board minutes indicated that they were a meeting conducted to discuss on how parents and the school provided labor and materials during constructions of classes.

From Table 4.3 monitors CSR project regularly , this item scored ( $M = 3.92$ ,  $S.D = 0.28$ ) .Most of the respondents agreed on this item .The data indicates that monitoring CSR project regularly at school is highly done .This is evidenced from an interview with the head of school from Secondary school A said that

*Like any other projects, is the same as for CSR initiated, follow the same procedures from the scratch. With me I make follow up because*

*making follow-up regularly ensures trust for mining companies as stakeholders who provide CSR* (Interview with HoS 1 on April 10, 2026).

Moreover, from an interview with the school head from secondary school B said that *“I make sure I oversee the CSR project from the beginning up to its end”* (Interview with HoS 2 on April 10, 2026).

Again, from an interview with the school head from secondary school C said that *“monitoring ensures accountability; therefore, I monitor CSR projects regularly”* (Interview with HoS 3 on April 10, 2026).

Additionally, from an interview with another school head from secondary school D said that *“it’s my responsibility, I can’t diverge it as head of this education institution”* (Interview with HoS 4 on April 10, 2026).

From Table 2 evaluate CSR impact on school wellbeing, the item scored ( $M = 3.83$ ,  $S.D = 0.38$ ). This shows evaluation CSR impact on school wellbeing is highly conducted. This was evidenced with an interview conducted with the school head from secondary school A said that

*Evaluation of CSR is essential and is conducted to our school since it help us to what has been done and not yet done. Also it provide the CSR with informed decision making of what has been done for improvements* (Interview with HoS 1 on April 10, 2026)

Again, from the interview with the school head from secondary School B said that *“The mining companies provide CSR for to the sake of school development, therefore it necessary to make evaluation on what they contribute on wellbeing”* (Interview with HoS 2 on April 10, 2026)

Additionally, the school board member from an interview commented that *“as a parent representative I the school board we always make evaluation for CSR on what changes it bring”*. (Interview with SBM 2 on April 10, 2026)

### 4.3 Discussion of Findings

The current study found that school heads strategic planning for corporate social responsibility is rooted on allocating resources for CSR activities, monitor CSR project progress regularly, engage mining Companies for CSR support. Conversely, a clear plan CSR aligned with school goals is not relatively applied comparing with others.

Allocate resources for CSR activities, notwithstanding the resources are allocated to the CSR activities in secondary schools along mining areas, the school heads play a pivotal role in making sure that the resources are available for the SCR projects. The resources provided are land, labor, and transportation of materials. This elucidates that not only the school heads but also the entire community have significance on this. This finding align with the research conducted by Gwaro (2023) on school heads resources mobilization and implementation of infrastructure projects in secondary schools. The study found out that the school heads provide procurements, work force and logistics for projects at school. Moreover, Annette (2022) who demonstrated that the school heads provide resources for all projects in the school, the resources provided are workforce and stationeries.

In contrasting, the finding that School heads provide resources for CSR in Kahama Municipality contracts with Azhar and Azman (2021) who reported that the school heads do not provide resources CSR initiatives. This implies that allocation of CSR resources varies from one area depending on school leader and district management. It should be noted that the CSR from mining companies like any other projects needs support from the hosting school.

In relation with the legitimacy theory, organizations must demonstrate alignment with societal norms to maintain their social license to operate. By allocating land, labor, and stationery to CSR that aims to wellbeing of school, school heads signal that the partnership is legitimate, morally appropriate, and integrated into the school’s core function. This resource contribution serves a dual purpose: it grants pragmatic legitimacy to the mining partner by demonstrating public endorsement, and it reinforces the school’s moral legitimacy by showing accountability to the community. The finding suggests substantive engagement rather than symbolic compliance, consistent with studies showing that school-led, goal-aligned partnerships yield better implementation and outcomes.

The local government requires the community to participate in school development, the community to provide resources around their community such as labor, materials and construction materials to support the school at the initial phases before the government intervene.

Monitor CSR project progress regularly, the research findings revealed that the strategic planning involves monitoring CSR project progress regularly. The school heads in public secondary schools in Kahama municipal Council a make follow up daily on CSR projects established by the mining companies to the their schools. This have significance since monitoring CSR projects help to be completed on time and fulfill the education intended goals. Furthermore, monitoring CSR project progress

regularly in a required standard, this is a catalyst for the school heads to motivate the mining companies to provide CSR for school development. Unlike Hartanto and Nugroho (2025) found that pseudo-partnerships with power imbalances lead to weak monitoring by school heads, when schools heads lack power CSR became tokenistic with minimal oversight.

Moreover, legitimacy theory insists that organizations must actively demonstrate alignment with stakeholder expectations to maintain legitimacy. Regular monitoring serves as a mechanism of substantive engagement, signaling that the school is managing external partnerships responsibly and ensuring activities remain aligned with school goals. By tracking progress and outcomes, school heads reduce legitimacy gaps, provide evidence of accountability to communities, and prevent CSR from becoming symbolic or decoupled from practice. This practice also protects the school's legitimacy while conditionally granting legitimacy to the partner, reinforcing the reciprocal nature of the social contract. Allocating resources in order to support CSR that promote wellbeing of school is important, the school heads in the hosting community must therefore allocate the resources such as land, workforce, in order to support CSR in their schools.

Engage mining Companies for CSR support, the findings of this study indicate that the school heads engages mining companies for CSR support, this suggest that apart being that the mining companies have the role to provide CSR in schools found within the hosting community, the school heads are supposed to engage them to support. This creates a sense of accountability to both the school community and the CSR providers. This finding align with Joshi (2022) who revealed that the companies are fully engaged in Sustainability particularly SDG4 that is quality education. The companies focuses on improving school infrastructure in the schools within the community. On the other hand, Jordan and Dlungwane (2022) found that school in the hosting community plan to engage mining for CSR support to address the shortage of classrooms and science labs. This helps to advocate for the school needs to the CSR providers basing on the priorities.

The legitimacy theory posits mining company's targets school highly visible because education is highly visible with the community. The finding that, school heads actively engage mining companies for CSR in wellbeing of the school because organizations must operate within the bounds of societal expectations to maintain their right to operate. Mining, by nature, is extractive and often associated with environmental and social disruption. This serve as visible evidence that the company contributes to community welfare beyond profit extraction. Schools, as trusted community institutions, become key partners in this

process. Their engagement with mines reflects both a need for resources and a role in conferring legitimacy on mining operations.

However, a clear plan CSR aligned with school goals received a low mean revealing that the school heads do not have a clear plan CSR aligned with school. This alarms that the school heads in the hosting community do not prepare a clear plan for CSR depending with the school goals set. Not having a clear CSR plan may lead to the misuse of CSR funds secured for wellbeing of the school, also it lead to not prioritizing to the CSR providers. This align with Malinganya et al. (2023) who explored Practices of corporate social responsibility in the mining sector found out that planning must actively consider interests of communities and not of the company only.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Based on the findings, the study concludes that school heads are conduct strategic planning effectively for CSR their schools. This is done through collaboration with teachers, school board members under the guidance of DSEO office. This strategic planning has led to improvement of the wellbeing of the schools around mining areas in Kahama Municipality.

### 5.2 Recommendations

The researchers recommend the following to various stakeholders for enhancement and continues strategic planning for sustaining the wellbeing of secondary schools in the study area.

1. The study recommends the school management should make proper use of CSR provided in development on promoting wellbeing of public secondary school. Moreover, there should be a positive relationship between the schools and the mining companies in order to have a dual relationship that enhances school development.
2. The community around mining areas should make sure that they corporate with the mining companies in ensuring quality education to their school children's. this can be done through volunteering in CSR projects and protecting the already existing school infrastructures facilitated through CSR from mining companies.
3. Further research should be done on the impact of small scale mining activities on students' academic performance and school attendance in public secondary schools along mining areas.

## References

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* 8th Edition, SAGE Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th Ed.). SAGE publications.
- Creswell, J.W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (4th Ed.). SAGE Publications
- Creswell, J W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th Ed.). SAGE publications.
- George, T., & Merkus, J. (2023) .Explanatory Research Definition, Guide & Examples
- Hartanto, T.J & Nugroho , P.J. (2025) .Education Corporate Social Responsibilities for Remote Area , *International Journal of Education Reform*,13(3), 209-222. <https://doi.org/10.58915/ijbt.v13i3.263>
- Hossan, D., Dato, M., & Jaharuddin, N.S (2023).Research Population and Sampling in Quantitative Study, *International Journal of Business and Technopreneurship (IJBT)*, 13(1),209-222, <https://doi.org/10.58915/ijbt.v13i3.263>
- Jordaan, M.S & Dlungwane, S. (2022). Achieving Sustainable Corporate Social Responsibility Outcomes: A Multiple case study in the South Africa Mining Industry, *International Journal of Multidisciplinary Research*, vol. 4(8) 46-50 ,<http://doi.org/10.18820>
- Joshi, G., Khandare, V., & Dash R. K. (2025). Forty-Five Years of Research on Corporate Social Responsibility (CSR) and sustainable development: An overview and research agenda. *Cogent journal of Social Sciences*, vol .11 (1), 78-84, <https://doi.org/10.1080>
- Kivaa , T. & Maluki, P. (2021). Role of Universities in the Achievement of SDGs in Kenya: Education, Research and Publication, Operations and Community Leadership, *University of Nairobi Journal Portal*, 8(2),42-4, <https://doi.org/10.25241354>
- Msambali, I.M.,& Mwonge, L.A. (2024). Motivations for Corporate Social Responsibility Engagement: An Exploratory Study of Jordan University College in Morogoro Municipality, Tanzania, *International Journal of Social Science* ,Vol 58(5), 83–102. <http://doi.org/10.1177/105678>
- Mugenyi. A. & Mokoro D. K. (2022). *Introduction to Research Methods with Illustrated SPSS Aided Statistical Analysis: Jema Printers*
- Olateju, O., Adeoye, A., Ilyas, S. (2022). A Critical Review of the Application of the Legitimacy Theory to Corporate Social Responsibilities, *International Journal of Managerial Studies and Research*, 9(3), 1-6, <https://doi.org/10.20431>
- Qian, J., Law, R., Wei, J. & Li, X. (2021).Progress of Corporate Social Responsibility Research in Terms of Theoretical, Methodological, and Thematic Development, *Journal of Hospitality Marketing and Management*, 30(6),71-77 ,<https://doi.org/10.1080/19368623.2021.1883497>
- Tyvonchu, O. (2025). Corporate Sustainability Reporting Transformation: A Critical View on Legitimacy Theory 2025, *Journal of Lviv Polytechnic National University Series of Economics and Management Issues*, 9(1):72-85; <https://doi.org/10.23939>
- Van Hate, E. (2021). *Sampling Techniques, Research Methods in the Social Sciences: An AZ of Key Concepts*. Oxford University Press
- Wirba, A. V. (2023). Corporate Social Responsibility (CSR): The Role of Governments in Promoting CSR, *Journal of the Knowledge Economy*.13(6), 132-139, <https://doi.org/10.1007>
- Zervoudi, E.K., Moschos, N.& Christopoulos, A.G. (2025). From the Corporate Social Responsibility (CSR) and the Environmental, Social and Governance, *Journal of Research Papers in Economics*, 17(5), 1-26,