

Predictors of alumni giving behaviour toward basic education institutions in Kenya

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Master of Management in African Philanthropy

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DECLARATION

I, Pauline Wanja Kamau, hereby declare that this research report titled "Predictors of Alumni Giving Behaviour Toward Basic Education Institutions in Kenya" is my original work carried out under the supervision of Prof Jacob Mwathi Mati. All the sources of information, concepts, ideas, and contributions from others used in this report are appropriately acknowledged and credited through citation. I am hereby submitting it in partial fulfilment of the requirements for a Master of Management in African Philanthropy at the University of Witwatersrand. I have not submitted this research for any other academic purpose at any university. The findings, conclusions, and recommendations in this report are based on my independent research and analysis.

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ABSTRACT

This qualitative study analyses the predictors of alumni giving behaviour toward basic education institutions in Kenya. It contextualises inadequate public financing for basic education as a pressing social problem. The study posits that while alumni gifts represented a significant opportunity to contribute to funding basic education, a notable disconnect exists between the high willingness of Kenyan alumni to support their alma maters and the relatively low rates of actual contributions. The research findings suggest that this disconnect could be attributed to various factors, including the alumni's cultural and socioeconomic backgrounds, as well as their individual educational experiences within their alma maters, alongside the impact of government policies and the activities of alumni networks. Utilising Pierre Bourdieu's concept of "habitus" as a theoretical framework, the study analyses the social structures—including government policies and alumni networks—that shape the interactions and dispositions influencing alumni giving behaviour toward their school alma mater. By identifying and analysing these predictors, the research contributes valuable insights for policy formulation, strengthening alumni networks, and developing effective fundraising strategies for basic education institutions in Kenya. In terms of conceptual contribution, this study enriches the understanding of alumni giving by integrating Bourdieu's concept of "habitus" with the specific cultural and social dynamics of Kenya, thereby providing a nuanced perspective on how these factors influence philanthropic behaviour.

Keywords: *Habitus, basic education, alumni giving, Kenya*

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CHAPTER ONE: INTRODUCTION

1.0 Background of the study

Utilising Bourdieu's (1977) theory of practice, the study analysed factors influencing alumni giving toward basic education institutions in Kenya. Bourdieu's theory of practice emphasises an interplay between individuals and their social context, highlighting the role of habitus, symbolic spaces, and social capital in shaping social practices (Bourdieu, 1977; Bourdieu et al., 1991; Bourdieu, 1986). By applying Bourdieu's concept of habitus to alumni giving in Kenya, the study explored how alumni's dispositions, social structures, and interactions influence their decisions to contribute to their alma mater. By adopting a theory-driven research approach, the study aimed to deepen the understanding of the propensities of alumni to donate to their alma mater, beyond the conventional Western measures of social exchange proposed by Weert and Cabrera (2018). In so doing, the study contributes to understanding the linkages between alumni giving to their alma mater and the patterns of prosocial behaviours exhibited in African gift-gifting practices.

1.1 Context of the study

Despite allocating 5.2% of its Gross Domestic Product (GDP) to education, which is higher than the global average of 4.3%, Kenya faces challenges in funding its education sector. According to the Kenya Institute of Public Policy Research and Analysis (KIPPRA) (2019), uneven distribution of resources and budget limitations are major obstacles to financing education. As reported by UNICEF (2022), these funding gaps predate the COVID-19 pandemic. Indeed, KIPPRA's (2006) projection of a decade's growth in school enrolment, resource requirements, and financial implications underscored the gaping funding shortages. The report thus urged contributions from diverse stakeholders, including the public sector, non-profit organisations, faith institutions, development associates, communities, individuals, and private enterprises, as financing options.

Similarly, Imana (2017) recommends increasing financial allocations and identifying sustainable funding sources to bridge the gap. Philanthropy, especially through alumni gifting, is one way of bridging these gaps. However, existing literature on education financing figures in Kenya primarily focuses on government funding and external aid. Otieno and Colclough (2009), in their paper on the role of international assistance in financing education, track both internal and external education expenditure over the past decade and conclude that domestic efforts are the primary driver of education financing but also acknowledge the impact of external aid on national policy and specific aspects of education. Years later, the KIPPRA

(2019) report placed parental contribution at 37% of the needs for that year. Although this report does not provide statistics on education financing from alternative sources, such as community, corporate, alumni, or private donors, it is apparent that philanthropy is indispensable in financing basic education worldwide (OECD, 2017). Other sources acknowledge contributions, such as those from Harambee, which have notably impacted capital expenditure, primarily in primary education, although exact amounts are unknown (Colleta & Sutton, 1989). Despite this lack of statistics, philanthropy remains essential for the global funding of basic education. Given this context, the significance of examining the role and impact of alumni giving in supporting basic education institutions in Kenya becomes evident.

Philanthropy is crucial in filling the funding gaps left by governments, supporting innovative approaches, and mobilising resources and networks to advocate for policy changes that can improve basic education systems (Reckhow & Snyder, 2014). A global survey of private philanthropy for development by the OECD (2017) highlights the global significance of philanthropy, revealing that approximately US\$2.1 billion, which constitutes 9% of all philanthropic donations, was targeted at education from 2013 to 2015. This funding primarily benefited basic and secondary education, accounting for 26% of the donor contributions, with Brazil, India, and Kenya being the primary recipients. In addition, the Global Education Monitoring Report (2022) emphasises the need to assess the support that non-state actors provide to education in the face of growing philanthropic and corporate initiatives. The report further examines how these non-state actors interact with governments and donors through competition, collaboration, or supplementation. This study assesses the support of one such non-state actor – alumni.

Historically, numerous generations of alumni have graduated since the advent of formal education in Kenya, forming the backbone of the nation's workforce and trailblazing in all sectors of the economy, including scientific research, sports, and the arts. With a total of 37,605 primary and high schools (Ministry of Education, 2021) and generations of graduates from these institutions across all walks of life, there is a pool of human and financial resources that schools can tap into (Odengo, 2019). Unfortunately, many schools in Kenya lack an effective way to track their alumni. Johnson (2017) highlights this issue in a paper that underlines the importance of tracking alumni and evaluating their positive impact on the education system in Kenya. Without detailed alumni data, conducting a study to understand alumni engagement levels and giving behaviours becomes difficult.

While there is a lack of nationally aggregated data on alumni giving in Kenya, anecdotal evidence frequently makes its way into mainstream Kenyan media. For example, Odengo's (2020) notable work spotlights the role of alumni associations in spearheading development in schools. Furthermore, Odiwuor (2021) highlights the significant contributions of successful alumni to under-resourced schools in the Lake region during the challenging COVID-19 pandemic. Similarly, Kihaki (2023) documents a reunion event of Jamhuri School's old boys who collectively fundraised for scholarship provisions, dormitory upgrades, and the establishment of advanced laboratories. Following suit, the current study employed qualitative research methodologies to dig deeper into this space and unearth the underlying motivations, experiences, attitudes, and socio-cultural elements that shape and influence the propensity of alumni to contribute. The study offers a rich and nuanced understanding of alumni giving in Kenyan basic educational institutions, as well as insights crucial for policymakers and institutions seeking to effectively tap into this vital, yet under-utilized, resource amidst evolving funding landscapes.

1.2 Problem statement

While a developing body of work is devoting attention to the educational value of alumni engagement at the basic education level, a conspicuous gap remains in exploring factors that influence and predict alumni-giving behaviour towards basic education institutions in Kenya. Previous studies, such as the Ipsos Mori (2012), have shown a strong inclination among Kenyans to contribute to their former schools, yet the actual giving rates are significantly low. The aforementioned study by Ipsos Mori showed a significant disparity between Kenyans' propensity to donate to their former schools and their actual donation rates. Specifically, although 78% of Kenyans were inclined to donate to their alma mater, only 1% made contributions, indicating a potential for giving if they are approached. Similarly, a study by the East Africa Philanthropy Network (EAPN) (2020) found that while 72% of alumni are part of a network intending to contribute to their old schools, many were inactive. In fact, 52% of the respondents stated that their lack of donations was primarily due to a lack of awareness about programs and platforms that enable such contributions.

Additionally, existing research also recognises the critical role played by alumni in the basic education framework. Research conducted by Mwangi and Njoroge (2015) revealed that efforts by alumni in mentorship programs, role modelling, and direct funding significantly enhance the quality and outcomes of basic education in Kenya. Likewise, there are also concrete figures supporting alumni giving toward basic education institutions in Kenya. For instance, the Old Starehian Society's annual alumni contribution reported a contribution of Ksh. 21 million in 2018 and Ksh. 16 million in 2019 (Old Starehian Society, 2019). Pangani Girls High School

alumni raised Ksh. 2.8 million in 2021, supporting 35 girls through schooling (Pangani Girls Alumni Association, 2021). In another instance, Mituntu Primary School's September 2023 fundraiser raised Ksh 5.4 million for school development projects (Mituntu Primary School Alumni Association, 2023).

While the instances highlighted above demonstrate the phenomenon of alumni giving towards basic education institutions in Kenya, many more remain uninvolved in contributing to their alma mater. It is unclear why so few institutions utilise this resource despite its potential. Furthermore, little is known about the extent of alumni gifting, and even less is understood about the specific motivations that drive alumni to contribute financially to their former schools. This situation necessitates further investigation into these critical predictive factors. Recognising this gap, this study provides an important avenue to fill a significant void in the existing literature, which has largely overlooked the dynamics of alumni giving at the basic educational level. Ultimately, by identifying the predictive factors influencing alumni gifting, the study contributes to our understanding of alumni giving behaviours at basic levels of education in Kenya.

In the context of this study, we argue that alumni contributions can significantly alleviate the funding gaps educational institutions face. By identifying the predictors of alumni giving, the study aimed to enhance the financial support for basic education institutions, which is increasingly necessary given the reduced government funding and the growing demand for educational resources.

1.3 Research objectives

The specific objective of this study was to explore the predictive factors that influence alumni gifting, specifically within basic education institutions in Kenya. The study had three related objectives. The first was to identify and analyse factors influencing alumni giving toward basic education institutions in Kenya. The second was to examine the role of alumni networks in facilitating or hindering alumni giving towards basic education institutions in Kenya. Third, the study assessed the effects of the policy and legal frameworks that anchor alumni engagement in basic education institutions in Kenya and their influence on alumni gifting. It is hoped that the study's policy-relevant suggestions will improve the effectiveness of existing alumni policies and guidelines currently in development.

1.4 Research questions

This study addressed three key research questions investigating factors influencing alumni giving toward basic education in Kenya. By exploring these questions, the research provides valuable insights that can contribute to the body of knowledge and inform policies and practices related to alumni gifting.

1. What predictive factors influence alumni giving to basic education institutions in Kenya?
2. How do alumni networks facilitate or hinder alumni giving towards basic education institutions in Kenya?
3. How do policy and legal frameworks affect alumni engagement in basic education institutions in Kenya?

1.5 Outline of the report

The remaining part of the paper proceeds as follows: Chapter two begins by laying out the theoretical dimensions of the research, followed by a discussion on the literature review on alumni gifting. The third chapter addresses the methodology employed in this study. The fourth chapter presents the research findings, focusing on key themes, and examines the interplay between habitus, student experience, alumni networks, and the role of policy in influencing alumni giving behaviour. Lastly, Chapter Five provides a summary of key findings and recommendations.

1.6 Defining terms

In this report, the term "**alumni**" refers to individuals who have completed their studies, particularly at a college or university (Cambridge Academic Content Dictionary, n.d.). The term is therefore applied inclusively to refer to both male and female participants who have graduated from primary and secondary schools in Kenya.

Basic education and training institutions in Kenya include pre-primary, primary, and secondary schools. (Basic Education Act, 2013).

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature relevant to the exploration of alumni giving behaviour. It begins by laying out the primary theoretical foundations guiding the research. These are Pierre Bourdieu's theories of practice and social capital. These theoretical perspectives help us situate alumni giving in the broader context of socially influenced behaviours. Furthermore, the chapter outlines the key concepts of the study, particularly the role of habitus in influencing alumni gifting. The chapter then presents a detailed review of empirical literature covering alumni's own student experiences, the roles of alumni networks, and policies that foster alumni giving behaviour.

This review not only situates the study within the broader field of alumni giving but also identifies gaps in the existing literature, particularly in Kenya. Additionally, the chapter sets the stage for the subsequent research design and analysis, paving the way for exploring alumni giving in Kenya. By addressing these aspects, the chapter contributes to a deeper understanding of the factors influencing alumni contributions to basic education institutions in the country, thereby highlighting the significance of the study in the context of basic education funding in Kenya.

2.1 Habitus as a theory of practice: A theoretical foundation

Habitus, as a concept, was developed by French sociologist Pierre Bourdieu. It refers to the socially ingrained habits, skills, and dispositions individuals develop from their life experiences and environments (Bourdieu, 1977). Bourdieu contends that human social surroundings, constantly reproduced through institutions such as the family, education, and employment, shape an individual's habitus. According to Bourdieu, by internalising dominant social and cultural ideas, individuals become specific types of actors (e.g., gendered, raced, national) within society. They reinforce and reproduce habitus by adhering to the dominant social norms. In this sense, habitus is both a passive product and an active social and cultural relations producer. It confers specific abilities or attributes, perceived as 'good', 'bad', or 'neutral', and is associated with cultural capital. Bourdieu further states that this cultural capital serves as a societal credential that influences relations and hierarchies. Understanding cultural capital shaped by family, education, and employment institutions plays a vital role in alumni gifting. Alumni's accumulated cultural capital can significantly influence their donation choices. They may opt to support programs or initiatives that resonate with their own experiences and values or that they believe will enrich the cultural capital of current and future students.

Based on the foregoing framework, this study applies the concept of habitus to explore the dynamics of alumni giving in Kenya. It recognises that habitus, inherent social, cultural, and economic aspects, finds a unique expression in each society (Everts et al., 2011). In the Kenyan context, this study examined how deeply rooted societal elements, such as historical practices, cultural norms, religious beliefs, and communal structures, cultivate a culture of giving. This pervasive giving culture influences the inclination of Kenyan alumni to support their former primary education institutions financially. Furthermore, the precarious economic climate, combined with the government's limited provision for education, likely amplifies the reliance on philanthropy, setting a societal expectation for alumni to support the educational journey of others (Mati, 2020). However, these are only potential pathways through which habitus might influence giving behaviour. Given this, the current study empirically investigated other predictive factors influencing alumni giving in the intricate and multifaceted Kenyan societal milieu.

While habitus holds great explanatory value in understanding alumni giving behaviour, it also has limitations. This study acknowledges and proposes to address one of its central critiques: habitus prioritises objectivism and downplays the role of individual agency and creativity. This suggests that individuals are passive products of their social environment (King, 2000). However, this study recognises the significance of individual reflexivity, emotions, and conscientious decision-making that often drive charitable acts (Sanghera, 2011). This analysis demonstrates the theoretical utility of habitus in explaining alumni giving, emphasising how life experiences and cultural capital shape donation choices. Applied to this study, it reveals how societal factors and economic realities influence giving norms. While acknowledging habitus's limitations regarding individual agency, this study adopts an integrated approach, considering both societal and individual motivations, thereby offering a more nuanced understanding of alumni giving patterns in Kenyan basic education.

2.2 Key concepts

Following the conceptualisation and caveat of habitus as a theoretical foundation, the study examined two key aspects of habitus: historical context and cultural dispositions, as well as socioeconomic dispositions. It then reviewed existing literature on additional factors influencing alumni gifting, including the alumni's own student experiences, solicitations, and demographic variables.

2.2.1 Historical context & cultural dispositions

This study leveraged the concept of habitus to examine how contextual factors, cultural practices, and the historical contexts of a specific region might impact giving behaviours.

Understanding alumni giving as a part of Kenya's philanthropy and education landscape necessitates investigating its historical context, particularly the development of formal education and the involvement of philanthropic entities.

As a starting point, one can appreciate the substantial contributions of Christian missionaries in establishing Kenya's formal education system during the colonial era (Wallbank, 1938). Despite the often-debated motivations of these missionaries and their extensive emphasis on evangelisation, they undeniably left an enduring imprint on the educational landscape in Kenya (Buchmann, 1999). Nevertheless, Buchmann also observed the decline in missionary education's influence due to several factors, including growing nationalism, demands for improved amenities, the emergence of government-funded secular schools, and the rise of independent African schools. The rise of independent schools, funded by Africans themselves, challenged Christian Orthodox institutions and fostered a sense of ownership and responsibility toward education; a stance that remained pivotal in the post-independence era as the government grappled with meeting education demand amidst limited capacities and budget constraints.

Post-colonial African governments have historically faced the daunting task of addressing their populations' pressing social needs with scarce resources (Colleta & Sutton, 1989). Many countries adopted a myriad of resource mobilisation strategies to meet needs. In the Kenyan case, the government adopted 'Harambee' to confront this challenge, which translates to 'let us all pull together'. As per Ngau's (1987) explanation, Harambee initially served as a method to rally local resources from the community, promoting local participation in developmental projects such as the construction of schools and health centers. The approach embodies community involvement in decision-making, instils moral values through group ethics, and fosters a collective identity. Kisubi (2012) argues that Harambee's spirit is still reverberating in contemporary Kenya, and rural residents mainly utilise it as an effective problem-solving strategy. Besides incentivising individuals' development into morally upright and economically productive citizens, Harambee aligns with traditional cultures and delivers much-appreciated social value.

In the late 1970s, Kenya faced economic challenges due to the decline in commodity prices on the international market and credit restrictions. The Brettonwoods Institutions understood this as a shortcoming of African establishments (Ngondi-Houghton & Kingman, 2013) and, in the early 1980s, introduced structural adjustment programs (SAPs), a series of neoliberal economic and political reforms which reduced government spending on social services, including education (Rono, 2002; Mati, 2012; Mati, 2014). Communities resorted to tried-and-tested strategies based on horizontal relationships, which ensured resilience and helped meet basic

needs by pooling resources through Harambee to finance public education. These horizontal relationships are key to African philanthropy's mutual support orientation (Fowler & Wilkinson-Maposa, 2009). Harambee's spirit in education and community involvement is captured in this abridged historical account and persists to this day.

The historical shift towards community-funded education in Kenya provides a critical context for studying alumni gifting. This legacy of communal support for education has shaped how Kenyan alumni give back. Past structural challenges and economic constraints help clarify the patterns of giving and the significance of philanthropy in Kenyan education. These commitments to collective responsibility and giving echo the concept of *habitus*, as outlined by Bourdieu, which may help explain the inclination of Kenyan alumni to financially support their former schools.

Another key consideration in unpacking *habitus* is the socio-cultural context that produces individuals' dispositions, behaviours, preferences, actions, and choices (Bourdieu, 1977). Thus, *habitus* is a critical lens through which individuals consciously and subconsciously perceive and engage with their world. The African continent has a rich history of giving, fostering solidarity, and practising reciprocity, which are fundamental pillars of contemporary philanthropy (Africa Grant Makers Network, 2013). According to Aina (2013), Indigenous philanthropy is rooted in local grassroots caregiving, mutuality, reciprocity, solidarity, and social obligation practices. Similarly, Kanyinga (1995) argues that philanthropy was not merely a distinct social or economic activity but an integral component of communal lifestyle.

Together, these studies suggest that cultural *habitus* plays a crucial role in considering alumni giving, particularly within the African context. The social norms, cultural beliefs, ethnic traditions, and individual aspirations deeply embedded within African communities invariably shape how individuals approach giving back to their educational institutions. Thus, *habitus* offers a window for a nuanced understanding of the forces driving alumni giving in African contexts.

Additionally, research on socio-cultural dispositions indicates that early exposure to prosocial behaviours significantly influences future alumni giving. Guzman (2015) highlights how social environments during childhood, adolescence, and school life shape the views of alumni volunteers on community involvement and volunteerism. This foundational experience fosters a sense of responsibility towards their educational institutions, which can lead to financial contributions later in life. Similarly, Weert and Cabrera (2018) support this idea, suggesting that alumni engaged in volunteering and civic activities during their youth are more likely to provide financial support to their alma mater. Their findings emphasise the connection between

early prosocial engagement and future generosity. The current study looked for historical accounts of alumni's involvement in volunteer work and civic activities to establish a correlation between this early exposure to prosocial behaviour and their propensity to donate to their alma mater.

2.2.2 Social-economic disposition

Habitus, grounded in socio-economic circumstances, has been established as a robust framework for understanding patterns in philanthropic giving (Mati, 2020). Several studies have explored the relationship between government intervention and philanthropic activities, indicating that a decrease in government involvement often corresponds with increased philanthropic efforts. One prominent explanation is gleaned from Weisbord's (1977) government and private sector failure theory, which posits that both sectors can fail to meet societal needs. This failure has often necessitated philanthropy. To illustrate this point, a study by Bartels et al. (2013) shows that activities such as volunteering increase when government involvement decreases, as observed in the UK context. Similarly, Van Slyke and Brooks's (2005) study on giving motivations concluded that individuals donate to charities, viewing them as practical alternatives to government bodies or for-profit organisations. In such circumstances, philanthropic efforts emerge as a preferable and feasible alternative, particularly in sectors like education.

Understanding these dynamics is crucial in identifying the predictors of alumni giving towards basic education institutions in Kenya. This trend can also be recognised in Kenya's unique economic conditions. Mati (2020), when exploring the philanthropic scene in Kenya using the concept of habitus, found that several conditions drive philanthropic tendencies and a heartfelt desire to help those in urgent need. These conditions include widespread instability, high unemployment rates, epidemics, occurrences of natural or human-made disasters, and the government's limited capability to provide welfare services and public goods. Taken together, the studies cited above support the proposition that the precarious economic climate, combined with the government's limited provision for education, likely amplifies the reliance on philanthropy, setting a societal expectation for alumni to support the educational journey of others.

In view of all that has been mentioned so far, Bourdieu's concept of habitus serves as a critical lens for understanding alumni-gi behaviours in Kenya, emphasising the interplay between individuals and their social contexts. Habitus highlights how ingrained habits, skills, and dispositions shape the motivations behind alumni contributions. Additionally, the historical context of community-funded education in Kenya plays a significant role in shaping these

philanthropic behaviours. At the same time, socio-economic factors and cultural norms also impact alumni's willingness to contribute. Ultimately, by applying the concept of habitus as an analytical frame, the research uncovers the complexities of alumni gifting, contributing to the broader discourse on philanthropy in education in Kenya.

2.2.3 Alumni's own student experiences

A substantial body of literature has investigated the relationship between positive student experiences and alumni engagement with their alma mater. For instance, Clotfelter (2003) identifies satisfactory experiences during school and personal interactions with alumni can predispose former students towards greater generosity towards their institution. Similarly, Gaier (2005) reinforces this connection by highlighting the impact of extracurricular involvement, satisfaction with academic experiences, and the importance of maintaining relationships with the institution after graduation on the likelihood of alumni giving back. Su et al. (2007) echo this sentiment in their study, emphasising the critical role of student experiences in encouraging alumni donations.

Moreover, the literature also identifies a deep connection alumni feel towards their alma mater as another factor influencing their willingness to contribute financially. In this context, Gardner and Pierce (2022) emphasise the significance of value alignment and organisational commitment as predictors of financial support from alumni. They further argue that alumni who resonate with their institution's values and demonstrate loyalty are often more inclined to provide financial support.

Overall, these studies reinforce the idea that positive student experiences, involvement in school activities, and a strong connection to one's alma mater are key predictors of future donation patterns. The current study asked participants to evaluate their student experience and reflect on specific components, such as the quality of education, participation in extracurricular activities, social engagement, and support received (including scholarships or mentorship), in order to assess their influence on later giving.

The relationship between student experience and alumni giving can also be understood through the lens of Bourdieu's concepts of cultural and social capital, social exchange, and expectancy theories. Specifically, Bourdieu's (1986) study on cultural and social capital forms the basis for understanding alumni donations as forms of social investment. This suggests that alumni often contribute to their alma maters to uphold and enhance their social standing. This idea is consistent with the social exchange theory and expectancy theory in alumni studies, proposed by Weerts and Ronca (2007; 2008). It posits that alumni balance the costs of giving with the advantages they receive from their relationship with their alma mater. Additionally, the

expectancy theory suggests that alumni donate, expecting their contributions to yield tangible benefits for the institution. This combined social exchange and expectancy model shows that alumni who derive satisfaction from their institution are more inclined to give back. This underlines the importance of alumni satisfaction in fostering ongoing institutional support.

While studies cited above have concentrated on understanding how these experiences can help institutions develop effective strategies to enhance alumni engagement and contributions, the current study introduces a broader perspective. It argues that alumni giving in Kenya extends beyond the social exchange theory and reflects aspects of African giving, particularly those concerned with mutual care and patterns of prosocial behaviour exhibited in African gift-giving practices.

2.2.4 Solicitation

Numerous studies suggest that strategic fundraising tactics significantly influence alumni donations. For instance, Guzman (2015) found that well-crafted, personalised appeals can effectively shape alumni expectations and encourage their financial contributions. Supporting this, the research by Belfield and Beney (2000) demonstrates that campaigns focused on specific college departments yield better results than broader outreach initiatives. Additionally, Weerts and Ronca (2007) underscore the critical importance of clear communication regarding institutional needs and a compelling call for support, which can reshape alumni expectations and motivate them to become benefactors.

The evidence discussed here suggests that institutions play a crucial role in soliciting alumni donations. Nevertheless, this current study emphasises that the responsibility for solicitation lies more with the alumni network, as many institutions report a lack of resources and guidelines to engage alumni in fundraising efforts effectively.

2.2.5 Demographics

This study explored the demographic predictors influencing alumni giving behaviour towards basic education institutions in Kenya, specifically examining how demographic attributes such as age, gender, and income level affect the propensity to donate to one's alma mater. Existing empirical evidence consistently highlights the significant impact of these attributes on alumni contributions. For instance, Gunsalus (2005), Clotfelter (2003), and Belfield and Beney (2000) found a strong positive correlation between age and alumni giving, suggesting that older alumni tend to contribute more frequently. This phenomenon is likely due to their accumulated financial resources and an evolving sense of responsibility towards their former institutions. Importantly, this relationship often exhibits a concave pattern, where donations increase with age but at a diminishing rate, indicating a deceleration in the growth of contributions as

individuals advance further in age.

Beyond age, gender disparities also play a notable role in alumni giving patterns. Su et al.'s (2007) study, which investigated the influence of demographics on alumni behaviour, revealed a significant tendency for older female alumni with robust positive affiliations to their alma mater to engage more actively in philanthropic giving. Furthermore, income level emerges as a critical structural attribute with a substantial influence on alumni contributions. Gaier (2005) identified a positive relationship between income and the propensity to donate, indicating an increased likelihood of alumni donations from wealthier individuals, particularly when coupled with advanced age.

Together, these studies underscore demographic factors—including age, income level, gender, geographic location, and educational attainment—as pivotal elements shaping alumni-giving behaviours. The insights derived from these analyses were instrumental in formulating the research instruments used to elucidate the predictors of alumni contributions to basic education in Kenya. However, the findings from this specific study are limited by a small sample size, which consequently restricts their generalizability to the broader alumni population.

2.3 Alumni networks and their role in fostering alumni giving

Numerous published studies highlight the significant impact of alumni networks on influencing giving patterns and serving as a strategic asset for institutional fundraising. For instance, Rust (2012) argues that fostering relationships and reinforcing identity through alumni membership is a crucial catalyst for future donations to educational institutions. Similarly, Gallo (2012) emphasises the necessity for institutions to implement a relationship-building cycle that cultivates lifelong connections with alumni, ultimately leading to enhanced philanthropic support. This perspective is further supported by Sun et al. (2007), who advocate for institutions to establish relationships with alumni networks and tailor their communications to address alumni needs, thereby encouraging increased donations.

According to Bardon et al. (2015), this process of relationship building involves strategies such as nostalgia, reproduction, validation, and combination, which help alumni maintain a connection with their past organisation. These elements foster a sense of identity and belonging, ultimately encouraging alumni to remain connected and engaged with their alma mater. In their study aptly titled 'Hail to Thee, Our alma mater: alumni role Identity and the relationship to institutional support behaviours.' McDearmon (2013) establishes a connection between increased alumni role identity and the likelihood of engaging in support behaviours such as attending events, volunteering, and making financial contributions. This finding suggests that enhancing alumni role identity could be a strategy for institutions to increase

alumni support. In the same vein, in her paper 'Connections, purpose, and collective impact: Lessons from alumni engagement in Kenya's Secondary Schools,' Wanja (2024) describes these alumni networks as loosely structured social networks fueled by nostalgia and camaraderie.

Besides fostering a sense of community and alumni networks, these networks facilitate constant and regular communication, which is essential for maintaining relationships and ensuring that alumni feel connected to their alma mater. When discussing the role of solicitations as one of the predictive factors influencing alumni networks, we spotlighted Weerts and Ronca's (2007) research that highlights the pivotal role of clear communication regarding institutional needs and a compelling call for support in transforming alumni expectations and inspiring them to become benefactors.

In addition to being conduits of information, alumni networks often provide avenues for graduates to contribute beyond financial donations, such as mentoring current students or participating in strategic initiatives (Green & Walkuski, 2020) and Meyer (2023) supports this view, adding that alumni in influential positions can leverage their expertise and connections to support their alma mater. This enhances the institution's financial stability and opens doors for additional resources and opportunities for current students. A similar point is made by the Mastercard Foundation (2017), which, in expanding on the role of alumni networks, notes that these networks can stimulate societal benefits that extend beyond the individual and programmatic levels. They help create a more engaged, well-connected generation of young people, empowering them to make a significant difference in their communities.

Collectively, the reviewed studies affirm the proposition that alumni networks play a critical role in fostering a culture of giving by cultivating supportive communities, maintaining strong relationships, and providing meaningful engagement opportunities for alumni. This engagement ultimately translates into increased financial contributions and broader support for educational institutions. Consistent with these findings, the current study observed that alumni networks in Kenya are instrumental in soliciting donations. However, as will become clear in the findings section, most institutions in Kenya cite a lack of resources and guidelines to solicit donations from alumni effectively.

2.4 Policy and legal frameworks impacting alumni gifting

This study further explored the legal and policy frameworks underpinning alumni engagement in Kenya's basic education and their effects on alumni engagement behaviour. The Societies Act (1968) provides the legal groundwork for registering alumni networks in Kenya. In facilitating registration of alumni networks under the act on the government's electronic citizen

platform(e-citizen), the Registrar of Societies defines an alumni association as "a society formed by a group of persons who have either attended or graduated as students or pupils of a school, college, university or institution (Registrar of Societies,2025). The provisions lay out the requirements for registration, which includes obtaining letters from one's alma mater. Once registered, the associations must comply with the outlined requirements for filing annual returns, sharing audited reports, and holding annual meetings.

The most notable of the policy frameworks reviewed was the Ministry of Education's (2019) Mentorship Policy. It acknowledges the alumni's mentoring role in providing mentorships to current students at their alma mater. It facilitates their participation through an annual Alumni Mentorship Day, which is included in the Kenyan school calendar. The review of the legal framework for alumni engagement was reinforced with the Kenya Institute of Curriculum Development's (2019) basic education framework, which outlines the necessity for collaboration with stakeholders, such as parents, alumni, and professionals, who influence a child's educational journey.

The current study uncovered that despite such supportive regulations and policy pronouncements, alumni engagement initiatives often lacked coordination and systemic policy stewardship, focusing more on individual-driven efforts rather than a cohesive strategy. Marwa (2020) recently made a broadly similar point, observing that the prevailing Kenyan economic crisis and the declining government budgetary allocation to the Ministry of Education create a compelling reason for the Ministry of Education to rethink the potential of alumni associations to engage and utilise this with comprehensive policy backing, which is currently lacking.

2.5 Conceptual framework

The conceptual framework developed for the study is based on the premise that alumni experiences were part of the repertoires of habitus, which shaped attitudes and engagement with their alma mater. This framework provides a rich, context-specific understanding of the various factors, such as unique student experiences and personal alumni experiences, and their complex, interlinked dynamics that influence alumni's inclination to contribute to their alma mater.

This deep and nuanced comprehension seeks to bring forth the rich narratives and diverse motivations underpinning the act of gifting, reflecting the multifaceted nature of observed patterns in alumni giving in Kenya.

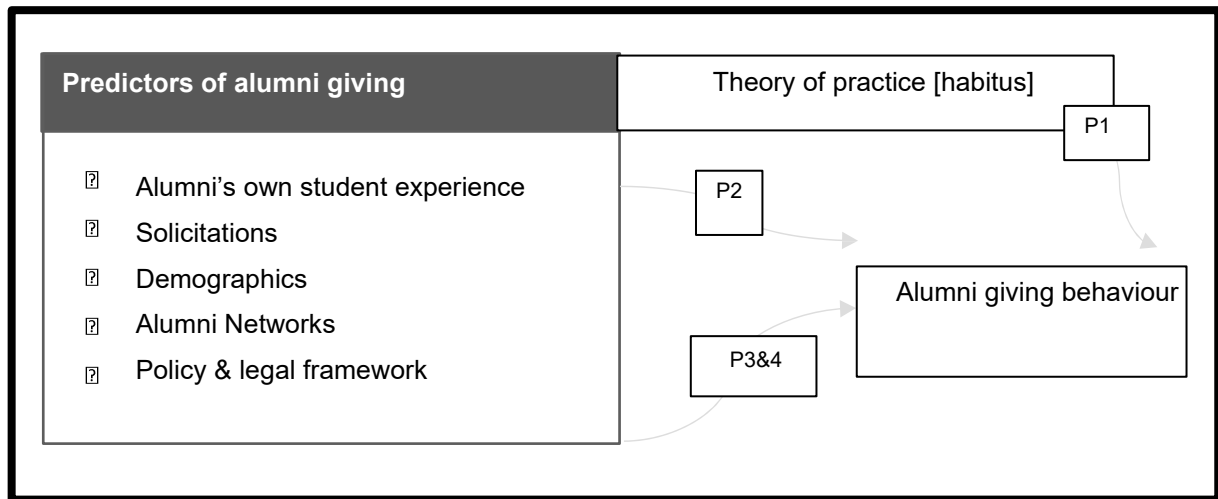


Figure 1. Conceptual Framework

2.6 Propositions

Based on the literature reviewed in this chapter and the conceptual framework, the following propositions were suggested for the study.

1. Proposition 1: Existing communal giving practices and emotional dispositions cultivated within Kenyan cultural and educational environments strongly influence the likelihood of alumni giving.
2. Proposition 2: Positive academic experiences, during an alumni's own educational journey influence the alumni's willingness to contribute to their alma mater.
3. Proposition 3: Solicitation, Demographics, significantly influence an alumni's willingness to contribute financially to their alma mater.
4. Proposition 4: Alumni networks exert a significant moderating influence on the level of alumni financial contributions to basic education institutions in Kenya.
5. Proposition 5: A robust policy framework is essential for enhancing alumni giving toward basic education institutions in Kenya.

2.7 Relationship of the research to the literature

The existing literature informed the study in several ways. Specifically, the study expanded on previous research by focusing on the predictive factors that influence alumni giving to basic education institutions in Kenya. Although previous studies have touched on aspects of alumni engagement or broader philanthropic behaviours in Kenya, there was a need for more research that explicitly addresses alumni giving towards basic education institutions. This study aimed to fill that gap, drawing on Bourdieu's concept of habitus and social capital theories as its theoretical basis to assess the importance of social structures, ingrained dispositions, and social

networks in shaping alumni giving in the Kenyan context.

The study also built upon the literature's conceptual understanding of the social phenomenon of alumni giving. By utilising Fowler and Mati's (2019) framing of African philanthropy as rooted in mutuality rather than vertical transfer, the study also identifies alumni time, mentorship, and governance roles as significant contributions. This expanded definition of giving is contextually valid. Lastly, the research contributes to discussions on alternative means of funding primary education, by empirically investigating alumni contributions' potential to supplement government funding to basic education in Kenya.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

Chapter three of the study examines the research design and methodology used to investigate the predictors of alumni giving behaviour toward basic education institutions in Kenya. The key aspects covered include research philosophy, research approach, population, sampling method and size, participant description, study setting, data collection, data analysis, ethical considerations, validity and reliability of the study, limitations of the current research, and a conclusion.

A recent study by Bush (2023) utilises an online survey to validate a model that positions alumni connectedness as a key predictor of giving behaviour. This model incorporates factors such as relatability, dependency, and a sense of community, which are essential for understanding alumni relationships. Similarly, Kosse (2019) conducts a univariate analysis of variance (ANOVA) to investigate the connection between young alumni's participation in events and their giving behaviour. The findings reveal significant correlations between event attendance and increased donations, highlighting the influence of engagement on the level of contributions made.

While these methodologies provide valuable insights, it is important to consider the cultural and contextual differences that may affect alumni giving behaviour. For instance, the motivations and predictors of giving in Western contexts may differ from those in African contexts, necessitating tailored approaches to studying alumni-giving behaviours. The current study employed a methodology that recognises the significant cultural context; by focusing on the unique social and cultural factors influencing alumni contributions in Kenya, this study set out to investigate the intricate dynamics of how alumni's backgrounds and experiences shape their giving behaviours.

3.1 Research philosophy

This study adopted an interpretivist research philosophy (Geertz, 1973; Stake, 1995), acknowledging that human understanding and knowledge are derived from social and cultural contexts. This interpretivist philosophy emphasises understanding the subjective meanings and lived experiences of the alumni. The study recognises that alumni decisions regarding giving are deeply rooted in their individual interpretations of past experiences, present circumstances, and perceptions of their alma mater. Consequently, the research delved into the complexities of these individual perspectives, seeking to understand the diverse motivations, values, and beliefs that shape alumni-giving behaviours. The interpretation and findings of this study are,

therefore, shaped by the rich narratives and insights shared by the participants, as well as by the researcher's empathetic understanding of these phenomena.

3.2 Research approach

This study selected a qualitative research design to explore the predictors of alumni giving toward basic education institutions in Kenya. This approach aligns with Creswell's (2013:4) description of qualitative research as one that seeks to understand individuals' social experiences. The qualitative methods employed were instrumental in uncovering the insights and motivations behind alumni contributions, allowing for a deeper understanding of their experiences and perspectives.

By focusing on the subjective experiences of alumni, the study sought to explore the complex factors influencing their giving behaviours, including socio-economic backgrounds, emotional affiliations, and cultural dispositions. This qualitative approach enabled us to capture Kenya's nuanced and multifaceted nature of alumni giving. Overall, the qualitative research design facilitated a rich, context-specific understanding of alumni giving behaviours. The findings from this study address gaps in research on alumni contributions to education in the region.

3.3.1 Research population

The study population comprised three key groups strategically selected to provide a comprehensive understanding of alumni giving to basic education institutions in Kenya.

Alumni Donors: Individual alumni who had previously contributed to their alma maters formed the primary group. Their inclusion offered firsthand accounts of personal experiences and direct insights into the motivational factors underpinning their philanthropic behaviours.

School Headteachers: The second group consisted of headteachers from institutions that benefited from alumni contributions. Their perspectives provided broader insights into the impact and implications of alumni support at the institutional level.

Ministry of Education Representatives: Representatives from the Ministry of Education formed the third group. Given their regulatory and policy-making roles, these individuals offered crucial insights into how governmental frameworks and policies influence alumni giving, highlighting the intersection of policy and philanthropy.

This multi-faceted approach to population selection aligns with the study's objective of comprehensively exploring and identifying the predictive factors influencing alumni giving behaviour, thereby facilitating a nuanced understanding of the dynamics involved in alumni contributions to basic education institutions in Kenya.

3.3.2 Sampling method and size

The study applied purposeful sampling, which allowed the selection of participants most likely to provide valuable insights into the factors influencing donation intentions. According to Benoot et al. (2016), purposeful sampling enables researchers to incorporate diverse perspectives, enrich theoretical diversity, and align with research objectives. By employing purposeful sampling, the study ensured that the selected participants provided relevant and diverse insights, enhancing the overall understanding of alumni-giving behaviours and supporting the research's theoretical and practical goals.

The study's sample consisted of 15 alumni who contributed consistently for at least five consecutive years prior to the study. These individuals were chosen to represent different life stages, school categories, genders, and economic backgrounds, ensuring a comprehensive understanding of giving behaviour. Additionally, six expert informants were included: three headteachers from schools with a history of receiving alumni donations, the Deputy Director of Policy and Partnerships at the Ministry of Education, and the chair of a county Board of Education. This diverse group provides a well-rounded perspective on the factors influencing alumni-giving behaviour.

3.3.3 Description of participants

The study involved a diverse group of participants. It utilised purposive sampling to select 15 alumni from various backgrounds, ensuring a mix of life stages, school categories, genders, and economic statuses. These participants consistently contributed to their alma maters for at least five years, providing a rich and varied perspective on the factors influencing alumni giving.

Participant ID (Code)	Age	Gender	School Description	Level of education	Occupation
AP1	46	M	Extra county /Secondary	Bachelor Degree	Philanthropic Advisor /Family Foundations
AP2	36	F	Primary/ Rural	College	Small-scale farmer/Self-employed
AP3	44	M	National/ Secondary	Master's Degree	Administrator/Private University
AP4	45	F	Primary/ Rural	Master's Degree	Political Mobiliser/Self-employed
AP5	26	F	Sub County / Secondary	College	Secretary/Civil Servant
AP6	43	M	Primary/	Bachelor	Managing Director / IT Company

			Rural	Degree	
AP7	41	M	Sub County/ Secondary	College	Monitoring & evaluation/UN Somalia
AP8	48	F	National/ Secondary	Master's Degree	Human resource/ Multinational/Canada
AP9	22	M	Extra County/ Secondary	Student	Medical Student/ University
AP 10	26	M	Primary urban	High school	Small-scale trader/self-employed
AP 11	39	M	County/ Secondary	Bachelor Degree	Tech entrepreneur/self-employed
AP12	40	F	Extra County /Secondary	Bachelor Degree	Human Resource Manager/ NGO
AP 13	32	M	County/ Secondary	Bachelor Degree	Program Manager/NGO
AP 14	44	F	County / Secondary	College	Executive Director/ NGO
AP 15	54	F	National/ Secondary	Master's Degree	Economist/ Consultant
EP 1	X	M	Extra county/ secondary	Master's Degree	Headteacher
EP 2	X	M	Nairobi County	PHD	Chairman, County Board of Education
EP 3	X	F	Primary school /Rural	College	Deputy Headteacher
EP 4	X	M	Ministry of Education	Master's Degree	Deputy Director , Partnership and Policy- Ministry of Education

***Table 1: Demographic profile of the participants
(AP- alumni participants: EP- expert participants)***

3.3.4 Study setting

This study is situated within Kenya's evolving education system, specifically during its transition from the 8-4-4 curriculum to the Competency-Based Curriculum (CBC). The 8-4-4 system, which structured education into 8 years of primary, 4 years of secondary, and 4 years of higher education, was implemented in 1985 and began its phased removal in 2017. The final cohort under the 8-4-4 system is expected to complete national examinations in 2027. Notably, all alumni participating in this study received their education under the 8-4-4 system.

The study's geographical and institutional focus is on Kenya's basic education sector, particularly secondary schools. These institutions are categorised into four distinct types based on their administrative structure and academic standing:

National Schools: These are the most prestigious, admitting top-performing students nationally and recognised for strong academic performance and established infrastructure.

Extra County Schools: As the second tier of national excellence, these boarding schools are known for quality education and well-developed infrastructure.

County Schools: Formerly provincial boarding schools, these are primarily located in county capitals and urban centres, drawing students from their host county.

Sub-County Schools: These encompass current and former provincial schools, often with day wings. While accommodating the largest student population, their academic performance is generally lower.

This categorisation is pertinent due to observed student outcome disparities across these tiers. For instance, Kithela (2016) found that students from national and extra-county schools typically exhibit higher self-esteem and pursue more ambitious careers, unlike sub-county students who often show lower self-esteem and aim for less ambitious paths. Understanding these distinct institutional contexts is crucial for investigating alumni giving behaviour. The varying levels of prestige, infrastructure, academic achievement, and student aspirations across these school types likely influence the nature of alumni connections, perceptions of institutional need, and capacity for philanthropic engagement. Analysing alumni giving through the lens of these specific school types offers a nuanced understanding of factors shaping philanthropic support within Kenya's diverse educational landscape.

3.4 Data Collection

The study employed a comprehensive data collection strategy, integrating in-depth interviews and document analysis to gather rich and nuanced data on alumni giving behaviours toward basic education institutions in Kenya.

In-depth interviews were the primary data collection method. In-depth interviews can reveal the nuances of these relationships and how they impact alumni's willingness to contribute (Cownie, 2018). These interviews were conducted using a hybrid approach, which involved both in-person meetings and online sessions, to accommodate participants' preferences and availability. Ethical clearance for the study was obtained from the Wits Business School Ethics Committee, ensuring adherence to ethical research standards. Participants were provided with an explanation of the project, and informed consent was obtained using an informed consent

form (see Annexure 1). Interviews were scheduled after receiving signed consent forms between May 2024 and September 2024. Participants received the interview protocols via email and WhatsApp to prepare them for the discussions. Most interviews were conducted in person, with the exception of one. Each session lasted between 60 to 90 minutes and was conducted in English. All interviews were audio recorded with participants' consent to ensure accurate data capture for subsequent analysis (see Annexure 3).

Document analysis: Document analysis served as a crucial supplementary data collection method, providing insights into the legal and policy frameworks that influence alumni giving in Kenya. By analysing these documents, the study aimed to identif

y systemic and institutional patterns and factors that extend beyond individual interview insights, thereby enabling a broader understanding of the influences on alumni giving. The data derived from this analysis was then integrated with primary interview data to form a comprehensive view, ensuring the study captured both personal experiences and broader institutional dynamics. This integration was pivotal in revealing the complex interplay of factors driving alumni giving in Kenya

3.5. Data analysis

Data collected from the interview was analysed using thematic analysis, a widely used method in qualitative research (Braun & Clarke, 2006). The analysis followed the nine steps adopted by Creswell (2007, p. 156).

File creation and organisation: The data collected from the in-depth interviews was organised and filled out according to dates for effective data management and efficiency.

Initial reading and coding: The initial reading and coding process involved a detailed examination of interview transcripts to identify significant patterns and themes. This was followed by a repeated review of the transcripts, highlighting quotes and phrases deemed significant. This iterative process allowed for the identification of consistent yet distinct categories.

Open coding categories description: After generating the initial codes, the third step involved thoroughly describing each initially coded category that represents a potential factor influencing alumni giving. This step was crucial for understanding each category's inherent characteristics and related concepts by delving into its specifics. This detailed description helped clarify the context and significance of each factor, ensuring that the analysis captured the complexity of alumni-giving behaviours.

Selection of open coding categories: Following the detailed description of each initially coded category, the next step involved selecting categories related explicitly to factors influencing

alumni giving in Kenya for a more in-depth analysis. By narrowing down the categories, it was possible to conduct a more targeted and comprehensive analysis, which provided deeper insights into alumni's motivations and challenges in their giving behaviours.

Axial coding: The axial coding phase involved interlinking the selected categories to identify the causal conditions, context, intervening conditions, strategies, and consequences associated with alumni gifting. This process was essential for establishing relationships among different categories, providing a structured understanding of how various factors influence alumni contributions. Examining these interconnections made it possible to uncover the underlying dynamics that drive alumni-giving behaviours.

Selective coding and story development: This step involved synthesising all interrelated categories to create a comprehensive story explaining alumni giving dynamics. By focusing on the most significant categories, a narrative highlighting the key factors and their interactions was developed. This narrative served as a foundation for providing a clear and insightful understanding of alumni-giving behaviours in the context of Kenyan basic education institutions.

Conditional matrix development: After developing a narrative through selective coding, the next step was creating a conditional matrix. This matrix served as a tool to map out the relationships among various factors impacting alumni giving.

Proposition presentation: Based on the visual model or theory and the relationships among different categories, the final step involved presenting these factors, providing a comprehensive understanding of the motivations and influences behind alumni giving, offering valuable insights for enhancing financial support in Kenyan basic education institutions.

3.6 Ethical considerations in the study

Before commencing the study, ethical clearance was sought from the Wits Business School Committee, ensuring that all research activities adhered to established ethical standards. The study maintained a high standard of ethical conduct throughout its processes and interactions with participants. Participation was entirely voluntary, with informed consent obtained to ensure participants fully understood the study's objective and their roles. Participant privacy was prioritised through data anonymisation and secure storage. Honesty and transparency in representing research processes, findings, and interpretations were upheld, with all sources appropriately cited.

3.7 Validity and reliability of the study

The study ensured validity and reliability by adhering to a rigorous framework proposed by Guba and Lincoln (2001), including credibility, transferability, dependability, and confirmability. Credibility was achieved through cross-checking, where participants confirmed and validated the findings, and by employing a mix of data collection methods such as in-depth

interviews and document analysis. Dependability was established by providing precise and detailed documentation of the research process, including decisions made during coding and analysis, which created a transparent audit trail for others to follow. Confirmability was demonstrated by ensuring that the findings were derived from the data and not influenced by biases, with reflexivity practised throughout the study to reflect on the researcher's role and impact. This comprehensive approach enhanced the reliability of the study's findings.

3.8 Limitations of the current study

The study's findings are subject to limitations regarding validity and generalizability, primarily due to its small, specific sample size and focus solely on basic education institutions, which may not represent the broader alumni population or other educational levels. Despite these constraints, the research deepens our understanding of alumni contribution motivations, especially in contexts like Kenya with limited government educational support.

3.9 Summary of the methodology

In summary, this chapter provides a detailed overview of the research design and methodology employed to explore this phenomenon. The chapter emphasises adopting a qualitative approach grounded in Pierre Bourdieu's concept of "habitus," which allowed for a nuanced exploration of alumni giving within the unique socio-cultural landscape of Kenya. This approach acknowledges the significant impact of local contexts on giving behaviours, suggesting that tailored approaches are necessary for effectively understanding and enhancing alumni contributions in different regions. Overall, this chapter sets the foundation for a deeper investigation into the predictive factors influencing alumni giving toward basic education institutions in Kenya, paving the way for future research and practical applications in alumni giving strategies.

CHAPTER FOUR: FINDINGS AND ANALYSIS

4.0 Background of the study

This chapter presents the analysis and findings of the data, intending to answer the research questions. Specifically, it explores predictors of alumni giving behaviour towards basic education institutions in Kenya. It posits that a complex interplay of socio-cultural norms, societal pressures, personal values and alumni's own student experiences shapes alumni contributions. Explicitly, motivations for such giving are predicated on pro-social behaviour deeply embedded in historical practices and social expectations. Bourdieu's (1977) concept of "habitus" serves as the theoretical basis for framing the analysis, aiming to understand the interplay between socio-cultural structures and individual dispositions in shaping alumni-giving behaviour.

The chapter also explores the role of alumni's own student experience, especially how positive school experiences, such as participation in extracurricular activities and mentorship programs, motivate alumni to give back. Furthermore, the chapter analyses the role of alumni networks and the influence of policy and legal frameworks in fostering alumni-giving behaviour. By examining the roles of alumni networks and policy frameworks together, this chapter provides a comprehensive picture of the factors influencing Kenyan alumni to contribute to basic education institutions in Kenya.

We argue that the interplay of these elements underscores the importance of both individual and collective alumni efforts in supporting basic education institutions. Our findings suggest that alumni giving toward basic education in Kenya is a multifaceted phenomenon that mirrors broader patterns of African philanthropy. Mainly, alumni contributions in Kenya go beyond mere financial support; they include active involvement and material contributions, essential for fostering a lifelong community of mutual care and support.

The chapter begins by highlighting the form(s) and types of alumni giving toward basic education in Kenya. It then analyses the socio-cultural influences on alumni giving behaviour. This is followed by exploring the role of alumni's student experiences, as well as the influence of alumni networks and the policy environment in fostering alumni giving.

4.1 Forms and types of alumni giving toward basic education in Kenya

Alumni giving towards basic education in Kenya reflects broader African philanthropic practices. This form of giving is not limited to financial contributions but includes material

support and active involvement through volunteering or dedicating time. These diverse forms of giving are indicative of a range of prosocial behaviours driven by multiple factors (Fowler & Mati, 2019).

Organised and targeted financial support is often the cornerstone of alumni giving. This is captured in the words of participant AP12 (a human resource manager with a local non-profit organisation), who indicated: "We make financial contributions every two years. During this time, we select the top 10 and bottom 10 students academically with the highest school fee balance and raise funds for them" (personal interview, 17/07/2024). Yet, another participant, AP1 (a philanthropy advisor with a global family foundation), indicated: "The financial contribution we make is sponsoring students for clusters of years. For example, in our year group, we support a student throughout four years of high school, and once that is done, we support another student" (personal interview, 16/05/2024). This commitment to alleviating financial barriers to education is further illustrated by another participant, AP10 (a small-scale trader), who shared: "We support students in need by sponsoring their fees" (personal interview, 16/07/2024).

Alumni's approach to supporting basic education in Kenya extends beyond sponsoring students in their alma mater to significantly contributing to school infrastructure development. One participant, AP13 (a program manager with a local not-for-profit), stated that their "contributions include building dormitories and libraries" (personal interview, 12/07/2024). Similarly, another participant, AP8 (a human resource professional with a multinational company based in Canada), indicated their involvement in supporting the renovation of older dormitories from the 1940s and 1950s, as well as other infrastructure fundraising needs (personal interview, 20/06/2024). Further illustrating giving for infrastructure support, another participant, AP7 (a monitoring and evaluation specialist with a UN agency based in Somalia), shared: "We recently mobilised for well drilling equipment, which will provide water to our school and community for the first time in history" (personal interview, 02/07/2024).

Alumni have also addressed school transportation needs by contributing toward buying school buses. This is illustrated by the words of another participant, AP14 (an executive director of a local not-for-profit), who indicated: "We had an old broken-down school bus that we used to call freedom train or Magnavox. so, the alumni contributed toward buying a new bus; as a result, our alma mater now has a scania school bus" (personal interview, 13/07/2024).

Alumni contributions extend beyond financial support to a wide array of non-monetary contributions, including volunteering time on school governing boards, professional career guidance, mentorship, and student coaching. One participant, AP1 (personal interview, 16/05/2024), shared: "My most significant contribution is my time. I tie my time to my profession because even though my position is voluntary, I give the school much professional

input." Another participant, AP4 (a community and political mobiliser), who serves as a governing board member in her alma mater, shed light on the various roles played by alumni on school boards: "As a school board member, I have been given various vital roles, such as chair for academics and handling communications. I continue to work closely with the school in these capacities" (personal interview, 22/05/2024).

Mentorship and career support are other key areas of contribution. In this regard, a participant AP9 (a second-year medical student at the University of Nairobi) indicated: "I have been at my alma mater for specific class mentorship and to interact with students" (personal interview, 16/07/2024). Similarly, another participant, AP4 (personal interview, 22/05/2024), highlighted: "I have been heavily involved in student mentorship for a long time." Meanwhile, AP8 (personal interview, 06/07/2024) indicated: "I have organised career days and provided financial support for [the school's] annual career day."

Within the career guidance type of engagement, some alumni are involved in helping students choose their subjects. In this regard, AP13 (personal interview, 17/07/2024) indicated: "We also have alumni returning to support second-year students in choosing their subjects and provide funding support to a rugby player to coach the students." This suggests that alumni mentorship goes beyond academics to sports and leadership. This is further illustrated by participant AP10 (personal interview, 16/07/2024), who indicated that alumni provide mentorship and coaching to different students, including leadership training for student council members.

Alumni have also undertaken other student-focused support roles, such as ensuring that students at their alma mater have sufficient food. This is illustrated in the words of AP2 (a small-scale holder farmer in rural Kenya) who indicated:

I support the school by leading the feeding programme. Previously, the students were not performing well due to hunger, which made it difficult for them to concentrate in class. The alumni initiated a feeding program and encouraged the school board and parents to participate, significantly improving the school's performance (personal interview, 22/05/2024).

Support for alma mater sometimes extends to teachers. As one participant, AP13 (personal interview, 17/07/2024), put it: "We award the best-performing teachers." These awards are typically given to teachers with the best-performing subjects or those with the most improved subject rankings after the national exam results are announced. Discussing this same issue, participant AP2 (personal interview, 22/05/2024) shared that they motivate both students and teachers from their rural alma mater through gestures such as hosting them in Nairobi or taking them out for pizza.

As can be gleaned from the illustrations above, alumni contributions go beyond traditional financial, institutional, and student support to mutual aid and support among members of alumni networks. A possible explanation for this might be because alumni contributions transcend traditional boundaries, reflecting a deep-seated commitment to their alma maters and the well-being of their fellow alumni. This deep commitment to creating a lifelong community of mutual care and support extends beyond their support for their alma mater. As one participant, AP11 (a tech entrepreneur), puts it: Our class has a well-organised group where we actively support and assist one another as we enter our mid-40s. This group has been a crucial safety net for all of us as we navigate job losses, pay medical bills, and cope with the loss of a parent, child, or spouse (personal interview, 16/07/2024).

Further illustrating this sense of shared mutual responsibility in times of hardships is another participant, AP14 (personal interview, 23/07/2024), who indicated: "When an alumni experiences the loss of a family member, such as a father, mother, brother, spouse, or child, everyone contributes to cover the costs. The alumni group covers the costs of purchasing the coffin for the burial, and we always provide the coffin."

Collectively, the results in this section indicate that alumni giving towards basic education in Kenya represents a unique form of prosocial behaviour driven by a sense of shared responsibility and a commitment to collective upliftment that extends to a lifelong community of mutual care and support. For instance, Participant AP7's description of contributing to school water infrastructure as a communal duty underscores that alumni giving is not solely a financial act, but also a redistributive and identity-affirming one. This perspective aligns with Fowler and Mati's (2019) framing of Africa Philanthropy, which conceptualizes African philanthropy as rooted in mutuality rather than a vertical transfer of resources.

4.2. Understanding alumni giving in Kenya: A Habitus perspective

This study examined the dynamics of alumni giving in Kenya, utilising Bourdieu's (1977) concept of 'habitus' – i.e., the ingrained cultural norms and societal expectations that shape individual behaviours and attitudes, in this case, towards philanthropy. Habitus manifests through various social, cultural, and economic factors. We argue that a complex interplay of personal values, socio-cultural norms, societal pressures, influence of childhood environments, early experiences and student experiences shapes alumni giving. While 'habitus' provides a framework for understanding societal influences, the study recognises the multifaceted nature of individual motivations. Personal values, empathy, and a desire to contribute to societal development also significantly drive alumni giving.

The study applied this conception to examine the role of deeply ingrained societal elements — historical practices, cultural norms, religious beliefs, and communal structures — in cultivating

a pervasive culture of giving and how these factors influenced alumni support for basic education. Furthermore, the study acknowledges the potential influence of Kenya's economic climate and limited government funding for education, which compels alumni to step forward as vital contributors to education financing.

4.2.1. Historical context and its influence on alumni giving

As mentioned in the literature review, Christian missionaries played a key role in establishing Kenya's formal education system during the colonial period (Wallbank, 1938). However, their influence declined with the rise of nationalism and the emergence of independent African schools. This shift, partly driven by a rejection of the missionaries' emphasis on evangelism, fostered a sense of ownership and responsibility towards education within Kenyan communities (Buchmann, 1999). According to Ngau (1987), faced with limited resources and growing social needs after independence, Kenya implemented a community self-help initiative termed 'Harambee' to drive development projects like schools and health centres. Kisubi (2012) argues that this approach, rooted in collective action and shared responsibility, was a vital problem-solving strategy, particularly in rural areas. Kenyans have utilised Harambee to maintain their commitment to education, demonstrating the enduring power of community and mutual support in addressing societal needs. We argue that the Kenyan alumni's dedication to group responsibility and giving back can be understood through Bourdieu's habitus, rooted in cultures of collective responsibility.

When asked to describe the historical practices and traditions of giving and helping others in their communities, and how these cultural values and norms influence their notions and practices of "giving back" to their alma mater, most participants' responses reveal the cultural and historical influences that inform their giving. In this regard, online participant AP8 (personal interview, 06/07/2024) shared the following:

I come from an area where Christianity has had a strong presence due to the influence of Scottish missionaries who arrived in the 19th century. Consequently, education has always been highly valued. Even the older community members are literate. The community emphasises educating its young members and providing support and resources to ensure their access to quality education. For example, despite having only completed primary school herself, my maternal grandmother served on the board of a school in her community, and my retired dad, with a PhD [holder] in mathematics, volunteers as a math teacher at a local school near our home. For me, this dedication to education also extends to my alma mater. I am passionate about supporting young girls who may not have the financial means to pursue an education.

Similarly, in response to the same question, AP1 (personal interview, 16/05/2024) responded,

"I grew up in a society that had a strong culture of giving back. At that time, we were busy building churches, and there was a rich tradition of 'Harambee.'" Moreover, another participant, AP4 (personal interview, 22/07/2023), in responding to the same question, had this to say:

I am unsure if it is a Kikuyu tradition, but we contribute. It is called 'Harambee.' We discovered that our parents practised it. When someone in the village falls ill, everyone gathers to provide financial support for transportation to the hospital. When someone from our area receives an admission to study abroad, we all come together to contribute and support them in attending school.

Likewise, AP7 (personal interview, 02/07/2024) indicated:

The Luo community, known for its strong socialist leanings, prioritises collective benefit and mutual support. This deeply ingrained cultural value manifests in various ways, from their political views to their tradition of communal giving. This emphasis on shared responsibility alleviates individual burdens and fosters a strong sense of belonging.

Sentiments reported here suggest that Kenyans are socialised to contribute to institutions and individuals in their society. This view is supported by participant AP1 (personal interview, 16/05/2024), who shared, "We grew up in a community that frequently organised Harambee, and every small contribution made a big difference. We had Harambee events to support schools and clinics. I view giving to my alma mater as a valuable addition to community services.

Along the same lines, another participant, AP12 (personal interview, 17/07/2024), brings home the role of socialisation as follows:

My upbringing, surrounded by generosity, has shaped my values. My parents, especially my mother, instilled in me the importance of generosity, and my father supported this value. My grandparents also embodied it, making it a way of life in our family. Additionally, understanding the transformative power of education and recognising that I would not be where I am without it fuels my desire to ensure that others have the same opportunities. These experiences form the foundation of my commitment to giving back to my alma mater.

Valuing these elements of shared burden for collective well-being has created a perpetual culture of reciprocity, often through acknowledgements of support through contributions to other causes within the community. A broadly similar point was made by AP8 (personal interview, 06/07/2024), who said:

My dad often talks about how his aunts pooled their money together to pay for his ticket

to the UK when he was pursuing his PhD, as his scholarship did not cover all expenses. Reflecting on the sacrifices made by earlier generations who left Kenya for distant places like the United Kingdom, he acknowledges the support and opportunities it created for him and pays it forward.

As alluded to in the excerpt above, generations pass down values, manifesting in their desire to give back. Therefore, alumni's commitment to their alma mater is not simply an act of generosity but a reflection of their cultural heritage and a continuation of long-standing traditions of giving and mutual support. This sentiment is aptly captured by participant AP4 (personal interview, 22/05/2024), who shared: "My mother has always been actively involved in the community. My parents are generous and have always given to the community despite not being very well-off."

Drawing upon Bourdieu's concept of 'habitus', we can conclude that these historical practices of communal support, deeply ingrained cultural norms, and religious values intersect to cultivate a pervasive culture of giving within Kenyan society. In this context, as seen above, participants in this study articulated how deeply rooted cultural traditions of sharing and mutual support in their communities have shaped their understanding of 'giving back' to their alma mater. They describe practices like Harambee, a tradition of collective fundraising for communal needs, and the emphasis on education instilled by early missionaries as formative influences. Therefore, these experiences have fostered a sense of shared responsibility and a belief in the power of collective action, which they carry with them beyond their communities.

Another key aspect of 'habitus', as we present below, is societal expectations.

4.3 Social expectations

In reviewing the literature, we discussed how 'habitus', illuminated by deeply ingrained societal expectations, predisposes people to behave in specific ways. According to Aina (2013), Indigenous philanthropy is rooted in local grassroots caregiving, mutuality, reciprocity, solidarity, and social obligation practices. Similarly, Kanyinga (1995) argues that philanthropy was not merely a distinct social or economic activity but an integral component of communal lifestyle. Together, these studies indicated that cultural habitus plays a pivotal role when considering alumni giving, particularly within the African context. The social norms, cultural beliefs, ethnic traditions, and individual aspirations deeply embedded within African communities invariably shape how individuals approach giving back to their educational institutions. Thus, habitus offered a window for a nuanced understanding of the forces driving alumni giving in African contexts.

Following this, we argue that palpable social pressure exists, an unwritten rule dictating that those who have achieved a certain level of success are obligated to give back to their

community. This expectation is not merely an implied but a deeply ingrained social norm in Kenya. Commenting on societal expectation, one of the participants, AP3 (an academic administrator at a local university), said: "...absolutely, there is an expectation that once you achieve a certain level of prosperity, it is required of you to help without even being asked. It is almost like an unspoken expectation" (personal interview, 22/05/2024).

This expectation is evident in the frequent requests for contributions. In this regard, participant AP7 (personal interview, 02/07/2024) shared:

During my recent visit to the village, I received nine requests for harambees. This averages out to about three daily requests from different people. Most of the requests were for school fees for children, and some were from churches seeking to fund various projects, such as cementing or building structures. There is a general expectation for support.

This sense of obligation and responsibility, as Participant AP6 (a managing director for an IT company) observes, is deeply ingrained in these alumni:

This sense of duty towards the community is an expectation, and even if you do not want to, there is still an expectation that you have a responsibility towards your community. You cannot simply ignore it. People ask, 'Why are you not part of this or that?' We have also had some alumni join because their parents asked why they were not participating in school activities that their peers were involved in. So, there is also a sense of duty. You feel like you have an obligation to your community (personal interview, 01/07/2024).

These results suggest that societal expectations are a powerful driver of alumni giving in Kenya. This highlights the interconnectedness of individual success and community responsibility. Therefore, we can assume that a powerful, unspoken expectation shapes giving behaviours. Alumni often feel compelled to respond to these societal norms, which dictate that success comes with the responsibility to uplift others.

While societal expectations, as part of habitus, are influential, it is crucial to recognise that individual motivations for giving are diverse and complex. Indeed, as participant AP1 (personal interview, 16/06/2024) stressed out:

The decision to contribute stems from a deeply personal place, not from societal expectations or pressure. It is about a desire to give back and support something meaningful. I recognise that some people might feel influenced by external factors, but my motivation is entirely intrinsic.

This perspective reveals that prosocial behaviours driven by empathy, personal values, religion, and a desire to make a difference to influence alumni giving. Therefore, they are a big part of Kenyan habitus. The next section, therefore, discusses prosocial behaviour as a driver of alumni giving.

4.4 Prosocial behaviour

Several reports have noted the importance of prosocial behaviours in unpacking the drivers of alumni giving. Cabrera et al. (2005) suggest that prosocial behaviours like volunteering and civic involvement indicate future generosity, stemming from a deep-seated aspiration to contribute constructively to society. Furthermore, Guzman (2015) highlights the influence of social environments during critical developmental stages, such as childhood, adolescence, and school life, in shaping alumni volunteers' views and beliefs surrounding community involvement and volunteerism. Such behaviour as part of habitus suggests that exposure to and participation in prosocial activities during formative years can cultivate a lasting disposition toward giving back, which may later manifest in alumni-giving behaviours.

To explore the connection between prosocial behaviour and alumni giving for this current study, the following tiered questions were posed to participants: How frequently do you engage in community or religious service activities, and how important is it for you to contribute to the betterment of your community or society? Do you feel a personal responsibility to make a positive impact, and if so, how do these factors influence your engagement with your alma mater? The analysis reveals that the responses can be grouped into three broad categories that shed light on how this behaviour manifests and shapes alumni contributions. These are early exposures to prosocial behaviour and reciprocity, as well as a sense of responsibility.

A key examining element of prosocial behaviour as a predictor of alumni giving is how early exposure to prosocial behaviours, such as community service and volunteering, can shape an individual's habitus. This exposure instils a lasting sense of social responsibility that can motivate alumni to give. This perspective is consistent with studies by Cabrera et al. (2005) and Guzman (2005), which emphasise the long-term impact of such experiences. On this point, participant AP1 (personal interview, 15/05/2024) recounts his experiences growing up as follows:

I grew up Catholic in a small church with a strong giving culture. At that time, our church had home groups, which were community-based groups that addressed various community needs. I certainly believe that those of us who have the means are responsible for caring for our world. We stand on the foundation laid by those who have contributed positively to our community before us, and it is important to acknowledge their work. We must continue to build upon their efforts. My strong sense of empathy

comes from these experiences, which I aim to build on as a foundation as I engage with my former school.

This participant perspective is supported by the literature, including the aforementioned studies by Cabrera et al. (2005) and Guzman (2015), highlighting the enduring impact of early exposure to prosocial behaviour on individuals' propensity to give back to their communities.

Another element when discussing pro-sociality as a predictive factor influencing alumni giving is reciprocity. As mentioned in the literature review, the strong desire to reciprocate and give back to one's alma mater is often fueled by a sense of gratitude for the educational opportunities and experiences gained as a student, which engenders a sense of philanthropy, forming a vital part of these individuals' values (Rust, 2012). This element of reciprocity is vividly illustrated by participant AP6 (personal interview 01/07/2025), who phrases his motivation for giving as emanating from being a recipient of similar acts of kindness and generosity:

I want to emphasise this importance, so I must explain why it is crucial. I see myself as someone who has benefited from the kindness of strangers since I was in fifth grade. I received sponsorship from Canada and other countries throughout my primary and high school years. Even during my university years, I was sponsored. The kindness and generosity of others have shaped me, so I need to help others in any way I can. This is something I take very seriously. It influences my engagement with my alma mater. It is not just about giving money but also about strengthening the alma mater community.

The literature highlights how a sense of gratitude for educational opportunities fosters a philanthropic mindset, encouraging alumni to give back to their alma mater. Participant AP6's narrative exemplifies this dynamic, illustrating how personal experiences of receiving kindness and support can instil a strong sense of obligation to reciprocate.

To further explore reciprocity as a predictive factor influencing alumni gifting, the study relied on a review of the literature on African gifting. Research on African gifting demonstrates that the African continent has a rich history of giving, fostering solidarity, and practising reciprocity, which are fundamental pillars of contemporary philanthropy (Africa Grant Makers Network, 2013). Similarly, in Aina (2013), Indigenous philanthropy was rooted in local grassroots caregiving and mutuality, reciprocity, solidarity, and social obligation practices. Similarly, Kanyinga (1995) argues that philanthropy was not merely a distinct social or economic activity but an integral component of communal lifestyle.

The interplay between personal experiences of receiving support and the cultural tradition of reciprocity and social obligation has a significant influence on alumni giving. This relationship is evident in both the literature on African gifting and the personal accounts of individuals like AP6, highlighting the enduring impact of kindness and generosity on fostering a culture of

giving back. Participant AP7's (personal interview, 02/07/2024) perspective illustrates the deep-rooted sense of social obligation that drives individuals to improve their communities as follows:

I feel a personal responsibility to improve my community, especially if I am among the few successful individuals there. I do not want poverty and dependency to thrive in my community, so I feel compelled to make a difference. Supporting education and the well-being of others is essential for creating a civilised and developed community. My alma mater is in my community. That is where I will eventually end up. I do not want to end up in a rundown or destroyed.

The literature by Cabrera et al. (2005) and Guzman (2015) has shown the importance of early exposure to prosocial activities, such as community service and volunteering, in shaping an individual's habitus and fostering a lifelong commitment to giving back. Similarly, African philanthropy, as highlighted by the Africa Grant Makers Network and scholars like Aina (2013) and Kanyinga (1995), is not merely a distinct activity but an integral part of the communal lifestyle. This tradition fosters a sense of community and shared responsibility, which is mirrored in the motivations of alumni who feel a strong obligation to contribute to their communities and alma maters.

Participants in the study, such as AP1 (personal interview, 16/05/2024) and AP6, illustrate how personal experiences with prosocial behaviours influence their motivations to give back. AP1's early exposure to community service instilled a lasting sense of social responsibility, while AP6's experiences of generosity from others fostered a strong obligation to support future generations.

Overall, the interplay between personal experiences and cultural traditions of reciprocity and social obligation has a significant influence on alumni giving. This relationship is evident in both the literature on African gifting and the personal narratives of individuals who feel compelled to contribute to their communities and alma maters. We argue that reciprocity and social obligation are influential predictive factors in alumni gifting. As such, alumni giving is not merely an act of generosity but a fulfilment of social and cultural expectations that sustain African communities.

Having discussed the key aspects of 'habitus'—historical contexts and cultural contexts (social expectations and prosocial behaviour)—as predictive factors influencing alumni gifting, we will now move on to discuss economic dispositions as another key aspect of 'habitus'.

4.4.1. Economic dispositions

A strong relationship between precarious economic conditions and increased giving has been reported in the literature. In examining philanthropic culture in Kenya through the lens of habitus, Mati (2020) identified existing economic and social conditions as a driving force behind philanthropic tendencies, as people genuinely desire to assist those in need. These conditions include widespread economic vulnerability characterised by high unemployment rates, epidemics, natural or human-made disasters, and the government's limited ability to provide welfare services and public goods. The current study confirms that the challenging economic climate in Kenya fosters a remarkable spirit of self-reliance and community support, as exemplified by the Kenyan concept of Harambee. For example, one participant, AP1 (personal interview, 16/05/2024), said:

Harambee resonates with me as it embodies the beauty of community-driven progress. This grassroots approach enriches the community by bypassing government bureaucracy and providing timely assistance, free from political affiliations, to meet the community's needs.

Participants often recalled how their own hardships motivated them to alleviate similar struggles for current students. In this regard, one participant in AP12 (personal interview, 17/07/2024) shared, "I was always the girl with an outstanding school fees balance. I am glad to alleviate that pressure for someone else." Moreover, another participant, AP14 (personal interview, 23/07/2022), highlighted how alumni support helps address basic needs, such as water and electricity, that were lacking during their time at their alma mater. The economic realities, therefore, create a unique context where alumni giving becomes not just an act of generosity but a vital lifeline for educational institutions to improve their conditions.

The current study's findings on the role of socioeconomic conditioning in influencing alumni-giving behaviours align with other studies on philanthropy and government involvement. One prominent study is Weisbord's (1977) theory of government and private sector failure, which posits that both sectors can fail to meet societal needs. Weisbord's (1977) framework encourages collaboration between sectors to mitigate these failures, promoting a more integrated approach to public service delivery and making a case for philanthropy to fill in the gaps. Similarly, Bartels et al. (2013) found that in the United Kingdom, reduced government involvement often leads to increased volunteering. Likewise, Slyke and Brooks (2005) observed that individuals usually donate to charities as practical alternatives to government bodies or for-profit organisations. In Kenya, where the government's capacity to fully support education may be limited, alumni giving emerges as a crucial practical alternative, bridging the gap and ensuring access to quality education. As we saw earlier, this is evident in alumni donations, which extend beyond financial aid for students to include vital infrastructure

projects. In this regard, alumni have made significant contributions to building dormitories and libraries (AP12, personal interview, 17/07/2024); renovating ageing infrastructure facilities (AP8, personal interview, 06/07/2023); providing essential amenities like clean water (AP7, personal interview, 02/07/2024); and even purchasing of new school buses (AP14, personal interview, 23/07/2024). Given this, the results of the current study suggest that economic challenges and limitations in government resourcing of basic education have pushed alumni to step forward as crucial stakeholders in supporting education.

The study's findings align with existing literature, such as Weisbrod's (1977) theory of government and private sector failure, which posits that collaboration between sectors is necessary to meet societal needs. Similarly, Bartels et al. (2013) found that reduced government involvement often leads to increased volunteering, highlighting the role of societal expectations in driving philanthropic behaviours. More contextually relevant is Mati's (2020) study in Kenya, which examines how economic vulnerability, characterised by high unemployment rates, epidemics, natural or human-made disasters, and the government's limited ability to provide welfare services and public goods—drives philanthropic tendencies. What emerges from the results reported here is how economic vulnerability and cultural 'habitus' together influence alumni giving in Kenya, fostering a culture of philanthropy that is deeply rooted in societal norms and at the same time, while habitus provides a robust framework for understanding the societal and cultural forces at play, it is crucial to acknowledge the multifaceted nature of individual motivations. As we show in the next section, an additional factor influencing alumni giving is the impact of alumni's own student experience in their alma mater.

4.5 Alumni's own student experiences and engagement with their alma mater

Literature highlights the significant role that transformative educational experiences play in motivating alumni to give back to their alma maters. According to Su et al. (2007), alumni's own student experiences are critical in encouraging future alumni donations. This topic of alumni 's own student experience is best analysed under three headings: positive student experiences, deep connection to alma mater, and engagement in extracurricular activities.

I. Positive student experiences

Numerous studies affirm that student' experiences influence their tendency to donate to their alma mater. In this regard, Drezner et al. (2020) and Drezner and Prizmony (2021) demonstrate that positive experiences at one's alma mater can substantially increase the likelihood of donations. In the current study, responses suggest that alumni's positive experiences during their schooling are strong predictors of future engagement with their alma mater.

To illustrate this, AP1 (personal interview, 16/05/2024) recalls his high school experience and its influence on his decision to give to his alma mater as follows:

My overall high school experience was very good. This is due to several factors, including the school's impressive facilities and resources, which were notably better than those of other schools at the time. Additionally, my fellow students, who were driven and career-focused, provided me with a supportive and enriching community. This strong community has led to lasting connections that I cherish today, and I feel inspired to remain connected to my alma mater.

Similarly, another participant, AP8 (personal interview 06/07/2024), shared that her overall school experience was great, as it was characterised by autonomy and freedom, and this has influenced her decision to continue giving back to her former school.

Closely linked to positive student experience is gratitude towards one's alma mater. Skari's (2014) study on community colleges, which predicted who gives, identified gratitude and satisfaction at the alma mater as strong predictors of alumni giving. We see this assertion reiterated by some of the participants of the current study: Participant AP1 (personal interview, 16/05/2024) puts it this way: "I felt well-prepared for university and a future career in philanthropy due to the solid foundation laid during my time at my alma mater. I am eternally grateful for this."

Equally, another participant, AP14 (an executive director with a local non-profit working on disability matters), highlighted the role her alma mater played in providing real-world work experiences as follows: "my history teacher was visually impaired, and I volunteered at the church as a sign interpreter. Working in this environment gave me firsthand experience working with people with disabilities." (Personal interview, 23/07/2024).

Yet another response that referred to gratitude was from participant AP10 (personal interview, 16/07/2024), who expressed gratitude for the experiences she gained as a student leader, which prepared her for her current leadership role. This gratitude motivates her to contribute to her alma mater by providing leadership training to students, ensuring that future students have similar opportunities for growth and development.

From the foregoing, positive student experiences and gratitude towards one's alma mater are strong predictors of alumni contributions, as affirmed by studies such as those by Drezner et al. (2020), Drezner and Prizmony (2021), and Skari (2014). This is echoed in the current study, where AP1 (personal interview, 16/05/2024), AP8 (personal interview, 06/07/2024), and AP14 (Personal interview, 23/07/2024) positive experiences during their schooling and gratitude significantly influence their decision to continue supporting. These examples illustrate how positive student experiences and gratitude towards one's alma mater are significant factors in predicting alumni giving, reinforcing the cycle of support for future generations of students.

We now turn to the second heading, alumni's own student experiences and engagement with

their alma mater.

II. Alumni's deep connection with alma mater

Gardner and Pierce (2022) stress the role of value alignment and organisational commitment as predictors of financial gifts from alumni. They further argue that alumni who resonate with their institution's values and demonstrate loyalty are often more likely to support it financially. A recurrent theme emerging from the analysis of interviews was a sense amongst the participants that alumni who felt a deep connection to their alma mater were more likely to give to it. For example, participant AP7 (personal interview, 02/17/2024) had this to say about this connection:

We have a strong sense of community with my alma mater. Several of my former classmates and I are still connected through our school. We have an ongoing WhatsApp group and other associations to raise the school's profile. Initially, we contributed through fundraising events, but later, we developed more creative ways to give back, such as donating books.

Talking about the same issue, another participant, AP9 (personal interview, 16/07/2024), describes his sense of community as follows:

The school had a program called Family Meetings. Students were divided into families, each assigned a teacher-parent to guide them throughout their time at the school. These meetings took place approximately once every three weeks and focused on topics such as drug abuse and other issues affecting young people. I visit the school often to be part of the current student support community.

This theme emerged again in discussions with alumni who had strong relationships with teachers. Some cited these connections as influential factors in their decision to give back to their alma mater. In this regard, participant AP11 (personal interview, 16/07/2024) said: "The primary metric is that the teachers we had were great. The current ones have been very supportive of our engagements with the school. They have been instrumental in getting us back to school." Another participant, AP12 (personal interview, 17/07/2024), recounts her relationship with her teachers and the link as follows:

We had excellent teachers and a conducive environment. If there were issues with the teacher, they were easy to address, and serious concerns were handled appropriately. We had a good relationship with our teachers, and the situation was handled appropriately. We have a good relationship with our teachers and keep in touch with many of them.

It can, therefore, be assumed that alumni's deep connection with their alma mater significantly influences their financial contributions. This connection is often rooted in value alignment and

organisational commitment, as noted by Gardner and Pierce (2022). Alumni who resonate with their institution's values and have good relationships with their teachers are more inclined to provide financial support. Participants like AP7 (personal interview, 02/17/2024) express a strong sense of community with their alma mater; structured support programs, like "Family Meetings" described by AP9 (personal interview, 16/07/2024), create a supportive environment that strengthens alumni ties by addressing relevant issues and fostering a sense of community, motivating alumni to remain involved and contribute to current student support initiatives. Additionally, strong relationships with teachers influence alumni's decisions to give back, as shared by Participants like AP11 (personal interview, 16/07/2024) and AP12 (personal interview, 17/07/2024).

Lastly, on the list of alumni's own student experiences and engagement with their alma mater, we discuss extracurricular activities.

III. Extracurricular activities

Gaier (2005) posits that involvement in extracurricular activities, satisfaction with academic experiences, and maintaining relationships with the institution after graduation significantly influence alumni's willingness to contribute. Collectively, these elements foster a sense of belonging and pride among alumni, crucial motivators for financial support. Data from the current student reveals that participants who participated in extracurricular activities cite this as influential in their current giving. One participant (AP8, personal interview, 06/07/2024) noted that actively participating in multiple extracurricular activities facilitated the formation of many friendships and bonds that make her give easily. Another participant (AP3, personal interview, 22/05/2024) echoed this view by referring to his alma mater as a 'soccer powerhouse'. He engages with his alma mater to keep tabs on their soccer performance to date.

On a similar note, AP12 (personal interview, 17/07/2024) mentioned that their alumni network continues to support their alma mater by coaching rugby, suggesting that involvement in extracurricular activities can lead to ongoing engagement with the institution. This continued connection reinforces the alumni's commitment and provides opportunities to give back in meaningful ways. Such engagement can be a powerful motivator for alumni to contribute, as they feel they directly impact the current students' experiences. In sum, the participants' experiences suggest that extracurricular activities foster strong relationships, pride, and ongoing engagement with the alma mater, significantly influencing alumni giving. These experiences create a sense of belonging and responsibility, motivating alumni to support their institutions long after graduation.

Taken together, these results suggest an association between positive student experiences and alumni giving. Positive student experiences create lasting connections to the alma mater, encouraging alumni to remain engaged long after completing their studies. This ongoing

engagement is not merely a reflection of nostalgia; it is rooted in a deep-seated sense of responsibility and gratitude toward the institution that shaped their educational journey. As highlighted in the study, alumni who have had fulfilling experiences at school are more likely to feel a commitment to give back, reinforcing the cycle of support for future generations of students.

The relationship between student experience and alumni giving can also be understood through the lens of Bourdieu's concepts of cultural and social capital, social exchange, and expectancy theories. Specifically, from Bourdieu (1986), we can argue that cultural and social capital form the basis for understanding alumni donations as forms of social investment, suggesting that alumni often contribute to their alma maters to uphold and enhance their social standing. This idea is consistent with both social exchange theory and expectancy theory in alumni studies by Weerts and Ronca (2007; 2008). Specifically, the theory posits that alumni balance the costs of giving with the advantages they receive from their relationship with their alma mater. Additionally, the expectancy theory suggests that alumni donate, expecting their contributions to yield tangible benefits for the institution. This combined social exchange and expectancy model shows that alumni who derive satisfaction from their institution are more inclined to give back.

Understanding the relationship between student experience and alumni giving has significant implications for Kenya's school administration and government policy. School administrations should focus on enriching student experiences that build cultural and social capital, such as investing in extracurricular activities and mentorship programs and fostering a strong school community. This approach can cultivate students' sense of belonging and loyalty, ultimately leading to future alumni giving. Taken together, these results suggest an association between alumni's own student experiences and engagement with their alma mater, which are strong predictors of their gifting behaviour. This current study reveals a complex relationship between educational experiences and alumni giving, challenging the straightforward notion that positive experiences directly lead to alumni contributions.

While many participants reported that positive experiences at their alma mater fostered ongoing engagement and a willingness to give back, there are notable exceptions that highlight a more nuanced picture of the relationship between their educational experiences and their subsequent contributions to their alma mater. Specifically, while some participants mentioned having positive experiences at their alma mater and, therefore, their current engagement with it, others reported facing significant challenges and difficulties during their time there. Surprisingly, even students who had adverse experiences in school still gave to their alma mater, with a desire to improve the lot of current students. In one case, participant AP7 (personal interview, 02/07/2024) felt that his alma mater lacked essential facilities like water, electricity, and proper

sanitation. Additionally, the teachers lacked close supervision due to the school's remote location in rural Kenya, resulting in inconsistent education.

In three other cases, participants AP10 (personal interview, 06/12/2028), AP14 (personal interview, 21/07/2024), and AP2 (personal interview, 21/06/2024) indicated that they lacked support in career development due to the school's limited resources. AP2 (personal interview, 21/06/2024) framed this lack of resources as follows:

The school did its best but had minimal resources. I needed extra support from the teachers, which was not forthcoming. However, all the difficulties, primarily financial, made me resilient, and I felt compelled to make it a better place for students to learn and thrive. As I mentioned earlier, I lead the feeding program because I know what it means to study while hungry.

These examples illustrate that although social exchange theory provides valuable insights into alumni giving, it is essential to consider the broader cultural and social dynamics at play. The interaction of habitus, prosocial behaviour, and African traditions of philanthropy provides a more complex picture of why alumni choose to give back. It shows that alumni contributions are often driven by a strong desire to help the community and everyone's well-being, not just for personal gain or satisfaction.

Having dealt with the role of social-cultural factors, prosocial behaviours, and positive student experiences influencing alumni giving the next section considers alumni networks and their role in fostering alumni giving toward basic education institutions in Kenya.

4.5 The role of alumni networks in fostering alumni engagement

A second focus of the current study was to answer the question: How do alumni networks facilitate or hinder alumni giving towards basic education institutions in Kenya? Findings suggest that Alumni networks are pivotal in fostering a culture of giving among graduates. By enhancing engagement, strengthening relationships, and effectively communicating the impact of contributions, these networks can significantly influence alumni's willingness to support their educational institutions financially. This finding is consistent with studies reviewed in the literature; for example, Rust (2012) emphasises the importance of maintaining relationships and identity through alumni membership, stating that an enduring relationship is a vital catalyst for future alumni donations to support their educational institutions. He emphasises that maintaining relationships and a sense of identity with the alma mater through alumni networks is crucial in promoting future alumni donations.

In addition to being conduits of information, alumni networks often provide avenues for graduates to contribute beyond financial donations, such as mentoring current students or

participating in strategic initiatives (Green & Walkuski, 2020) and Meyer (2023) supports this view, adding that alumni in influential positions can leverage their expertise and connections to support their alma mater. This current study revealed that alumni networks in Kenya are more than conduits of information and avenues for financial contribution.

This is consistent with responses from participants in the current study. In all cases, participants reported staying connected with their alma mater through alumni networks. For example, participant AP2 (personal interview, 16/05/2024) categorically stated, "I stay connected with my alma mater through the alumni network. A former student contacted me and encouraged me to participate in initiatives at our alma mater." To illustrate the self-organising element, participant AP1 (personal interview, 16/05/2024) stated:

I am deeply involved in the management of my alma mater. I serve as the alumni network's chairman, allowing me to consult closely with the school. We believe in working closely with the school on various initiatives, and my active engagement reflects my commitment to my alma mater.

The case for having independent alumni networks is further outlined by a participant, AP6 (personal interview, 06/07/2024), who stated, "Establishing independent alumni networks ensures accountability and proper supervision of funded projects. By limiting the school's involvement in alumni activities, we can verify that contributions are used as intended, which builds trust and encourages more alumni to give".

Participants also acknowledged the role of technology in engaging, mobilising, and supporting alumni. One participant (AP3, personal interview, 22/05/2024) stated, "WhatsApp groups have transformed communication within our alumni networks. This has allowed for frequent discussions and easy connectivity, which can enhance engagement and encourage alumni to participate in giving initiatives." Another participant mentioned, "We have a very active WhatsApp group where we engage in daily conversations. There is a large group for all alumni, which has evolved into a community" AP11 (personal interview, 16/07/2024).

In some instances, alumni networks extend beyond an individual school to encompass an entire locality. In this regard, participant AP4 (personal interview, 22/05/2024) indicated: "We established a local association called the Kaga Education Association with other alumni in our area. This association includes alumni from various schools within our locality. We aim to enhance school performance and support students' education in our community."

As noted earlier when outlining the forms and types of alumni in relation to basic education, the alumni networks serve not only the schools as agents of solicitation and engagement, but also as platforms for mutual care among alumni and lifelong engagement. AP6 (personal interview, 01/07/2024) captures this lifelong nature of alumni networks as follows:

The first part of engagement with an alumni network focuses on the need to contribute to one's alma mater. The second part focuses on establishing a strong connection with fellow alumni, which is crucial for one's personal and professional growth. It is vital to be part of a community.

In reviewing the literature, we highlighted the role of solicitation in fostering alumni contributions, particularly as a function of school administrations. For instance, Guzman (2015) found that well-crafted, personalised donation appeals can effectively shape alumni expectations and encourage their financial contributions. This finding is supported by Belfield and Beney (2000), who demonstrated that targeted cohort-based campaigns often achieve better results than broader outreach efforts. Additionally, Weerts and Ronca (2007) highlight the importance of clear communication about institutional needs and a compelling call for support in transforming alumni expectations and motivating them to become benefactors.

Specifically, in the Kenyan context, the literature review revealed a lack of awareness and solicitation efforts that educational institutions can leverage to unlock the potential of alumni giving. The Ipsos Mori (2012) study revealed a significant gap between the willingness of Kenyan alumni to donate and their actual contributions, with 78% expressing a willingness but only 1% actually donating. This discrepancy was primarily due to alumni not being asked for donations, highlighting the critical role of solicitation in converting willingness into action. Similarly, the East Africa Philanthropy Network's 2020 study found that 52% of alumni who had not contributed cited a lack of awareness about donation means and platforms as a barrier. The most striking finding in this current study is when asked about solicitation of alumni contributions by schools, participant EP1 (personal interview, 4/07/2024), the headteacher of a county school, categorically stated that schools lack the money, resources, and consistency needed to mobilise and engage alumni effectively and was grateful for the current system, which alumni lead through the registered alumni networks.

As alluded to by EP1 (personal interview, 4/07/2024), alumni are the agency of the solicitation for alumni contributions, with most institutions taking a back seat. In her paper titled 'Connections, Purpose, and Collective Impact: Lessons from Alumni Engagement in Kenya's Secondary Schools.' Wanja (2024) describes these alumni networks as follows:

These self-organised alumni networks, driven by shared experiences and a deep sense of responsibility, have become powerful forces for good. Their collective impact is evident in the scholarships and career mentorship opportunities they provide to current students at their alma maters. Beyond their alma maters, these networks provide crucial welfare support to fellow alumni. In recent years, recognising the infrastructural challenges posed by growing student populations, these networks have spearheaded the construction of dormitories, ablution blocks, and multi-purpose halls, demonstrating their unwavering dedication to their alma maters.

What emerges from the examination of the role of alumni networks in driving alumni engagement and giving to their alma mater is that they have a pivotal place in supporting basic education institutions. Their self-organised nature and proactive engagement compensate for the schools' limitations in mobilising resources, making them vital contributors to the educational landscape. This dynamic showcases the power of alumni-driven initiatives in fostering a supportive and thriving educational community.

A key objective of the current study was to ascertain the effects of the policy and legal frameworks that anchor alumni engagement in basic education institutions in Kenya. It is to this that we turn next.

4.6 The Influence of policy and legal framework on alumni giving

In the literature review, we identified policies and legal frameworks that inform alumni engagement in basic education in Kenya. This study further explored the legal and policy frameworks underpinning alumni engagement in Kenya's basic education and their influence on alumni giving behaviour. The key legal and policy frameworks can be listed as follows: Legal Recognition and Structure framework - The Societies Act (1968); Facilitating Alumni Engagement framework - The Ministry of Education's Mentorship Policy (2019); Stakeholder Engagement framework - The KICD Basic Education Framework (2019).

The Societies Act (1968) provides the legal groundwork for registering alumni networks in Kenya. In providing for this provision, the act defines an alumni association as "A society formed by a group of persons who have either attended or graduated as students or pupils of a school, college, university or institution." The act lays out the requirements for registration, which include obtaining letters from one's alma mater. Once registered, the associations must comply with the outlined requirements for filing annual returns, sharing audited reports, and holding annual meetings.

The Act does not offer any incentives for alumni to form associations or for schools to encourage their formation beyond mere legal recognition. While it outlines compliance (annual returns, audited reports, meetings), it is seen as burdensome by volunteer-driven alumni associations, potentially discouraging their longevity or effectiveness. Although alumni associations may qualify for tax exemption, this exemption is not automatic and must be applied for at the Kenya Revenue Authority. However, the recent promulgation of The Charitable Organisations and Donations Exemption Rules, 2024, introduces a significant potential paradigm shift. These rules hold considerable promise. By potentially streamlining or enhancing avenues for tax exemption and charitable status, these new provisions could offer a much-needed incentive for association growth, and greater capacity for community engagement and support for their respective alma maters.

The most notable of the policy frameworks is the Ministry of Education's (2019) Mentorship Policy, which acknowledges the mentoring roles of alumni and facilitates participation through an annual Alumni Mentorship Day on the Kenyan school calendar. The policy does not provide concrete guidelines for how schools should organise and leverage this day, or how alumni can participate beyond just showing up. It appears as merely a symbolic gesture without robust implementation mechanisms. Furthermore, the policy appears to operate in isolation, demonstrating a notable lack of integration with broader educational initiatives, thereby diminishing its potential for systemic influence on alumni engagement and giving behaviours within the sector.

Complementing the policy landscape, the Kenya Institute of Curriculum Development (KICD) (2019) Basic Education Framework broadly acknowledges the crucial role of external stakeholders in a child's educational journey. While this framework laudably emphasises the 'necessity for collaboration' with entities such as parents and professionals, its language regarding alumni engagement remains notably generic. This lack of specificity constitutes a significant analytical weakness, as the framework fails to clearly delineate the precise roles, expected contributions, or mechanisms for integrating alumni within this collaborative paradigm. Consequently, despite advocating for stakeholder involvement, the KICD framework does not provide the concrete, actionable guidance necessary to effectively mobilise alumni for specific educational outcomes, leaving their potential contributions largely undefined and their integration into the educational system inconsistent.

While an initial review of Kenya's policy and legal landscape might suggest a supportive environment for fostering alumni engagement toward basic education, a deeper, more analytical examination reveals significant gaps in implementation and operationalisation. The Societies Act (1968) provides the legal recognition for alumni associations, and the Ministry of Education's (2019) Mentorship Policy formally acknowledges alumni roles, alongside the KICD Basic Education Framework (2019), which broadly calls for stakeholder collaboration. However, the efficacy of these frameworks in consistently enhancing alumni giving is demonstrably limited.

One critical institutional failure lies in the dissemination and awareness of existing policies at the school level. The interviewee EP3, a deputy teacher at a rural primary school, exemplifies this disconnect; she was unaware of any policy framework for alumni engagement, despite her school being significantly revitalised by alumni who transformed it from near collapse into a premier institution. This directly indicates that even where impactful alumni contributions occur, the absence of policy knowledge among practitioners limits broader, systematic application.

Additionally, while the current frameworks offer legal and conceptual foundations for alumni

engagement, they notably lack practical "how-to" guidelines for schools and alumni to effectively participate and contribute. This absence of clear operational mechanisms is implicitly acknowledged by the Ministry of Education itself, as evidenced by EP4 (Deputy Director of Policy and Partnerships at the Ministry of Education) who mentioned the ongoing development of "alumni engagement guidelines for basic education" as part of the national educational sector plan 2023/2027:

Developing guidelines for alumni engagement in basic education institutions is a strategic approach to strengthening connections with their graduates. Strong alumni and community engagement will contribute immensely to the overall development of institutions and ultimately improve learning outcomes for sustainable development. In addition, the coordinated structure will provide a platform where alumni may willingly support the schools they attended (personal interview, 17/09/2024).

The perspectives of key stakeholders further reinforce these insufficiencies. EP2 (chairman of a county board of education) provides a compelling reason for the Ministry of Education to develop comprehensive policy backing for alumni engagement when he said:

With the prevailing Kenyan economic crisis and the declining government budgetary allocation to the Ministry of Education, a compelling reason exists for the Ministry of Education to rethink alumni associations' potential to engage and exploit this with comprehensive policy backing, which is lacking (personal interview, 14/09/2024)

This is consistent with Marwa (2023, p. 11), who observes that:

Mounting global debt, a slowdown of GDP in real terms, including tax revenue from COVID's economic impact and other global political instabilities elsewhere and other competing national priorities will continue to impede adequate financing of Kenya's education sector, which therefore calls for education sector stakeholders to look beyond the government to underwrite their financial sustainability. Thus, the glaring shortages in funding Kenya's education sector are real and urgent, necessitating a review of possible funding sources outside the government and justifying an urgent consideration of opportunities offered by alumni associations as a potential funding source.

Alumni perspectives on the appropriate scope of their giving highlight policy's influence on giving behaviour. For instance, Participant AP5, an economist consultant, emphasised the need for a clear policy framework that outlines the division of responsibilities between the government and alumni. She argued that alumni contributions should not be used to fund infrastructure development. Instead, she advocated for alumni to focus on student-centric initiatives, such as career support, extracurricular activities, and programs enhancing educational outcomes (personal interview, 01/07/2024). This perspective champions strategic,

non-capital interventions from alumni.

Conversely, Participant AP1's perspective directly challenges this view, justifying an alumni association's undertaking of a STEM center construction. As AP1 stated: "Our alma mater has been a STEM centre since its inception. As alumni, we desire to maintain this status, and we recently embarked on a brick-by-brick campaign to build what will hopefully be the best STEM centre in the country" (personal interview, 16/05/2024). These divergences in perspectives suggest that current policies lack clarity regarding the scope and roles of alumni contributions, potentially leading to ad-hoc and unsustainable initiatives.

The collective institutional failure to translate policy intent into actionable, widely understood, and coordinated operational mechanisms directly contributes to the underutilization of alumni as a vital resource. Commenting on the policy implication of such a study, participant EP2 (personal interview, 14/09/2024) attests that whereas attempts have been made here in Kenya to understand the value of alumni associations/networks' contributions to the education systems, comprehensive study mapping alumni activities and their operational challenges remains absent. This gap in research impedes a full understanding of their prevalence and sustainability. Consequently, prioritizing the development of a robust framework to entrench and foster the sustainability of alumni associations within Kenya's educational sector is crucial.

4.7 Conclusion

In summary, this chapter thoroughly examines the factors influencing alumni giving in Kenya, highlighting the significance of cultural norms, social structures, and alumni's own student experiences. By applying Bourdieu's Theory of Habitus, we have demonstrated how deeply rooted societal elements, including historical practices and communal expectations, shape alumni motivations to contribute to their alma mater. The findings suggest that positive school experiences, such as participation in extracurricular activities and mentorship programs, greatly enhance alumni's inclination to give back.

Furthermore, the chapter underscores the importance of alumni networks and supportive policy frameworks foster a culture of giving, ultimately contributing to the financing of basic education in Kenya. This multifaceted understanding of alumni giving not only enriches the existing literature but also offers valuable insights for educational institutions aiming to effectively engage their alumni and promote philanthropic contributions within the unique context of Kenyan society.

In the chapter that follows, we will offer insightful conclusions and practical recommendations to enhance alumni engagement and contributions. These conclusions and recommendations are directly linked to the study's exploration of Bourdieu's Theory of habitus as applied to alumni giving in Kenya.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.0. Introduction

Chapter Four presented an in-depth analysis of the predictors of alumni giving behaviour toward basic education institutions in Kenya. This chapter synthesises the study's conclusions and presents a series of recommendations for consideration by basic education institutions, alumni networks, and policymakers. The aim is to enhance both financial and material support from alumni for educational institutions.

The study aimed to answer three questions outlined below:

1. What factors influence alumni giving to basic education institutions in Kenya?
2. How do alumni networks facilitate or hinder alumni giving towards basic education institutions in Kenya?
3. How do policy and legal frameworks affect alumni engagement in basic education institutions in Kenya?

In what follows, we provide an overview of the thesis and a summary of these findings, study implications, recommendations, and conclusion.

5.1. Overview of the thesis

Chapter One provides the contextual background of inadequate financing for basic education in Kenya as a social problem. The chapter further clarifies the study's concepts, research questions, and objectives. Specifically, it introduces the concept of habitus as a theoretical lens for study. In addition, the introductory chapter highlighted the literature gaps that necessitated a study on the predictors of alumni giving behaviours toward basic education in Kenya. Specifically, existing literature on alumni engagement in basic education in Kenya is concerned with the propensity of alumni to give back to their alma mater Ipsos Mori (2012), a critical role played by alumni in the basic education framework by Mwangi and Njoroge (2015), the literature even spotlights actual figures of alumni contribution to their alma mater; For instance, the Old Starehian Society's annual alumni contribution reported Ksh. 21 million in 2018 and Ksh. 16 million in 2019 (Old Starehian Society (OSS). Such literature does not give the specific motivations that drive alumni to contribute financially to their former schools. Recognising this gap, this study provided an important avenue to fill a void in the existing literature. Ultimately, by identifying the predictive factors influencing alumni gifting, the study is poised to contribute to our understanding of alumni gifting behaviours at basic levels of education.

Chapter Two: The chapter sets the stage by using Bourdieu's (1977) concept of "habitus" as the theoretical framework to understand the dynamics. Specifically, the interplay between

historical practices, economic dispositions, and sociocultural norms. This chapter also looked at previous studies that inform the current study's focus on alumni giving. Here are the specific issues covered: historical practices, economic dispositions, and sociocultural norms; alumni's own student experiences at their alma mater; the role of alumni networks and policy frameworks in influencing alumni gifting toward basic education in Kenya.

Chapter three Presents the methodology, research approach, and research design employed in the current study, making a case for a qualitative study. It details the specific populations involved in the study. The chapter also describes how data was analysed using thematic analysis and considers the ethical considerations that guided this research.

Chapter Four: The study findings were presented, analysed, and discussed in accordance with the objectives and themes of the study, which focused on factors influencing alumni giving toward basic education institutions in Kenya.

Chapter five summarises these findings, study implications, recommendations, and conclusion.

5.2. Summary of the findings

The study's findings are summarised into four themes: historical context, economic Disposition, social and cultural aspects (integrated as a singular theme), alumni's Own student experience, and the role of alumni networks alongside the legal and policy framework.

Historical context, economic disposition and social and cultural aspect

The study traced the historical roots of communal education funding in Kenya, from pre-colonial African independent schools (Buchmann, 1999) to the post-independence "Harambee" tradition (Ngau, 1987; Kisubi, 2012). This community support persisted through the Structural Adjustment Programs era (Rono, 2002; Mati, 2012, 2014), where communities relied on pooling resources for education. The research also considered current economic conditions influencing giving. Furthermore, the study explored the sociocultural dimensions of habitus through African philanthropy literature (Africa Grant Makers Network; Aina, 2013; Kanyinga, 1995), emphasising indigenous traditions of grassroots caregiving, mutuality, reciprocity, solidarity, and social obligation. Literature on prosocial behaviours (Cabrera et al., 2005; Guzman, 2015) informed how early experiences foster a cultural habitus prioritising collective well-being. Building on this, the study proposed that ingrained communal giving practices and emotional dispositions within Kenyan culture strongly influence alumni giving, cultivating a sense of obligation to contribute.

The findings confirm that Kenya's historical and cultural context, particularly the Harambee tradition, significantly predicts alumni giving. Participants consistently identified Harambee as

a primary motivation (AP1, 16/06/2024; AP4, 22/05/2024; AP7, 02/07/2024; AP12, 17/07/2024), highlighting its embodiment of communal support. A strong societal expectation for successful individuals to give back further reinforces this duty (AP7, 02/07/2024; AP6, 01/07/2024). Additionally, participants' reflections on past economic hardships and a desire to alleviate similar struggles for current students (AP12, 17/07/2024; AP14, 23/07/2024) underscored the role of empathy in philanthropy. These findings align with existing literature on the influence of cultural and historical contexts on philanthropy. The research offers practical insights for educational institutions to enhance fundraising and for policymakers to leverage cultural norms to augment education funding. It also sets the stage for further research into diverse cultural contexts of alumni giving.

Alumni's own student experience

The study also examined literature regarding the relationship between alumni's own student experiences and their engagement with their alma mater. Notably, works by Drezner et al. (2020), Drezner and Prizmony (2021), and Skari (2014) highlighted a correlation between positive student experiences, feelings of gratitude, and alumni contributions. The findings indicated that alumni's own student experiences and their engagement with their alma mater were significant predictors of alumni giving behaviours, illustrated by participants (AP1 personal interview, 16/05/2024), (AP8 personal interview, 06/07/2024), (AP14 personal interview, 23/07/2024), and (AP10 personal interview, 16/07/2024). The insights from these interviews suggest that positive student experiences, gratitude, and a profound connection to one's alma mater play essential roles in motivating alumni giving. Furthermore, participation in extracurricular activities fosters a sense of belonging and responsibility, encouraging alumni to support their institutions long after graduation.

While many participants emphasised that their positive experiences at their alma mater cultivated ongoing engagement and a willingness to contribute, there were notable exceptions that revealed a more nuanced perspective on the relationship between their educational experiences and their inclination to give back. Some participants reported facing significant challenges during their time at the institution yet continued to donate, as highlighted by (AP2 personal interview, 21/06/2024), (AP7 personal interview, 02/07/2024), and AP10 (personal interview, 06/12/2028). This discussion demonstrated that while social exchange theory provides valuable insights into alumni giving, it is crucial to consider broader cultural and social factors. The interplay of habitus, prosocial behaviours, and African philanthropic traditions offers a deeper understanding of alumni contributions beyond mere personal benefits or satisfaction.

The study highlights the significant influence of alumni's own student experiences on their engagement with their alma mater, emphasising that positive experiences, gratitude, and a deep

connection to the institution are strong predictors of alumni contributions. Participants noted that extracurricular activities foster a sense of belonging and responsibility, motivating ongoing support for their institutions. However, some alumni continue to give despite having had negative experiences, suggesting a complex relationship between educational experiences and the willingness to contribute. This highlights the importance of academic institutions in creating positive environments and effectively engaging with their alumni. At the same time, future research should explore the nuances of alumni giving, particularly about experiences at alma mater and broader cultural influences, such as habitus and African philanthropic traditions.

Role of alumni networks in influencing alumni giving

Chapter two reviewed the literature on the pivotal role of alumni networks in influencing alumni giving patterns. Rust (2012) and Gallo (2012) highlight the importance of maintaining relationships and identity through alumni membership, noting that enduring relationships serve as vital catalysts for future donations to educational institutions. Similarly, McDearmon (2013) establishes a connection between increased alumni role identity and the likelihood of engaging in supportive behaviours, such as attending events and making financial contributions. Additionally, Ventolin and Mercier (2017) identify alumni networks as conduits of information, providing avenues for graduates to contribute beyond financial donations.

The current findings support the relevance of alumni networks. Alumni networks play a significant role in facilitating donations for educational institutions. These networks often solicit donations, enhancing overall support and involvement with schools. All the study participants reported engaging with their alma mater. Additionally, technology has proven crucial in mobilising alumni and fostering effective communication among them (AP3, personal interview, 22/05/2024). Furthermore, self-organised alumni networks effectively compensate for the limitations that schools face in mobilising resources, thereby becoming essential contributors to the educational landscape (EP1, personal interview, 4/07/2024). This dynamic illustrates how alumni networks not only support their alma maters financially but also create robust communities of support dedicated to the welfare of alumni themselves.

These findings regarding the role of alumni networks in influencing alumni giving patterns have several practical, policy, and research implications: educational institutions should leverage alumni networks to enhance engagement strategies. Schools can increase the likelihood of financial contributions by fostering strong relationships and a sense of identity among alumni. This aligns with Rust (2012) and Gallo (2012), who emphasise the importance of maintaining relationships for future donations. Additionally, Policymakers should develop frameworks that support the establishment and sustainability of alumni networks. This includes providing resources and guidelines that help schools create effective alumni engagement

strategies.

The influence of policy and legal framework on alumni giving

This study critically examined the legal and policy frameworks governing alumni engagement in Kenya's basic education, assessing their influence on alumni giving. Despite ostensible support, significant implementation and operationalisation gaps were identified, leading to alumni underutilisation.

The Societies Act (1968) provides legal recognition for alumni associations but offers no inherent incentives, and its compliance requirements are often perceived as burdensome. While tax exemptions are available, the process is not automatic, though the Charitable Organisations and Donations Exemption Rules, 2024, may introduce streamlining. The Ministry of Education's (2019) Mentorship Policy acknowledges alumni roles but lacks concrete implementation guidelines and integration with broader educational initiatives, remaining largely symbolic. Similarly, the Kenya Institute of Curriculum Development (KICD) Basic Education Framework (2019) broadly supports stakeholder collaboration yet is notably generic regarding specific alumni roles or mechanisms for integration.

A critical institutional failure stems from the limited dissemination and awareness of these policies at the school level, hindering systematic application of alumni contributions despite their proven impact. Furthermore, there is a marked absence of practical "how-to" guidelines for effective alumni engagement, a deficiency acknowledged by the Ministry of Education's ongoing development of specific guidelines (2023/2027 national educational sector plan). This initiative is crucial given declining government budgetary allocations to education.

Finally, policy's influence on alumni giving is compounded by divergent alumni perspectives on philanthropic scope, ranging from student-centric support to infrastructure development. This variation highlights the lack of clear policy articulation regarding the defined roles and boundaries of alumni contributions, potentially leading to ad-hoc, unsustainable initiatives.

In conclusion, while Kenya's policy and legal landscape provides a foundational recognition for alumni engagement, its efficacy in enhancing alumni giving is substantially limited by gaps in implementation, operationalisation, policy dissemination, practical guidance, and role clarity. Addressing these systemic failures through comprehensive, actionable policies is imperative to fully harness alumni networks as a vital resource for Kenya's basic education system, thereby augmenting government efforts and contributing to sustainable development goals.

5.3. Implications for the field of knowledge on alumni giving in Kenya

The results of this research support the idea that cultural norms and personal values significantly influence alumni-giving behaviours in Kenya. These data suggest that fostering a sense of community ownership and responsibility can be achieved through historical practices and communal initiatives, such as the concept of Harambee, which emphasises collective support for education. The principal theoretical implication of this study is that 'habitus' provides a valuable framework for understanding the motivations behind alumni contributions, highlighting the interplay of personal values, societal expectations, and cultural traditions.

This study has raised important questions about the nature of alumni engagement and the factors that drive their willingness to give back. These findings suggest a role for community self-help initiatives in promoting sustained alumni contributions, as they create a culture of giving that aligns with societal norms and expectations. The findings of this investigation complement those of earlier studies that emphasise the importance of social responsibility and prosocial behaviours in shaping philanthropic actions.

These findings have significant implications for understanding how to leverage alumni networks to enhance contributions to educational institutions. Although this study focuses on alumni giving in Kenya, the findings may have an impact for similar contexts in other regions where cultural norms and community expectations play a significant role in philanthropy. Overall, this research contributes to a deeper understanding of the dynamics of alumni giving and the factors that can be harnessed to promote substantial financial support for education.

5.3. Contribution of the study

The present study lays the groundwork for future research into sociocultural influences on alumni-giving behaviours, particularly in Kenya. It provides the first comprehensive assessment of how personal experiences and community involvement shape alumni contributions to educational institutions. By establishing a quantitative framework for identifying the relationship between positive student experiences and alumni giving, this research provides a valuable tool for further investigation in this area.

Additionally, this study adds to the growing body of research that indicates the importance of prosocial behaviour and social responsibility in motivating alumni to give back to their communities. It is one of the first attempts to thoroughly examine the impact of early exposure to community service and volunteer work on alumni giving, highlighting the long-term effects of such experiences on individual motivations. Moreover, this research is the first to explore the predictors and influences of alumni giving in Kenya, providing insights into how these factors influence their willingness to contribute financially. It has enhanced our understanding of the factors that drive alumni engagement and philanthropy, particularly in developing

contexts.

Finally, this study confirms the findings of previous research by Mwangi and Njoroge (2015), which underscore the positive impact of alumni contributions on basic education. Their findings revealed that alumni efforts in mentorship programs, role modelling, and direct funding significantly enhance the quality and outcomes of basic education in Kenya.

By integrating these findings, the study contributes a more nuanced understanding of alumni giving and its implications for educational funding in Kenya and beyond.

5.4. Limitations of the current study

The current study is limited by several factors that may affect the validity and generalisability of its findings. Firstly, the relatively small sample size of the study may not adequately represent the broader alumni population. This limitation could lead to skewed results that do not reflect the experiences of all alumni. Furthermore, the fact that it only surveyed a specific group of alumni restricts the diversity of perspectives and experiences captured in the research.

Lastly, the study was restricted to basic education institutions, which may limit the applicability of the findings to other levels of education. These limitations underscore the need for further research to expand on these findings and examine the broader implications of alumni giving in various settings. Despite its limitations, the study enhances our understanding of the motivations behind alumni contributions, particularly in contexts with limited government support for education, such as Kenya. Notwithstanding the relatively small sample, the findings suggest that educational experiences, including participation in extracurricular activities, have a significant influence on alumni engagement. Overall, these contributions highlight the importance of understanding the factors that drive alumni giving, paving the way for future research to explore these dynamics further.

5.5. Recommendations for further research on alumni giving in Kenya

Further studies need to be carried out to validate the findings regarding the extent of alumni giving in Kenya, particularly to understand the factors that motivate them to give. Additionally, investigating socio-economic backgrounds in this field would be of tremendous help in understanding the diversity of alumni contributions and the factors that drive them.

This research has raised many questions that need further investigation for each of the predictors. To advance the debate on alumni contributions, we need to develop a better understanding of the factors influencing these decisions. A greater focus on the predictors could yield a predictive model that provides valuable insights, significantly enhancing alumni giving strategies.

By following these suggestions, researchers can significantly enhance their understanding of alumni giving in Kenya, ultimately leading to increased support for schools and their communities.

5.6. Recommendations for policy and practice in alumni giving in Kenya

To foster and strategically leverage alumni networks as a vital source of support for Kenya's basic education system, the following recommendations are proposed:

1. **Accelerate Comprehensive Guideline Development:** Expedite the creation and dissemination of actionable, integrated "alumni engagement guidelines," as stipulated in the National Educational Sector Plan (2023/2027). These guidelines should meticulously detail the roles, expected contributions, and integration mechanisms for alumni associations within schools.
2. **Strengthen Legal and Regulatory Incentives:** Leverage existing legislative frameworks, such as the 2024 Charitable Organisations and Donations Exemption Rules, to streamline tax exemptions for alumni contributions. Concurrently, review the Societies Act (1968) to mitigate administrative burdens and explicitly encourage the formal establishment of alumni associations.
3. **Enhance Policy Dissemination and Capacity Building:** Implement robust strategies to effectively communicate alumni engagement policies to all relevant school-level stakeholders. Furthermore, provide targeted training and capacity building programs for school leadership and staff on best practices for cultivating and managing alumni relationships.
4. **Clarify Philanthropic Scope and Priorities:** The newly developed guidelines should delineate clear and desired focus areas for alumni giving. This will serve to reconcile diverse alumni perspectives on philanthropic scope and align contributions with the strategic needs and priorities of basic education institutions.

In summary, enhancing alumni engagement and philanthropic contributions to basic education in Kenya necessitates a multi-pronged approach. This involves accelerating the development of clear national guidelines, strengthening legal and regulatory incentives, improving policy dissemination and capacity building, clarifying the scope and priorities of alumni giving, and fundamentally positioning alumni engagement as a core, complementary funding strategy. Implementing these recommendations is critical for effectively fostering, facilitating, and strategically leveraging alumni networks to inject essential support into Kenya's basic education system.

5.7. Practical implications for basic educational institutions:

The findings of this study have several practical implications for educational institutions. To enhance alumni giving, educational institutions should foster positive experiences that significantly predict alumni's willingness to contribute. First, enhancing teacher-student relationships are crucial. Additionally, promoting participation in extracurricular activities is essential, as these experiences contribute to students' overall satisfaction and sense of belonging.

Future practice Implications: Educational institutions are not actively engaging alumni or soliciting donations. Therefore, there is a definite need for schools to develop structured alumni programmes that foster community, enhance communication channels to keep alumni informed, and showcase the impact of contributions. Additionally, promoting a culture of giving and leveraging existing alumni networks can significantly enhance alumni involvement. By implementing these strategies, institutions can better position themselves to engage alumni directly and encourage their financial support.

Continued efforts are necessary to support structured alumni networks that can foster increased engagement. These networks can serve as platforms for alumni to connect, share resources, and mobilise support for their alma maters.

By implementing these recommendations, educational institutions in Kenya can strengthen alumni engagement and support, ultimately leading to improved educational outcomes and a more robust culture of giving.

5.8. Recommendations for Boosting Alumni Networks

In light of the findings regarding the role of alumni networks in fostering alumni giving, the following recommendation is explicitly proposed for enhancing their effectiveness as agents of solicitation: Alumni networks should be empowered to act as proactive solicitation agents for their institutions. This can be achieved by providing them with the necessary resources and training to effectively communicate the impact of alumni contributions. By enhancing their engagement strategies, alumni networks can create a more compelling narrative around the importance of giving, thereby increasing alumni's participation in financial support for educational institutions.

Philanthropy can play a significant role in supporting alumni networks. There are already examples of philanthropic organisations that have successfully supported alumni engagement in public schools, such as the Esmee Fairbairn Foundation, Segal Family Foundation and the Mastercard Foundation, to name a few. These foundations demonstrate how targeted support can enhance the capacity of alumni networks to mobilise resources and foster a culture of giving within educational communities. By investing in alumni networks and equipping them with the

necessary tools, educational institutions can significantly boost their fundraising efforts and strengthen the ties between alumni and their alma maters.

5.9 Conclusion

In conclusion, this chapter synthesises the key findings of the study and reiterates the importance of understanding the multifaceted nature of alumni-giving behaviour in Kenya's basic education sector. The research highlights that alumni giving is not merely a financial transaction but a complex interplay of historical, economic, social, and cultural factors that together shape individual motivators and collective engagement.

The historical context illustrates a longstanding tradition of communal support for education, rooted in the practices of the pre-colonial era and sustained through post-independence initiatives such as "Harambee." These roots underscore a cultural expectation among alumni to contribute to the education sector, which has been further influenced by the economic realities that have impacted government funding for basic education. The social and cultural aspects, as explored through Bourdieu's concept of "habitus," reveal that alumni experiences during their time as students, as well as their current socio-economic standing, significantly affect their willingness and ability to give back.

Additionally, the findings shed light on the critical roles played by alumni networks and policy frameworks in either facilitating or obstructing alumni engagement. A supportive legal context and well-structured alumni networks can enhance the capacity of educational institutions to mobilise resources effectively. Conversely, existing barriers related to policy and institutional practices may hinder alumni from participating in giving initiatives.

Overall, the insights gained from this study not only fill a significant gap in the literature but also provide actionable recommendations for educational institutions, alumni networks, and policymakers. By fostering an environment conducive to alumni engagement and addressing the identified barriers, it is possible to enhance financial and material support for basic education institutions in Kenya, ultimately contributing to improved educational outcomes in the country.

As we move forward, further research is encouraged to explore these dimensions in greater depth, particularly in terms of how evolving socio-economic conditions might influence future alumni giving behaviours. The findings of this study provide a foundation for continued inquiry and action towards establishing a resilient and supportive educational framework in Kenya.

In conclusion, this chapter synthesises the key findings of the study and reiterates the importance of understanding the multifaceted nature of alumni-giving behaviour in Kenya's basic education sector. The research highlights that alumni giving is not merely a financial transaction but a complex interplay of historical, economic, social, and cultural factors that

together shape individual motivators and collective engagement.

Incentives for alumni who contribute to educational institutions. This approach can motivate more alumni to give back to their schools. Moreover, more transparency regarding how alumni contributions are utilised should be made available to maintain open lines of communication. Transparency in the use of funds can build trust and encourage ongoing support.

Understanding the sociocultural influences on alumni's giving is crucial in designing policies that align with alumni values and expectations, promoting a sense of responsibility and community support. The challenge now is to develop policies that contain these elements, ensuring that alumni feel valued and connected to their alma maters. This study has suggested several recommendations for educational institutions and the government. By prioritising these recommendations, the Kenyan government and educational institutions can create an environment that encourages alumni to contribute effectively, ultimately improving the quality of basic education in the country.

Overall, this study highlights that alumni philanthropy extends beyond mere financial transactions, representing a complex interplay of historical, economic, social, and cultural factors that collectively shape individual motivations and collective engagement. The historical context reveals a deeply rooted tradition of communal support for education, originating in pre-colonial practices and sustained through post-independence initiatives such as "Harambee." These historical foundations cultivate a cultural expectation among alumni to contribute to the education sector, an expectation further influenced by the economic realities that have impacted government funding for basic education. The social and cultural dimensions, explored through Bourdieu's concept of "habitus," demonstrate that alumni experiences during their student years, alongside their current socio-economic standing, significantly impact their willingness and capacity to give back.

Furthermore, the findings illuminate the critical roles played by alumni networks and policy frameworks in either facilitating or impeding alumni engagement. A supportive legal and regulatory environment, coupled with well-structured alumni networks, can substantially enhance educational institutions' capacity to mobilise resources effectively. Conversely, existing policy-related and institutional barriers may deter alumni participation in philanthropic initiatives.

The insights garnered from this study not only address a significant gap in the existing literature but also provide actionable recommendations for educational institutions, alumni networks, and policymakers. By fostering an environment conducive to alumni engagement and systematically addressing identified barriers, it is possible to enhance financial and material support for basic education institutions in Kenya, thereby contributing to improved educational

outcomes. To further cultivate alumni contributions, offering incentives to those who contribute to educational institutions is crucial, as this can significantly motivate greater participation. Additionally, ensuring transparency regarding the utilisation of alumni contributions is paramount for maintaining open lines of communication, building trust, and encouraging sustained support. Understanding the sociocultural influences on alumni giving is vital for designing policies that align with alumni values and expectations, thereby promoting a shared sense of responsibility and community support. The challenge ahead lies in developing policies that effectively integrate these elements, ensuring that alumni feel valued and connected to their alma maters.

In conclusion, the study provides a robust foundation for continued inquiry and action toward establishing a more resilient and supportive educational framework in Kenya. Future research is encouraged to explore these dimensions in greater depth; particularly how evolving socio-economic conditions might influence future alumni giving behaviours.

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Appendix 1: Information & Informed Consent Form

Dear (Mr, Mrs, Miss, Ms, Dr, Prof)

My name is Pauline Kamau, a Master of Management in African Philanthropy student at the Wits Business School, University of Witwatersrand. As part of my study programme, I am undertaking a research project that explores the reasons and motivations behind alumni giving to basic education institutions in Kenya. As part of this research, I am conducting one-on-one interviews and would greatly value your participation and contribution to this study. During the interview, we will delve deeper into your personal experiences, motivations, and attitudes towards giving.

Your participation plays an invaluable role in illuminating the multifaceted nature of alumni giving and will greatly contribute to our understanding of this subject matter. The interview will be digitally recorded to aid with the accurate capture of your views. It is anticipated that each interview will take an average of 60 minutes in length. The interviews will be arranged at a time and place that is convenient for you.

Please note that your participation is voluntary, and you are not obligated to answer any question that you do not need to. You are also free to stop the interview at any time. All information you provide will be confidential, and no identifying information about any participants of the study will be disclosed. Our conversations will be recorded, ensuring I capture your responses comprehensively and for subsequent analysis.

Please indicate your interest in participating in this study by emailing the signed consent form below to me through 1817015@students.wits.ac.za and I will follow-up with interview scheduling information.

Thank for your time and consideration in taking part in this study.

Warmly,

Pauline Kamau

.....

I have read and understood the information given above. Ms. Pauline Wanjia has offered to answer any questions I may have concerned the study. I hereby consent to participate in the study, and I agree for the interview to be recorded (or not recorded, as applicable).

Printed Name

Consenting Signature

Date

Appendix 2: Pre-interview survey

Demographics. Collecting demographic information is crucial for understanding the diversity and representativeness of the sample, as factors such as age, income, gender, and education can influence alumni giving behaviour, providing valuable insights for donation strategies while ensuring participant privacy.

Demographic Survey
Q1. Gender
☐ Male ☐ Female
Q2. Age Group
☐ 18-24 ☐ 25-35 ☐ 36-50 ☐ 50-65 ☐ Above 65
Q3. Current Occupation
☐ Paid full-time work ☐ I run my own business ☐ Paid part-time or casual work ☐ Unemployed and looking for work ☐ Studying ☐ Retired from paid work ☐ Caring for my family and household ☐ Not doing paid work for other reasons
Q4. Highest Education Level Completed
☐ Kenya certificate of secondary education ☐ TVET/vocational ☐ College ☐ University degree ☐ Postgraduate ☐ PhD ☐ Something else (please specify):

Q5. Approximate Annual Income Range (Ksh)
☐ Above 250,000 ☐ 100,000 - 250,000 ☐ Below 100,000 ☐ Prefer not to say

Appendix 3: Interview protocol

Alumni Engagement Survey
Section A: Student Experience
1. Which primary/secondary school did you attend?
2. Rate your overall experience at your alma mater (1–5, where 1 = Very Good): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Reasons for your rating:
3. Describe your experience as a student at this school.
4. How well did your alma mater prepare you for your career/further studies? ☐ Very effectively ☐ Somewhat effectively ☐ Neutral ☐ Ineffectively ☐ Very ineffectively
5. Which aspects of your education influenced your decision to support the school financially? <i>(Check all that apply)</i> ☐ Quality of teaching ☐ Extracurricular opportunities ☐ Mentorship from staff ☐ Sense of community ☐ Other: _____
6. Were there any clubs, activities, or initiatives that significantly impacted your experience?
7. How satisfied were you with relationships formed with teachers/staff? ☐ Very satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very dissatisfied Reasons:

8. Did you feel a strong sense of community at your alma mater? ☐ Yes ☐ No Please describe:
Section B: Alumni Engagement
1. How often do you engage with your alma mater post-graduation? ☐ Regularly ☐ Occasionally ☐ Rarely ☐ Never
2. Describe your type of engagement: <i>(e.g., donations, volunteering, events)</i>
3. Have you contributed (financially/otherwise) to your alma mater? ☐ Yes → Details: _____ ☐ NO
4. Have you participated in alumni events/networks? ☐ Yes → Experiences: _____ ☐ NO
5. How do you stay in touch? <i>(Check all that apply)</i> ☐ Social media ☐ Email newsletters ☐ Alumni reunions ☐ Word of mouth ☐ Other: _____
6. What motivates you to stay connected?
7. Do you feel informed about your alma mater's needs/developments? ☐ Yes ☐ No
8. How does the school maintain alumni relationships? Is this sufficient?
9. Suggested improvements for alumni engagement:
10. Do you see value in supporting your alma mater? ☐ Yes → Why? _____ ☐ No → Why not? _____

Section C: Prosocial Behavior
1. How often do you participate in community/religious service? ☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never
2. How important is contributing to society's betterment? ☐ Very important ☐ Somewhat important ☐ Neutral ☐ Not important
3. Do you feel responsible to make a positive impact? ☐ Yes ☐ No Does this influence alumni engagement?
Section D: Cultural & Socioeconomic Influences
1. How do cultural values shape your practice of "giving back"?
2. Do societal norms influence donations to your alma mater? ☐ Strongly influence ☐ Somewhat influence ☐ No influence
3. Are there family/community traditions encouraging giving? ☐ Yes → Examples: _____ ☐ No
4. Has your economic status affected donation decisions? ☐ Yes → How? _____ ☐ No
5. How does upbringing/culture shape your willingness to support the school?

Appendix 4: Interview protocol

Alumni Engagement Survey for Headteachers
Section 1: Current Alumni Engagement
1. How would you describe the current level of engagement between your school and its alumni? ☐ Very strong ☐ Moderate ☐ Weak ☐ Nonexistent Additional comments:
2. What methods does your school use to maintain contact with alumni? <i>(Check all that apply)</i> ☐ Social media ☐ Email newsletters ☐ Alumni reunions ☐ Phone calls ☐ Printed newsletters ☐ Other: _____
Section 2: Alumni Giving Programs
3. What initiatives or programs has your school implemented to encourage alumni giving?
4. How are funds/resources from alumni typically used by your school? <i>(Check all that apply)</i> ☐ Infrastructure development ☐ Scholarships/bursaries ☐ Extracurricular programs ☐ Teacher training ☐ Technology upgrades ☐ Other: _____
5. What challenges does your school face in encouraging alumni donations?
Section 3: Policies and Strategies

6. Are there any policies influencing alumni giving at your school? ☐ Yes → How have they affected donations? _____ ☐ No
7. What strategies do you believe would be more effective in engaging alumni?
Section 4: Success Stories and Future Vision
8. Please share any notable success stories of alumni giving at your school:
9. How would you like to see the school-alumni relationship evolve regarding giving?
Section 5: Alumni Association
10. How long has your school had an active alumni association? ☐ Less than 1 year ☐ 1-5 years ☐ 5-10 years ☐ More than 10 years ☐ No formal association
11. How consistent has the alumni association's operations been? ☐ Very consistent ☐ Somewhat consistent ☐ Inconsistent ☐ Not applicable
Section 6: Alumni Network Sustainability & Future
12. What factors contribute most to an alumni association's long-term sustainability? (<i>Rank top 3</i>) ☐ Strong school leadership support ☐ Dedicated alumni office/staff ☐ Compelling value proposition for alumni ☐ Regular communication/engagement ☐ Visible impact of donations ☐ Strong peer networks among alumni ☐ Other: _____

13. How do you envision the future of your alumni network/association?

- ☐ Growing significantly with more structured programs
- ☐ Maintaining current engagement levels
- ☐ Becoming more digital/virtual-focused
- ☐ Risking decline without intervention
- ☐ Other (please specify): _____

Key priorities for development:

Appendix 5: Interview protocol

Policy & Institutional Survey on Alumni Engagement
<i>(For Ministry of Education/Registrar of Societies Officials)</i>
Section A: Policy Framework
1. Current policies/regulations influencing alumni giving to basic education institutions:
2. How these policies support or hinder alumni contributions: ☐ Strongly support ☐ Somewhat support ☐ Neutral impact ☐ Somewhat hinder ☐ Strongly hinder Key reasons:
3. Policy implementation/enforcement mechanisms:
4. Planned policy revisions/new initiatives to foster giving: ☐ Yes → Details: _____ ☐ No ☐ Under discussion
Section B: Measurement & Programs
5. How the Ministry measures impact of alumni giving: <i>(Check all that apply)</i> ☐ School infrastructure improvements ☐ Academic performance metrics ☐ Alumni donation tracking systems ☐ Institutional audits ☐ Other: _____
6. Government initiatives promoting alumni activities:
7. Ministry's envisioned role for alumni networks in giving:
Section C: Partnerships & Challenges

8. Existing partnerships with alumni networks: ☐ Yes → Examples: _____ ☐ No
9. Biggest challenges in attracting alumni donations: <i>(Rank top 3)</i> ☐ Lack of formal alumni databases ☐ Limited school engagement capacity ☐ Policy/legal barriers ☐ Low alumni disposable income ☐ Weak culture of educational philanthropy ☐ Other: _____
10. Ministry's steps to improve alumni contributions:
Section D: Future Outlook
11. Future of alumni networks in Kenyan schools: ☐ Critical for education financing → Why? _____ ☐ Complementary but non-essential ☐ Limited potential without systemic changes ☐ Other: _____

Appendix 6: Ethics Clearance Certificate

Graduate School of Business Administration
University of the Witwatersrand, Johannesburg



Wits Business School Ethics Committee
Constituted under the University Human Research Ethics Committee (Non-Medical)

Ethics protocol number: WBS/AP1817015/154

This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (below)

This certificate is only valid if permission has been granted by the Registrar's Office of Wits University.

This certificate is only valid if accompanied by formal permission from the relevant stakeholder(s).

Project title	Predictors of alumni giving behaviour toward basic education institutions in Kenya
Investigator / Researcher	Ms Pauline Kamau
Nature of Project	MM in African Philanthropy
Decision of the Committee	Approved, provided stakeholders and participants are guaranteed confidentiality
Issue Date of Certificate	2024/04/16
Expiry date	Date of submission of the project / research report
Chairperson	Dr Ayanda Magida  +27 11 717 3953   ayanda.magida@wits.ac.za

Declaration by Researcher

One copy must be signed by the Researcher and returned to the Chairperson of the Wits Business School Ethics Committee.

I fully understand the conditions under which I am authorised to carry out the abovementioned research, and I guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure as approved, I undertake to resubmit the protocol to the Committee.

Signature

4/16/2024

Date