

CHAPTER ONE

INTRODUCTION

Background to the Study

Nations all over the world are concerned about and interested in education, both at national and international levels, as a way of fostering human and national development. The philosophy of Nigerian education also recognized education as vehicle for effective human and national development. In the same vein, Ward in Igbinedion and Ovbiagele (2012) described education as essential force for the progress of any society and emphasized that educational institutions are centres for human betterment for the progress of society. A gathering of some 189 nations in the early 2000 at the world education forum in Dakar affirmed the indispensable roles education and educational institutions play in the socio-economic development of a nation and described it as a social function (UNESCO, 2015).

Tertiary educational institutions in Nigeria are those institutions that are classified as post-secondary educational institutions and form the Nigeria higher education sector. They provide formal type of education with organized learning activities in universities, polytechnics and colleges of education settings. Tertiary educational institutions are creations of various enabling laws and are subject to rules and regulations formulated and administered by the ministries of education through statutory agencies. Upon this fulcrum, the National Universities Commission as a statutory agency has the power to dictate and regulate the activities of the Nigerian Universities while the National Board for Technical Education (NBTE) and National

Commission for Colleges of Education (NCCE) are for Polytechnics and Colleges of Education respectively. The regulatory agencies formulate policies, guidelines and supervise the various tertiary educational institutions within their purview. Such policies guidelines include rules and regulations on the type of buildings, facilities and equipment required in institutions, entry requirements of students, minimum age limit for students, curricula, rules guiding students' movement, qualifications of teachers, academic workloads, conditions of service, students graduation and certification.

The day to day management of tertiary educational institutions are left with the Vice-chancellors, Deputy Vice-chancellors, Registrars, Bursars and Librarians for the universities; Rectors, Deputy Rectors, Registrars, Bursars and Librarians for the polytechnics and Provosts, Deputy Provosts, Registrars, Bursars and Librarian for colleges of education. These categories of officers are referred to as principal officers of the respective institutions. Closely associated with the principal officers are other very senior management personnel who are not below the ranks of Senior, Principal or Deputy Registrars who handle in detail the engagements of the principal officers.

There is no gain saying the fact that host communities have very high CSR expectations from tertiary educational institutions in Nigeria. This explains the clamour to host tertiary educational institutions by communities across the country, South-South Nigeria inclusive. Host communities are those communities in whose domain tertiary educational institutions are located. They are major stakeholders in the affairs of tertiary educational institutions located within their localities. Host communities are made of indigenes and residence of the immediate communities to

tertiary educational institutions in South-South Nigeria. Leadership of host communities comprise of traditional rulers, first-class chiefs, chiefs, community heads, president-generals of communities, secretaries to traditional councils and other prominent community members.

South-South Nigeria is one of the six geo-political zones in Nigeria. It is also popularly referred to as Niger Delta region of Nigeria. It is made up of six states namely; Akwa Ibom, Bayelsa, Cross Rivers, Delta, Edo and Rivers. It hosts a number of oil and gas companies and other corporate bodies including tertiary educational institutions. The occupation of the people of South-South Nigeria is predominantly farming and fishing owing to its vast arable land and water ways. Over the years, South-South Nigeria have suffered so much deprivation, neglect, poverty and environmental degradation from oil and gas exploitation and other associated activities of actors in the region which demands social responsibilities from them.

Tertiary educational institutions in Nigeria as creation of enabling laws have both their primary and secondary (subsidiary) objectives clearly spelt out in the legal instruments that created them. Besides their primary objectives, their secondary (subsidiary) objectives are expected to have some positive social impacts on their immediate host communities.

Tertiary educational institutions in South-South Nigeria ordinarily should provide some social responsibilities in host communities for sustaining their operations and in mitigation of their negative operational impacts. Nejati, Shafaei, Salamzadeh and Daraei (2011) collaborated this position when they submitted that

universities as centres of knowledge generation and sharing, plays very important roles in solving world's problems by ensuring sustainable tomorrow. What Nejati et al could not really ascertain is the extent to which the world leading universities/colleges were involved in the provision of corporate social responsibilities in the society.

Corporate social responsibility in the opinions of Nichels, McHugh and McHugh in Aguinis and Glava (2012) is the concern corporate institutions have for the welfare of the society which sustains their operations. It is a widely known concept on how organizations should contribute back to society voluntarily (Gotschalk, 2011; Nor & Asutay, 2011). Khatun and Alautiya (2012) aptly captured it, when the duo asserted that corporate social responsibilities conceptually means the ability and preparedness of management to relate its plans and policies to social environment in mutually beneficial ways to the organization and the society.

No doubts tertiary educational institutions in South-South Nigeria must have had some operational impacts on their host communities which demands provision of social responsibilities as a way of ameliorating their negative operational impacts. Though most host communities appear to be comfortable with the positive operational impacts of tertiary educational institutions in South-South Nigeria, they are however very uncomfortable with their negative impacts with respect to; compulsory acquisition of their ancestral lands without adequate compensation; increase in crime rates and cultism; high cost of living due to higher demand pull, gradual, but sustained erosion of community values and culture and continuous threat to community security amongst others. The ability of most tertiary educational institutions to deliver on their

subsidiary objectives in some of these identifiable areas in part, to a very high extent defines their social responsibility.

The trend however, is that host community members are increasingly getting aware of their rights and demands that tertiary educational institutions meet their expectations in terms of social responsibilities to them. They feel that tertiary educational institutions are not doing enough to mitigate their negative operational impacts. Host community members are getting agitated over what they called poor CSR by tertiary educational institutions.

Agitations in host communities has become so strong to the extent that it has led to high level of restiveness and hostility towards management, staff and students of tertiary educational institutions in South-South Nigeria. Between 2013 and 2015 it was reported in the media that the binis in the University of Benin, Benin City, Edo State, insisted that they will not accept any Vice Chancellor that was not of bini extraction. This agitation created succession problems in the headship appointment in that university at that time. The scars are still there as at the time of this study. Within the same period, some indigenes of Ozoro community dragged the Delta State Polytechnic, Ozoro to court for compensation for the land where the institution is currently sited. In 2005, the indigenes of Abraka community openly protested over the contracting out of the security services of Delta State University, Abraka, insisting that security personnel ought to be sourced directly from Abraka, being the host community. The problem of hostility, protestation, agitation and restiveness is replicated across South-South Nigeria and affects the cordial relationship and

goodwill that ought to exist between tertiary educational institutions and host communities.

This picture was lucidly painted by Igbinedion and Ovbiagele, (2012); Wopara, (2015) when they noted that there are gales of agitation by communities for corporate social responsibilities in South-South Nigeria which are not limited to oil and gas companies with their negative operational ecological impact on the environment. Agitations in the region have been extended to other corporate entities which includes tertiary educational institutions. Host communities are demanding CSR from tertiary educational institutions in their domain in form of provision of concessionary employment, admission of students, infrastructural development and adequate mobilization of community contractors (Justin & Wadike, 2013). They are also expecting tertiary educational institutions to contribute directly to the development of host communities either financially or through donations of manpower and technical know-how. They are demanding contributions to the management of communities' security, provision of vocational and extra-mural education, health extension services and contribution to the development of community infrastructures. According to Olohi (2008), to be socially responsible is more than just an economic role in society, stressing that the society expects corporate bodies to be directly involved in meeting community needs in education, social welfare, job creation schemes and contribution to overseas aids amongst others.

South-South Nigeria is blessed with a number of tertiary educational institutions which include federal, state and privately owned universities, polytechnics

and colleges of education. With the number of tertiary educational institutions located in the zone, it is expected that they would naturally have some operational impacts on their host communities which demands the provision of corporate social responsibilities. What is yet to be determined is the extent to which tertiary educational institutions in South-South Nigeria have been providing CSR in host communities.

Statement of the Problem

Host communities are increasingly getting aware of their rights and are demanding that corporate bodies (tertiary educational institutions inclusive) operating in their domains should meet their corporate social responsibilities expectations. They feel they suffer some negative operational impact of tertiary educational institutions which include compulsory acquisition of their ancestral lands without adequate compensation; increase in crime rates and cultism as a result of influx of people of different backgrounds; high cost of living occasioned by higher demand pull, gradual, but sustained erosion of community culture and values and the continuous threat to community security amongst others.

There is therefore strong agitation for the provision of corporate social responsibilities which is characterized by litigations, demonstrations, hostility and restiveness by host community members directed at the management, staff and students of tertiary educational institutions in their communities in South-South Nigeria.

The problem of this study, therefore, is that frosty relationship between host communities and tertiary educational institutions have in many occasions led to closure of institutions, hampered full implementation of academic calendar and in some instances threatened the lives of staff, students and host community members. Staff and students live in fear of the unknown owing to the bad relationship between host communities and tertiary educational institutions. With incessant disruptions of academic activities, tertiary educational institutions are hardly able to keep to their academic calendars. The situation was so tensed that a study of the provision of corporate social responsibilities in host communities by tertiary educational institutions in South-South Nigeria became necessary.

Purpose of the Study

The purpose of this study was to determine the provision of corporate social responsibilities in host communities by tertiary educational institutions in South-South Nigeria. Specifically, the study determined the extent of corporate social responsibilities by tertiary educational institutions in host communities with respect to the provision of:

1. Educational opportunities for qualified indigenes of host communities.
2. Employment opportunities for host community members.
3. Health extension services in host communities.
4. Sustainability of the environment and cherished cultural values of host communities.
5. Infrastructural development in host communities.

6. Adequate mobilization of host community contractors
7. Honorary degrees and fellowship awards to deserving indigenes of host communities.

Significance of the Study

Five categories of stakeholders are expected to benefit directly from the findings of this research. These include host communities, management and administrators of tertiary educational institutions in South-South Nigeria, governments at the federal and state levels, future researchers and the general public.

Host communities will benefit from the improved corporate social responsibilities of tertiary educational institutions as they will become more socially responsible and responsive to host community expectations. The tertiary educational institutions in South-South Nigeria would have been sufficiently sensitized by the outcome of this study to taking concrete steps in meeting host community needs with respect to provision of educational opportunities, employment opportunities, health extension services, infrastructural development and preservation of host community environment and cherished cultural values amongst others.

Arising from above, host community members can have access to educational opportunities, gainful employment and economic empowerment, good health care facilities and improved infrastructural development amongst others. It is hoped that this will engender harmonious relationship between tertiary educational institutions and host communities. While the management will become more conscious of host community needs, the host communities will become more receptive and friendly with

management, staff and students of institutions and less restive as a result of the enhanced social responsiveness of tertiary educational institutions in their domains.

Positive relationship will enable the management of tertiary educational institutions to concentrate on achieving their primary goals and objectives without hindrance or threat of disruption of their operations. Security of life and properties will be guaranteed, while academic calendars will be adhered to without disruption.

The management and administrators of tertiary educational institutions arising from this study would have access to accurate and dependable information on the extent of CSR provisions by the respective tertiary educational institutions in South-South Nigeria, which hopefully would guide them in their planning and policies formulation.

The findings of this study if fully implemented will create the needed peace and harmony in the zone. Governments at both the federal and state levels would have minimal cases of agitations, restiveness and breach of the public peace and order which would translate to security of lives and property in their jurisdictions. This will give the various governments the chance to concentrate on the act of governance and be in a position to deliver on public good and expectations.

Generally, this study would provide members of the public and other researchers a compendium on CSR engagements of tertiary educational institutions located within the South-South Nigeria for future reference purposes. The findings of this study will assist the general public in ascertaining the areas and extent of CSR provisions in host communities; what the tertiary educational institutions in

communities have done, what they are doing, the extent of their involvement, the challenges faced by the institutions and the gaps that exist between institutions' CSR engagements and host community expectations.

Scope of the Study

This study focused on the provision of CSR in host communities by tertiary educational institutions in South-South Nigeria. The scope has been delimited to provision of educational opportunities, employment opportunities, infrastructural development, health extension services, sustainability of operating environment and mobilization of host community contractors amongst others.

It is delimited to the provision of corporate social responsibilities in host communities to the selected tertiary educational institutions. The institutions were delimited to public tertiary educational institutions in South-South Nigeria.

Research Questions

The following research questions guided the study:

1. What is the extent of corporate social responsibilities by tertiary educational institutions with respect to the provision of educational opportunities for qualified indigenes of host communities?
2. What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of employment opportunities for community members?

3. What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of health extension services in host communities?
4. What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of sustainable environment and the cherished cultural values of host communities?
5. What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of infrastructural development in host communities?
6. What is the extent of corporate social responsibilities by tertiary educational institutions with respect to adequate mobilization of host community contractors?
7. What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of honorary degrees and fellowship awards for deserving indigenes of host communities?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of educational opportunities for qualified indigenes of host communities.

2. There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of employment opportunities in host communities.
3. There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of health extension services in host communities.
4. There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of sustainable environment and the cherished cultural values of host communities.
5. There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of infrastructural development in host communities.
6. There is no significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of adequate mobilization of host community contractors.
7. There is no significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of provision of honorary degrees and fellowship awards for deserving indigenes of host communities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the literature related to the study. The review is organized under the following sub-headings:

Conceptual Frameworks

Corporate Social Responsibility (CSR)

Tertiary Educational Institutions

Host Community

Theoretical Frameworks

Stakeholder Theory

Theoretical Studies

Evolution and Core Issues in Corporate Social Responsibility

Drivers of Corporate Social Responsibility

Corporate Social Responsibility and Sustainability of the Environment

Perception of Corporate Social Responsibility in Tertiary Education

Tertiary Educational Institutions and Socio-Economic Development of Nigeria

CSR Expectations of Host Communities

Empirical Studies

Studies on provision of education opportunities in host communities

Studies on provision of employment opportunities in host communities

Studies on provision of health services in host communities

Studies on provision of sustainable of the environment in host communities

Studies on provision of infrastructural development in host communities

Studies on participation and mobilization of community contractors

Studies on provision of host community empowerment

Summary of Review of Related Literature

Conceptual Frameworks

The key concepts in the title of the study were reviewed in this section as follows:

Corporate Social Responsibilities (CSR)

Since the second half of the 20th century, a long debate on the issue of corporate social responsibility (CSR) has been taking place around the globe and the debate is still on. Mele (2008) and Aditya (2016), believed that the field of CSR has been growing significantly and today a good number of theories, approaches and

terminologies on CSR exist with various definitions offered for it by different authors and practitioners since the days of Howard Bowen who is considered to be the father of CSR (Gonzalez-perez, 2013). CSR in the words of Igbinedion and Ovbiagele (2011) is the concern that business organizations or corporate institutions have for the welfare of the society which sustained their operations.

In the opinion of Freeman (2009) CSR is the ability and preparedness of management to relate its plans and policies to social environment in mutually beneficial way to both the organization and the society. According to Crowther and Aras (2008), CSR requires firms to be committed to balancing and improving their environmental and social impacts without hampering their economic performance. CSR is a concept which has become dominant in business reporting. Crowther and Aras (2008) are of the view that every organization should have a policy concerning CSR and produce a report annually detailing its activities. According to the duo, corporate reports enable us to recognize corporate activities that are socially responsible and those that are socially irresponsible. They further asserted that the broadest definition of social responsibility is concerned with what is or should be the relationship between corporations, governments of countries and individual citizens. More locally, they believed the definition of CSR should be concerned with the relationship between an organization (corporation) and the local society in which it resides or operates. They maintained that CSR “is concerned with the relationship between a corporation and its stakeholders” (Crowther & Aras, 2008:10)

The idea of corporate social responsibility has been around for a long time, beginning with the work of early writers such as Bowen (1953) – cited by many as the ‘father’ of corporate social responsibility and carrying on through the work of Davis (1973), Johnson (1971), Jones (1983) and more recently Carroll and Shabana (2010). The idea really exploded however in the period following the East summit in 1992, since which event corporate social responsibility has become a veritable industry in its own right with its own ‘practitioners journals conferences’ (Benabou & Tirole 2010).

Serious reflections on the impacts of corporate social responsibility seem loosely divided into two camps; on the one hand, from those closely connected to its praxis, there is the idea that whilst corporate social responsibility might not be perfect, it has at least in some areas led to significant transformations in how individual corporations conduct their businesses. The World Business Council for Sustainable Development (2015), while reviewing the evolution of corporate social responsibility argued that it has been successfully mainstreamed and that partnerships and alliances that are firmly rooted in social responsibility ground are flourishing. Among them are a range of collaborations which promote such initiatives such as; good employee relations, community empowerment, educational awareness and supply chain/customer engagement. Sensible organizations dare not embark on major decisions without having first undertaken well organized dialogues with their stakeholders (Carroll & Buchholtz, 2011).

On the other hand, corporate social responsibility is perceived by critics as little more than public relations exercise designed to give the appearance of social

responsibility and changing commercial practice whilst in reality doing nothing to change corporate priorities or operating practices. One of the major early critics of CSR, described it as a completely inadequate response to the sometimes devastating impact that multinational companies can have in an ever globalized world ... it is actually used to mask that impact (Aids, 2004). According to Aids cited in Igbinedion and Ovbiagele (2012), those who suffer the most are the poor and vulnerable poor in developing countries and the environment in which they live.

What role corporate social responsibility might play in transforming the operating practice of corporations will plainly depend on what middle ground can be sought between the two opposing viewpoints and the dynamics that drives the debate further? It is worth pointing out that even the most critical voices in management literature do explore potential ways in which corporate social responsibility or related concepts might be developed more effectively (Ioannou & Serafeim, 2015). One trenchant criticism of corporate social responsibility is the degree to which best practices and indices to measure it are being developed by way of internal assessment methodologies by corporate bodies themselves. Such methodologies exclude the voice and agency of civil society almost completely. This calls for the need to explore the relationship between measures of corporate social responsibility and external verification through partnerships with independent stakeholders and other partners (Costa & Menichini, 2013).

There is no gain saying that there is an increasing interest in the activities of corporate bodies which go beyond the mere achievement of their primary objectives.

The focus on the performance of these organizations in terms of their social contributions and environmental impacts is occupying a centre stage (Beurden & Gossling, 2008).

In the past, many corporate organizations in less developed countries enjoyed the privilege of operating rationally and globally to the extent that matters relating to their corporate public image and social responsiveness did not command reasonable expediency and urgency (Okoh & Ojoh, 2008). The duo holds the view that corporate bodies operating on a volatile side would not adopt such attitude which they described as corporate pre-disposition towards competitive disadvantage and catastrophe.

Corporate social responsibility (CSR) as a concept embodies similar approaches like corporate accountability, corporate sustainability, and corporate citizenship and is also known as stewardship, triple bottom line and responsible business (Industry Canada, 2012). While there is no agreed upon universal definition of CSR, many see it as a way by which the business organizations integrates into the economic, social, and environmental obligations in its corporate activities (Witknowsha, 2014). According to Hohnen (2007:15): “CSR is viewed as the business pursuit of sustainable development and a focus on the triple bottom line by which we mean the economic, social and environmental aspects altogether” (Industry Canada, 2011). CSR is sometimes referred to as corporate citizenship or corporate social performance. It is a form of corporate self-regulation that has been integrated into a corporate model. Wood (2009) described it as built-in, self-regulating mechanism whereby corporate bodies would monitor and ensure their support for law, ethical standards and

international norms. It follows therefore that corporate entities would embrace responsibilities for the impact of their activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere. In addition to integrating the social and environmental dimensions into corporate processes and structures, CSR is the response of businesses to societal and environmental challenges by creating proactive and innovative solutions, as well as collaborating with all stakeholders, whether they are internal or external to the organisation for the purpose of improving CSR performance (Deng, Kang & Low, 2013).

CSR involves a wide range of stakeholders, including “shareholders, non-governmental organizations, business partners, lenders, insurers, communities, regulators, intergovernmental bodies, consumers, employees, and investors” (Hohnen, 2007:17). Every corporate social responsibility focused organization would proactively promote the public interest by encouraging community growth and development, and eliminating practices that harm the public regardless of legality. Corporate social responsibility is therefore about the deliberate inclusion of public interest into corporate decision-making and the honour of a triple bottom-line: people, planet and profit (Swiar & Hossain, 2009).

The criticisms of corporate social responsibility in recent time notwithstanding, Swiar and Hossain (2009) said it has been redefined over the years to mean an aid to organizations’ mission as well as a guide to what the organization stands for and will uphold to its stakeholders. The stakeholders are the people who can affect or be

affected by the achievement of an organization's objectives. They include employees, customers, suppliers, distributors, competitors, immediate communities and the general public.

In the opinion of Hohnen (2007), CSR is the contribution of business to sustainable economic development while building on a base of compliance with legislation and regulations. He believes that CSR typically includes 'beyond law' commitments and activities pertaining to; corporate governance and ethics, health and safety, environmental stewardship, human rights (including core labour rights), human resource management, community involvement, development and investment, involvement of and respect for people, corporate philanthropy and employee volunteering, customer satisfaction and adherence to principles of fair competition, anti-bribery and anti-corruption measures, accountability, transparency and performance reporting, supplier relations, for both domestic and international supply chains.

In short, CSR is commonly understood to be the manner by which organizations incorporate in a transparent and accountable way all social, environmental and economic issues into corporate values, culture, decision making, strategy and operations; thus, conducting better practices within the organization, creating wealth and helping society.

Concept of Host Communities

Simon, Vermeulen and Knoben (2016) believed that a host community is a major stakeholder in the operations of any organization or institution in that they are

directly affected by the activities of the organization. They are the hosts or immediate neighbours of organizations who sometimes feel that being the hosts or landlords, they should have a say or feel the positive impacts of the operations of the organization, educational institutions or company. Host communities' feels that they should have access to economic opportunities and better standards of living (UNDP, 2007). According to (UNDP, 2007) organization's operating in the land occupied by indigenous people should conform to the desires and needs of the people and not at the expense of their ways of life or cultures. The lack of regards for the indigenes or host communities' members evokes emotions such as dissatisfaction, frustration, anger and despair.

A major issue in this concept is how to define and effectively operationalize what we mean by "community". Hawe in Ogula (2012) found three different concepts of community that formed the basis for community- based- interventions. First was the most common notion of community found in health promotion which in simplistic term sees community as 'lots and lots of people' or population. Hawe further maintained that such ideas of community interventions is propelled by the concern to reach as many people as possible and make the best use of scarce programme resources.

A second approach to community in health intervention programme according to her is borne out of the first, (and) could be described as community or community setting, with aspects of that setting being used as levers to support and maintain individual change. In this approach, organizations, groups and key individuals in the

community are valued because of their capacity to translate the health intervention messages of the campaign into the local culture.

The third approach to community according to Hawe in Ogula (2012), could be termed community as `ecosystem with capacity to work towards solutions to its own identified problems or community as social system. Here the job of the organization's intervention is to harness and enhance the natural problem-solving and helping process in the community. Hawe saw community as a geographic/demographic cluster, and in the second or third type, as a unit for addressing a health or social problem. This type of conceptualization of community is that of community as a "unit of solution." In all three of her models of community, community is viewed as a geographic, demographic, or social entity. The individual is placed within the concept of a social unity, whether it is the wider geographic unit, various social units such as local organizations, institutions, support networks, and key individuals.

In his contribution, Hatch in Simon, Vermeulen and Knoben (2016:28) suggested that those involved in community interventions should also be aware of another concept of community, one that is more of a psychological context that is influenced by a variety of social factors. In his opinion: "...it is important to keep in mind, what we mean by `community.... [for example]...the `black community' as a unit of identity for black Americans not the same as geographic/demographic clusters in which the majority of the people are black. Places demarcated by natural or psychological boundaries serve as a common core of commercial and human service organizations, churches, and schools, and, where the population is all black or

predominantly black, are called black communities. However, community can be defined' also by shared interests, common fate, social and political history, and cultural affinity. Blacks share a bond to the history, ethos, and institutions that form the heart and soul of the identity known as the black community. Even though black communities are by no means homogeneous geographically, the experience of being black in America has produced sentiments and experiences that have moulded a sense of peoplehood. A sense of peoplehood, formal or informal ties to religious and social organizations and family conceptually defined the black community for the majority of African Americans. Researchers seeking community models must consider both the geographic boundaries to the black community and the sense of cultural identity that also unites it. These black communities may be poor, working class, middle class, upper class, or of mixed socio-economic status. Their social organization ranges from organized and stable to disorganized and transient. Styles of leadership, patterns of social organization, and internal coherence will vary in accordance with past and present events and traditions within the community and in the broader society.”

Tertiary Educational Institutions

Tertiary educational institutions in Nigeria are those institutions that are classified as post-secondary educational institutions which forms the Nigeria higher education sector. It refers to the formal type of education with organized learning activities in the form of universities, polytechnics/monotechnics and colleges of education. They are creations of various enabling laws and are subject to rules and regulations formulated and administered by the ministries of education through

various regulatory agencies. The establishment of tertiary educational institutions in Nigeria is to train various crops of people and to produce well educated graduates with requisite skills and knowledge for national development. To be able to meet expectations, there are quality control mechanisms for tertiary educational institutions in Nigeria. There are three agencies for tertiary educational institutions in Nigeria which performs supervisory and regulatory functions under the Federal Ministry of Education. These are the National Universities Commission (NUC) for universities; the National Board for Technical Education (NBTE) for the polytechnics/monotechnics and technical colleges; and the National Commission for Colleges of Education (NCCE) for the colleges of education. The mandates and the functions of these agencies are indeed structurally similar.

These regulatory agencies in pursuant of their enabling laws provide rules and regulations on mounting of programmes, accreditation of courses, guidelines on types of buildings, facilities and equipment requirements in institutions, entry qualifications of students, their minimum age limits, the curricula, rules guiding students' movement and transfers, qualifications of teachers, workloads, conditions of service, classification of grades and students' certification.

The goals of higher education in Nigeria as provided by the National Policy on Education (2004) includes to:

- a) Contribute to national development through high-level relevant manpower
- b) Training

- c) Develop and inculcate proper values for the survival of the individual and the society
- d) Develop the intellectual capability of individual to understand and appreciate their local and external environment
- e) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society
- f) Promote and encourage scholarship and community services
- g) Forge and cement national unity; and
- h) Promote national and international understanding and interaction.

The first tertiary educational institution in Nigeria was the Yaba Higher College, established in 1934. This became the nucleus of the first university college, established in 1948 at Ibadan. At independence in 1960 there was need for expansion, the university of Nigeria, Nsukka was established in 1960, Ahmadu Bello University, Zaria, University of Lagos, and the University of Ife (all in 1962) and much later in 1970, the University of Benin was established. These are known as the first generation universities. In 1975, with the twelve states structure, and the agitation for more universities by Nigerians, the Federal Government established seven additional universities at Jos, Maiduguri, Kano, Sokoto, Ilorin, Calabar and Port Harcourt. These universities became known as the second-generation universities (Olaniyan and Adedeji, 2007). Virtually, all states in Nigeria have either university, polytechnic/monotechnics or a college of education established by either the federal/state governments or private individuals.

Nigeria has witnessed a phenomenal growth in the number of tertiary educational institutions. Tremendous progress has been made in the development of Nigeria's tertiary educational institutions from as low as 2 universities in 1960 to over 122, 150 polytechnic/monotechnics and over 79 colleges of education (Jaja, 2013). Despite the claims to 'falling standard' in education, products of our tertiary educational institutions are making contributions in different spheres of human endeavours to national growth and development.

Theoretical Framework

A number of theories have been propounded by management scholars to explain the concept of corporate social responsibilities. Prominent among such theories is the stakeholder theory. The stakeholder theory is reviewed hereunder:

Stakeholder Theory

The stakeholder theory was propounded by Edward Freeman in 1984 in an article he published in the California Management Review. As a follow up on the theory, he published a book titled "Strategic Management: A Stakeholder's Approach. The stakeholder theory according to him is a theory of organizational management and business ethics that addresses morals and values in managing an organization. The theory identified and modelled groups which are stakeholders of a corporation, described and recommended methods by which management could give due regards to the interests of the groups.

Stakeholder theory is of the view that there are other parties involved in an organization which included employees, customers, suppliers, financiers,

communities, governmental bodies, political groups, trade associations, and trade unions. Even competitors are sometimes counted as stakeholders; their status being derived from their capacity to affect the firm and its stakeholders. Edward Freeman who is effectively regarded as the father of stakeholder theory in management literature, defined stakeholder as any group or individual who can be affected or is affected by the achievement of the organization's objectives. He identified two groups that constitute an organization's stakeholder to be: the primary stakeholders; which he described as one without whose continuing participation the organizations cannot survive as a going concern. The secondary stakeholder, she claimed are those who influence or affect, or are affected by organizations, but are not engaged in direct transactions with the organization, but are essential for its survival. These are the stakeholders that are mainly the target of CSR; they include the host community where the firm operates.

The stakeholder theory as both managerial and ethical theory seeks to find efficient methods of managing the hard relationship between the organization and its several stakeholders; this practically means to be able to combine profit maximization with all stakeholder's benefits and expectations. The central idea of the stakeholder theory is indeed that 'the success of an organization depends on the extent to which the organization is capable of managing its relationship with key groups, such as financiers and shareholders, customers, employees, host communities and society' The theory emphasized that it is not sufficient for managers to focus exclusively on the needs of stockholders (shareholders), or the owners of the organization to the

exclusion of other non-financial stakeholders and that it could be beneficial for the organization to engage in certain CSR activities that non-financial stakeholders perceive to be important, because, without this, these groups might withdraw their support for the organization. Stakeholder theory is based on the moral and ethical dimensions of CSR, as well as on the idea that there is a moral imperative for managers to “do the right thing,” without regard to how such decisions affect organization’s financial performance. Organizations involved in repeated transactions with stakeholders on the basis of trust and cooperation are motivated to be honest, trustworthy, and ethical because the returns on such behaviour are high. The stakeholder approach has also been used to analyze environmental social responsibility. More recent works have emphasized the role of institutions in shaping the consensus within an organization regarding the establishment of an ecologically sustainable organization.

The stakeholder theory finds wide application to issues of corporate social responsibility since most issues canvassed in CSR revolves around how organizational and institutional operations impact on stakeholders who may not necessarily be financial stakeholders. The present study is concerned with the operational impact of tertiary educational institutions on host communities and what the institutions are doing to ameliorate those impacts. Host communities are stakeholders to tertiary educational institutions located within such communities and are affected by their operational impacts. This study clearly determined the extent of provision of CSR in host communities by tertiary educational institutions in South-South Nigeria.

Theoretical Studies

In this section, the contributions of some notable scholars on CSR are reviewed as follows:

Evolution and the Core Issues in Corporate Social Responsibility (CSR)

The theme of CSR had a quick evolution in the last forty years but it appeared much longer before that time. Earlier authors (Joyner & Payne, 2004) tried to analyze the historical evolution of this concept, identifying, in their opinion, the main interpretations and theories relevant to the CSR topics. Joyner and Payne (2004) in particular, believed that the first author who identified the concept of social responsibility in companies was Chester Barnard of 1938 in the text “The Functions of the Executives”, where he pointed out the importance and the influence that the external environment can have on the decision-making processes of which a manager is responsible. In particular, Barnard said that the one who has the leadership, necessarily has to consider how the success of a company depends also on the moral incentives he can bring to it.

Subsequently, the duo underlined the work of Herbert Simon in 1945 which recognized that all organizations have to be responsible to their community, beyond the constraints imposed by the law. According to Simon, many firms can be considered of public interest and of primary importance to investors and owners; that is why companies have to establish relationship of trust with their communities.

On the other hand, Joyner and Payne (2004) agreed that the first considerable contribution to the topic is to be attributed to Howard Bowen who in 1953 gave a

definition of CSR related to the “businessman” rather than to the whole company (CSR was referred to as social responsibility rather than corporate social responsibility). Even if this thought is still focused on managers’ responsibilities instead of on the responsibilities of a company in its complexity, this consideration is relevant since it recognizes firms as powerful entities able to influence the life of the society. The author gave a first definition of CSR saying that companies have the obligation to pursue those policies, to make those decisions, or to follow those lines of actions which are desirable in terms of the objectives and values of society.

Bowen’s contributions in the ‘50s are recognized as the modern era of CSR; in that period CSR gained attention in the academic and management literatures. Hereafter, writers like Carroll, Joyner and Payne agreed on attributing a key role in the development of the concept of CSR to Peter Drucker who was the first to use the expression ‘social responsibilities of businesses. Unlike Bernard and Simon who put more attention on the ethical and moral dimensions of people’s behaviour inside organizations. Drucker focused more on CSR in his text, *The Practice of Management* published in 1954. He classified ‘public responsibility’ as one of the eight primary objectives a company must have. Talking about management, he stated: “it has to consider whether the action is likely to promote the public good, to advance the basic beliefs of our society, to contribute to its stability, strength, and harmony”. As noticed before, the early scientific debate was focused on businessmen’ responsibility rather than on that of the whole organization; managers were seen as the one able to

influence the external context, with duties that go beyond the classical ones (production function, making profit, distribution of goods and services...)

Between the early 1960s and the end of the 1970s the expression “corporate social responsibility” was finally established. In those years, there was a turning point in the debate about social responsibility; this was mostly due to the work of Milton Friedman in 1962 and 1970 which considered profit maximization as the one and only duty of managers and companies. This concept is the pillar of the Neo-Classical view of which Friedman is considered the progenitor (Carroll & Shabana, 2010).

According to Beurden and Gossling (2008), with extreme harshness, a few trends would so thoroughly undermine the very foundations of our free society as the acceptance by corporate officials of a social responsibility other than to make as much money for their shareholders as they possibly can. Friedman in Crowther and Aras (2008) noted the primacy of the economic sphere as the sole duty of corporations. He pointed out that there is only one social responsibility of business – to use its resources and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engages in open and free competition without deception. Friedman (2008) did not deny the existence of social problems, but he claims that they should be dealt with by states and governments. In his opinion, if managers wish to pursue some social good, they should do it as individuals and not as executives, meaning that they should not use shareholders’ money for their own objectives. Friedman’s rigid point of view was gradually overtaken by other authors, as Davis, Frederick, McGuire and Freeman who recognized broader responsibilities

than the economic ones and those established by law. Davis in Chong (2009) has a name for his “Iron Law of Responsibility” of 1960 in which he underlines the strict link between business power and social responsibility. He maintained that social responsibilities of businessmen need to be commensurate with their social power. In particular he states that if a manager avoids making decisions in a social responsible matter this could lead to a corrosion of his own power. The author further proposed the idea that making socially responsible decisions can contribute to generating economic advantages in the long run. He was a forerunner but in that time this idea sounded like something unacceptable.

In their view, Berrone and Gomez-Mejia (2009) emphasized the role of a company with respect to the environment in which it operates. He affirms that social responsibility in the final analysis implies a public posture toward society’s economic and human resources and a willingness to see that those resources are utilized for broad social end and not simply for the narrowly circumscribed interest of private persons and firms. As a support to Frederick’s perspective, we can quote McGuire’s contributions as well; he reiterated the needs for organizations to consider not only the economic and legislative duties but also the responsibilities that go beyond these duties.

Since in all these years the vagueness was still intrinsic in the concept of CSR, the contributions aimed at formalizing this concept began to increase considerably, as the interpretative models that analyze from different perspectives the topic of CSR emerged. There are several authors that, in order to limit the area of interest of CSR,

tried to identify the behaviour that a company should follow to be socially responsible (Mishina, Dykes, Black & Pollock, 2010). Davis in Chong (2009), for example, analyzed the pros and cons of the undertaking of social responsibilities, arguing that CSR begins when the law ends. Therefore, it highlighted the voluntary character of a corporate choice that cannot be considered socially responsible if it just obeys law.

In this period, an increasing attention is given to the referential socio-cultural context that became essential to define companies' tasks. In this context we find Carroll's innovative thought, which suggests a model of CSR characterized of different priority levels that a company has to take into consideration when defining its objectives and behaviour.

In a paper titled "A Three-Dimensional Conceptual Model of Corporate Performance" Carroll cited in Albareda and Lozano (2007) introduced four social responsibility categories which define the total responsibilities an organization has. This conceptual model was the ancestor of the Pyramid of CSR model that Carroll presented in 1991 and that is still used as a reference point. Carroll and Shabana (2010) reaffirmed that for a definition of social responsibility to fully address the entire range of obligations business has to society; it must embody the economic, legal, ethical, and discretionary categories of business performance. These four basic expectations reflect a view of social responsibility that is related to some of the definitions offered but that categorizes the social responsibilities of businesses in a more exhaustive manner. According to him, the concept of CSR should embody four dimensions; only in this way it would be possible to have a complete definition and a

clear understanding of the concept. The four dimensions are: the economic one, the legal one, the ethical one and the philanthropic (discretionary) one. As highlighted by Carroll in his paper “all of these kinds of responsibilities have always existed to some extent, but it has only been in recent years that ethical and philanthropic functions have taken a significant place” (Albareda & Lozano, 2007: 20).

The draft of ISO 26000, famous for ISO CSR (ISO/DIS 26000, 2010, ISO 14001, 2012, ISO 26000, 2012), introduced a number of issues in corporate social responsibilities which has attracted the attention of academics and practitioners in recent time. They include amongst others:

Organizational governance:

This is the system by which an organization makes and implements decisions in pursuit of its objectives. Organizational governance in the context of social responsibility has the special characteristic of being both a core subject on which organizations should act, and a means of increasing the organization’s ability to implement socially responsible behaviour with respect to the other core subjects. Effective governance should be based on incorporating the principles and practices of accountability, transparency, ethical behaviour, respect for stakeholders’ interests and respect for the rule of law into decision making and implementation (ISO/DIS 26000, 2010 ISO 14001, 2012, ISO 26000, 2012).

Human rights:

Human rights are the basic rights to which all human beings are entitled because they are human beings, with an intrinsic desire for freedom, peace, health and

happiness. An organization has the responsibility to respect human rights in its sphere of influence (ISO/DIS 26000, 2010 ISO 14001, 2012, ISO 26000, 2012).

Labour practices:

Labour practices of an organization encompass all policies and practices relating to work performed within, by or on behalf of the organization. Labour practices include the recruitment and promotion of workers; disciplinary and grievance procedures; the transfer and relocation of workers; termination of employment; training and skills development; health, safety and industrial hygiene; and any policy or practice affecting conditions of work, in particular working time and remuneration (ISO/DIS 26000, 2010 ISO 14001, 2012, ISO 26000, 2012).

The environment:

The decisions and activities of organizations invariably have an impact on the natural environment, no matter where they are located. These impacts may be associated with the organization's use of living and non-living resources, the generation of pollution and wastes, and the implications for the organization's activities, products and services on natural habitats. To reduce their environmental impacts, organizations should adopt an integrated approach that takes into consideration the wider economic, social and environmental implications of their decisions and activities. Environmental responsibility is a precondition for the survival and prosperity of human beings. It is therefore an important aspect of social responsibility. Environmental issues are closely linked to human rights, community

involvement and development, and other social responsibility core subjects (ISO/DIS26000, 2010 ISO 14001, 2012, ISO 26000, 2012).

Fair operating practices:

Fair operating practices concern ethical conduct in an organization's dealings with other organizations. These include relationships between organizations and government agencies, as well as between organizations and their partners, suppliers, contractors, competitors and the associations of which they are members. Fair operating practice issues arise in the areas of anti-corruption, responsible involvement in the public sphere, fair competition, promoting social responsibility in relations with other organizations and respect for property rights (ISO/DIS 26000, 2010 ISO 14001, 2012, ISO 26000, 2012).

Consumer issues:

Organizations that provide products or services to consumers and customers have responsibilities to those consumers and customers. These responsibilities include providing education and accurate information, using fair, transparent and helpful marketing and contractual processes and promoting sustainable consumption (ISO/DIS26000, 2010 ISO 14001, 2012, ISO 26000, 2012 ISO 14001, 2012, ISO 26000, 2012).

Community involvement and development:

Community involvement and development are both integral parts of broader sustainable development. Community involvement, whether individually or through associations seeking to enhance the public good, helps to strengthen civil society.

Organizations that engage in a respectful manner with the community and its institutions reflect and reinforce democratic and civic values. Community involvement goes beyond identifying and engaging stakeholders in relation to the impacts of an organization's operations; it also encompasses support of and identification with the community. Above all, it entails acknowledging the value of the community. An organization's community involvement should arise out of recognition that the organization is a stakeholder in the community having significant common interests with all members of the community (ISO/DIS 26000, 2010 ISO 14001, 2012, ISO 26000, 2012).

More so, Goodpaster and Atkinson in Seather and Aguilera (2008) recognized three different views of CSR:

1. The strategic view: This view requires that management of the organization focuses on the economic interest of stockholders. The concern here is the achievement of primary objectives of the organization. This view is in tandem with Adam Smith's invisible hands which say that the maximum social gain is realized when managers attend only to their shareholder's interests. The strategic approach encourages managers to consider the effect of their actions on stakeholders other than owners, but that others' interest should be secondary. Often those interests are considered only when they would adversely affect operations and profit if ignored.
2. The socialist view: This requires that management gives equal attention to all stakeholders: owners, employees, the local community and so forth. The good

thing here is that it offers protection to customers, employees and the public at large from decisions that may benefit owners, but, harm the others. As good as this approach appears, it has been argued in some quarters that it turns private organizations into public ones, without any special responsibilities to their owners. It is further argued that special interest group could lobby managers to take all kinds of actions that may cut into profits and damage the success or life of the firm.

3. The pluralist view: This view recognizes the special responsibilities of management to optimize profits, but, not at the expense of employees, suppliers and members of the community or the general public. It recognizes the moral responsibilities of management that apply to all human beings. The belief is that corporate bodies can maintain their economic viability only when they fulfil their moral responsibilities to society as a whole. When there is conflict between owners' interest and that of the community, managers must decide using ethical and moral principles.

Besides, Goodpaster and Atkinson, other commentators have identified a difference between the continental European and the Anglo Saxon approaches to corporate social responsibility (Asia-Europe Foundation 2011; Seather & Aguilera, 2008). According to the authors, even within Europe itself, the discussion about corporate social responsibility is very heterogeneous.

There is agreement in their work that an approach to corporate social responsibility that is fast becoming more acceptable is community-based development

approach. Corporate bodies work in and with local communities to better themselves. The most commonly cited example being the Shell foundation's involvement in Flower Valley in South Africa. In this case, Shell set up an early learning centre to help educate communities' children as well as develop new skills for their adults. Other activities corporate bodies participate in are the establishment of education facilities for adults and HIV/AIDS education programmes amongst others. A number of these CSR schemes are visible in Africa and India

Another approach to CSR is philanthropy. This includes monetary donations and aids given to local organizations and impoverished communities in developing countries. Some organizations do not like this approach as it does not help build on the skills of the local people, whereas community-based development generally leads to more sustainable development. Nichels, McHugh and McHugh in Igbinedion and Ovbiagele (2011) are of the view that corporations are less likely to give money to other organizations (charities) than they are to start their own programmes of social responsibility.

Given the understanding above, corporate organizations are tempted to incorporate their CSR strategy directly into their business strategies. There is yet another popular model often referred to as creating shared value or CSV model. It was Porter and Kramer that drew global attention to this model in their work published in Harvard Business Review in 2006. Their work gave insight and relevant examples of companies that have developed deep linkages between their business strategies and corporate social responsibilities. The shared value model is based on the idea that

corporate success and social welfare are interdependent. An organization it is agreed needs a healthy, educated workforce, sustainable resources and adept government to compete effectively.

For society to thrive, profitable and competitive business organisations must be developed and supported to create income, wealth, tax revenues and opportunities for philanthropy. Although some have argued that many approaches to corporate social responsibilities pitch businesses against society, emphasizing the costs and limitations of compliance with externally imposed social and environmental standards, corporate shared value (CSV) model acknowledges trade-offs between short-term profitability and social and environmental goals, but, focuses more on the opportunities for competitive advantage from building a social value proposition into corporate strategy.

Whereas it is nice talking of corporate entities becoming socially responsible, one may ask if there can be indicators that organizations are making social responsiveness an integral part of management decision making. Jones, Willness and Madey (2014) hold the view that through social audit, one can know the level of organisation's social responsiveness since corporate social audit measures the effects of positive social programmes and subtract the negative effect of business to get a net social benefit (Accountability,2010,2011, 2015).

According to Bondy, Moon and Matten (2012) there are a number of core characteristics of corporate social responsibilities. A socially responsible corporate

entity is one which identifies with all or any of the under listed activities amongst others:

1. Community related activities such as participating in local fund raising campaigns, donating executive time to various non-profit organizations and participating in urban planning and development.
2. Employee related activities such as equal opportunities programme, flexitime, improved benefits, job creation, job enrichment and safety and employee development programmes.
3. Political activities such as taking a position on issues such as nuclear safety, gun control, pollution control and consumer protection, and working more closely with local, state and federal government officials.
4. Support for higher education, the art and other non-profit social agency.
5. Consumer activities such as product safety, honest advertising, and consumer education programmes.

Drivers of Corporate Social Responsibility (CSR)

In their contribution to the CSR debate, Okoh and Ojoh (2008) argued that most organizations that are introducing CSR programmes to their businesses expect to gain real and tangible benefits that will impact positively on their employees and consumers, the community and environment in general. They argued that it may be true that such programmes may initially be very costly, but when a cost-benefit analysis is done, short-term and long-term benefits associated with the implementation of the right CSR programmes are found to offset the initial high costs. According to

Hopkins (2004:11), “There will be increased costs to implement CSR, but the benefits are likely to far outweigh the costs”. Furthermore, Porter and Kramer (2006:14) believed that “The billions of dollars already being spent on CSR and corporate philanthropy would generate far more benefit to both business and society if consistently invested using the right approach, that is, via integrating social considerations effectively into core business operations and strategy.

Many researches that have been done show the benefits of engaging in social responsibility. In fact, CSR offers several of the paramount opportunities for the organizations to benefit society. “If corporations were to analyze their prospects for social responsibility using the same frameworks that guide their core operational choices, they would discover that CSR can be much more than a cost, a constraint, or a charitable deed- it can be a source of opportunity, innovation, and competitive advantage” (Servaes &Tomayo, 2013).

According to Hohnen (2007), a number of benefits accrue to organizations as a result of their involvement in corporate social responsibilities:

Better business risk management:

Effective management of operational risks emanating from the external operating environment, with larger oversight and stakeholder inspection of corporate activities, can enhance the security of supply and generally market stability. Taking into account the interests of members’ concerned about a firm's impact is one proactive approach of anticipating and managing risk (Vander, Essens, Wahlstrom, & George, 2015).

Improved organizational image:

Reputation of an organization can be greatly improved either with retail brands which are of high value and/or organizations under the spotlight or with organizations that have indirect exposure of retails. Values such as credibility and quality are foundations of reputation (Fisher, 2007).

Enhanced talent management ability:

Recruitment and development of staff are enhanced. This can be due to a dignified sense in the organization's merchandise and customs and also the result of its operations that improves the employees' moral sense and their loyalty (Fisher, 2007).

Improved innovation, competitiveness and market positioning:

New markets are better accessed, due from the organization's innovation and differentiation of its products and its sound CSR practices (Husted & Salazar, 2007).

Enhanced operational efficiencies and cost savings:

More efficient organizational operations and cost savings which may result from systematic approaches that involve constant improvement and bring in changes from wastes to revenues.

Improved management of supply chain relationships:

Inter-organizational relationships are strengthened, so as to yield a more profitable deal with suppliers. To attain this stage, both workers' and suppliers' compliance to the organization's codes and ethics is required.

Enhanced ability to manage change:

A firm that keeps consistent stakeholder dialogue is in a more favorable position to anticipate and attend to regulatory, economic, social and environmental changes that may arise. CSR is tools that can help companies identify evolving trends in the marketplace.

Building Corporate Social Capital in the community:

Proper dissemination of organisation's information, including its goals and activities, may lead to better stakeholders' relations. That may consequently develop into stronger and long-term public, private, and civil society alliances.

Access to capital:

Financial institutions who are believers of the socio-environmental criteria may support organizations with similar views. Therefore, providers of capital will rely on efficient CSR management indicators.

Improved relations with regulators:

Regulators' approval processes are made easier to companies who have made socio-environmental operations beyond what the regulation requires. This brings about a better corporate reputation and having close and invaluable interactions.

Acting as catalyst for responsible consumption:

Firms with CSR strategies should assume their active role in supporting sustainable consumption patterns and lifestyles through the products and services they deliver and their production processes. Responsible consumerism does not only consist of altering consumers' preferences but also viewing the nature of the supplied goods, their correlation to consumers' rights and sustainability concerns, and how regulatory authorities manage the relationship between producers and consumers.

According to the International Institute for Sustainable Development (2012), positive outcomes that arise when businesses adopt a policy of social responsibilities are not only viewed on the business level, but also on the community and the general public level. The main CSR benefits to the community and general public are: Charitable contributions; Employee volunteer programmes; corporate involvement in community education, employment and homelessness programmes; Product safety and quality.

Environmentally, the International Institute for Sustainable Development (2012) believed that in addition to the benefits that CSR offers to the community and general public, there are also environmental benefits that accrue to the organization from the adoption and implementation of CSR. These benefits it recognizes as: Greater material recyclability; Better product durability and functionality; Greater use of renewable resources; Integration of environmental management tools into business plans, including life-cycle assessment and costing, environmental management standards, and eco-labeling.

Corporate social responsibility promotes a vision of business/organizational accountability to a wide range of stakeholders, besides shareholders and investors (Crowther & Aras, 2008). The key areas of concern are environmental protection and wellbeing of employees, community development and civil society in general, both now and in the future.

Since the traditional competitiveness, survival and profitability are being swept aside, Ikon in Okoh and Ojoh (2008) is of the view that the concept of corporate social responsibilities is now underpinned by the idea that corporations can no longer act as isolated economic entities operating in detachment from broader society. There are therefore drivers that push organizations towards corporate social responsibilities programmes in every society:

1. The shrinking role of government which before now had relied heavily on legislations and regulations to deliver social and environmental objectives in the business sector. Shrinking government resources, coupled with a distrust of regulation has led to the exploration of voluntary and non-regulatory initiatives instead.
2. There is now a greater demand for disclosure from stakeholders; customers; suppliers; employees; communities; investors and activist organizations.
3. Increased customer interest. There is evidence that the ethical conduct of companies exert a growing influence on the purchasing decisions of customers. In recent survey by Economics International, more than one in five customers

reported having either rewarded or punished companies based on their perceived social performance.

4. Growing investors' pressure is another driver towards social responsibility. Investors are changing the way they assess companies' performance, and are making decisions based on criteria that include ethical concerns. The social investment forum reports that in the US in 1999, there was more than \$2 trillion worth of assets invested in portfolios that used screens linked to the environment and social responsibility. A separate survey by Environics International revealed that more than a quarter of share-owning Americans took into account ethical considerations when buying and selling stocks.
5. Competitive labour markets: Employees are increasingly looking beyond pay cheques and benefits and seeking out employers whose philosophies and operating practices matches their own principles. In order to hire and retain skilled employees, companies are being forced to improve working conditions.
6. Suppliers' relations: this is yet another driver toward corporate social responsibility as stakeholders are becoming increasingly interested in business affairs; many organizations are taking steps to ensure that their partners conduct themselves in a socially responsible manner. Some are introducing codes of conduct for their suppliers to ensure that other companies' policies or practices do not tarnish their reputations.

The work of Ikoncited in Okoh and Ojoh (2008) supported the view that corporate social responsibilities bear some benefits to the organizations, the

environment and host communities and that it is necessary for effective corporate governance. Okoh and Ojoh (2008) agreed that CSR benefits cuts across organizations, communities and environments.

International Institute for Sustainable Development (2012) held the view that the concept of corporate social responsibilities is now firmly rooted in the global business agenda. It maintained that in order to move from theory to concrete action, many obstacles need to be overcome. It however, identify the key challenge facing business as the need for more reliable indicators of progress in the field of corporate social responsibilities, along with the dissemination of corporate social responsibilities strategies. IISD (2012) advised that transparency and dialogue can help to make a business appear more trustworthy and push up the standards of other organizations at the same time.

Corporate Social Responsibilities and Environmental Sustainability

In recent years, in the debate about corporate social responsibilities, the idea of a link between this concept and the one of sustainability has been well established. Regarding this relationship, it is possible to find some hints in the literature of the 1990s, but today the debate has intensified.

This discussion developed more in the institutional arena rather than in the academic arena – as it happened to the discussion about CSR – thanks to the contributions of supranational organizations such as the United Nations (UN), the Organization for Economic Co-operation and Development (OECD) and the European Union (EU).

The concept of sustainability was defined for the first time in 1987 by the World Commission on Environment and Development of the UN. In that report, sustainability was defined as a development that meets the needs of the present without compromising the ability of future generations to meet their own needs (IISD, 2012). This definition makes very clear the main point of sustainability: whoever wants to act in a sustainable way must be sure to operate every day in a way that does not take away the basis for future generations to do the same.

When applied to CSR, this concept can be interpreted as “an approach finalized to value creation in the long term – value not only for shareholders but for all the stakeholders – based on the ability of taking the opportunities and managing the risks that are coming from the changes of the context”(Vander, Essen, Wahlstrom & George, 2015:10).

The concept of sustainability is traditionally related to the management of the environmental impact of human activities, but when applied to CSR it gains other two dimensions; the economic and social dimensions.

This point is the hub of the Triple Bottom Line (TBL) framework. This theory made its first appearance at the beginning of the ‘90s and since then it has developed hand in hand with the concept of sustainability and CSR (Coombs, 2010).

The McGraw-Hill book publishing organization defines the TBL frame as “a calculation of corporate economic, environmental and social performance” (Ernest & Young, 2012:12). As a matter of fact, some people refer to the TBL as the 3P approach, where the three Ps stand for People, Planet and Profit.

According to this theory, the good balance of these three dimensions makes the company sustainable. In this perspective CSR is nothing more than an instrument used for the attainment of a three dimensions sustainable development.

Perception of Corporate Social Responsibilities in Tertiary Education

The perception of corporate social responsibility in higher education tends to be one sided in the past. This is because much of discussions have revolved around the funding and sponsorship of programmes in universities and colleges by other corporate bodies. According to Igbinedion & Ovbiagele (2011), not much is known of the corporate social responsibilities interventions of tertiary institutions as a way of cushioning the impact of their educational operations in the society.

Elsewhere, corporate social intervention is taking a new dimension which many have described as incursion into the autonomy of our higher educational system. Memdez (2012:10) expressed concern for the concept of corporate social responsibilities in higher education when he declared “we ... therefore by touching on the wider debates about corporate involvement in universities and the broader marketization of the education sector ...” He stressed that in some part of the world, including North America, the most visible aspect of the growing role of major corporations in higher education has stemmed from the commercial deals which have given individual corporations exclusive rights to market their products on university campuses or the spread of corporate logos and advertising onto university property and merchandise (Lecitao & Silva, 2007)

In the UK, for instance, recent debates about private sector involvement in higher educational institutions tend to revolve around the encroachment of private sector educational corporation into service/course delivery and the broader impacts of growing corporate involvement in both funding and agenda setting across UK higher education. The broader debate revolves around the degree to which the increasingly close relationship between universities and the corporate world threatens university autonomy and academic freedom (Alzyoud & Hani, 2015).

There is no doubt that the private sector is playing an increasingly important role in universities and colleges. In fact, enhancing business involvement in these institutions in both teaching and research has been a key goal of successive governments in most countries (Igbinedion & Ovbiagele, 2012).

Recent surveys conducted by the higher education funding council for England showed strong growth in the involvement of business in a wide variety of activities with universities. Although the level of collaboration described in those surveys was more limited than in the case of other industrialized nations, the UK government remains keen to expand and diversify business/university interventions. The ten year consultation document on science and innovation produced by the government of the UK in 2007 (DFES: DTI: HMT 2007), for example argue strongly that not only should the private sector be involved in funding 'relevant' research but also that many more businesses should become engaged in shaping schools and university curricula to inspire and attract the next generation of trained personnel.

Many decried this version of corporate social responsibility with alarm. Monbiot in Lecitao and Silva (2007) was quick to suggest that today; there is scarcely a science faculty in the UK whose academic freedom has not been compromised by its funding arrangements. Contacts between government funded researches and industry, having once be discouraged, is now, in many departments, effectively compulsory.... Our universities have been offered for sale with the result that objectivity and intellectual honesty are becoming surplus to requirements.

There seem in the consultations of the UK government and DfES to be little or no awareness that there might be conflict between the role played by universities as both examples and provider of social, public goods and the involvement of the profit motive-instead, in fundamentally neoliberal fashion, profit making private interest is assumed to lead 'invisible hand' style, to the same beneficial ends.

From our perspective, the most important issue in corporate social responsibility in higher education is not so much the growing role of the private sector in our institutions per se, but the environment of the university governance in which it is taking place. However, academics, research groups, departments, faculties, and schools are experiencing the pressure for collaboration to be built into job descriptions, being made central to the drive to publish and becoming the core to the development of research projects, all seemingly without a coherent overall strategy except the simplistic assumption that more private sector involvement is better.

Just as important as the questions of funding and commissioning of research is the question of meaningful engagement with the private sector in the development of

research. Considerable time is being spent exploring questions surrounding corruption and anti-corruption campaigns. Through this, higher education can forge close relationships with civil society organizations working to expose corruption in both public and private sectors.

The whole idea so far presented seems to treat the private sector as something which is external to largely public university sector. Considering what implications this could have and will have for the functioning of the latter, it is argued however, that rather than seeing universities as public institutions under attack from the encroachment of marketization and private sector, we may do better to view our own institutions as corporations in their own rights. Though our higher educational institutions may not be accountable to shareholders or driven by the profit motive, they are increasingly operating as if those were their chief considerations (Brown & Foster 2012).

Given corporatized environment, what idea of CSR might be of relevance for our discussions over our institutions and the wider impacts which they have including of course their relationships with corporate sponsors, government etc? Is it possible for instance, that some blend of the idea inherent in corporate social responsibility and older ideas of tertiary education as a social good can be used to drive and direct a more coherent, cogent further education strategy in Nigeria and elsewhere?

The idea of corporate social responsibility has some use for institutions interested in exploring how they operate within profoundly new circumstances and understanding the impacts that they have upon the broader society within which they

are located. A number of institutions in Britain are already involved in application to HEFCE to explore the relevance of corporate social responsibility to the operating practice of all higher educational institutions across the East Midlands (HEFCE, 2007).

The emerging engagement with corporate social responsibility potentially gives us an albeit limited, framework within which we can raise concerns about the impact of marketization and debate the functions and aspirations of universities in the 21st century. Nevertheless, experience suggests that, in some institutions at least, there is a willingness to engage in the breath of issues that a meaningful corporate social responsibility would need to tackle.

The concept of CSR has evolved during the past few decades. While the main focus has been put on large corporations at the beginning, later on with more evolved definitions, it went beyond large corporations and other organizations such as small firms also got involved in it. The growing importance and significance of CSR is being driven by owners, investors, managers, customers, and even employees. Therefore, organizations are also monitored based on their responsible behaviours and reporting, and are expected to show transparency and accountability. In their book entitled 'Corporate social responsibility', Crowther and Aras (2008) maintained that the central tenet of social responsibility is the social contract between all the stakeholders and society, which is an essential requirement of civil society. According to them, social responsibility is not limited to the present members of the society, but should also be expanded to its future members, as well as environment since it will

have implications for members of society, both now and in the future. Organizations are not operating in vacuum and apparently their operation will affect their external environment. According to Crowther and Aras (2008:13), this effect can take the following forms:

1. The utilization of natural resources as a part of its production processes
2. The effect of competition between itself and other organizations in the same market
3. Enrichment of local communities through the creation of employment opportunities
4. Transformation of the landscape due to the raw material extraction or waste products storage.
5. The distribution of wealth created within the firm to the owners of that firm (dividend) and the workers of that firm (wages) and the effect of this upon the welfare of individuals.
6. And more recently the greatest concern has been with climate change and the ways in which the emission of greenhouse gases are exacerbating this.”

In the context of tertiary education, previous researches show that tertiary educational institutions can cause significant environmental impacts (Jabbour, 2010). As argued by Alshuwaikhat and Abubakar (2008), many of them as a result of their large size, expressive movement of people and vehicles, high consumption of materials, and strong development of complex activities, may even be considered as “small towns”. According to Chapeleo and Simms (2010) universities should be

responsible toward society and their stakeholders. Stakeholders according to the duo, provide organizations with a range of resources such as capital, customers, employees, materials and legitimacy (Mainardes, Alves & Raposo, 2010; Asia-Europe Foundation, 2011). They also provide the “license to operate” to the organizations in return for the provision of socially acceptable, or legitimate, actions. To strengthen this social contract which allows organization to continue operations, they need to be socially responsible (Nagy & Robb, 2008). This can be an underlying reason why we would expect universities and colleges to be involved in CSR and reporting it to society. However, as already highlighted above, although there is a high level of acceptance of the importance of pursuing sustainability - with its economic, social and environmental dimensions - there is a significant misunderstanding regarding the meaning of this term, and a considerable portion of this terminological confusion is generated in educational fields.

Tertiary educational institutions today face a new environment and challenges that necessitate independence from governmental and state support. The changing environment in which universities and colleges function and the challenges that higher education generally has been facing were identified by Barblan, Daxner, and Ivošević (2007) as follows: mass expansion; decrease of governmental/public expenditure and support for tertiary education; diversification of financial resources; internationalization; commercialization and an increase in the entrepreneurial character of institutions; changes brought by information and communication technology (ICT) development; and the adaptation of curricula to accommodate and

capitalize on labour market requirements (Vukasovic, 2008). These issues will impact the quality of education, institutional autonomy, academic freedom, the changing focus of academics, and institutional responsibilities towards society (Vasilescu, et al., 2010). These issues highlight that universities and colleges are moving toward corporatization, which calls for them to be good corporate citizens (Nagy and Robb, 2008). The best approach for tertiary educational institutions becoming good corporate citizens to their stakeholders, communities, and societies is by adapting the concept of social responsibility. Universities and indeed tertiary educational institutions can and should develop further and achieve sustainability and competitiveness by applying social responsibility concepts.

Corporate Social Responsibilities (CSR) has become an increasingly important concept globally, and it has become part of the debate about competitiveness and sustainability in the context of globalization (Vasilescu et al., 2010). A widely used definition of CSR is from the World Business Council for Sustainable Development (2012) which states as that: "Corporate social responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large." Vasilescu and colleagues argued that stakeholders are increasingly requiring that business should function in a responsible way (Vasilescu et al., 2010). While pressures to make profits are higher, stakeholders expect ever increasing standards of accountability and transparency. Business responsibilities including its relationship with communities in which they operates and

seeks to serve are becoming more important than ever. CSR includes the ways an entrepreneur can add value to his business by taking a closer look at some of the social and environmental aspects of the operation.

It has been argued that universities should develop their own kind of social responsibilities to society due to their enormous activities. University social responsibility (USR) encompasses many different areas including the following: the need to strengthen civil commitment and active citizenship; to provide services to the community through community engagement and outreach; to promote economic and national development; to promote ethical approaches to issues; to develop a sense of civil citizenship by encouraging the students and the academic and administrative staff to provide social services to their local community; to promote ecological or environmental commitment to local and global sustainable development; to develop local and global human resources; to expand human knowledge through quality research and education for the nation and for humanity (Vasilescu et al., 2010; Shawyun, 2011). Reiser (2008) defined the USR concept as “a policy of ethical quality of the performance of the university community (students, faculty, and administrative employees) via the responsible management of the educational, cognitive, labour and environmental impacts produced by the university, in an interactive dialogue with society to promote a sustainable human development.” According to Mendez (2012), USR provides an approach to science, technology, and research in which contributions to the economically disadvantaged are given value and attention.

USR can be put into practice when university leaders emphasize responsibility to the public, ethical behaviour, and the need to practice good citizenship. University leaders should be role models on ethics and the protection of community health, safety, and the environment. Practicing social responsibility refers to support of issues that are important to the public but that are within the limits and resources of the university. Examples of such issues include; improving access to education in the community, pursuing environmental excellence, practicing resource conservation, promoting and improving the health of the community, performing community service, conducting research to generate socio-economic development, and providing guidelines for the development and sustainability of society. Universities can also influence other organizations and institutes, whether private or public, to form partnerships for addressing these issues and concerns.

It is the norm to identify universities as research organizations. Therefore, universities may ensure USR by guaranteeing that their research activities benefit stakeholders, communities, and society. Universities should play the leading role in promoting USR because USR provides an approach for contributing to the development and sustainability of science, technology, and research. Universities can tailor their research missions to produce research that benefits the public, the local economy, and society (Turk-Bicakci & Brint, 2005). This can be accomplished through the joint efforts of governments and universities. Governmental efforts can facilitate a university's efforts to achieve this goal. For example, governments should develop, enforce, and pass laws and policies that help universities establish action

plans for training students in technology, the sciences, agriculture, and the mechanical arts to meet the needs of the marketplace, industry, and agricultural technology (Mendez, 2012; Vasilescu, Barna, Epure, & Baicu, 2010; Leitao & Silva, 2007). Thus, this design which was proposed by academicians and researchers (Mendez, 2012; Vasilescu, Barna, Epure, & Baicu, 2010) will influence universities to follow a more active and research-intensive role. Universities should operate using the model of scientific research, which is based on rational inquiry and experimentation. Adapting this model will encourage universities to conduct research and train students to meet industrial needs and public interest. This model will require universities to focus on broader practical education and research. This also emphasizes the view that universities could be a major generator for socio-economic development (Shapira & Youtie, 2008; Powell & Rhoten, 2010). Under the mission of broadening practical education and research, universities will need to solicit for and increase research funding. Government and industry should play major roles contributing to or increasing their funding for university research, which will lead to expanding universities' roles in basic science, socio-economic, and applied technology development. This idea was successfully demonstrated by the Triple Helix model, which was reported by Etzkowitz and Leydesdorff in 2000. Under this model, universities, local industry, and the government are partners with common and interconnected sets of social, cultural, and economic goals and resources. These partnerships require all parties to develop human assets. In addition, university-based research will stimulate regional development, innovation, and growth (Shapira &

Youtie, 2008). This model also promotes tri-lateral initiatives for knowledge-based economic development by forming strategic alliances among institutions. Therefore, a university's role can be described as providing guidance and applied research for society. Universities have the vital role of communicating what is most needed for society based on their research. Universities should also actively form relationships with industry at the same rate that they seek to engage students in society. Internationalization is another aspect of research that can be used to achieve sustainability and development for universities and society. To achieve internationalization of research and education, universities should implement USR.

Gajaseni in Alzyoud and Bani-Hani (2015) formulated several action points for implementing USR to achieve internationalization in research and education:

1. Universities should work on reforming their curricula by integrating USR and linking it with Millennium Development Goals (MDGs)/Education for All (EFA) in order to serve society
2. Universities should move towards informal learning and social entrepreneurship to eradicate poverty, hunger, and other MDGs. This can be accomplished by providing the community with more distant learning strategies and encouraging an entrepreneurial spirit in the students, staff, and community through programs and investments
3. Universities should enhance research directions to serve the global markets as well as the local markets of a particular society to respond to MDGs/EFA.

Research conducted at a university should be performed in close collaboration with the community and industry

4. Universities should promote the role of USR and ensure effective communication and information exchanges among all stakeholders
5. Universities should consider not only cooperation within their countries, but should extend it to other countries and regions in the world.

There are a number of studies which have tackled the issue of sustainability in universities and colleges. A recent study by Wright (2010), examined how a cohort of university presidents and vice-presidents in Canadian universities conceptualize sustainable development, sustainable universities, the role that universities play in achieving a sustainable future, key issues facing the university, and the barriers to implementing sustainability initiatives on campus. They show that although the majority of participants are well versed in the concept of sustainable development, they are less familiar with the concept of a sustainable university. However, as the author mentions, majority of them are dedicated to having their university become more sustainable. The participants also listed: financial predicaments; lack of understanding and awareness of sustainability issues amongst the university population; and a resistance to change as the main barriers in the path of sustainability. Pollock, Horn, Costanza and Sayre (2009) insisted that “complex and ineffective governance, traditional disciplinary boundaries, and the lack of a shared vision at academic institutions often hinder university’s progress toward leading the world to a more sustainable and desirable future”. In another recent effort, Nejati et

al. (2010) investigated the issue of environmental sustainability in universities by examining the website content of the world top ten universities. The authors show that the top ten world universities are aware of their environmental impacts and have taken necessary steps toward sustainability. Their findings, on the one hand, showed that all of the studied universities practiced reduction of greenhouse gas emissions; reduction in the use of fossil fuels and increase in the use of renewable resources; running a specialized environmental centre/network; and increase of environmental awareness among staff and students. The least practiced environmental behaviour among universities, on the other hand, was minimisation of environmental impact due to travel with only three universities having it as their written environmental policy.

So much has been presented in literature on the very nature of corporate social responsibility. It is accepted as a means of ensuring sustainable development. This may have informed Reiser's (2007) description of CSR as an ethical and intelligent management of the impacts produced by the organization on its human, social and natural environment for sustainable development of society.

In the same vein the Reiser supra defines university social Responsibility as a policy of ethical quality of the performance of university community (Student, faculty and administration employees) via the responsible management of the educational, cognitive, labour and environmental impacts produced by the university in an interactive dialogue with society to promote a sustainable human development (Memdez, 2012).

Socially responsive institutional change model is believed would engender the sustainable development of the campus by ways of reducing the ecological footprint of the institutions through rational use of researches and educating the university community on the ethics of sustainability (Nagy & Robb, 2008; Shapira & Youtie 2008).The Pontifical Universidad Catolica recognized and divided the analysis of university social responsibility into six main investigation topics or steps (Reiser, 2007):

1. The analysis of the institutional speech (mission, vision, internal declaration and regulations, public declaration and depositions)
2. Analysis of the value that have been expressed and deployed through the universities making campaign (advertising, posters, radio and newspaper messages etc.)
3. Academic programme (curricula, academic activation)
4. University social relationship (projection towards the community, technological transfer, etc.)
5. University ethical climate (human relationship and its perception among the main university parties: students, faculty, administrative employee) and a survey on the ethical behaviour of students and their knowledge of essential reference related to social and environmental development.
6. Ecological footprint (sustainability of buildings, energy use, management of green areas, ecological behaviour of the university community etc)

From both theoretical and empirical studies, there appears to be a direct relationship between the stock of human capital available to a country and the level of its development. Since human capital is formed through education, Onwuka and Ovbiagele (2007) believed on the importance of that sector in the economic and social development of a country and that it cannot be overemphasized

Education and tertiary education in particular remains the instrument for construction of stable citizenship and national viability, a training ground for economic and social development as well as a vital route of escape from poverty (United Nations, 2007). Without a steady expansion in educational opportunities and conscious efforts at capacity building to acquire human capital development purposes, the quest for Nigeria's economic and social breakthrough would be a mirage. Pritchett in Onwuka and Ovbiagele (2007) is of the view that people with education have access to better paid jobs, are more efficient in production process and as a result can earn more wages. Consequently, if greater numbers are educated, average income would rise with the prospect of increased savings, investments and growth in the economy. Education in general and tertiary education in particular constitutes the engine room of modernization. The World Bank in Onwuka and Ovbiagele (2007) summarized this view in the form of economic and social benefits of higher education below:

Figure 2.0 Benefits of Higher Education

Benefits	Private	Public
	Higher salaries	Greater productivity
	Higher savings	National & regional dev.
	Improved working conditions	Reduced reliance on govt.
Economic		Financial support

	Personal & professional mobility	Increased potentials for transformation from low-skilled industry to knowledge-based economy
Social	Improved quality of life for self and children. Better decision making Increased educational opportunities Healthier life-style and higher life expectancy and improved personal status.	Nation building and development. Leadership, increased consensus, perception that the society is based on fairness and opportunity for all citizens. Social mobility, greater social cohesion and reduced crime rate. Improved health, improved basic and secondary education.

From the information above, there is no doubt that the acquisition of higher education changes the economic and social status of individuals. The individual in turn positively transform their society with their enhanced skills. The appreciation of the role of tertiary education in the development of the society justifies the agitation to host one form of tertiary institution or the other by communities in Nigeria and South-South zone in particular (Ovbiagele & Osadi, 2010).

Whereas it could be argued that hosting tertiary educational institutions comes with its own problems, such as cultism, robbery, anti-social tendencies and inflation caused by increased demand pull, the existence of higher educational institutions in Nigeria has impacted positively on the society and immediate communities as in: development of the quality of human life as well as increase in human skills and knowledge; and helping to increase access to paid employment in the immediate community and larger society as a whole.

Tertiary educational institutions help individuals to achieve the development of their potentials and maximum activation and to achieve perfect self-fulfilment of their character and psychomotor development. Tertiary educational institutions offer a platform for individuals to socialize into basic values of the society as it transmits the norms and values of the society from one generation to another.

Much of the social development and economic growth that has taken place in the world is traceable to education rather than to increase in capital, land and other classical factors of growth. Potential development is largely a function of educational development. Tertiary educational institutions are centres to instil political awareness in people as well as international politics. They offer us the opportunities to contribute to community development and social integration in many forms. The facts presented above, notwithstanding, the Nigerian educational system has been grappling with the problems of policy inconsistency and incoherence with the result that gains in the educational sector are not being consolidated with adverse consequences on efforts at accelerated development.

Since the reforms occasioned by the Structural Adjustment Programme introduced in Nigeria in 1986, the educational policies have been donor-driven and thus lacking a Nigerian perspective (Onwuka & Ovbiagele, 2007). As such, education is being evaluated from the point of view of accountability and measurement hinged on results obtained based on funds expended and not with their impacts on the development of the country or immediate society.

Waters and Samoff in Onwuka and Ovbiagele (2007) argued that education should not only serve the interests of donors, but, also the interests of the larger society. Put differently, education in Nigeria needs to be evaluated in such a way that it serves to build capacity for strengthening the ambers of development.

Corporate Social Responsibilities Expectations of Host Communities

The study by Ogula (2012) identified four ranges of communities' CSR expectations: Community development, economic empowerment, Participation and Transparency.

Community Development

Debates about the conceptualization of community development have taken place overtime. Previous conceptualizations of community development were accused of being narrow and centred on specific areas of specialization. For instance, definitions of community development were confined to economic growth or urban and infrastructural development.

According to Ogula (2012) majority of host community members frame their expectations around corporate social responsibilities for development. Host communities in the South-South Nigeria expect oil and gas companies and other organizations in the region to play a significant role in developing the region. Repeatedly, they emphasized the need for such organizations which includes the oil and gas companies to build infrastructure; to provide roads to link the communities, to provide transportation, and to aid the local people with some funds to enable them embark on commercial ventures.

In his work, Wopara (2015) wrote extensively on the concept and functionality of community development which he said stems from the multidimensional ways in which communities take part in developmental efforts. This includes other external actor's inputs or capacity towards finding effective solutions to community challenges (Matarrita-Cascantea & Brennan, 2012).

Recently, holistic and inclusive conceptualization of community development is being sought for. But without a straight forward definition of community development, scholars have defined the concept in relation to specific groups and to specific problems. Nowadays, community development is being discussed in the context of 'community' as a social phenomenon that involves interaction, among a group of people with shared situations and geographical boundary (Theodori 2008). Based on this perception, Theodori described community development as; "The process ... that depends largely on the intentional actions of people in a locality coming together and interacting with the intent of solving their local problems, improving their quality of life, and shaping their future wellbeing" (Theodori 2008:64).

According to Azzopardi (2011:183), community development was intended to "focus on the challenges facing families, neighbourhoods and communities, and the opportunity to reflect on how to regenerate positive and upbeat dynamics". Taylor (2007), identified three broad aspects integrated into the concept of community development: human resources; which includes the different stakeholders in the community; consisting of the government, businesses and the non-profit sector like

NGOs. The physical resources are made up of constructed and natural assets found in the community that can make life comfortable for the people. For example; people desire to live in communities that provide and enhance a means for survival, communication, provision of goods and services, recreational facilities, transportation, etc(Taylor 2007; Matarrita-Cascantea & Brennan, 2012). Another aspect fundamental to the survival and development of any community is the idea of ‘community’ i.e. the value of social groups within the community. Values transform human and physical resources into economic resources. According to Matarrita-Cascantea and Brennan (2012), economic resources are the market values of goods and services that is an upshot of the interaction between human and physical resources. Thus, economic resources are the productive and financial assets that answer to the dispersal of these resources in order to meet the needs of the people. Following the notion of Matarrita-Cascantea and Brennan, community development can be aimed at economic development (that is, improving the community’s economic and financial resources). This can be through integrated efforts among community members aimed at negative conditions like poverty reduction, jobs creation, and income generation. More so, as a human development aspect, it strives for healthy and educated individuals, stronger social bonds and the ability to come together to pursue a purposeful collective action. Lastly, community development can be achieved through infrastructure development (Visser, 2008). Therefore, communities want to enjoy the benefits of economic growth, minimal negative impacts to environment, protection of natural areas, etc. Communities are looking for development approaches that achieve multiple benefits

to help improve local economies and quality of life among others (Visser, 2008). Though this sounds rather utopian, it reflects the desires of the community people. Local organisations, governments and community groups can work individually or in partnership aimed at bringing about or pursuing this utopia. This essentially boils down to human needs. Human needs are not just physical but also non-physical. Physical needs are the basic needs of people like quality food, water, and shelter. While the non-physical needs are broader “quality of life” concerns like access to quality health; political and spiritual freedom; human rights; clean, healthy and natural environments and so on. Most interventions to resolve development challenges in the developing countries tend to border on these aspects of needs.

Economic Empowerment

Studies also show that communities expect organizations to be directly involved in what they call empowerment of community members which may require companies and institutions to fill the gaps created by the failure of the government to develop the region. Ogula’s findings also indicated that the negative impact of oil and gas exploitation on the environment and decades of neglect have placed communities in a relatively weak economic position. Indicating devastating operational impact on the environment and the livelihood of the people of the South-South Nigeria commonly called the Niger Delta people (Ogula, 2012). This means that a majority of the Niger Deltans can no longer engage in their traditional occupations of fishing and farming; therefore, suggesting CSR interventions to stimulate economic activity in the region.

Host communities expectation of economic empowerment supports environmental responsibility and external intervention to stimulate economic empowerment. They believe poverty is pervasive in the region and that illiteracy and unemployment are high among the youth and the indigenes. They believe that community members have no access to economic opportunities, clean water and healthcare (UNDP, 2007).

Participation

A significant dimension of community expectations was indicated in the desire to participate in making decisions about CSR projects and to be carried along on the terms and conditions of operating in their communities, and to make decisions about land allocation and to own a stake in the oil and gas and other multi-national corporations in South-South Nigeria. Emphasizing the importance of including the communities as stakeholders in the oil and gas industry, community members suggested that “certain shares in the companies should be given to the host communities to make them part owners of such companies”. This will assure the host communities that the oil and gas business and any other organization for that matter are shared responsibility and allow the communities and the oil and gas companies to work together. The members’ interest in owning a stake in the oil and gas companies stems from the belief that they are critical stakeholders in the oil and gas industry in the area and sought active community participation in social policy formulation.

Transparency

A noteworthy dimension of host community expectations is transparency in

community-company engagements. Several members of the communities described the lack of transparency and honesty in CSR commitments as a major obstacle to peaceful community-company relations. Host communities expressed their feelings about the lack of honesty in community-company relations as follows: We discovered that overtime the oil and gas companies have not been sincere to host communities. They were not fulfilling their social responsibility to host communities. It is only because of the recent restiveness that some oil and gas companies are coming around to perform their social responsibilities. The above response shows that lack of transparency in community-company engagement is a major concern to host communities.

According to Justin and Wadike (2013), there are a number of host communities CSR expectations of tertiary educational institutions in their domain. According to the duo, host communities often expect tertiary educational institutions in the area to meet the following expectations: give them concessionary admissions, provide scholarship/bursary awards; mobilize host community contractors; extend electricity to community; make cash and gift donations during festive seasons; awards honorary degrees and fellowships to deserving indigenes and provide special employment opportunities for host community members

Empirical Studies

A number of studies have been carried out in the core areas of this study and reported in management literature. A number of them are reviewed below:

Studies on Provision of Educational Opportunities in Host Communities

Nath (2011) carried out a study on functional education, militancy and youth restiveness in South-South Nigeria. The study was occasioned by the continued agitation and restiveness of the youths in that region for CSR in their locality being the home of petroleum and gas exploitation with the attendant ecological impacts. The researcher believed that the restiveness in the region could be solved through functional education of the teeming population of youths and that functional education was the only panacea to youth restiveness in the South-South Nigeria.

The study was a descriptive survey to assess the educational opportunities available in the region.

The result showed that the quality of education in South-South Nigeria was abysmally low and that there were no good educational infrastructures; classrooms and learning material in the schools in South-South Nigeria. The study further revealed that there was dearth of qualified teachers in the school system. Those who manage to acquire the minimum requirement for admission into higher schools don't get admitted due to very competitive rationing processes by the regulatory bodies.

They study concluded that functional education is one that comes from the child's need and that uses the child's interest as a mechanism for activating him/her towards his desirable activities. That functional education develops the life of the mind to act from the wholeness of organic life, with relation to practical life in the present and in the future. Function education it argued enable the learner to gain thinking habits and develop the technical means needed in solving practical problems in real life situation.

This study is similar to the present in that they both focus on the provision of educational opportunities in South-South Nigeria, but differs in that the former simply reviewed the state of education in the zone, the present study was more concerned with what tertiary educational institutions in the South-South Nigeria are doing to make educational opportunities accessible in host communities.

Similarly Geo-Jaja and Azaiki (2010) carried out a study on development and education challenges in the Niger Delta of Nigeria. The purpose of the study was to identify the possible factors that cause poverty and deprivation in the Niger Delta. According to the duo, Niger Delta of Nigeria have made little progress in livelihood functions in the last decades, as they have continued to suffer from higher poverty, low capabilities, greater incidence of human rights violations. Their study set out to find out why even when they have gained political power and representation in government, they have not been able to accomplish poverty reduction and social inclusion in the region.

The study reviewed Article 26 of the UN Declaration on Human Rights and Article 13 of the International Covenant on Economic, Social and Cultural Rights as the major guide in analyzing the situation in the Niger Delta of Nigeria.

The results show amongst others that achieving basic capabilities and providing equal educational opportunities to all has not been a priority in South-South (Niger Delta) Nigeria. A cursory look at poverty and educational policies imposed top down revealed that levels of education and employment are extremely low, household

income level are low, and that the people are poorly housed, often living in extremely over-crowded conditions.

This study is similar to the present in that they both considered the educational opportunities in South-South Nigeria, but differed from the present study because the present study was concerned with the extent of provision of educational opportunities in host communities by tertiary educational institutions.

Odubor and Tobor (2016) of the America Society for Public Administration carried out a study on Nigeria's amnesty programme: An educational and cultural perspectives. The study harped on the need for proper education as panacea to conflict in the Niger Delta. The study took cognizance of the fact that residence of Niger Delta endures extreme poverty, polluted environments, poor infrastructure and high unemployment in spite of abundance of oil and gas resources in the locality.

The study used qualitative method to explore the benefits of both educational and cultural components of the amnesty programme that was granted the ex-militants in the Niger Delta. Phenomenological and ethnological approaches were used for the educational and cultural perspectives respectively in other to focus on their experiences and expression of such experiences in a way as close to the experiences.

Further, study revealed that a total of 5,296 participants were being trained in various forms of skill acquisition training or formal education in Nigeria and other parts of the world. In addition, 50 Welding and Fabrication trainees were offered employment in the United Arab Emirates (UAE) on completion of their training. Also reported was that 49 participants who were trained in Italy were employed and a total

of 3,250 graduates were provided with business set-up opportunities. The result also show that most of the participants of the Amnesty program expressed their appreciation to the Nigerian government for giving them an opportunity to acquire good and sound education and knowledge in their various fields of study.

This study is in tandem with the present study to the extent that they both sought to facilitate training and education of indigenes of the south-south Nigeria as a way of stemming the tide of agitations and militancy. It differed as the present study was limited to the activities of tertiary educational institutions aimed at providing access to education in South-South Nigeria.

Studies of Provision of Employment Opportunities in Host Communities

Tambari and Imoh (2016) studied youth unemployment and crime rates in Niger Delta: A comparative analysis of its intensity in Akwa Ibom, Bayelsa and Rivers states. The purpose of the study was to ascertain the effect of unemployment of youths on crime rates in the region. 614 respondents were purposively sampled and data collected were analyzed using standard deviation, why the two hypotheses were tested at 0.05 level of significance.

Findings show that unemployment was common to the states studied. The states studied however, showed variations in crime rates. Crime rate was low in Akwa Ibom state, while it was very high in Bayelsa and Rivers states. Results further show that very high level of unemployment added to large population of unskilled youths was responsible for the high crime rates in Bayelsa and Rivers state.

This study is similar to the present because the results underscored the focus on the provision of employment opportunities in host communities as a panacea for community agitations and youth restiveness. The former differed from the present study in that the present sought to determine the extent of CSR with respect to provision of employment opportunities in host communities by tertiary educational institutions in South-South Nigeria.

Another study by Danjuma and Bala (2012) focused on the effect of unemployment and the role of government in employment generation in Nigeria. The purpose of the study was to proffer solution to the ever rising level of unemployment in Nigeria which appears to overwhelm the government. The study highlighted the fact that the problem of youth unemployment with high number of them roaming the streets constitutes social menace.

The design of the study was a simple descriptive survey where interview was conducted with some employment agencies across the country to gather empirical data on unemployment level in Nigeria. The findings show that unemployment in Nigeria has created tension and hatred between the rich and the poor leading to communal clashes, agitations, protests and restiveness added to the emergence of dangerous groups like Boko Haram, Niger Delta militants, armed robbery, prostitution and child trafficking which now constitute hiccups to security of lives and property.

This study is related to the present study in that they both recognized unemployment as one of the major factor that contributes to agitation and restiveness in Nigeria and Niger Delta in particular. The differences however was on the fact that

the present study is looked what tertiary education institutions in the South-South region provided as part of their CSR to ameliorate the situation.

Studies on Provision of Health Services in Host Communities

Oyibocho, Irinoye, Sagua, Ogungide–Essien, Edeki, & Okome (2014) carried out a study on sustainable healthcare system in Nigeria: vision, strategies and challenges. The purpose of the study was to spotlight the various international directions and goals for sustainable healthcare. According to the study, the dream of every nation was to achieve sustainable healthcare for its citizenry and to enhance their quality of life. Nigeria like other countries around the globe has not for once lacked any development plans. Unfortunately, with its current estimated population of 150 million and estimated total of 23,640 health facilities operated via a three – tiered governance structure, it is still ranked by World Health Organization at 187th position in its health system among 191 member states. Regrettably, Nigeria is still struggling with the provision of basic healthcare services. It completely beats imagination that in spite of the enormous natural and human resources the country is blessed with, Nigeria is gradually drifting towards a—banana nation

The study reviewed relevant health related literature which revealed that, for more than two decades ago, Nigeria like other African countries have been plunged into economic crisis which seriously affected a large portion of its populations and raised social and political tensions.

The study identified some of the major challenges to sustainable healthcare system in Nigeria to include: counterfeit and adulterated drugs, poor healthcare

financing and sustainability, increased out-of-pocket expenditure, poverty, lack of basic education, shortage of medical personnel, inadequate medical infrastructure/equipment/drugs and inequitable distribution, poor remuneration and other push factors, bribery and corruption and shortage of staff.

It concluded that to achieve sustainable healthcare, there is need for transformative plans and solutions that requires cooperation among industries and the government through delivery of minimum set of cost-effective health interventions, packages and revitalization of the country's health system.

This study is similar to the present study in that it offered more insight to solve the health problems of the South-South Nigeria on a broader scale. It is however different from this study as the present study focused on how to ameliorate the health is challenges prevalent in the Niger Delta and the provisions made by tertiary educational institutions in South-South Nigeria by way of CSR in that direction.

Igboanugo and Martin (2011) carried out a similar study on what they titled "what are pregnant women in a rural Niger Delta community's perceptions of conventional maternity service provision? An exploratory qualitative study. According to duo, there is presently under-utilization of maternity service provision in Nigeria, with only a third of childbearing women electing to deliver in healthcare facilities. This is relevant since Nigeria's maternal mortality rate is second highest in the world and is estimated at 1,100 per 100,000 live births. To date, studies have sought cause and effect and have neglected the opinion of the people about what they

perceive to be problematic and what they believe constitutes satisfactory maternity service provision.

The objectives were to determine what pregnant women from the Niger Delta region understandings of what constitutes satisfactory maternity service provision, what comprises inadequate care, barriers that obstruct delivery of maternity care, and what promotes positive outcomes. This research intends to obtain more in depth knowledge on maternal health care based on perceptions from the local subjects, pregnant women in the Niger Delta region. Findings may hopefully give better understanding on how to approach the more sensitive issues in maternal health care and pregnancy outcomes.

An exploratory qualitative study was conducted to obtain perceptions of pregnant Niger Delta women of conventional maternity service provision. This research focused on answering a broadly stated question about individual viewpoints, which unlike deductive quantitative reasoning may generate many answer. Developed conceptualizations will arise from actual narratives of the participants. The exploratory nature of the method permits the researcher to focus more precisely on informant's concerns. The approach utilizes a naturalistic inquiry, with focus on perception rather than experience. The importance of the qualitative method is to give voice to pregnant women, without manipulation or forced influence about a matter that directly concerns their welfare. Verbal expression of this description is fixed in text, where the meaning intended by the speaker can be located.

Participants included 8 pregnant Niger Delta women from differing sub-groups within the homogeneous population. Semi-structured interviews were conducted to explore informants' views of what constitutes satisfactory maternity service provision, what comprises inadequate care, barriers that obstruct delivery of maternity care, and what promotes positive outcomes.

Major themes emerged from the data collected for the study which included: Women's requirements for information; nutritional and dietary advice, how to recognize developing complications, appropriate fetal development, importance of attending clinics; Staff services required availability, well managed and good quality; apparatus: equipment available, adequate infrastructure; affordability; Place of traditional and spiritual methods.

The interviewed childbearing Niger Delta women voiced several factors that they considered altered their satisfaction with maternity service provision. Findings show poor results on all the areas assessed in the study: women requirement for information, staff services, apparatus, affordability, infrastructure, nutritional and dietary advice amongst others.

This study is related to the present work as it opened up our understanding to the maternal health challenges in the region to which tertiary educational institutions can be thinking of applying their CSR.

Izibeloko and Leana (2013) study the barriers to mental health services utilization in Niger Delta region of Nigeria: Service users' perspectives. There is only one neuro-psychiatric hospital for over four million people in the Niger Delta region

of Nigeria. Low-income groups in urban and rural areas who access care through public mental health clinics are at greater risk of not accessing the needed mental health care. Mental health services need to be provided throughout the health care system to enable people to access them locally and affordably, preventing the need to travel and promoting service uptake and treatment continuation.

This study aimed to explore barriers that prevent people from utilizing mental health services, and to identify key factors to increase access and improved service delivery. A qualitative study was conducted among 20 service users attending the outpatient clinic of Rumuigbo neuropsychiatric hospital. Ten participants were caregivers and 10 were clients, both having accessed services for at least one year.

Results show the mean age was 37.7 years, 60% were males, 40% were unemployed and only 15% had a regular monthly income, while 65% live in rural areas. Barriers observed in mental health services use were physical, financial and cultural. These include absence of service in rural communities, poor knowledge of mental health services, stigma, transportation problems, waiting time at the facility cost of service and stigmatization.

This study is complementary to the present study in that it sort of opened up greater understanding where tertiary educational institutions can apply the CSR activities in host communities in the South-South Nigeria.

Studies on Provision of Sustainable Environment in Host Communities

Takon (2014) studied environmental damage arising from oil operations in Niger Delta of Nigeria: How not to continually live with their specific impact on

population and ecology. According to him, oil operations and their impact on environment remains a contentious issue in the relationship between oil communities, oil companies and governments in developing countries, and less so in advanced economies with oil resources and vibrant civil societies.

In Nigeria, the global debate on the environment and sustainability resonates with its citizens, and since post-2000 crystallized Niger Delta politics around local oil-related environmental damage as a conflict issue in itself and by itself. Although environmental issues do not relate to oil and gas alone, this study examined and elaborated on the role of government, transnational oil companies and local oil theft in environmental degradation, and steps down analysis from the larger debate into the specific impact focusing on the nature of gas flaring, oil spills and pipeline network/sabotage in the South-South Nigeria.

Drawing from eclectic data gathering method - local documentation, participatory observation and elite interviewing technique – ample empirical evidences suggest that beside other human and institutional actions in this region, the effect of oil operations has substantial consequences on populations and ecology.

This study concludes that, though oil holds out a vision of development, leaves detrimental effect on the Niger Delta environment. In this context, policy shift from fossil-based energy system to the uptake of renewable energy technologies is inevitably a sine qua non. Greater participation of other civil society organizations, research institutions; colleges and universities on ways of mitigating environmental degradation in the South-South zone of Nigeria will be a step in the right direction.

This study is similar to the present study in that it called for collaborative efforts of all to solving the environmental issues in the South-South Nigeria. This study in particular is concerned with what the tertiary educational institutions have provided as part of CSR in host communities to solve the environmental issues in the South-South Nigeria.

Similarly Kadifa (2012) studied the environmental impacts of oil exploration and exploitation in the Niger Delta of Nigeria. According to the study oil exploration and exploitation has been on-going for several decades in the Niger Delta. It has had disastrous impacts on the environment in the region and has adversely affected people inhabiting that region. The Niger Delta consist of diverse ecosystems of mangrove swamps, fresh water swamps, rain forest and is the largest wetland in Africa and among the ten most important wetland and marine ecosystems in the world, but due to oil pollution the area is now characterized by contaminated streams and rivers, forest destruction and biodiversity loss in general the area is an ecological wasteland. This affects the livelihood of the indigenous people who depend on the ecosystem services for survival leading to increased poverty and displacement of people.

This study aims to investigate the various environmental problems associated with oil exploration and spillage in specifically the Niger Delta in Nigeria, as well as bring into perspective the environmental impact occurring in an important, reproductive wetland and marine ecosystem. Secondary data was used and analysed using descriptive method. Towards obtaining logical deductions, sequential presentation of facts from the data and a clear picture of the problem

The study revealed without any doubt that oil has been of great benefit to the Nigerian state and the people as a whole but the oil pollution caused by spillages from the oil industry located primarily in the Niger Delta region has caused the massive destruction to farmlands, sources of drinking water, mangrove forest, fishing grounds and declination of fish, crabs, molluscs, periwinkles and birds. Large areas of mangrove forest have been destroyed over a wide area affecting terrestrial and marine resources. Some past spills have necessitated the complete relocation of some communities, loss of ancestral homes, pollution of fresh water, loss of forest and agricultural land, destruction of fishing grounds and reduction of fish population, which is the major source of income for the Niger Delta people.

This study is very important to this present study because it justifies the clamour for CSR with respect to the environment whether in research or checking devastation of any kind. It however differed from the present study in that the present study studied the extent of CSR provisions in host communities by tertiary educational institutions in South-South Nigeria.

Studies on Provision Infrastructural Development in Host Communities

Otega, Danniand Badariah (2016) carried a study on infrastructure and sustainable development: The case of the Niger Delta Region in Nigeria. The study noted that several strategies have been employed by the Nigerian government to address the challenges of infrastructure deficiency in the Niger Delta region of Nigeria without meaningful results. It established that unless there is adequate understanding of the operations and functions of a system, the government would continue to

encounter developmental challenges. The study therefore, examined strategies for sustainable infrastructure development in the Niger Delta region of Nigeria.

The study employed an in-depth face-to-face interview to elucidate information from the key informants of the surveyed communities in the Niger Delta region. Several interviews were conducted with the key informants from six (6) selected oil producing communities in the Niger Delta region namely; Akassa and Oloibiri, Afiesere and Koko, Omoku and Bonny from Bayelsa, Delta and Rivers states respectively who were selected through purposive/convenience sampling method. In all, 19 community members consisting community opinion leaders, community development committee chairman (CDC), youth leaders and women leaders were selected from the six communities in the Niger Delta region in Nigeria. Data collected were analyzed using the Nvivo 10 software.

The results from the interviews were generated through the coding frames which consist of conceptualized frames that capture the activities of the Niger Delta Development Commission (NDDC). The study found out that there are no sustainable infrastructure developments in the Niger Delta despite the huge capital investment in infrastructure development especially in the rural communities. Further findings revealed low participation of community members, assessment of community needs, lack of involvement of community members, enlightenment of community members and inaccessibility of community members to developmental agency as the key factors hindering the success of sustainable infrastructure development in the Niger Delta region of Nigeria. The study concludes among others that participation of community

members, community involvement; assessment of community needs, enlightenment of community members play a crucial role in the achievement of sustainable infrastructure development in the Niger Delta region of Nigeria.

This study in particular is related to my present study because its findings bothered on the need for infrastructural development of the Niger Delta region. The present study however, determined the provision of CSR in host communities in South-South Nigeria with respect to infrastructural development.

In a similar study by Otega, Danni & Badariah (2015) on infrastructure and human development in Nigeria: A study of the south-south geo-political zone, current global economy indicates that human development is fast becoming central issue in the area of sustainable development due to its indispensable nature in enhancement of sustainability developmental goals. Developing nations including Nigeria now see the reason to align their infrastructural growth with human development growth which is particularly crucial in the Niger Delta region of Nigeria. At present, there is a rapid global infrastructure transition across all countries of the world which has renewed the interest of scholars and researchers, even policy makers on the need for infrastructure as a pivot for human development. While infrastructure serves as the very core of economic and social development, it also contributes to raising the standard of living and quality of life.

The study adopted a descriptive research design, which examined the level of infrastructural development in relation to human development growth in the Niger Delta region of Nigeria. 284 respondents selected through purposive sampling

technique were drawn from 6 communities in the Niger Delta region of Nigeria. The questionnaires were distributed via self-administered and also analyzed using descriptive analysis technique.

The findings among others revealed that the community people believed that the projects/programmes carried out by NDDC can transform the lives and conditions of community members. In other words, the community believed that their lives and living conditions can be transformed if NDDC is able to execute some of their projects and programmes in the communities surveyed while the study concluded that adequate infrastructure is a key to human development in the Niger Delta region of Nigeria. In other words, infrastructure and human development exist in a state of dynamic interdependence with each influencing the other. On this note, the study recommended that Nigerian government should invest in human capital in the Niger Delta through the rebuilding of infrastructure and by so doing, the economy would gain expected power of productivity.

This study is similar to my present study because they both canvassed the need for infrastructural development of south-south of Nigeria. This study in particular harped on the need for human capital development. Human capital infrastructural development forms the principal responsibility of tertiary educational institutions generally.

Agwu (2013) carried out a study on community participation and sustainable development in the Niger Delta. The study examined community participation and sustainable development in the Niger Delta. The research question addressed the extent to which sustainable development of the Niger Delta and improved welfare of host communities is dependent on their participation in the design and execution of community projects. It assumes that sustainable development of the oil producing communities can best be achieved through their participation in the design and execution of community projects.

An exploratory cross-sectional survey research design was used in conducting the study using questionnaire administered on 396 randomly selected respondents from three age brackets (35-39, 40-44 and 45-49) in ten judgmentally selected (based on prominence) oil producing communities in the five most prominent oil producing states of the Niger Delta. The sample size of 396 was determined from a population of 40,568 using Yamane sample size determination formula at 5% level of significance for sampling error. The questionnaire responses were presented using tables, analyzed and interpreted using simple percentages while formulated hypotheses were tested using chi-square.

The results indicated that sustainable development and improved welfare of host communities in the Niger Delta is to a large extent dependent on community participation. The research concludes that community participation in the design and execution of community projects will result in sustainable development and improved welfare of oil producing communities.

It therefore recommends among others: enactment of legislation that will compel oil producing companies to stop gas flaring and clean up oil spillages in their host communities, creation of oil/gas heritage savings fund for the survival of host communities in the post oil/gas era, involvement of local communities in the design and execution of community projects using reputable contractors, establishment of afforestation, pollution control and conservation of natural resources schemes in oil producing communities to replenish damaged natural resources and sustenance of the current amnesty programme.

This study is related to my present study because both studies canvassed the mobilization of community contractors and the participation of community members in the execution of community projects.

Otega, Danni and Badariah (2015) in another study examined Nigerian Niger Delta community participation: Catalyst for sustainable human development. According to the study due to degeneration resulting from years of oil exploration in the Niger Delta region of Nigeria, the government has embarked on several developmental initiatives to improve the living conditions of the people. However, the area is classified as one of the most underdeveloped among the six geopolitical zones in Nigeria despite its enormous contribution to the national revenue.

The study examined community participation as a catalyst to foster sustainable community and human development in the region. An in-depth interview was conducted with the key informants. The qualitative data obtained was analyzed using the Nvivo 10 software.

The findings revealed that issues such as community involvement in decision-making, awareness of government intervention programmes, adequate consultation and collaboration are the catalyst for community participation. The study, therefore, concludes that there is need for government and development agencies to understand the needs and aspiration of community in policy formulation and implementation of developmental goals.

The study shared the same view with my current study in that the present believed that community participation will guarantee the quality of projects and engender goodwill between community members and companies operating in the region.

Studies on Host Community Empowerment

Chukwuemeka and Aghara (2010) carried out a study on Niger Delta youth restiveness and socio-economic development of Nigeria. The Niger Delta according to them, like every human society, and in fact, the entire universe is simply and squarely a complex entity. Individuals and groups in the region have their own complexities, needs, aspirations, hopes, goals, opinions, views, and values which could be social, economic, religious, psychological or political. The study examined youth restiveness in the Niger Delta region of Nigeria, and the challenges it posed to Nigeria democracy and foreign investments.

Questionnaire, oral interview and personal observation were used as major instrument for data collection. The population of the study was an infinite one (about 40,000) made up of adults between the ages of 30 and 70 and youths between the ages

of 20 and 30. 350 respondents were selected using quota purposive sampling technique. 350 copies of questionnaire were distributed, out of which 320 were returned duly completed. Non-parametric statistical and content analyses were essentially used as tools of analysis.

The results showed dissatisfaction of the people of Niger Delta especially the youths. They are dissatisfied about the level of attention given to the development of their region and the damages to their ecology by oil spillage. Dissatisfaction was the major cause of the alarming youth restiveness. The item-by-item analysis showed that the Niger Delta people are actually oppressed, and politically marginalized. Inadequate distribution of revenue of the federation and poor revenue base of the Niger Delta region was also established to contribute largely to the restiveness in the region

Youth unemployment, poverty and other related social maladies are discovered to be prevalent in the Niger Delta region, and therefore have heightened restiveness. Respondents feel that what is urgently needed in the region was economic empowerment added to infrastructural development. The respondents believes that democracy will find it difficult to thrive in crises ridden Niger Delta if the situation is not checked.

This study is related to my present study because it studied economic empowerment which is canvassed as one of the possible CSR in host communities by tertiary educational institutions in my present study. The difference however is in the

fact that the present study determined the provision of CSR with respect to host community empowerment in South-South Nigeria.

Isa and Vambe (2013) studied youth empowerment and national development in Nigeria. They asserted that the level of national development in any given country is largely dependent on the extent to which the enormous potentials of its youth are harnessed and utilized by the government to promote and sustain economic growth and social progress. In Nigeria, widespread unemployment has constrained the efforts of the youth to contribute meaningfully to national development.

Using descriptive analysis drawn majorly from secondary data, the study established that widespread unemployment and poverty in Nigeria has not only induced youth disempowerment, but also created conditions that predisposes the youth to deviant behaviours which hinder economic growth, political stability, harmonious social cohesion, and overall national development. The study posited that if Nigeria is to join the league of the 20 strongest economies in the world by the year 2020, the potentials of the Nigerian youth as the locomotive of national development must be properly harnessed and utilized by eliminating the obstacles that hinder people from transforming their physical, biological and socio-economic environment for their individual fulfilment and for the benefit of society at large.

This study is similar to my present study in many respects except that it had a wider scope, that is, the entire country Nigeria. The present study was limited to the empowerment of South-South host community members through the provision of CSR by tertiary educational institutions in the region.

Okoji (2013) in similar study of the influence of community development programmes of multinational oil corporations on socio- economic empowerment of rural women in Niger Delta examined the socio-economic empowerment of rural women as a correlate of community development programmes of multinational oil corporation in Niger Delta, Nigeria.

The study adopted ex-post facto research design and random sampling technique was used to select 1126 respondents from the twelve communities. Two scales were used to collect primary data; these are Host Community Development Inventory (HCDS) $r = 0.71$ and Multinational Oil Development Inventory (MOCDI) $r = 0.74$. Data collected were analysed with Pearson Product Moment Correlation Analysis at 0.05 level of significance.

Findings from the study revealed that the multinational oil corporations did not follow the principle of community development in their intervention programmes because the host communities were not involved in the projects identification, planning, execution and evaluation. Significant relationship did not exist in the economic development ($r = 0.702$; $N = 1126$, $P > 0.05$), vocational skills ($r = 0.005$; $N = 1126$; $P > 0.05$), educational development ($r = 0.025$; $N = 1126$; $P > 0.05$).

Based on the objectives of and methods adopted in the study, it was observed that though the multinational oil corporations have reached out to their host communities through various community development programmes that centre round economic empowerment of the host community members, peace building and infrastructural development in their area of operations, community people were not

involved in their efforts. As good as these programmes are, the study revealed that many people from the area of operations of these multinational oil corporations have not benefited from these intervention programmes. The study further revealed that the multinational oil corporations operating in the Niger Delta of Nigeria, ought to empower the host community members economically through the expansion of the employment schemes.

This study is related to the present study in that it sought economic empowerment from the oil companies for host community members, while the present study canvassed economic empowerment for host community members by tertiary educational institutions in South-South Nigeria.

Summary of Review of Related Literature

In this section presents a summary of the key concepts of this study. It examined the concept of CSR as a deliberate inclusion of public interest in corporate decision-making, and in honour of a triple bottom-line: people, planet and profit (Wood, 2009). CSR is considered as being about the concern by corporate bodies for the sustenance of the society where they operate and of the well-being of their host communities. The concept of CSR was reviewed along with the concept of host communities and tertiary educational institutions as the theoretical foundation upon which this work is built. The stakeholder theory propounded by Edward R. Freeman in 1984 as a theory of organizational management and business ethics which addressed morals and values in managing an organization was extensively explored.

The theoretical studies were conducted in line with the purpose of this study.

The review spotlighted the evolution and core issues in the concept of CSR. The various evolutionary trends in CSR were highlighted alongside some of the theoretical perspectives to CSR. The core issues were identified as: corporate governance, human rights, labour practices, the environment, fair operating practices, consumer issues and community involvement and development. The literature review also indicated the possible benefits derivable from CSR which included benefits to the organization itself, the community and the general public. Further review of related literature on CSR higher education indicated that higher educational institutions can cause significant environmental impact and that they should be concerned about how their operational impact can affect the environment and show concern about their social responsibilities.

The drivers and organizational benefits of corporate social responsibilities in recent time were identified to include: shrinking roles of governments; greater demand for disclosure from stakeholders and the increased customers/clients interest in organizational activities. Similarly, sustainability of the environment was identified as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. A number of key performance areas were spotlighted as the CSR expectations of host communities: community development, economic empowerment, participation and transparency in handling CSR projects in host communities. Studies also shows that host communities expects charitable contributions, employee volunteer programmes, corporate involvement in community education, employment and homelessness programmes, product safety and quality,

sponsorship of cultural activities and infrastructural development added to good security schemes. Environmentally, CSR is discovered to benefit the society through; greater material recyclability, reduction in pollution, preservation of ecosystem, increase in life expectancy, better product durability and functionality, greater use of renewable resources amongst others.

A review of literature on CSR in higher education in other climes identified a number of roles played by the corporate world in tertiary educational institutions. It however pointed out that there was growing concern in the UK for instance, about the degree to which the increased close relationships between tertiary educational institutions especially universities and other degrees awarding institutions and the corporate world threatens institutional autonomy and academic freedom.

The study reviewed the work of Reiser (2007), of the Pontifical Universidad Catolica, Peru who identified CSR in tertiary educational institutions as a policy of ethical quality of the performance of institutions' community (students, faculty and administrative staff) via the responsible management of the educational, cognitive, labour and environmental impacts produced by the institution in an interactive dialogue with society to promote a sustainable human development. Several empirical studies were reviewed in relation to research questions raised and hypotheses formulated in this study. However, none of them covered the extent of provision of corporate social responsibilities by tertiary educational institutions in host communities in South-South, Nigeria. The present study, therefore intends to fill this gap by carrying out an empirical investigation on the extent of provision of corporate

social responsibilities by tertiary educational institutions in host communities in South-South, Nigeria.

CHAPTER THREE

METHOD

This chapter describes the procedures adopted in this study covering research design, area of the study, population for the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

A descriptive survey design was adopted for this study. Esene (2009) explained that descriptive survey design is one which involves the assessment of public opinions, beliefs, attitudes, motivations and behaviours, using questionnaires and sampling methods. Since this study is basically an assessment of stakeholders'

opinions on the provision of CSR in host communities, the descriptive survey is considered for the study.

Area of the Study

The area of this study was South-South Nigeria which made up of six states namely; Akwa Ibom, Bayelsa, Cross–Rivers, Delta, Edo and Rivers states. This zone is also popularly referred to as the Niger Delta region of Nigeria. The South-South Nigeria prides itself as the region that produces the wealth of the nation as it is the home of oil and gas exploration. The people of South –South, Nigeria are predominantly farmers and fishermen. The region has abundance of land and water resources which explains why they are extensively involved in farming and fishing.

The people are mainly Christians and are highly hospitable. Notwithstanding the religion of the people, the region has witnessed much of the CSR agitations in the country because of the devastation of their lands and waters due to activities of oil and gas explorers. It hosts a large number of both public and private tertiary educational institutions. The current trend is that CSR agitation in South–South Nigeria is not limited to the oil and gas sector of the economy; it has gradually extended to tertiary educational institutions in the region. The prevalence of CSR agitations, protests, and restiveness and hostage takings in South-South Nigeria justified this study in the area.

Population for the Study

The population for this study consists of 3,000 (400 senior management staff of tertiary educational institutions and 2,600 community leaders). The 300 senior management staff are made up of senior administrative officers attached to the offices

of the Vice-Chancellor, Deputy Vice-Chancellor, Deputy Vice-Chancellor Administration, Provost, Deputy Provost, Rector, Deputy Rector, Librarian, Registrar and Bursar and other senior administrative staff of the public tertiary institutions in Akwa Ibom, Bayelsa, Cross Rivers, Delta, Edo and Rivers States which make up South-South Nigeria. The data is based on the information gathered from the Registrar Office of the respective tertiary institutions used in this study. These classes of senior management staff were considered for the study because of their knowledge and access to records of engagements in their respective offices. The host community leaders comprised traditional rulers, chiefs, community heads, President-Generals of communities, and secretaries to traditional councils in various palaces. The distribution of the population is presented as appendix 1 on page 157.

Sample and Sampling Techniques

The sample size consisted of 945 subjects. This was made up of all 220 senior management staff of tertiary educational institutions and 725 members of host community leaders. Three states, namely; Edo, Cross River and Rivers State were randomly selected from the six states that comprised South-South Nigeria. The selected states possessed similar characteristics in terms of needs, interests, aspirations and expectations on resource allocation, utilization and control with the other three states in the region. Three tertiary institutions were selected randomly from each of the selected states according to their types: Universities, Polytechnics and Colleges of Education. Only public tertiary institutions were considered for this study. The distribution of samples is presented as appendix 2 on page 157.

Instrument for Data Collection

An instrument titled “Questionnaire on Stakeholders Opinion on the Provision of Corporate Social Responsibilities in Host Communities (QSOPCSRIHC)” was used for data collection from both the community leaders and the senior management staff of tertiary educational institutions. The instrument was divided into two parts: A and B. Part A contained two items on basic information on the respondent’s affiliation to the institutions or host communities of the study, Part B contained seven clusters of B1 to B7 according to the variables in the study with seven, six, four, 10, nine, three and two items respectively.

The questionnaire was structured on a five-point rating scale according to the extent of provision of CSR in host communities by tertiary educational institutions in South-South Nigeria. A total of 41 items were raised in the questionnaire to which respondents were required to respond by indicating the extent of provision of CSR in host communities according to the following ratings:

Very High Extent (VHE)	-	Prompt Provision
High Extent (HE)	-	Regular Provision
Moderate Extent (ME)	-	Occasional Provision
Low Extent (LE)	-	Rare Provision
Very Low Extent (VLE)	-	Hard Provision

Validation of the Instrument

The instrument was validated by three experts; one in Business Education from the Department of Vocational and Technical Education, University of Benin, Benin

City and two in Measurement and Evaluation, Nnamdi Azikiwe University, Awka. They scrutinized the instrument to determine the relevance and acceptance of the questionnaire items, their clarity and comprehensiveness. This was to be sure that the items strictly answered the research questions raised and the hypotheses formulated for this study.

Reliability of the Instrument

Cronbach alpha (α) reliability test was used to establish the reliability of the instrument used for data collection. A pilot study was carried out at the Federal Polytechnic, Oko and Nnamdi Azikiwe University, Awka, where the instrument was purposively administered to 28 senior management staff and 23 host community leaders in Oko and Awka. The responses were analyzed using Cronbach alpha (α) formula to ascertain the instrument's reliability. The reliability coefficient were found to be 0.95, 0.98, 0.99, 0.95, 0.98, 0.98 and 0.99 for clusters B1, B2, B3, B4, B5, B6 and B7 respectively and an overall reliability coefficient (r) of 0.97 was obtained indicative of high reliability.

Method of Data Collection

The questionnaire were personally distributed by hands to the management staff of the institutions and the leaders of host communities of the nine selected institutions on different days by the researcher and three properly briefed research assistants sourced from the respective communities and considered vast enough in the local language of the host communities. They helped the researcher in the distribution and

retrieval of the research instrument. The questionnaire were collected by the investigator same day after an interval of three hours. A total of 945 questionnaires were distributed, out of which 935 were retrieved and utilized in the study representing 99 percent.

Method of Data Analysis

The data was analyzed using descriptive statistics (means, and standard deviation) to determine the extent of provision of CSR in host communities by tertiary educational institutions. Using boundary limits of numbers, the opinions of respondents were determined and interpreted with the following ratings:

Very High Extent	5 points	-	4.50 - 5.00
High Extent	4 points	-	3.50– 4.49
Moderate Extent	3 points	-	2.50 – 3.49
Low Extent	2 points	-	1.50 – 2.49
Very Low Extent	1 point	-	1.00– 1.49

Decisions were taken based on the cluster mean relative to the real limit of numbers above. Inferential statistic of t-test was used in testing the hypotheses at 0.05 level of significance. A null hypothesis was retained, if t-calculated value was less than t- critical value. It was rejected, if t-calculated value was equal to or greater than the t- critical value.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the data collected and the statistical analysis of the study. The data presented were based on the questionnaire returned which were 935 representing 99% of the administered questionnaire. The results of the analysis of data are presented according to the research questions and hypotheses as follows:

Research Question 1

What is the extent of corporate social responsibilities by tertiary educational institutions with respect to the provision of educational opportunities for qualified indigenes of host communities? Data related to this research question are presented in Table 1.

Table 1: Respondents' mean ratings on provision of educational opportunities for qualified indigenes in host communities by tertiary educational institutions in South-South Nigeria.

B1	Educational Opportunities	\bar{X}	S.D	Remark
1.	Provision of concessionary admission for indigenes of the host community.	2.75	0.12	Moderate Extent
2.	Award of scholarships to indigenes of host community.	1.29	0.46	Very Low Extent
3.	Provision of Bursary award for indigenes of the host community.	1.15	0.37	Very Low Extent
4.	Provision of education extension services in host community.	2.75	0.92	Moderate Extent
5.	Organization of evening coaching classes for WAEC, NECO and NABTEB qualifying examinations in host community.	2.40	0.75	Low Extent
6.	Provision of students' special loan scheme for indigenes of host community to meet their education expenses.	1.04	0.19	Very Low Extent

7.	Provision of vocational training programmes in host communities.	1.13	0.80	Very Low Extent
	Grand Mean	1.79		Low Extent

Data in Table 1 shows that the respondents rated items 1 and 4 as having mean scores of 2.75. Based on the decision rule, these mean ratings fell within the real limits of 2.50 – 3.49 implying moderate extent of CSR. Items 2, 3, 6 and 7 have mean ratings of 1.29, 1.15, 1.04, and 1.13 respectively. The mean ratings fell within the real limits of 1.00-1.49 implying very low extent of CSR. Item 5 has a mean rating of 2.40 which falls within the real limits of 1.50- 2.49 implying low extent of CSR. The grand mean of this cluster is 1.79 which fell within the range regarded as low extent of CSR. The standard deviation ranged from 0.12 - 0.92 which implied that the respondents were homogenous and were not too far apart in their ratings. It therefore means that the respondents are of the view that there is low extent of CSR with respect to the provision of educational opportunities for host community members.

Research Question 2

What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of employment opportunities for community members? Data related to this research question are presented in Table 2.

Table 2: Respondents' mean ratings on provision of employment opportunities for host community members by tertiary educational institutions in South-South Nigeria.

B2	Employment Opportunities	\bar{X}	S.D	Remarks
8.	Provision of employment opportunities for host community members.	3.02	0.97	Moderate Extent
9.	Headship appointment of host community members.	2.36	0.82	Low Extent
10.	Employment of host community members to senior staff cadre.	2.75	0.94	Moderate Extent
11.	Concessionary reservation of some junior staff positions for host community members.	4.59	0.77	Very High Extent
12.	Regular payment of host community members' salary and allowances.	2.88	0.65	Moderate Extent
13.	Prospects of growth for host community members on the job.	3.90	0.41	High Extent
	Grand Mean	3.25		Moderate Extent

Data in Table 2 shows that items 8, 10 and 12 have mean ratings of 3.02, 2.75, and 2.88 respectively. The mean ratings fell within the real limits of 2.50 – 3.49 implying moderate extent of CSR. Item 9 has a mean rating of 2.36 which fell within the real limits of 1.50-2.49 implying low extent of CSR. Similarly, item 11 has a mean rating of 4.59 which fell within the real limits of 4.50 – 5.00 implying very high extent of CSR, while item 13 has a mean rating of 3.90 which fell with the real limits of 3.50 - 4.49 implying high extent of CSR. The grand mean of this cluster is 3.25 which fell within the range regarded as moderate extent of CSR. The standard deviation ranged from 0.41- 0.98 which implied that the ratings were not too far apart. This therefore means that the respondents are of the view that there is moderate extent of CSR with respect to the provision of employment opportunities for host community members.

Research Question 3

What is the extent of corporate social responsibilities by tertiary educational institutions with respect to the provision of health extension services in host communities? Data related to this research question are presented in Table 3.

Table 3: Respondents' mean ratings on provision of health extension services in host communities by tertiary educational institutions in South-South Nigeria.

B3	Health Extension Service	\bar{X}	S.D	Remarks
14.	Regular provision of free eye, blood pressure and diabetes tests in the host community.	2.71	0.84	Moderate Extent
15.	Regular access to institutions' health centre and other medical facilities	2.01	0.98	Low Extent
16.	Regular access to clean portable drinking water in the host community.	2.97	1.25	Moderate Extent
17.	Sponsorship of medical surgery of host community members.	1.40	0.79	Very Low Extent
Grand Mean		2.27		Low Extent

Data in Table 3 show items 14 and 16 as having mean ratings of 2.71 and 2.97 respectively. These mean ratings fell within the real limits of 2.50 – 3.49 implying moderate extent of CSR. Item 15 has a mean rating of 2.01 which fell within the real limits of 1.50-2.49 implying low extent of CSR, while item 17 has a mean rating of 1.40 which fell within the real limits of 1.00-1.49 implying very low extent of CSR. The grand mean of this cluster is 2.27 which fell within the range regarded as low extent of CSR. The standard deviation ranged from 0.79 -1.25 which indicated that the respondents were homogenous and not far apart in their ratings. This therefore means that the respondents are of the views that there is low extent of CSR with respect to the provision of health extension services in host communities.

Research Question 4

What are the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of sustainable of the environment and the cherished cultural values of host communities? Data related to this research question are presented in Table 4.

Table 4: Respondents' mean ratings on provision of sustainable environment and Cherished cultural values of host communities by tertiary educational institutions in South-South Nigeria.

B4	Sustainability of Environment and Cherished Cultural Values	\bar{X}	S.D	Remarks
18.	Development of green areas in parts of host community.	2.33	0.93	Low Extent
19.	Checkmating the degradation of host community environment by planting trees.	2.04	0.60	Low Extent
20.	Mounting of courses of study in host community local language.	2.11	0.56	Low Extent
21.	Education of host community members on environmental pollution and waste management techniques.	2.87	0.44	Moderate Extent
22.	Promotion of decent dressing amongst students within the host community.	4.81	0.88	Very High Extent
23.	Contribution to host community security and local vigilante activities.	3.07	0.58	Moderate Extent
24.	Prevention of high incidence of immoral conducts by students within the host community.	2.92	0.79	Moderate Extent
25.	Sponsorship/cash/gifts donations to the host community during festive and cultural ceremonies.	2.83	0.58	Moderate Extent
26.	Donation of live stocks for use during host community festivals and cultural ceremonies.	2.68	0.70	Moderate Extent
27.	Courtesy visits to the Monarch and host community leaders during festivals.	3.99	1.23	High Extent
	Grand Mean	2.88		Moderate Extent

Data in Table 4 shows that items 18, 19 and 20 have mean ratings of 2.33, 2.04 and 2.11 respectively. Based on the decision rule, these mean ratings fell within the real limits of 1.50 – 2.49 implying low extent of CSR. Items 21, 23, 24, 25 and 26 have mean ratings of 2.87, 3.07, 2.92, 2.83 and 2.68 respectively. These mean ratings fell within the real limits of 2.50-3.49 implying moderate extent of CSR. Item 22 has a mean rating of 4.81 which fell within the real limits of 4.50-5.00 implying very high extent of CSR, while item 27 has a mean rating of 3.99 which fell with the real limit of 3.50 – 4.49 implying high extent of CSR. The grand mean of this cluster is 2.88 which fell within the range regarded as moderate extent of CSR. The standard deviation ranged from 0.44 – 1.23 which implied that the respondents were homogenous in their ratings in which case they were not far apart in their rating. This means therefore that the respondents are of the views that there is moderate extent of CSR with respect to provision of sustainable environment and the cherished cultural values of host communities.

Research Question 5

What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of infrastructural development in host communities? Data related to this research question are presented in Table 5.

Table 5: Respondents' mean ratings on provision of infrastructural development in host communities by tertiary educational institutions in South-South Nigeria.

B5	Infrastructural Development of Host Communities.	\bar{X}	S.D	Remarks
28	Physical infrastructural development of the host community.	1.93	0.70	Low Extent
29	Construction of water boreholes and related water projects in the host community.	2.27	0.86	Low Extent
30	Construction of feeder roads within the host community.	1.45	0.86	Very Low Extent
31	Construction of drainages and prevention of flooding and erosion in host community.	1.98	0.74	Low Extent
32	Extension of electricity to host community from their private facilities.	1.38	0.90	Very Low Extent
33	Construction of power projects within the host community.	1.39	0.77	Very Low Extent
34	Grading and maintenance of host community's earth roads.	2.77	0.89	Moderate Extent
35	Host community's members' participation in the execution of CSR projects in the community.	2.86	0.87	Moderate Extent
36	Accountability, transparency and honest disclosures of costs of CSR projects in host community to members.	2.79	0.86	Moderate Extent
	Grand Mean	2.10		Low Extent

Data in Table 5 shows that items 28, 29 and 31 have mean ratings of 1.93, 2.29 and 1.98 respectively. These mean ratings fell within the real limits of 1.50 – 2.49 implying low extent of CSR. Items 30, 32, and 33 also have mean ratings of 1.45, 1.38, and 1.39 respectively. These mean ratings fell within the real limits of 1.00-1.49 which implies very low extent of CSR. Similarly, items 34, 35 and 36 have mean ratings of 2.77, 2.86 and 2.79 respectively, which fell within the real limits of 2.50 - 3.49 implying moderate extent of CSR. The grand mean of this cluster is 2.10 which fell within the range regarded as low extent of CSR. The standard deviation ranged from 0.74 – 0.90 which implied that the ratings were homogenous and not far apart.

This means therefore that the respondents are of the views that there is low extent of CSR with respect to provision of infrastructural development in host communities.

Research Question 6

What is the extent of corporate social responsibilities by tertiary educational institutions with respect to adequate mobilization of community contractors? Data related to this research question are presented in Table 6.

Table 6: Respondents' mean ratings on adequate mobilization of community contractors by tertiary educational institutions in South-South Nigeria.

B6	Mobilization of Community Contractors	\bar{X}	S.D	Remarks
37.	Award of contracts to local contractors from host community.	3.02	0.79	Moderate Extent
38.	Quality of CSR interventions provided in the host community.	3.02	0.72	Moderate Extent
39.	Regular payment for contracts done by contractors from host community.	3.11	0.58	Moderate Extent
	Grand Mean	3.05		Moderate Extent

Data in Table 6 shows that items 37, 38 and 39 have mean ratings of 3.20, 3.02 and 3.11 respectively. These mean ratings fell within the real limits of 2.50 – 3.49 implying moderate extent of CSR. The grand mean of this cluster is 3.05 which fell within the range regarded as moderate extent of CSR. The standard deviation ranged from 0.58–0.79 which implied that the respondents were homogenous and not far apart in their ratings. This means therefore that the respondents are of the views that there is moderate extent of CSR with respect to adequate mobilization of community contractors.

Research Question 7

What is the extent of corporate social responsibilities by tertiary educational institutions with respect to provision of honorary degrees and fellowship award for deserving indigenes of host communities? Data related to this research question are presented in Table 7.

Table 7: Respondents' mean ratings on provision of honorary degrees and fellowship awards for indigenes of host communities by tertiary educational institutions in South-South Nigeria.

B7	Honorary Degrees and Fellowship Awards	\bar{X}	S.D	Remarks
40.	Honorary degree awards for prominent members of host community.	2.68	0.64	Moderate Extent
41.	Conferment of fellowship on deserving host community members.	1.45	0.77	Very Low Extent
	Grand Mean	2.07		Low Extent

Data in Table 7 shows that item 40 has a mean rating of 2.68. This mean rating fell within the real limits of 2.50 – 3.49 implying moderate extent of CSR, while item 41 has a mean rating of 1.45 which fell within the real limits of 1.00–1.49 implying very low extent of CSR. The grand mean of this cluster is 2.07 which fell within the range regarded as low extent of CSR. The standard deviation ranged from 0.64 – 0.77 which implied that the respondents were not far apart in their ratings. This means therefore that the respondents are of the views that there is low extent of CSR with respect to provision of honorary degrees and fellowship awards for deserving indigenes of host communities.

Hypothesis 1

There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of educational opportunities for qualified indigenes of host communities. Data related to this hypothesis are summarized in Table 8.

Table 8: Summary of t-test analysis of respondents' mean ratings on provision of educational opportunities for qualified indigene in host communities by tertiary educational institutions in South-South Nigeria

N	\bar{X}	S	t-cal	α	df	t-crit	Remark
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Host community leaders	720.00	3.08	0.73					
				-2.26	0.05	933	1.96	Not Significant
Senior mgt.staff	215.00	3.84	0.66					

Data in Table 9 shows the t-test analysis of responses of host community leaders and senior management staff of tertiary educational institutions in the south-south region with a mean of 3.08 and 3.84 respectively. The t-calculated value of -2.26 is less than the t-table value of 1.96 at 933 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis was retained which implied that there was no significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to the provision of employment opportunities for host community members.

Hypothesis 3

There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of health extension services in host communities. Data related to this hypothesis are summarized in Table 10.

Table 10: Summary of t-test analysis of respondents' mean ratings on provision of health extension services in host communities by tertiary educational institutions in South-South Nigeria.

	N	\bar{X}	S	t-cal	α	df	t-crit	Remark
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Host community leaders	720.00	2.09	0.86					
				-3.45	0.05	933	1.96	Not Significant
Senior mgt. staff	215.00	2.90	0.48					

Data in Table 10 shows the t-test analysis of responses of host community leaders and senior management staff of tertiary educational institutions in the south-south region with a mean of 8.86 and 2.90 respectively. The t-calculated value of -3.45 is less than the t-table value of 1.96 at 933 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis was retained which implied that there was no significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to the provision of health extension services in host communities.

Hypothesis 4

There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of sustainable environment and the cherished cultural values of host communities. Data related to this hypothesis are summarized in Table 11.

Table 11: Summary of t-test analysis of respondents' mean ratings on the extent of provision of sustainable environment and the cherished cultural values of host communities by tertiary educational institutions in South-South Nigeria

	N	\bar{X}	S	t-cal	α	df	t-crit	Remark
Host community leaders	720.00	2.88	0.71					

				-0.84	0.05	933	1.96	Significant
Senior mgt. staff	215.00	3.29	0.64					

Data in Table 11 shows the t-test analysis of responses of host community leaders and senior management staff of tertiary educational institutions in the south-south region with a mean of 2.90 and 3.36 respectively. Since the t-calculated value of -0.84 is within the range of t-table value of 1.96 at 933 degree of freedom and 0.05 level of significance, the null hypothesis was rejected and the alternate hypothesis accepted which implied that there was a significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to provision of sustainable environment and the cherished cultural values of host communities.

Hypothesis 5

There is no significant difference between the mean ratings of tertiary educational institutions' management and host community leaders on the extent of provision of infrastructural development in host communities. Data related to this hypothesis are summarized in Table 12

Table 12: Summary of t-test analysis of respondents' mean ratings on the extent of provision of infrastructural development in host communities by tertiary educational institutions in South-South Nigeria

	N	\bar{X}	S	t-cal	α	df	t-crit	Remark
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Host community leaders	720.00	1.95	0.78					
				-1.39	0.05	933	1.96	Significant
Senior mgt.staff	215.00	2.67	0.90					

Data in Table 12 shows the t-test analysis of responses of host community leaders and senior management staff of tertiary educational institutions in the south-south region with a mean of 1.95 and 2.67 respectively. Since the t-calculated value of -1.39 is within the range of t-table value of 1.96 at 933 degree of freedom and 0.05 level of significance, the null hypothesis was rejected and the alternate hypothesis was accepted. This implied that there was a significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to provision of infrastructural development in host communities.

Hypothesis 6

There is no significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to adequate mobilization of community contractors. Data related to this hypothesis are summarized in Table 13

Table 13: Summary of t-test analysis of respondents' mean ratings on adequate mobilization of community contractors by tertiary educational institutions in South-South Nigeria

	N	\bar{X}	S	t-cal	α	df	t-crit	Remark
Host community leaders	720.00	2.89	0.56					
				-4.80	0.05	933	1.96	Not Significant
Senior mgt. staff	215.00	3.58	0.80					

Data in Table 13 shows the t-test analysis of responses of host community leaders and senior management staff of tertiary educational institutions in the south-south region with a mean of 2.89 and 3.58 respectively. The t-calculated value of -4.80 is less than the t-table value of 1.96 at 933 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis was retained which implied that there was no significant difference between the meanresponses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to adequate mobilization of community contractors.

Hypothesis 7

There is no significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to provision of honorary degrees and fellowship awards for deserving indigenes of host communities. Data related to this hypothesis are summarized in Table 14.

Table 14: Summary of t-test analysis of respondents' mean ratings on provision of honorary degrees and fellowship awards for deserving indigenes of host communities by tertiary educational institutions in South-South Nigeria

	N	\bar{X}	S	t-cal	α	df	t-crit	Remark
Host community leaders	720.00	1.63	0.58	-8.39	0.05	933	1.96	Not Significant
Senior mgt. staff	215.00	2.46	0.94					

Data in Table 14 shows the t-test analysis of responses of host community leaders and senior management staff of tertiary educational institutions in the south-south region with a mean of 1.63 and 2.46 respectively. The t-calculated value of -8.39 is less than the t-tabulated value of 1.96 at 933 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis was retained which implied that there was no significant difference between the mean responses of tertiary educational institutions' management and host community leaders on the extent of CSR with respect to provision of honorary degrees and fellowship awards for deserving indigenes of host communities.

Summary of the Findings

Arising from this study, the following major findings were summarized from the data analyzed above:

1. The extent of CSR with respect to provision of educational opportunities in host communities was rated very low.
2. There was moderate extent of CSR with respect to provision of employment opportunities for host community members.
3. The extent of CSR with respect to provision of health extension services in host communities was rated low.
4. There was moderate extent of CSR with respect to provision of sustainable environment and the cherished cultural values of host communities.
5. The extent of CSR with respect to provision of infrastructural development in host communities was rated low.

6. There was moderate extent of CSR with respect to adequate mobilization of community contractors.
7. The extent of CSR with respect to provision of honorary degrees and fellowship awards for deserving indigenes of host communities was rated low.
8. Results show that there was no significant difference in the opinions of both the host community leaders and senior management staff on the extent of CSR in host communities.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents with the discussion of the findings, implications of the study, conclusion, recommendations, and suggestions for further studies.

Discussion of Findings

The discussion of the results is presented based on the seven research questions raised and the seven null hypotheses formulated to guide the study.

Provision of Educational Opportunities in Host Communities

Results show that there was low extent of CSR with respect to provision of educational opportunities for host community members. Results also show that there was no significant difference between the respondents' mean ratings on the opinion of senior management staff and the community leaders on provision of educational opportunities for qualified indigenes of host communities. The finding above is in agreement with Nath (2011) that the quality and access to functional education in the South-South was abysmally low and that there were no good educational infrastructures; classrooms and learning materials added to dearth of qualified teachers in Niger Delta school system. In a similar study Geo-jaja and Akaisi (2010) observed that achieving basic capabilities and providing educational opportunities to all has not been a priority in South-South Nigeria. Geo-jaja and Akaisisupra concluded that a cursory look at poverty and education policies imposed from the top down indicated that levels of education and employment were extremely low. These findings are tandem with Enyinma (2010), Oko and Agbonifoh (2014) who were of the view that

access to formal education in South-South Nigeria was low as students at the secondary school levels were of ages 19 – 26 years and that most female students were mothers of two – three children.

Igbinedion and Ovbiagele (2012) opined that access to formal education is the easiest way of developing the individual and the society as a whole. Access typically refers to the ways in which educational institutions and policies ensure, or at least strive to ensure, that students have equal and equitable opportunities to take full advantage of educational opportunities. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programmes. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special-education status, language ability, and family income or educational-attainment levels, in addition to factors such as relative community affluence, geographical location, or school facilities—may contribute to certain students having less “access” to educational opportunities. This fact was rightly stressed further by Igbinedion and Ovbiagele (2012) when they opined that the philosophy of Nigeria education is based on the belief that education is the vehicle for effective human and national development. According to the duo, educational institutions are centres for human betterment and progress of society. The concern here is that any CSR intervention in host communities that is aimed at sustainable impact should consider access to educational opportunities for community members. This practically refers to institutional

strategies or policies designed to remove institutional disincentives, impediments, or barriers to academic success, whether intentional or unintentional, or to provide the resources, social services, and academic support that certain students may need to succeed in school. Where opportunities or access are denied or left unaddressed by schools, students may struggle academically or drop out, learning gaps may compound or widen over time, students may graduate unprepared to enrol and succeed in a post-secondary programme, or students may be unable to participate in certain courses, school programmes, extra-curricular activities, or sports, among other undesirable outcomes. Igbinedion and Ovbiagele (2012) argued that educational opportunities go beyond mere enrolment in schools and colleges, but, include the ability to conclude the prescribed course of study, stressing that tertiary educational institution should be able to provide educational opportunities in host communities in the South–South Nigeria.

The possible direct areas of such interventions in host communities may include: provision of assistive technologies, accommodations, or modified school facilities and transportation vehicles that make full participation in school programmes possible for types of students (able bodied or physically challenged); provision of equal opportunities in educational programmes and activities regardless of gender, race, or sexual orientation, including extracurricular activities and sports; provision of adequate health care and nutritional services, including free or reduced-price school breakfasts and lunches to ensure that children living in poverty are not attending school sick or hungry; provision of adequate public transportation to attend schools

that may or may not be located near students' homes; provision of preschool or kindergarten so that students enter school prepared to learn and succeed academically regardless of income level or a family's ability to pay for early childhood education; access to technology, including high-speed internet connections and adequate hardware (computers, laptops, tablets) and software (particularly learning applications) so that students have equitable access to the same digital and online learning opportunities regardless of their family's income level or ability to pay for these technologies and provision of social services, academic support, and other resources that can help students who are at risk of failure or dropping out remain in school, succeed academically, graduate with diplomas/degrees and pursue postgraduate education amongst others.

Provision of Employment Opportunities in Host Communities

Results show there was moderate extent of CSR in host communities with respect to the provision of employment opportunities for host community members. Findings also show that there was no significant difference between respondents' mean ratings of the opinions of senior management staff and community leaders on provision of employment opportunities in host communities by tertiary educational institutions in South-South Nigeria. This finding is in variance with IISD (2012) which advocated that social responsibility should not only be considered from business perspectives, but, also from the community and general public perspectives. It stressed that CSR benefits to the communities and the general public should include employment and employees voluntary programmes, corporate involvement in

community education and jobs creation amongst others. It is generally believed and rightly too, that tertiary educational institutions have the capacity to create a sizeable number of direct and indirect employment that can be advantageous to members of host communities.

In a related study, Tambari and Imoh (2016) found correlation between unemployment and crime rates in South-South Nigeria. Their study showed that unemployment was responsible to the very high crime rates noted in two out the six states of the South-South Nigeria studied. Similarly Danjuma and Bala (2012) reported that unemployment was one of the major factors that contribute to agitation and restiveness in Nigeria with particular reference to the Niger Delta of Nigeria. Ikon in Okoh and Ojo (2008) and Ogula (2012) were unanimous in maintaining that host communities' expect organizations operating in their domain to empower their indigenes through the creation of job opportunities. Empowerment as contemplated here includes providing employment and other means of livelihood for host community members. In the same vein, UNDP (2007), observed that host community members have no access to meaningful economic opportunities, clean water and health care and that these were very critical to their welfare. Adeyantu (2012) is in support of the view that organizations should create jobs and provide employment opportunities for qualified members of host communities. Adeyantu maintained that provision of employment opportunities for host community members would guarantee their loyalty, commitment and cooperation with such organization.

Provision of Health Extension Services in Host Communities

The study showed that there was low extent of CSR with respect to the provision of health extension services in host communities. Result also show that there was not significance difference between the senior management staff and community leaders in their opinion on the provision of health extension services in host communities by tertiary educational institutions in South-South Nigeria. This finding is collaborated by the study of Oyibocha, Irinoye, Ogungide, Edike and Okome (2014) on sustainable healthcare system in Nigeria: vision, strategies and challenges. The study affirmed that despite the enormous natural and human resources at the disposal of government in Nigeria, it is still drifting towards what they called ‘banana’ nation.

The study identified some of the major challenges to sustainable healthcare system in Nigeria to include counterfeit and adulterated drugs, poor healthcare financing and sustainability, increased out-of-pocket expenditure, poverty, lack of basic education, shortage of medical personnel, inadequate medical infrastructures/equipment/drugs, poor remuneration and other factors such as bribery and corruption. To achieve sustainability of health services, Oyibocha et al maintained that there is the need for transformative plans and solutions which require cooperation among industries and governments through delivery of minimum set of cost effective health interventions, packages and revitalization of the country’s health system.

Similarly, the study by Izibeloko and Leana (2013) on the barriers to mental health services in the Niger Delta of Nigeria shows a very low access to health

services. The study also showed that their mean age was 37.7 years, 60% were males, 40% were unemployed and only 15% had regular monthly salaries, while 65% live in rural areas. The study identified physical, financial and cultural issues as part of the barriers to access to health care in Niger Delta. According to the duo, absence of health services in rural communities, poor knowledge of mental health services, stigmatization, transportation problems, waiting time at available facilities and cost of services were identified as issues in health services in South-South Nigeria.

An earlier study by Adeyanju (2012) identified health services as one major area of interest for CSR in South –South Nigeria. The researcher advised that organizations should show commitments to the promotion of community health and that of their work force. Tertiary educational institutions could allow host community members guided access to their health facilities\clinics for common ailments.

Occasionally, health talks or programmes can be organized in host communities especially by institutions that run medical courses or programmes. Adeyanju cited the health intervention scheme of MTN – MTNF portfolio. The key goal of the health portfolio is to alleviate the health challenges facing Nigerians through feasible and sustainable projects geared towards improving lives in various communities in Nigeria. He challenged other organizations to emulate the MTN in this direction. Adeyantu collaborated the earlier work of Amaeshi, Adi, Ogbechie and Amao (2008) that CSR in Nigeria should aim at addressing the issues of health care, poverty alleviation and that these interventions should be informed by socio-cultural influences in the communities.

Provision of Sustainable Environment and Cherished Cultural Values of Host Communities

Results show moderate extent of CSR in host communities in South-South Nigeria with respect to sustainability of environment and the cherished cultural values of the host communities. Results also show that there was significant difference in the opinions of senior management staff and community leaders on provision of sustainable environment and the cherished cultural values of host communities. This result is collaborated by Igbinedion and Ovbiagele (2012) who reported that the gale of agitation and restiveness in South– South Nigeria over CSR was gradually being addressed by operators in the area. According to the duo, the agitations which were no longer limited to oil and gas companies operating in the area has resulted in some CSR activities in the management of the negative ecological impacts of corporate operators in the area. Similarly, Takon (2014) observed that oil explorations and their impact on the environment remains a contentious issue in the relationship between oil communities, oil companies and governments in South-South Nigeria. The global debate on the environment and sustainability resonates with the people of the region, and since post 2000 crystallized its politics around local oil-related environmental degradation as a conflict issue in itself and by itself. The study observed however, that environmental issues in the region do not relate to oil and gas alone, as such, the study examined and elaborated on the role of government, transnational oil companies and local oil theft and other corporate entities on environmental degradation. He recommended a greater participation of other civil society organizations, research

institutions, colleges and universities on ways of mitigating environmental degradation in South-South Nigeria will be a right step in the right direction.

Oko (2014) canonized that the relationship between the environment and the business must be optimized in favour of the environment, while Bateman and Shell cited in Igbinedion and Ovbiagele (2012) in their earlier contributions to the debate declared that the management of the environment is a thrust area of CSR anchored on the appraisal of society as a risk prone entity and that to ensure sustainable future it should be of great concern to all.

In the same vein, Post in Oko and Agbonifoh (2014) advocated the need for corporate managers to create a new relationship between business activities and the natural (physical) environment. They hold the view that operational abuses and associated impacts are enormous in Nigeria, and that its management should to be effective and efficient as well as long-term goals oriented. To achieve this, they argued that management of the environment must be strategic and based on the integration of technical, ethical, social and competitive variables. The duo advised that strong economy can only be sustained if it integrated economic, social and environmental well-being.

Shepherd, Patzelt and Baron (2013) further asserted that culture reflects the society in which organizations are embedded and that organizations reflects a variety of aspects of the society in which they exist and that there are significant evidences of the direct influence of societal culture and values on organizations. They summed their position by saying that organizations should take cognizance of the culture and

values of its host communities. Their argument found collaboration in an earlier work by Ite (2006) which stated that CSR programmes should take into consideration the social, cultural and political characteristics of host communities in South–South Nigeria.

Provision of Infrastructural Development in Host Communities

Results show that there was low extent of provision of infrastructural development in host communities and that there was significant difference between the opinions of senior management staff and host community leaders on provision of infrastructural development in host communities by tertiary educational institutions in South-South Nigeria. This finding is in agreement with Okinono and Badariah (2016) who studied infrastructure and sustainable development in the Niger Delta of Nigeria. According to the study several strategies have been employed by the Nigerian government to address the challenges of infrastructure deficiency in the Niger Delta. The study however noted that nothing meaningful has been achieved in the direction of infrastructural development in the region. Okinono and Badariah advised that until there is adequate understanding of the operations and functions in Niger Delta region as system, the government and other development agencies would continue to encounter developmental challenges.

Ogula (2012) similarly identified one of the major expectations of host communities to be infrastructural development. According to his study, “repeatedly all respondents emphasized the need for organizations to build infrastructures in host communities.” Ogula quoted a respondent as saying “they should be able to provide

roads to link the communities, mobility – first provide transportation, then aide the local people with” Ogula concluded that in general there was a lack of modern infrastructures observed during his field visits reinforced the host communities’ expectations that companies and other organizations should be involved in sustainable development. Though there were claims of interventions by senior management staff, Aids cited extensively in Igbinedion and Ovbiagele (2012) had in its report on the activities of operators in South -South Nigeria confirmed that some of the schools, hospitals and other social amenities claimed to have been provided by some organizations have been abandoned or did not meet the needs of the communities they were meant to support. South–South Nigeria faces many constraints, including poor infrastructures, particularly road networks and electricity supply; inadequate physical security, corruption, weak enforcement of contracts and high cost of finance (FGN 2005)

Mobilization of Host Community Contractors

Results indicated that there was moderate extent of CSR in host communities with respect to mobilization of community contractors and that there was no significant difference between the opinions of senior management staff and host community leaders on adequate mobilization of host communities contractors by tertiary educational institutions in South-South Nigeria. This result finds collaboration in the work of Agwu (2013) on host community participation and sustainable development. The study examined the extent to which sustainable development of the Niger Delta and improved welfare of host communities is dependent on their

involvement in the design and execution of community projects. Result shows that sustainable development and improved welfare in host communities in South-South Nigeria is to a large extent dependent on host community participation. The study concluded that host community members' participation in the design and execution of host community projects will result in sustainable development of the Niger Delta and improved welfare of host community members. Similarly, Ogula (2012) reported that a significant dimension of host community expectations as indicated by respondents in his study centred on their desire to participate in the implementation of CSR projects. According to him, the economic indicators of the zone favoured the expectation of external interventions to stimulate economic empowerment. The argument goes that illiteracy and unemployment levels were high amongst the youth in the zone and that the indigenes are among the poorest in the world. Host community members have no access to economic opportunities. Adequate mobilization of local contractors is an attempt to economically empower the community members. Secondly, the involvement of local contractors in CSR projects to some extent will guarantee project completion and quality delivery since they are from the communities and possibly resides within the host communities. Ogula supra maintained that patronage in terms of participation will enhance their economic wellbeing and commitment to organizations' success.

Provision of Honorary Degrees and Fellowship Awards for Deserving Indigenes of Host Communities

Results show that there was low extent of CSR with respect to provision of honorary degrees and fellowship awards for deserving indigenes of host communities.

There was also no significant difference between the opinions of senior management staff and host community leaders on provision of honorary degrees and fellowship awards to deserving indigenes of host communities. The award of honorary degrees and fellowship to deserving indigenes is a matter of recognition for host community members who are major stakeholders in organizations operating in their domain. Ogula (2012) was prominent in observing the concern of the host community members for inclusion and participation in the affairs of organizations operating in their communities. He argued that as stakeholders, they should be allowed to acquire direct or indirect interests in organizations operating in their area. Ogula maintained that such recognition would help to engender goodwill and co-operation from host community members. Their position was earlier canvassed by Corbin and Straus (2008) when they claimed that the context illuminates the circumstances or concerns to which individuals or groups responds. In the same vein, UNDP (2007) asserted that resources extraction or utilization in lands occupied by indigenous people should conform to the desires and needs of the people and not at the expense of their culture, expectations or aspirations. They stressed that the apparent lack of respect for their customs, aspirations and expectations evoke emotions of dissatisfaction, anger and despair.

Conclusion

Based on the findings of this study, it is hereby concluded that there is a need for the provision of corporate social responsibilities in host communities by tertiary educational institutions in South-South Nigeria. There are CSR gaps which

have not been sufficiently addressed over the years. Though some level of CSR have been reported in host communities with respect to employment generation, environmental and mobilization of local contractors, the extent of such engagements appear insignificant due to enormity of host communities' expectations.

Greater level of commitment to CSR in host communities with respect to provision of educational opportunities, health extension services, infrastructural development of host communities, transparency in the management of CSR schemes, participation and recognition of prominent host community members are fundamental to addressing host community agitations. Enhanced provision of CSRs in host communities will promote conviviality, goodwill, co-operation and mutual respect between tertiary educational institutions and host communities in South–South Nigeria. It will enhance the perception of tertiary educational institutions by host communities as partners in progress.

Implications of the Findings

The low extent of CSR in provision of educational opportunities in host communities would limit access to formal education in host communities. This finding will further aggravate what Nath (2011); Geo-Jaja and Akaisi(2010); Oko and Agbonifoh (2014) already identified as low level of formal education and high illiteracy level when they asserted that access to formal education in the South-South Nigeria was low as students at the secondary school levels were of ages 19 – 26 years, with most female students being mothers of two– three children. Further denial of host

community members' access to formal education will surely increase agitations and restiveness in South–South Nigeria.

Provision of employment opportunities for host community members is one high CSR expectations of host communities. Host community members consider such CSR as a way of empowering the indigenes economically. Tambari and Imoh (2016) posited that unemployment was very rampant among youths in South-South Nigeria. Danjuma and Bala (2012) are of the view that large population of unskilled and unemployed youths was responsible for the high rate of crime in Nigeria, the South-South Nigeria inclusive.

IISD (2012) identified possible CSR benefits in host communities to include jobs creation, employment and employees voluntary programmes, amongst others. Ogula (2012) was unequivocal in maintaining that host communities expect organizations operating in their domain to empower their indigenes. Gainfully employed host communities members are less likely to be restive and agitated. Providing means of livelihood for host communities' members will promote goodwill and co-operations between host communities and tertiary educational institutions.

This study regrettably noted low extent of CSR with respect to provision of health extension services in South-South Nigeria. Lack of basic health services obviously promotes bad health practices in host communities with its attendant consequences on the people. The people of South–South Nigeria lack basic health facilities and adequate health care added to ecological degradation due to oil and gas exploration and exploitations by oil and gas companies operating in the zone. Health

extension services would ensure adequate enlightenment of the people on their basic health challenges. Oyibocho, et al (2014), regretted that Nigeria with an estimated population of over 150 million is still struggling with the provision of basic healthcare services. Oyibocho advised that to achieve sustainable health requires transformative plans and solutions that require cooperation amongst all the corporate bodies and governments through delivery of minimum set of cost effective health intervention packages and revitalization of the country's health system.

Adi, Ogbechie and Amao (2008) believe that CSR in Nigeria should aim at addressing issues of health care and that it should be informed by socio-cultural influences. CSR in health services could be one way of securing sustainable institutional workforce and the people.

The management of the environment is a major thrust of CSR all over the world anchored on the appraisal of society as a risk prone entity which needs sustainability to guarantee the future. This is probably why Oko (2014) was apt in advising that the relationship between the environment and the business must be optimized in favour of the environment. The divergent stakeholders' opinions on this issue, notwithstanding, the operational abuses and associated impacts on the environment demands programmes of environmental renewal to ensure sustainable future. Closely, is the fact that a discussion of environmental renewal must be keenly followed by issues of respect for the cultural values of host communities (Frynas, 2006; Ite, 2006).

Infrastructural development accounted for a high percentage of reasons for CSR agitations in host communities in the South-South Nigeria. The low extent of CSR

with respect to provision of infrastructures has occasioned much hardship in host communities. To promote the well-being of the local people, host communities expect operators in the zone to build infrastructures that will alleviate their suffering. There should be CSR in terms of link roads, mobility, electricity supply, schools and hospitals. Aids in Igbinedion and Ovbiagele (2012), in its report on CSR in the South-South Nigeria confirmed that some schools, hospitals and other social amenities claimed to have been provided by some organizations have been abandoned or did not meet the needs of the communities they were meant to support. The zone is therefore reputed for poor infrastructures; particularly road networks, electricity, inadequate physical infrastructures and security amongst other challenges (Adi, Ogbechie & Amao, 2008)

The demand for the patronage of contractors from host communities borders on what they called economic empowerment and participation. The host communities feel that they should participate in the implementation of CSR projects in the communities. Their non-inclusion is viewed as lack of CSR in that respect. The observed high level of CSR with respect to the mobilization of community contractors will to a large extent promote a sense of inclusion and economic empowerment in host communities. According Ogula (2012), the economic indicators of the zone support the expectations of external interventions to stimulate economic empowerment. The argument goes that illiteracy and unemployment are high among the youth in the zone and that the indigenes are among the poorest in the world. Community members have

no access to economic opportunities, and that patronage in terms of contracts and participation will enhance their economic wellbeing (UNDP, 2007)

The award of honorary degrees and fellowship to deserving indigenes of host communities by tertiary educational institutions borders on recognition of people's efforts in their evolution and development. Host communities' perception stems from their believe that no person should be acknowledge as having contributed to the development of such tertiary educational institutions more than members of host communities who sacrificed their ancestral heritages to accommodate the institutions. Low extent of CSR with respect to award of honorary degrees and fellowship to indigene may be perceived as refusal to recognize the roles played be host community members in the development of most tertiary institutions in South-South Nigeria. Ogula (2012) summed it all when he reported the concern of host communities for inclusion and participation in the affairs of organizations in their domain. They argued that as stakeholders they should be allowed to acquire direct or indirect interest in organizations operating in their area and be recognized. Such recognition will promote goodwill, co-operation and protection from the host communities.

Recommendations

Based on the findings and conclusion made in this study, it was recommended that:

1. Tertiary educational institutions in South–South Nigeria should increase their CSR in host communities with respect to provision of educational opportunities

for qualified indigenes. Education remains and is rightly perceived as catalyst for human and social-economic development of the zone.

2. Tertiary educational institutions in the South-South Nigeria should as a matter of deliberate policy increase access to formal education in host communities.
3. The management of tertiary educational institutions in South–South Nigeria should step up their CSR with respect to provision of employment opportunities in host communities. This is one way institutions can empower host community members and check their agitation.
4. Tertiary educational institutions should allow host community members guided access to their health facilities on regular basis. Where the resources are available, carry out health enlightenment programmes in host communities.
5. Tertiary educational institutions should embark on CSR projects that have far-reaching implications on infrastructural development in host communities.
6. Tertiary educational institutions should contribute to the preservation of the environment and cherished cultural values of host communities
7. Tertiary educational institutions should sustain their patronage and mobilization of community contractors for CSR projects. Such participation will guarantee quality and speedy completion of projects and alleviate poverty in host communities.
8. Tertiary educational institutions should regularly recognise prominent and deserving indigenes of host communities through award of honorary degrees and fellowships.

Suggestions for Further Studies

The researcher suggests the following areas for further studies:

1. Provision of corporate social responsibilities in host communities by tertiary educational institutions in South-East Nigeria
2. Corporate social responsibilities expectations of host communities in South-South Nigeria
3. A comparative study of CSR Expectations and extent of provision of CSR in host communities by tertiary educational institutions in South-South Nigeria.

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Appendix 2:**Distribution of Samples of the study by States, Institutions and Status.**

S/N	Institutions	Community leaders	Senior mgt. staff
1.	<u>Cross Rivers State</u> 1) University of Calabar 2) Sch. of Health & Info. Management Calabar 3) Fed. College of Education, Obudu.	100 90 60	30 22 18
2	<u>Rivers State</u> 1) University of Port Harcourt 2) Ken Saro-wiwa Polytechnic, Bori 3) Fed. College of Education (Technical), Omoku	110 80 60	35 25 20
3.	<u>Edo State</u> 1) University of Benin 2) Auchi Polytechnic, Auchi 3) College of Education, Ekiadolor-Benin City	100 80 45	32 25 13
	Total	725	220
	GRAND TOTAL	945	

Appendix 3: Letter of Transmittal

Department of Technology & Vocational
Education,
NnamdiAzikiwe University, Awka,
Anambra State, Nigeria

....., 2017

.....
.....
.....

Dear Respondent,

PROVISION OF CORPORATE SOCIAL RESPONSIBILITIES IN HOST COMMUNITIES BY TERTIARY EDUCATIONAL INSTITUTIONS IN SOUTH-SOUTH, NIGERIA.

As one of the stakeholders (senior management staff or community leaders) in South – South tertiary educational institutions, you have been identified as an important resource person in respect of the investigation of the provision of corporate social responsibilities in host communities by tertiary educational institutions in South-South, Nigeria.

The purpose of this letter is to request you to complete and return the attached questionnaire to the researcher. The information that shall be supplied by you shall be purely for academic exercise. Respondents will not be identified by names, but coded, to maintain utmost confidentiality. Only group data will be reported in a Ph.D dissertation for which this investigation is intended.

Your objective response is very essential to the achievement of the aims of this study.

Thanks for your anticipated co-operations.

Yours Sincerely,

Ovbiagele, Abraham Otaigbe
Researcher.

Appendix 4: Questionnaire on Stakeholders Opinion on the Provision of Corporate Social Responsibilities in Host Communities (QSOPCSRIHC).

PART A: Basic Information.

Please indicate your relationship with the institution/community by ticking (✓) in the space provided:

1. Senior Management Staff (DRs, PARs, etc) ()
2. Community Leaders (King, Chiefs, President-General etc ()

PART: B (CSR in Host Communities by Tertiary Educational Institutions.)

Stated below are probable areas of CSR in host communities by tertiary educational institutions located within the community. You are required to indicate the extent of their provision of CSR in your host community using the following template as a guide: Prompt provision - Very High Extent (VHE), Regular provision - High Extent (HE), Occasional provision - Moderate Extent (ME), Rare provision - Low Extent (LE) and Hard provision - Very Low Extent (VLE)

ITEM		VHE	HE	ME	LE	VLE
B1.	Provision of educational opportunities.					
1.	Provision of concessionary admission for indigenes of the host community.					
2.	Award of scholarships to indigenes of host community.					
3.	Provision of bursary award for indigenes of the host community.					
4.	Provision of education extension services in host community.					
5.	Organization of evening coaching classes for WAEC, NECO and NABTEB qualifying examinations in host community.					
6.	Provision of students' special loan scheme for indigenes of host community to meet their education expenses.					
7.	Provision of vocational training programmes for host community members.					
B2.	Provision of employment opportunities.					
8.	Provision of employment opportunity for host community members.					
9.	Headship appointment of host community members.					
10.	Employment of host community members to senior staff cadre.					
11.	Concessionary reservation of some junior staff positions for host community members.					
12.	Regular payment of host community members'					

	salary and allowances					
13.	Prospects of growth for host community members on the job.					
B3.	Provision of health extension services.					
14.	Regular provision of free eye, blood pressure and diabetes tests in the host community.					
15.	Regular access to institutions' health centre and other medical facilities					
16.	Regular access to clean portable drinking water in the host community.					
17.	Sponsorship of medical surgery of host community members.					
B4.	Sustainability of environment and their cherished cultural values.					
18.	Development of green areas in parts of host community.					
19.	Checkmating the degradation of host community environment by planting trees.					
20.	Mounting of courses of study in host community local language.					
21.	Education of host community members on environmental pollution and waste management techniques.					
22.	Promotion of decent dressing amongst students within the host community.					
23.	Contribution to host community security and local vigilante activities.					
24.	Prevention of high incidence of immoral conducts by students within the host community.					
25.	Sponsorship/cash/gifts donations to the host community during festive and cultural ceremonies.					
26.	Donation of live stocks for use during host community festivals and cultural ceremonies.					
27.	Courtesy visits to the Monarch and other prominent host community leaders during festive periods.					
B5.	Provision of infrastructural development of host community.					
28.	Physical infrastructural development of the host community.					

29.	Construction water boreholes and related water projects in the host community.					
30.	Construction of feeder roads within the host community.					
31.	Construction of drainages and prevention of flooding and erosion in host community.					
32.	Extension of electricity to host community from their private facilities.					
33.	Construction of power projects within the host community.					
34.	Grading and maintenance of host community's earth roads.					
35.	Host community's members' participation in the execution of CSR projects in the community.					
36.	Accountability, transparency and honest disclosures of costs of CSR projects in host community to members.					
B6.	Adequate mobilization of community contractors.					
37.	Award of contracts to local contractors from host community.					
38.	Quality of CSR interventions provided in the host community.					
39.	Regular payment for contracts done by contractors from host community.					
B7.	Award of honorary degrees and fellowship to deserving indigenes.					
40.	Honorary degree awards for prominent members of host community.					
41.	Conferment of fellowship on deserving host community members.					

Appendix 5: Reliability Test of Research Instrument for Consistency.

Cronbach alpha is commonly used to see if questionnaires with multiple scale questions are reliable.

In this research the Cronbach Alpha will be computed using SPSS procedure.

The rule of thumb for interpreting alpha for dichotomous questions (that is question with two possible answers) or likert scale questions is:

Cronbach's alpha α	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	

SPSS OUTPUT

Reliability

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	28	100.0
	Exclude d ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.985	.987	2

Item Statistics

	Mean	Std. Deviation	N
X	61.9643	13.05681	28
Y	62.5357	11.92719	28

Inter-Item Correlation Matrix

	X	Y
X	1.000	.975
Y	.975	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X	62.5357	142.258	.975	.950	.
Y	61.9643	170.480	.975	.950	.

Interpretation of result

From the reliability statistics table above, we can infer that since Cronbach alpha= 0.987 is very high, that is, excellent internal consistency between the variables under consideration.

Therefore, the items in the test are highly correlated, since the Corrected Item-Total Correlation= 0.97.

Appendix 6: Summary of Data from Host Community Leaders.

S/N	ITEMS	VHE	HE	ME	LE	VLE	Mean(X)	SD	DECISION
1.		30	50	340	100	200	2.46	1.09	Moderate extent
2.		-	-	-	100	620	1.14	0.3	Very low extent
3.		-	-	-	30	690	1.04	0.19	Very low extent
4.		-	-	420	200	100	1.69	1.05	Low extent
5.		-	-	385	250	85	2.42	0.69	Low extent
6.		-	-	-	35	685	1.05	0.22	Very low extent
7.		-	-	10	20	690	1.03	0.29	Very low extent
8.		25	05	540	50	100	2.72	0.83	Moderate extent
9.		-	03	317	200	200	2.15	0.84	Low extent
10.		15	40	365	200	100	2.54	0.87	Moderate extent
11.		500	85	120	15	-	4.45	0.84	High extent
12.		-	-	570	100	50	2.72	0.58	Moderate extent
13.		10	620	80	10	-	3.85	0.41	High extent
14..		-	120	300	200	100	2.61	0.92	Moderate extent
15.		35	35	50	100	500	1.62	1.12	Low extent
16.		-	165	400	100	55	2.94	0.82	Moderate extent
17.		05	10	10	50	645	1.16	0.58	Very low extent
18..		15	50	-	560	95	2.07	0.77	Low extent
19.		-	05	50	600	65	1.99	0.43	Low extent
20.		-	-	100	520	100	2.00	0.53	Low extent
21.		-	-	600	100	20	3.06	0.53	Moderate extent
22.		600	85	30	05	-	4.77	0.55	Very high extent
23.		10	-	630	30	50	2.85	0.59	Moderate extent
24.		-	-	610	10	100	2.71	0.69	Moderate extent
25.		-	-	650	10	60	2.82	0.56	Moderate extent
26.				600	20	60	2.69	0.49	Moderate extent

27.		350	50	185	100	35	3.81	1.69	High extent
28.		-	-	20	550	150	1.82	0.45	Low extent
29.		05	45	110	500	60	2.22	0.56	Low extent
30.		02	25	70	-	623	1.31	0.84	Very low extent
31.		-	-	-	520	200	1.72	0.45	Low extent
32.		-	03	30	50	637	1.16	0.49	Very low extent
33.		-	05	40	40	635	1.19	0.55	Very low extent
34.		25	10	500	100	85	2.71	0.82	Moderate extent
35.		15	50	500		100	2.76	0.84	Moderate extent
36.		05	20	470	130	95	2.59	2.01	Moderate extent
37..		05	30	550	90	45	2.81	0.63	Moderate extent
38.		25	20	580	45	50	2.89	0.70	Moderate extent
39.		05	-	700	-	15	2.97	0.33	Moderate extent
40.		10	05	70	600	35	2.10	0.56	Low extent
41..		05	-	50	-	665	1.16	0.60	Very low extent

Appendix 7: Summary of Data from Senior Management Staff

S/N	ITEMS	VHE	HE	ME	LE	VLE	Mean (X)	SD	DECISION
1.		05	150	60	-	-	3.74	1.49	High extent
2.		-	-	35	100	80	1.79	0.82	Low extent
3.		-	-	05	100	110	1.60	0.83	Low extent
4.		35	100	80	-	-	3.79	1.18	High extent
5.		-	50	165	-	-	3.23	1.37	Moderate extent
6.		-	-	-	-	215	1.00	0.00	Very low extent
7.		-	05	20	30	160	1.39	0.75	Very low extent
8.		60	95	60	-	-	4.00	2.00	Low extent
9.		-	02	213	-	-	3.00	0.09	Moderate extent
10.		20	60	135	-	-	3.47	0.66	Moderate extent
11.		200	15	-	-	-	4.93	0.25	Very high extent
12.		05	80	130	-	-	3.42	0.54	High extent
13.		15	180	20	-	-	3.98	0.40	High extent
14..		-	15	200	-	-	3.07	0.25	Moderate extent
15.		-	65	150	-	-	3.30	0.39	Moderate extent
16.		-	15	200	-	-	3.07	0.25	Moderate extent
17.		10	10	40	100	55	2.16	1.01	Low extent
18.		20	50	100	40	05	3.19	0.92	Moderate extent
19.		10	10	50	100	45	2.26	0.99	Low extent
20.		-	-	100	115	-	2.47	0.49	Low extent
21.		-	15	200	-	-	3.07	0.25	Moderate extent
22.		200	15	-	-	-	4.93	0.25	Very high extent
23.		40	100	70	05	-	3.12	1.03	Moderate extent
24.		20	100	90	05	-	3.63	0.68	High extent
25.		05	15	150	40	05	2.88	0.65	Moderate extent

26.			05	10	100	100	2.63	0.68	Moderate extent
27.		150	50	15	-	-	4.63	0.46	Very high extent
28.		05	30	80	50	50	2.49	1.06	Low extent
29.		30	05	40	100	40	2.47	1.23	Low extent
30.		05	05	30	100	75	2.00	0.89	Low extent
31.		15	20	100	80	-	2.86	0.85	Moderate extent
32.		02	30	20	100	63	2.12	1.01	Low extent
33.		05	25	10	110	65	2.05	1.01	Low extent
34.		25	25	100	50	15	3.33	1.10	Moderate extent
35.		20	50	100	45	-	3.21	0.88	Moderate extent
36.		10	100	80	20	05	3.42	0.88	Moderate extent
37..		30	120	50	10	05	3.74	0.84	High extent
38.		10	80	120	05	-	3.44	0.62	High extent
39.		45	50	100	20	-	3.56	0.92	High extent
40.		10	10	80	100	15	2.53	0.87	Moderate extent
41.		10	20	50	100	35	2.39	1.01	Low extent

Appendix 8: Instrument Validation Reports

INSTRUMENT VALIDATION REPORT

Validation of instrument on the topic:

Expected CSR and extent
of their implementation
by tertiary educational
institutions in South-
South, Nigeria.

This is to certify that I Prof. Ngini Agn validated
the above mention instrument and made corrections/recommendations in the
following areas:

1. The topic should be demerged. It should
constitute two different studies. ~~It~~
~~Enter~~ the researcher studies expected
or extent of implementation.
2. The hypotheses should be reformulated.
3. Make the items ~~personal~~ to each
respondent. ~~(4)~~ Restructure items that are
vague.

After the amendments, I considered the instruments ~~fit~~ for the study which it
is designed for.

Signature: [Signature]

Date: 15/11/2016

INSTRUMENT VALIDATION REPORT

Validation of instrument on the topic:

INSTRUMENT VALIDATION REPORT

Validation of instrument on the topic:

Expected Corporate Social Responsibility
and extent of their implementation
by tertiary educational institutions
in South-South Nigeria

This is to certify that I Prof. V.I. Igbor validated
the above mention instrument and made corrections/recommendations in the
following areas:

Section 1 items 1, 4, 5, 17, 18, 23
Section 2 items 1, 2, 5 & 12
See further comments at the foot of
page 95 & 95.
These have been effected as
corrections by the researcher.

After the amendments, I considered the instruments fit/unfit for the study which it
is designed for.

Signature: V.I. Igbor

Date: 2014-01-15