

**FACTORS THAT INFLUENCE SUCCESS OF SOCIAL
ENTERPRISES IN NAIROBI CITY COUNTY: A CASE
STUDY OF BRIDGE INTERNATIONAL ACADEMIES**

NJIRU, CAROLINE WAWIRA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
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2016

DECLARATION

I declare that this research is my original work and has never been submitted elsewhere for award of a degree or diploma at the University of Nairobi or any other educational institution.

Signed: _____ Date: _____

REG. NO: D66/74646/2014

NJIRU, CAROLINE WAWIRA

This research project has been submitted for examination with my approval as the university supervisor.

Signed: _____ Date: _____

PROF. FRANCIS KIBERA

Department of Business Administration

School of Business, University of Nairobi

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I would also like to thank my husband Dr. Patrisio Njiru for his support and input as I worked on this project. I am also grateful to my supervisor, Professor Francis Kibera who guided me patiently through the course of this project.

DEDICATION

I dedicate this work to all entrepreneurs who are building social enterprises and making a change in society.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| APBET | Alternative Provision of Basic Education and Training |
| BITI | Bridge International Training Institute |
| CSF | Critical Success Factors |
| ECD | Early Childhood Development |
| EFA | Education for All |
| FPE | Free Primary Education |
| KCPE | Kenyan Certificate of Primary Education |
| MOEST | Ministry of Education, Science and Technology |
| NGO | Non-Governmental Organizations |
| SPSS | Statistical Package for Social Sciences |
| SSA | Sub Saharan Africa |
| TVET | Technical Vocational Education and Training |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UPE | Universal Primary Education |
| USD | Unites States Dollars |

ABSTRACT

The objectives of the study were to determine the key drivers of social enterprises in Bridge International Academies; to determine the challenges they face, and to establish the key success factors of Bridge International Academies. The target population of the study comprised all employees of the 30 Bridge International Academies in Nairobi City County. A sample of 42 respondents had been selected out of which 36 responded giving a response rate of 85.7%. A case study research design was used in this study since the subject of the study was one organization. Primary data was collected for the study using interview guides. The results of the study indicated that the locations of Bridge International Academies, availability of funds, the funding decision-making process, leadership structures, relationship between academy management and the community and government support were the main factors influencing success of Bridge International Schools. Staff training and environmental factors such as availability of social amenities were other factors that were found to influence success of the academies though not to a large extent. The study suggested that more research into the topic on factors influencing success of Bridge International Academies should be done in other areas in Kenya. This study concentrated on Nairobi County and thus its findings cannot be generalized to other areas without further research. Further research also needs to be done on other complimentary schools to confirm whether their success is influenced by the same factors. The study recommends the development of governance frameworks and leadership structures in social enterprises, the support of social enterprises such as Bridge International Academies from the government through provision of infrastructure as well as from people of goodwill through donations.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Social enterprise is a term used to describe a collection of organizations that participate in business ventures in order to fulfill a social purpose. These organizations may take the form of partnerships, limited companies or even foundations but they all utilize similar principles of adopting commercial business practices to solve problems towards the achievement of social goals, and ensure that the profits end up assisting the community (Haugh, 2006). These organizations objectives focus their goals on societal needs and not on financial outcomes and as a result there may be further demand for the supply of their products. According to Chege (2014), enterprises concentrate on social good so that they can solve a societal need, make the environment better, encourage equity and improve the standards of living of the community. In the global arena the success of social enterprises has been shown to be influenced by various factors such as the political stability of a country, social context of the enterprise, environment and climate change, finance and social investment, infrastructure, education and training facilities and demographic characteristics of the entrepreneur (Perren, 2000).

Social enterprises can take various forms ranging from charitable organizations that are funded through grants and donations, to business ventures whose main objective is to make a profit (Sesane, 2006). He argues that they can either be a charity, whereby the enterprise is funded through a grant or donor and whose revenues are then ploughed back into the social venture to deliver services to the community. It could also be in the form of a social purpose business, which is a commercial business that is established with the primary objective of achieving social or environmental goals. In

this case, while profit is not the main purpose of the venture, it is still necessary in order to achieve the primary objective. Social enterprises are further divided into community enterprises, charity trading arms, member benefit businesses, fair trade organizations, and social firms (Certo & Miller, 2008).

Social enterprises are faced with various challenges, some which are generic to all businesses. Swami (2000) states that finance is a major challenge since most enterprises are unable to secure start-up funding. Many agencies only fund the pilot phase of most projects bringing the question of sustainability of the projects. For this reason the social enterprise model is another suitable choice instead of the traditional grant-seeking model, which assures of both financial sustainability as well as the retention of the values of the organisation (Sesane, 2006). According to Santos (2009), other challenges that determine the success or failure of social enterprises include distribution and access to social markets, which reduce the social capital, lack of strategy and training and poor governance. These challenges also determine the success or failure of these enterprises.

In Kenya, the story is not any different. There are many social enterprises that have been emerging all with the aim of social good. Top of the list includes Sun Transfer, Sanergy, Bridge International academies and Jacaranda Health (Chege, 2014). It is against this background that this study is designed to assess the factors affecting the success of social enterprises in Nairobi City County with Bridge International Academy as a case study.

1.1.1 Social Entrepreneurship

Social entrepreneurship has been discussed with varying interpretations by different people (Dees, 1998). According to Austin, Stevenson and Wei-Skiller (2003), some

have defined social entrepreneurship as non-profit seeking ventures that look for alternative means of funding, or organizational strategies to create social value. Others define it as the engaging in entrepreneurial ventures that make use of socially responsible practices that encourage commercial and community interactions (Sagawa & Segal, 2000). Another unit also understands social entrepreneurship to mean a process that speeds up the transformation of society by alleviating social problems. Social entrepreneurship has commonly been defined as an entrepreneurial endeavour that has an entrenched social objective (Austin, Stevenson & Wei-Skillern, 2006). It devises a way to help differentiate how activities bring economic and social value inversely. It has been frequently contended that social entrepreneurs are persons who are driven to accomplish a social mission as opposed to a revenue driven one. Certo and Miller (2008) agree arguing that social value is not motivated by profit but rather comprises achieving delivery of essential, living standard requirements by working to alleviate issues such as hunger, drought, homelessness, illiteracy and disease to disadvantaged people in society.

Social value and economic value are at times considered to offer similar benefits, as economic value creation can also be seen as creating social value since the practices that lead up to creating commercial success may also end up increasing society's standards of living through distribution of resources. The concept of value is noted by Santos (2009), as critically important in understanding social entrepreneurship. Commercial entrepreneurship therefore differs from social entrepreneurship in that while commercial entrepreneurs seek to create maximum value from society, predominantly social entrepreneurs are motivated by the need to create value for the community.

1.1.2 The Concept of Success

Success of social enterprises is measured by its ability to sustainably solve society's needs with profits focused on the enterprise's growth (Kikechi et al, 2012). In the business environment, an organization's level of success is generally judged by its ability to post high financial performances though this has been analyzed differently by some quarters (Foley & Green, 1989). Some authors define success using perceptible objectives for instance profits made and rate of growth of an organization (Perren 2000) and others by the accumulation of wealth and annual turnover of the firm (Amrit et al 2000). According to Watson et al (1998) entrepreneurial success is as a result of sustained operations of the organization over a number of years which according to Taormina & Lao (2007), is usually a minimum of three years. Still further findings have attributed this success from the view of imperceptible objectives such as the goodwill of firm. Despite many studies on the success of enterprises, there seem to be conflicting conclusions on what truly defines success of an enterprise (Chege, 2014).

Swami (2000) argues that success is either interpreted through the search for more knowledge, or the search for more economic revenue. Individuals in society are seen to be motivated towards making more money and are driven by getting more recognition and this is seen to be the unanimous individual concept of success. On the contrary, Ibrahim and Goodwin (1986) argue that success is essentially determined by the mostly prejudiced perceptions that the entrepreneur has towards their own confidence in succeeding. However, many studies have identified governance, finance and social capital as the key factors that define success (Mwangangi, 2000). There are a number of factors that determine an enterprise success.

1.1.3 Education Sector in Kenya

The Education sector is overseen by the Ministry of Education, Science and Technology (MOEST). The national education system in Kenya follows an 8-4-4 year configuration. Eight years for elementary education in primary school for children aged 6-13 years, four years in secondary school for 14-17 year old children and four years in university. The education system has over the last few years grown to incorporate technical skills through tertiary colleges and early childhood education for 4-5 year olds (MOEK, 2010).

The Government of the Republic of Kenya (2005) has identified the important role that education plays in reducing poverty levels and stimulating economic growth. It has come up with strategies to improve the overall level of education by focusing on achieving its key objectives of ensuring all children can access education without discrimination for any groups and that ensure high outcomes in the quality of education, science, technology and innovation. The role of MOEST is to provide quality education and training for all Kenyans, while the role of Department of Science and Technology is to formulate, promote and implement higher education policies and strategies.

The Kenyan government is keen in providing education and training to all Kenyans as this is integral to its long-term development strategy for the nation. Universal access to basic education and training, which ensures that all children have an opportunity to access learning in schools including the poor, special needs and the disabled, was entrenched into the constitution in 2010 (Oketch, Mutisya, Ngware, Ezech & Epari,

2010). The government has put aside 21% of its annual budget towards nurturing the creativity and entrepreneurial skills of its people through its education sector.

The Education Sector is tasked with the process of refining students into a competent and well trained work force that is necessary to transform Kenya into an economically competitive country. In order to implement this mandate in line with the constitution and national objectives, the sector focuses on quality education provision in conjunction with research and innovation initiatives (GoK, 2014). As part of its long-term development strategy, Kenya is prioritizing education and training. Education delivery and funding were devolved from the national to the county level after the adaptation of the 2010 constitution. As a result, education quality especially the ECD and TVET centers have thrived. The country's developmental strategy; Vision 2030 outlined a comprehensive education development policy that is reinforced by being a signatory in international declarations.

The Government of Kenya also faces challenges and encourages private investors to invest in education so as to help in providing education for all (UNESCO, 2012). Whilst the government remains the biggest provider of basic education, a large number of local private schools and international schools have emerged to deliver quality education and market themselves as institutions of choice. According to Uwezo (2011), private primary schools in Kenya provide education to approximately 15% of the student population. Over the last decade, complimentary schools, which are generally low in cost, have grown in huge numbers across the nation (Dixon & Tooley, 2012). Despite introduction of FPE, complementary schools in slums in Nairobi City County have been noted to be increasing in number as well as enrolment. In Kenya's largest slum Kibera, education provision is dominated by the private sector

which showed a growth of over 130% by enrolling 27,883 students in primary school over the period 2003-2007 (Oketch, Mutisya, Ngware & Ezeh, 2010).

1.1.4 Success of Social Enterprises in the Education Sector

Education for All (EFA) that focused on the elimination of school tuition was proved achievable in the mid-1990s through the Universal Primary Education (UPE) policy (Avenstrup et al, 2004) and was adapted by many sub-Saharan African (SSA) countries (UNESCO, 2008). In Kenya, this was achieved in January 2003 when the Free primary education program was introduced (Kikechi et al, 2012). Over the years, public schools have not been able to meet the high demand for education at all levels especially primary schools, an opportunity that private schools seized to provide education at a cost to varying income groups. The Government of Kenya together with private entrepreneurs and other stakeholders have continued to invest heavily in the education sector in order to meet the education goals of the Millennium Development Goals and Vision 2030 resulting in improved access and quality of education (Nicholis, 2006).

According to Mwangangi (2000), the introduction of free primary education compromised the quality of education. The resultant congestion in classrooms, high teacher-pupil ratios and poor infrastructure has diluted the quality of training with unsatisfied parents transferring their children to private schools. This means those that cannot afford private schools continue studying in the public schools where the cost is minimal with poor quality. Various studies show that teachers who taught at free public schools did not feel as accountable for good performance as they did not collect fees (Tooley, 2004). Despite managing to launch FPE, increase enrolment and avail

textbooks with two students sharing one textbook in some schools, the EFA global monitor reports that the quality of education in Kenya as in most sub-Saharan countries is insufficient (MOEST, 2005).

To close the gap mentioned above, many entrepreneurs have come up with social ventures or schools that offer affordable but quality education to the public. These schools run on social enterprise models. They are characterized by good governance, accountability, access to social capital, financial capital and government support such availability of government contracted teachers (Laban, 2010). Examples of such schools in Kenya include mission schools such as the Don Bosco group of schools, Sacred Heart schools, Bridge International academies and the St. Mary Schools among others.

1.1.5 Bridge International Academies

The first Bridge International Academy was established in 2009 in the Mukuru slum of Nairobi, Kenya. The main aim was to provide quality education to families who live on less than 2 (two) USD per day (Bridge International, 2013). This has made it possible for most children to access quality education that some public schools have been unable to provide. Economies of scale have enabled Bridge to charge just 6 (six) USD a month per student with each academy on average achieving operational sustainability after just one year (Kikechi et al, 2012). These academies are supported by parents, who are considered to be the largest investors. The Bridge Academy-in-a-box model makes teachers more accountable to the parents since they pay for the services offered as compared to the free education system. It uses service subsidization model of social entrepreneurship, which brings more enrolment that generates income to runs the schools sustainably.

The Ministry of Education, Science and Technology recently released new regulations applying to Alternative Provision of Basic Education and Training (APBET) institutions such as the Bridge academies. Bridge academies work in close coordination with local, regional and the national government in Kenya and have seen remarkable success in improving learning outcomes for children and strengthening whole communities (Bradlow, 2016). In 2015 Bridge had its first standard 8 class sit for the Kenyan Certificate of Primary Education (KCPE) with results demonstrating that Bridge pupils had a 40% higher chance of passing the KCPE than the national average. The school management adheres to government education policies and regulations applying Alternative Basic Education and Training (APBET) institutions. Bridge academies also value staff and motivate them for their work and use teachers to change the status quo in education (Bridge Baseline survey, 2013). This is in efforts to improve value of children from all backgrounds improve their accessibility to an education that challenges them, excites them, and gives them the confidence to dream and the ability to achieve those dreams.

1.2 Research Problem

The landscape for contemporary organizations has changed and they are now faced with operating in a competitive and tumultuous environment, and they have to meet many complex requirements in order to survive (Dacin, Dacin&Matear, 2010). In todays situation social enterprises are required to be innovative and their objectives adapted to and geared towards achieving results that are efficient and effective (Kiežun, 2000). It is important for the organization to identify the factors behind the social enterprises' success as the values to emulate.

Various studies have focused on success of social enterprises. Wronka (2013) sought to identify critical success factors of the social enterprises operating in the Silesia region of Poland. The study revealed that factors contributing to success of the social enterprises included strong leadership, motivation and commitment of employed people, enabling legal environment, attractiveness and clarity of innovative concept, management expertise and keeping and distributing accurate financial records. Mason (2012) identified strong leadership, partnership, ability to negotiate and increase bottom line planning as common critical success factors for social enterprises operating in Western Europe or United States. Obłój (2001) lists social entrepreneurial success factors such as public relations and marketing, prudent financial operations, effective human resources management, technological expertise and efficient production.

Despite growing interest in social entrepreneurship in Kenya, there is still fragmented and little research done on factors influencing success of social enterprises institutions. Local studies focus on factors influencing success of small and medium enterprises in Kenya. For instance, Kamunge (2014) assessed factors affecting the performance of small and micro enterprises (SMEs) traders in Limuru town market in Kiambu County and found that accessibility to finance, access to infrastructure, availability of management experience, access to business information, government policy and regulations had significant influence on performance of SMEs. This study seeks to fill the existing knowledge gap by answering the question: What are the factors influencing the success of social enterprises in Nairobi City County using the Bridge International Academies as a case study?

1.3 General Objective

The general objective of this study is to analyse the factors that determine success of Bridge International Academies in Nairobi County

The specific objectives are to:

- i. Establish the key drivers of social enterprises in Bridge International Academies
- ii. Determine the challenges faced by social enterprises in Bridge International Academies
- iii. Assess the survival strategy or key success factors of Bridge International Academies

1.4 Value of the Study

The study will highlight key success factors that influence the success of social enterprises which can be duplicated by those who want to setup such ventures in future in the education sector. It will also contribute to the debate around social entrepreneurship by emphasizing the factors that influence the success of these enterprises. It will also inform policy interventions aimed at enhancing growth of social enterprises in the education sector. This is meant to improve the quality of primary education that was affected by high enrolment brought about by free primary education.

The study will benefit academicians who will also get the basic information for further studies along the same line to bridge any gap. The study will also provide the input to the scholars in gaining knowledge on factors that influence success of social enterprises in education sector.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter endeavors to gain insight into existing literature to find out what is already known in regard to the research topic under discussion. The first part covers theoretical foundation on social entrepreneurship. The second part deals with the review of existing empirical literature in accordance with the study variables. This will lead to the development of the conceptual model that will guide this study.

2.2 Theoretical Foundation

This section discusses the theories that explain the emergence of social entrepreneurship. This study identifies three theories; The Social Innovation Theory, the Social Innovation Theory and the Institutional Theory that explain the development and sustainability of social enterprises.

2.2.1 The Social Innovation Theory

Shumpeter's Creative Destruction Theory set the stage for the concept of the social innovation school of social entrepreneurship by defining an entrepreneur as one who causes a transformation in markets through change by creating new combinations or innovations (Shumpeter, 1949). This creative response is the entrepreneur's reform function in the economic system that disrupts current practices through the introduction of innovations. Many social entrepreneurs aim to achieve this creative destruction concept by using innovation to overhaul the social landscape for the better (Nicholis, 2006). Dees and Anderson (2006), draw on this theory to describe social entrepreneurs as those who revolutionize the methods of maximizing social value by investing resources into ventures with higher returns for the good of society.

According to Mair and Marti (2006), social entrepreneurship is a process that identifies and meets important social needs and thereby creates social change in a manner that does not focus on accumulating commercial benefits for the entrepreneurs.

Peredo and McLean (2006), further define social entrepreneurship as a situation where an individual operates with the key goal of significantly changing society by generating some social value, and works to meet those objectives by recognizing and exploiting opportunities, being innovative, willing to take risks and willing to search for the resources required to do so. Nicholis (2006) aptly summarizes the definition of social entrepreneurship as innovative and effective solutions that strategically seek to address societal market failures and create new opportunities to systematically increase social value by marshaling resources and business planning to make social impact and change.

2.2.2 The Social Enterprise Theory

The proponent of the social enterprise theory is Drucker (1985), who proposed that social entrepreneurship would focus on provision of social and public service. The theory supports entrepreneurship that is not for profit making but has to be driven by innovation and resource for the purpose of improving life of people and creating opportunity for them. Martin and Osberg (2007) agree, adding that what sets the field of social entrepreneurship apart is its purposeful intention to make a change in society that will result in the resolution or improvement of a societal problem that brings long lasting benefits. They explain that on the contrary, for the entrepreneur, the value proposition is geared toward achieving financial profit and therefore the venture

strives to meet the needs of those that can afford to pay for the particular product or service.

Mair and Marti (2006) also agree, attributing the difference between social entrepreneurship and commercial entrepreneurship to the vision and the resultant objectives it tries to meet in order to bring about social value and development instead of focusing on economic value. The Social Enterprise School of thought, describes the enterprise as not only being a venture that seeks to do social good or solve societal problems but also as an organization that is not profit seeking (Hoogendoorn, Pennings, &Thurik, 2010). The enterprise needs to be sustainable in order to maintain its continued operations in its service delivery and this school of thought focuses on how it can come up with additional revenue instead of relying exclusively on grants and subsidies.

2.2.3 Institutional Theory

Institutional theory delves into the social structure and the drivers of societal behaviours. It contemplates social behavior and standards that societies conform to and addresses the manner in which these rules, guidelines and norms become authoritative structures (Scott, 2004). Social enterprises seek to make social change and understanding how these structures work makes implementing social action achievable (Giddens, 1984). Social enterprises depend on human agency for incorporation into the structuring of human institutional life (Nicholls, 2008). Enterprises are influenced by market forces, the community, governmental and political pressures and as well as internally from the organization itself (Scott, 2004).

Amin et al (2002), states that institutions can adopt certain behaviour or way of reacting that can be implemented across the organization in order to provide solutions to certain problems. The internal forces in an organization can be attributed to this kind of behaviours, which in turn can lead that to the success, or failure of a social enterprise. Government through the development and implementation of its policies can also affect the success of an enterprise. As an external force, its policies when conducive have been seen to provide a favourable and nurturing climate that encourages the growth of social enterprises. This creates a domino effect whereby their emergence persuades others therefore legitimizing social entrepreneurship. Once these social structures are set, societal conditions become favourable for further social enterprises. Institutional theory in this study is thereby used to consider the role of social structure development and success of social enterprise in the education sector.

2.3 Models of Social Entrepreneurship

Virtue Ventures (2009), summarizes various types of social enterprise business models which are adapted by organizations for the delivery of services. These models used by social enterprises are developed to match a specific organization's values, mission, societal need, environment conditions as well as its economic and social objectives. These business models are entrenched as part of the institutions organizational culture. There are other challenges too that have pushed the need for organisations to fund their own projects. Some grant-makers are known to tailor the implementation of the projects to what they consider appropriate with some of these actions not matching an organization goals. While this may bring about financial sustainability, it affects the vision sustainability of the organization.

Ventures (2009) explain the different types of models such as entrepreneurial support. These are enterprises that offer business development services to other enterprises. Others include marketing, market agents, outsourced labour, market linkage, service subsidization and organization support. Social enterprises in the education sector seek to subsidize their services and offer organizational support so as to bring the cost of education down.

2.4 Critical Success Factors for Social Enterprises

As the number of social enterprises increases, there is increased competition for resources that come from funding such as grants. As a result, there is a growing need for social impact measurement with social enterprises under a lot of pressure from donors and interested stakeholders to evidence their social value (Clifford, 2013). Social entrepreneurship has been driven by the rapidly increasing inequality in wealth accumulation between the rich and poor, the inability of governments to solve social problems, a growing concern for the environment, the global trend of privatization and also the emergence of the corporate social responsibility movement (Kumar & Gupta, 2013).

However, while social enterprises seek to innovatively provide solutions to these problems, many initiatives are having problems becoming sustainable and reaching larger audiences (Alvord, Brown & Letts, 2004). Not all social entrepreneurs succeed at building sustainable ventures even if they are intent on making a difference in society. According to Hayden (2005), the reality is that a social enterprise needs to make a living out of the venture for it to be sustainable.

Sustainability of social entrepreneurship has been described as the success of the organization in terms of profitability, its social mission and sustainability of its operations without donations (Euncheong, 2014). In addition to mustering the support of the community as well as service provision to the target population, social entrepreneurship according to Stryjan (2006), also has to meet the requirement of resource mobilization over time (sustainability). Dawans, Alter and Miller (2009), further argue that for a social enterprise to be self-sustainable, it should have the ability to make sufficient returns to pay all its expenses (financial sustainability), the institutional capability to competitively produce for market (organizational sustainability) and utilize renewable sources of energy, processes and safe renewable materials in order to preserve the environment (sustainable environmental practices).

2.5 Social Enterprises in the Educational sector

There are a numerous private schools spread across developing countries that are low in cost and located in mainly poor urban and rural settings in Africa, Asia and in many parts of the world (UNESCO 2013). UNESCO finds well-supported evidence that children attending private schools have better learning outcomes than those in government schools, and that the commitment of teachers is much higher in private than in government schools. The UNESCO findings also give well-supported evidence that the cost of educational delivery is lower for private than government schools; in combination with the evidence on quality, this points to greater cost-effectiveness for private over government schools.

In Kenya, the missionaries started the low-cost schools to reach the urban poor population and those in rural areas in the early 19th century (‘Gbenga, 2006). Catholics schools played a key in education access to most parts of the country and this was

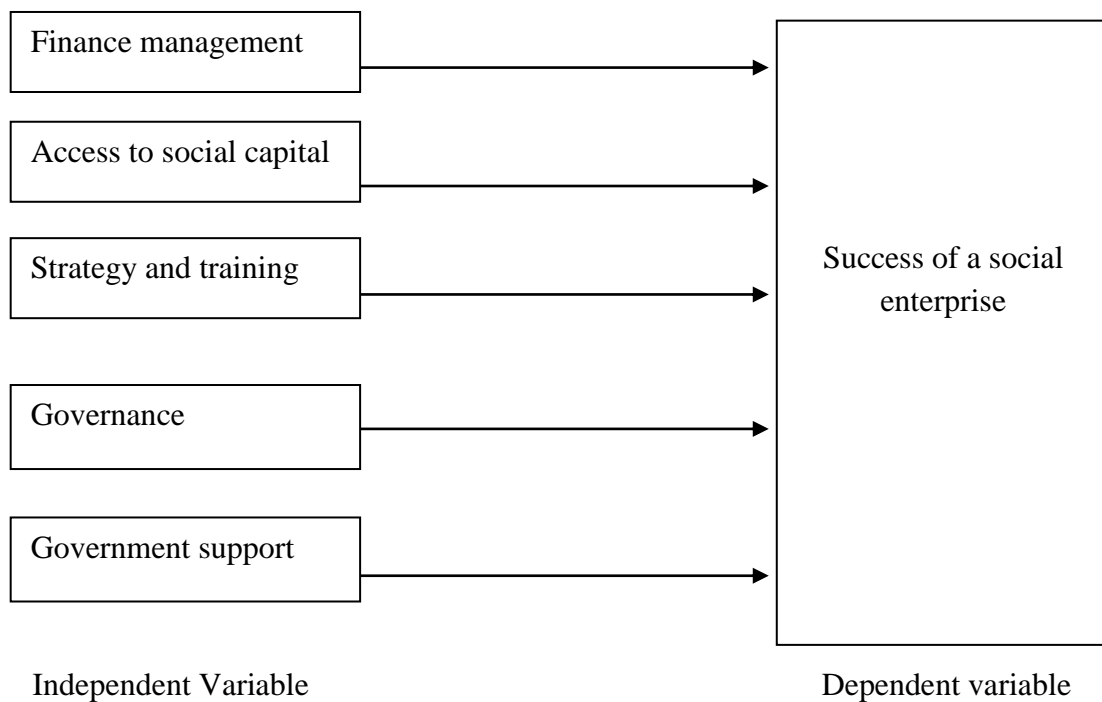
done with the growth of mission hospitals (Mwangangi, 2000). Werunga and Gitahi (2012) suggest that low-cost private schools are not financially sustainable but instead may be vulnerable to closing down after short periods of time hence the need of a sustainable social enterprise model in the education sector. These schools portray positive private school achievement advantage based on standardized test scores.

Various factors contribute to the success of enterprises such as finance, distribution and access to social markets, social capital, strategy, training and governance (Miller, 2009; Kikechi et al, 2012; Chege, 2014). This will form the conceptual model of study that will guide this research.

2.6 Conceptual Model

Figure 2.1: The Conceptual Model

The conceptual model (Figure 2.1) shows the variables that will be used in this study. It establishes the significant relationship between external and internal organizational factors that contribute to the success of an enterprise.



Source: Current Author

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research methodology that was pursued in the data collection and analysis. The chapter discusses the research design adopted by the researcher and the targeted population. It is then followed by a description of the data collection procedures and instruments and finally the mode of data analysis used and how the data was presented.

3.2 Research Design

Research design is a plan and structure of investigation put together with the aim of obtaining answers to research questions (Cooper & Schindler, 2006). This study adopted a case study research design since the unit of analysis was one organization. According to Mugenda (2008), a case study allows an investigation to invoke the impression of real life events by preserving complete and realistic characteristics of the subject under study.

A case study is whereby social elements are comprehensively and meticulously observed (Kothari, 2004). In this type of investigative study, the subject is observed in depth by highlighting a full analysis of a limited number of events and how they relate with each other. This case study helped in collecting in depth and detailed information regarding the factors that influence success of the Bridge International Academies in Nairobi City County.

3.3 Data Collection

The study used primary data. Primary data was collected using an interview guide. The researcher was able to collect qualitative data as the interview guide made use of open-ended questions. The interview guide was used in this study so as to provide an in depth understanding and possibly enable a more comprehensive and perceptive interpretation of the results from the study. The interview guide comprised of two sections. The first part included the general information about the Bridge International Academies while the second part was devoted to factors that influence success of the Bridge international academies in Nairobi City County. The interview guide was administered to respondents who were the manager, administrator, head of the school, deputy head teacher, finance officer and two teachers from six Bridge international academies making a total of 42 respondents.

3.4 Data Analysis

Content analysis was used to analyse qualitative data that was collected using an interview guide. This is a systematic detailed qualitative description of the objectives of the study. It involves carefully observing the subjects of the study then providing a detailed description of the items (Norusis, 2007). Content analysis was a convenient method to analyse the large amount of data by rationally grouping and compiling it into themes during the study. Content analysis is a technique for making references by systematically and objectively identifying specific characteristics of information and using the same approach to relate to trends. Content analysis technique was suitable in analysis of qualitative data on factors that influence success of the Bridge international academies in Nairobi City County.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, reporting of the findings of the study and interpretation in relation to the objectives of the study. Data was carefully analyzed through the stages of data cleaning and data coding. Data was then entered into Statistical Package for the Social Sciences (SPSS) for actual analysis. The data was then presented by use of tables and graphs.

4.2 Response Rate

The response rate was 85.7% where 36 out of 42 targeted respondents were successfully interviewed, indicating a high response rate. Moreover all the interview questions were answered correctly which consequently meant that the data was highly reliable. The study collected data on factors that influence the success of social enterprises which can be duplicated by those who want to set up similar ventures in future in the education sector. The researcher considered the response rate sufficient for the purpose of the study.

4.3 Demographic Information

4.3.1 Respondents Level of Education

The respondents were asked to state their level of education and their answers were summarized in Figure 4.1

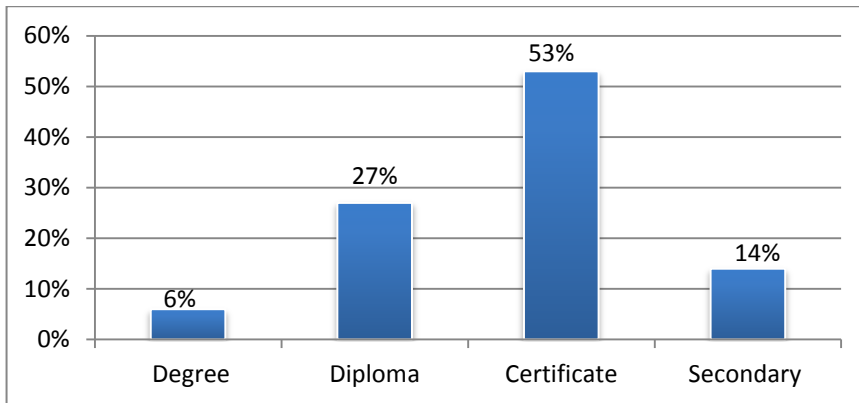


Figure 4.1 Level of Education

Source: Primary Data

The findings in Figure 4.1 show that the respondents had varying levels of education including 6% with undergraduate degrees, 27% having acquired diplomas, 53% having tertiary colleges certificates and 14% having secondary education. This implies that employees at Bridge school management were literate and in a position to understand and provide information on factors influencing success of the schools.

4.3.2 Respondents Position

The respondents were requested to indicate their position in the schools and their results are shown in Figure 4.2.

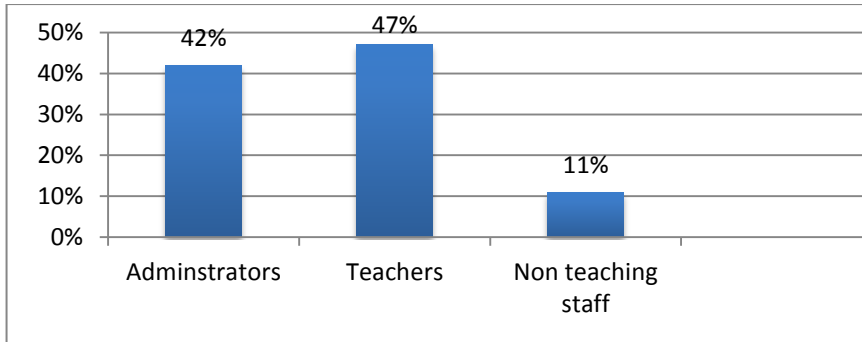


Figure 4.2: Work Position

Source: Primary Data

According to the results depicted in Figure 4.2, 42% were administrators of the academies, 47% were teaching staff and 11% non-teaching staff. This implied that the information on factors that influence success of the Bridge International Academies in Nairobi City County was collected from individuals who were responsible in determining success decision of the schools.

4.3.3 Year of Establishment of Bridge International Academy

The study also sought to determine the effect that the duration the academies has been in existence had on determining its success. The results are captured in Figure 4.3

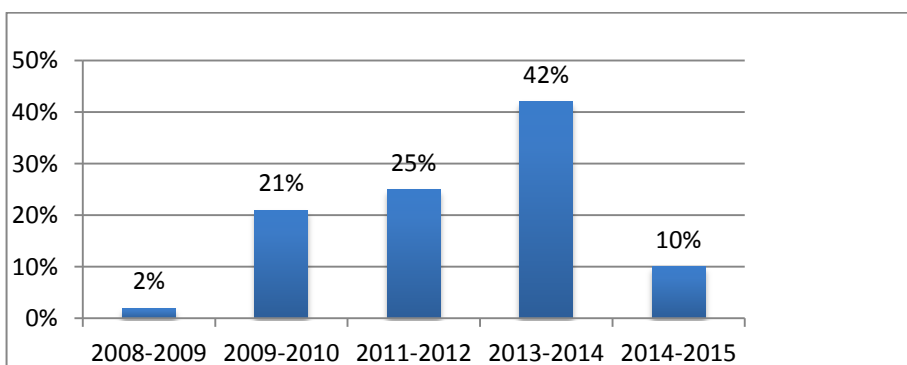


Figure 4.3: Period of Schools Founded

Source: Primary Data

As represented in Figure 4.3, 42% of the schools were established between 2011 and 2012, 25% of the school indicated that they were started between 2009 and 2010 while 21% of the schools were established between 2013 and 2014. The study also found that 10% of the schools were established in the year 2015 while 2% of the schools were established between 2008 and 2009 this implied that most of the Bridge schools were established between 2009 and 2014 indicating success of the Bridge International Academies in Nairobi City County.

4.4 Factors Leading to the Growth of Bridge International Academies

4.4.1 Impact of Location

When the respondents were requested to state the impact of location on the success of Bridge International Academies, they provided responses summarized in Table 4.1

Table 4.1 Impact of Location

| Impact | n(number of mentions) | Percentage (%) |
|--|------------------------------|-----------------------|
| Densely populated areas | 24 | 34 |
| Low income population areas | 22 | 31 |
| Proximity to support services and social amenities | 10 | 14 |
| Located next to public schools | 15 | 21 |
| TOTAL | 71 | 100 |

Source: Primary Data

The results in Table 4.1 show that while some respondents identified only one effect, other respondents gave multiple benefits contributing to the growth of the school. The findings indicated the Bridge schools were located in the slums in Nairobi such as Mukuru, Kibera and Satellite Slums. The respondents attributed choosing densely

populated locations (34%) and the fact that they are in low-income areas (31%) as the leading causes in which location of the academies leads to higher enrollment and success of the schools. Interestingly, 21% of the respondents indicated the proximity of the academies to public schools as a positive factor. This was attributed to managing to tap into the students that wanted a better quality of education than the public schools offered at a very low cost and proximity to their area. This clearly demonstrated that location of Bridge school was strategic and influences successful growth of the schools through increase in student enrolment.

4.4.2 Funding Decisions

The respondents were also asked to provide their assessment regarding the impact of funding decision-making to the success of Bridge international academies. Table 4.2 represents the pertinent data.

Table 4.2 Impact of Funding Decisions

| Impact | n (number of mentions) | Percentage (%) |
|---------------------------------|-------------------------------|-----------------------|
| Subsidized fees | 33 | 40 |
| Economies of scale(many pupils) | 20 | 24 |
| Donor funding and Sponsorship | 12 | 15 |
| Income from parents/guardian | 10 | 12 |
| Effective use of resources | 2 | 2 |
| Acceptance of Mpesa payments | 3 | 4 |
| Prompt payment of salaries | 1 | 1 |
| No idea | 1 | 1 |
| TOTAL | 82 | 100 |

Source: Primary Data

According to the results in Table 4.2, a high number of respondents (40%) attributed subsidized tuition fees as the main reason the school was able to attract a high number of students and grow rapidly. Another 20% of respondents also indicated that making use of economies of scale through targeting large number of students lowered costs and boosted efficiency. The scholarship and donor programs were given as 12% of the reason as to how the decision on funding has contributed to the expansion and success of the Bridge academies. Funding decisions that touched on accepting local payment methods such as Mpesa (3%) and prompt processing of salaries and wages (1%) were not seen to have a large impact on the success of the schools.

4.4.3 Availability of Funds

The respondents were requested to indicate the impact of availability of funds towards the growth of Bridge International Academies and their answers were summarized in Table 4.3

Table 4.3 Impact of Funds Availability

| Impact | n (number of mentions) | Percentage (%) |
|--|-------------------------------|-----------------------|
| Countrywide expansion | 25 | 32 |
| Increased enrollment | 22 | 29 |
| Maintenance and Acquire learning resources | 14 | 18 |
| Improved infrastructural development | 10 | 13 |
| Effectively and efficiently run budgets and programs | 3 | 4 |
| Sufficient and motivated work force | 3 | 4 |
| TOTAL | 77 | 100 |

Source: Primary Data

According to the results shown in Table 4.3, a large number of respondents (32%) indicated countrywide expansion as a direct result of how availability of funds has impacted the success of the academies. Acquisition and maintenance of resources (18%) and increased enrollment (29%) were also cited as an effect of fund availability. The availability of funds further enabled the management to hire and recruit teachers, pay and motivate teachers and school managers and training and development of teachers (4%). The respondents noted that through availability of funds, the school management were in a position of provide quality education, increased number of student in academies, hire more teachers and construct more schools.

4.4.4 Infrastructural Development

As shown in Table 4.4, the study sought to determine the impact that infrastructure development had on the growth of Bridge international academies. Some respondents gave several answers as to the role of infrastructure in development of the institution.

Table 4.4 Impact of Infrastructure

| Impact | n(number of mentions) | Percentage (%) |
|---|------------------------------|-----------------------|
| Increased facilities for more enrolment | 30 | 43 |
| Creates marketing opportunities | 11 | 16 |
| Security | 10 | 14 |
| Provide quality education | 9 | 13 |
| Cost saving measures | 3 | 4 |
| Enhancing extra-curricular activities | 1 | 1 |
| No idea | 6 | 9 |
| TOTAL | 70 | 100 |

Source: Primary Data

The results in Table 4.4 show that increased facilities such as classrooms were the largest impact cited by respondents at 43%. Provision of latrines, furniture and computers provide a conducive environment for learning that in turns contributes to the success of the Bridge International schools. Although there was a considerable percentage of individual with no idea on the subject, others gave multiple responses. Infrastructural development also impacted marketing opportunities at 16%. This has allowed the group of schools to launch advertising platforms such as billboards in strategic areas. Moreover, 14% hold that good infrastructure improved the quality of education through improved security that bolstered enrollment.

4.4.5 Leadership

The respondents were requested to give information on the impact of leadership on the success of the academies and Table 4.5 show the resultant data.

Table 4.5 Impact of Leadership

| Impact | n(number of mentions) | Percentage (%) |
|------------------------|------------------------------|-----------------------|
| Building networks | 28 | 37 |
| Expansion programmes | 22 | 29 |
| Marketing activities | 6 | 8 |
| Efficient use of funds | 18 | 24 |
| No idea | 2 | 3 |
| Total | 76 | 100 |

Source: Primary Data

As indicated in Table 4.5, the respondents attributed building of networks as an impact of good leadership that influences the success of the schools at 37%. They cited

leaders who have suitable qualifications and effectively coordinate activities enhancing building support at the community level and successfully negotiating with government actors and markets. The respondents explained that success of Bridge International Academies in Nairobi County is influenced by good leadership, which has led to effective mobilization and acquisition of resources; that has led to the rapid expansion of the Bridge international academies (29%) as well as the efficient use of funds (24%).

4.4.6 Management- Community Relationship

The study also sought to establish how the relationship between management of the academy and the community influenced the growth of Bridge international academies.

The results are summarized in Table 4.6

Table 4.6 Impact of Community Relations

| Impact | n(number of mentions) | Percentage (%) |
|--|------------------------------|-----------------------|
| Encouraging extra curricula activities | 20 | 26 |
| Parental involvement in shaping behavior | 18 | 23 |
| Prompt payment of fees | 15 | 19 |
| Parents help in landscaping | 15 | 19 |
| Maximum support from community | 7 | 9 |
| No idea | 2 | 3 |
| TOTAL | 77 | 100 |

Source: Primary Data

Table 4.6 shows that activities involving the partnership with the community such as games and social events was seen as a contributor of success of Bridges International

Academy contributing 26% according to the respondents. Others included Joint parents-teachers efforts in shaping behaviour (23%), Prompt payment of fees and parents helping in landscaping (19%) and general support from the community (9%). From the above findings, it can be concluded the relationship with community and management resulted increased enrolment of pupils in Bridge international academies in Nairobi County.

4.4.7 Government Policy and Support

The study also requested the respondents to provide their evaluation on the impact that government support has contributed towards the success of the academies. The results are shown in Table 4.7.

Table 4.7 Impact of Government Policy

| Impact | n(number of mentions) | Percentage (%) |
|-----------------------------|------------------------------|-----------------------|
| Licensing of the schools | 24 | 35 |
| Free primary education | 18 | 27 |
| Social amenities | 10 | 15 |
| Security | 6 | 9 |
| Infrastructural development | 5 | 7 |
| No idea | 5 | 7 |
| TOTAL | 68 | 100 |

Source: Primary data

According to the results depicted in Table 4.7, most responses identified the role of licensing as the major role of government (35%). The respondents noted that that government policy on free primary education policy had contributed to success of the schools (27%). The respondents explained that FPE policy led to overcrowding of

pupils in already limited public primary schools leading to increase in enrollment at Bridge International Schools. Other factors that the respondents felt were government policies contribution in support of the school were provision of security (9%), the provision of social amenities such as water and electricity (7%) and infrastructure development contributing 7%. However 7% of the respondents did not know what role the government plays in their operations.

4.4.8 Staff Training and Development

The study sought to determine how strategy and training contribute towards growth of Bridge international academies. The results were as reported in Table 4.8.

Table 4.8 Impact of Staff Development

| Impact | n(number of mentions) | Percentage (%) |
|---|------------------------------|-----------------------|
| Training and refresher Courses | 33 | 40 |
| Modern and latest teaching methods and technology | 22 | 27 |
| recruiting qualified staff | 5 | 6 |
| Timely remittance of salaries and wages | 10 | 12 |
| Promoting team work | 11 | 13 |
| No idea | 2 | 2 |
| TOTAL | 83 | 100 |

Source: Primary Data

Table 4.8 shows that training and offering refresher courses was seen as the major contributor of the success of Bridge International Schools with 40%, followed by Investing in modern and latest teaching methods and technology among teachers with

27%. Others were promoting teamwork (13%), Timely remittance of wages and salaries (12%) and recruitment of qualified staff (6%).

4.4.9 Environmental Factors

The respondents were also asked to indicate the impact that environmental factors has on the success of the school. The results were as presented in Table 4.9

Table 4.9 Impact of Environmental Factors

| Impact | n(number of mentions) | Percentage (%) |
|---|------------------------------|-----------------------|
| Spacious classrooms | 25 | 33 |
| Availability of social amenities | 20 | 26 |
| Sanitation and water | 20 | 26 |
| Enough play grounds for extra-curricular activities | 10 | 13 |
| No idea | 1 | 1 |
| TOTAL | 76 | 100 |

Source: Primary Data

From the results depicted in Table 4.9, spacious classrooms carried the major weight with 33% of the respondents mentioning it as the most important factor that contributed to the success of Bridge international academies. Other factors included availability of social amenities and sanitation each with 26%, and availability for grounds with 13%.

4.4.10 Social Capital and Distribution.

When the respondents were asked to state the impact of social capital on the success of the academies, they provide answers that were captured in Table 4.10

Table 4.10 Impact of Social Capital

| Impact | n(number of mentions) | Percentage (%) |
|-------------------------------------|------------------------------|-----------------------|
| Good network of partners | 32 | 41 |
| Access to credit | 20 | 26 |
| Access to volunteer staff | 15 | 19 |
| Community goodwill and partnerships | 10 | 13 |
| No idea | 1 | 1 |
| TOTAL | 78 | 100 |

Source: Primary Data

As shown in Table 4.10 above, most respondents were in agreement that the school relied mostly on its networks of partners abroad with 41%. The other important key areas were access to credit (26%), volunteer work (19%) and the goodwill of community and partners with 13%. Only 1% had no clue what the social capital implied to the organization.

4.4.11 Importance of Strategy and Training

The study sought to establish how strategy and training contribute towards growth of Bridge international academies. The results were as reported in Table 4.11.

Table 4.11 Impact of Strategy

| Impact | n(number of mentions) | Percentage (%) |
|------------------------------------|------------------------------|-----------------------|
| Low cost High volume | 32 | 39 |
| Rapid expansion across the country | 17 | 21 |
| Vigorous marketing | 15 | 18 |
| Modern teaching methods and ICT | 10 | 12 |
| Quality education | 8 | 10 |
| TOTAL | 82 | 100 |

Source: Primary Data

According to the data capture in Table 4.11, the institution employs the strategy of low-high volume as the major strategy with 39% of the responses stating this as the main strategy. The second major strategy was countrywide coverage with 21%. Marketing was also a key strategy followed by employing modern technology and teaching methods as well as offering quality education with 18%, 12% and 10% respectfully.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to establish the factors influencing success of Bridge International Academies in Nairobi County. This chapter presents the summary of the findings, conclusions, recommendations of the study, limitations of the study and suggestions for further studies. The presentation is done in a way that captures each variable included in the study.

5.2 Summary of Findings

The study was conducted with an aim of determining factors that influence success of Bridge International Academies in Nairobi County. The location of Bridge International Academies near densely populated as well as low income areas influences the success of the institution according to 34% and 31% of the respondents respectively. Bride International has academies located in slum areas such as Mukuru kwa Njenga, Satellite, Kibera, Uthiru, Sinai and Kayole corner. Pupils from these areas cannot afford to pay the fees required in private schools and so most of them end up joining Bridge International, which is based on a low-cost model. This funding decision-making is another factor contributing towards increased student numbers according to 40% of the respondents by virtue of their subsidized fees of on average six dollars (6 USD) a month.

Availability of funds was identified as a contributor towards success of Bridge International Academies by 32% of the respondents attributing it as enabling the rapid countrywide expansion of the institution. When funds are available, the school is able

to effectively and efficiently run programmes and provide learning resources to pupils according to a further 18% of the respondents. Increased infrastructural development also contributes immensely to the success of the academies as it ensures smooth learning, increased enrolment, provides good environment for quality education, helps to improve security of the school premises and easy accessibility of resources needed by the school such as water.

Leadership of Bridge International Academies has influenced its success through good coordination between school managers and area managers, efficient use of funds, coordination of various stakeholders and good communication strategies. According to 37% of the respondents, this is because of the good networks that are fostered by having good leadership in place. The relationship established between management of the academies and the community was also found to influence success by increasing enrolment by encouraging extra curricula activities by 37% of the responses and instilling discipline through parental involvement at 27%.

Government policy is another factor that is contributing to the success of Bridge International Academies through licensing according to 35% of the respondents. The Free Primary Education (FPE) policy was also mentioned by 27% of responses as playing a role in the success of the institution. The public schools were unable to accommodate all students in their FPE creating opportunities for low cost schools. Staff training was also found to influence success of the academies as it leads to improved staff competency, introduction of latest teaching methodologies and a better understanding of pupils' learning needs. All these combined leads to improved quality education and hence success of Bridge International Academies.

The study also found out that certain environmental factors influence success of Bridge International Academies with 26% of the responses citing access to social amenities such as hospitals and 26% citing a conducive learning environment with healthy sanitation and clean water. Bridge International Academies ability to raise social capital was found by 41% of the responses to contribute to their success by ensuring availability of learning resources through partnerships internationally.

The strategy that the Bridge International Academy has founded its operations on was found by 39% of the responses as the low-cost, high volume model. This has ensures increased enrollment and utilization of economies of scale to increase efficiency. Another 21% of responses attributed the rapid expansion of the schools to this strategy.

5.3 Conclusion

On the evidence of the findings from the 36 respondents involved in the study; the following can be said to be factors that influence success of Bridge International Academies: The locations of Bridge International Academies, The low cost - high volume strategy, availability of funds, the funding decision-making process, leadership structures, relationship between management and the community, government policy, social capital and environmental factors such as availability of social amenities.

5.4 Recommendations

In order to improve the accessibility of quality primary education to the disadvantaged families in the society, support of complimentary schools such as Bridge International Academies is necessary. Kenyans of goodwill should be committed to the course of assisting the complimentary schools get the funding they need to continue investing in the society. Management of such schools should develop governance frameworks and

leadership structures that will guarantee success of the schools in their mandate. The government has a role to play if these schools have to succeed. The government can be involved by providing funds, development of free government hospitals near the schools, provision of security, teachers' training and improvement of infrastructure.

5.5 Limitations of the Study

The study was limited by the fact that it was not possible for the researcher to study the entire targeted population due to financial and time constraints. The sample size that was selected for the study is unreliable due to lack of available information on the entire population. In addition, there are few earlier studies on the factors influencing success of complimentary schools in Kenya and this posed a challenge in getting empirical literature. In conclusion, the study was affected by fear of respondents to give honest and objective responses on suspicion of intrusion especially on financial aspects of the schools. The researcher explained the importance of the study and assured the respondents about the confidentiality of their identities and promised them access to the final findings and recommendations once the research is over in order to win their confidence.

5.6 Suggestions for Further Research

More research into the topic on factors influencing success of Bridge International Academies should be done in other areas in Kenya. This study concentrated on Nairobi City County and thus its findings cannot be generalized to other areas without further research. Further research also needs to be done on other complimentary schools to confirm whether their success is influenced by the same factors.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

Njiru, Caroline Wawira,
University of Nairobi,
P.O Box 30197, 00100
Nairobi.

Dear respondent,

RE: DATA COLLECTION

I am a post graduate student in the school of business, at the University of Nairobi. I am carrying out a research on factors that influence success of Social Enterprises in Nairobi County: A case study of Bridge International Academies. You have been carefully selected to participate in this research. Please assist me in this venture by participating in an interview. The information you provide will be treated with utmost confidentiality and it will be used for the purpose of this study only. Your assistance towards this is highly appreciated.

Yours faithfully,

Njiru, Caroline Wawira
University of Nairobi

APPENDIX II: INTERVIEW GUIDE

This interview is designed to collect data on factors that influence the success of social enterprises in Nairobi City County: A case study of Bridge International Academies. The data collected shall be used for academic purpose only, and thus shall be treated confidentially. Your participation in facilitating this study is highly appreciated. Kindly answer the following questions.

PART A: General questions

1. What is your current position?.....

2. Which year was this Bridge International Academy established?
.....

3. Indicate your level of education.....

PART B: Social Enterprise success questions

4. Explain how location influences the success of Bridge International Academies?
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.....

5. Explain how funding decision-making contributes to success of the Bridge International Academies?
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6. Indicate how availability of funds contributes toward growth of Bridge International Academies

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7. How has infrastructural development led to growth of Bridge International Academies

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8. Explain how leadership /governance has influenced success of Bridge International Academies.

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9. Indicate how the relationship between management of the academy and the community influence growth of Bridge International Academies

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10. Explain whether government policy has contributed towards growth of Bridge International Academies?

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11. Explain whether government policy has contributed towards growth of Bridge International Academies?

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12. Indicate how the staff training and development influence growth of Bridge International Academy?

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.....

13. What environmental factors contribute to the success of this Bridge International Academy?

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.....

14. Indicate how accessibility to social capital and distribution influence growth of Bridge International Academies.

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.....

15. Indicate the extent to which Strategy and training contribute toward growth of Bridge International Academies.

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Thank you for your cooperation.