UNIVERSITIES' CORPORATE SOCIAL RESPONSIBILITIES IMPACTS ON HOST COMMUNITIES' DEVELOPMENT IN OGUN STATE, NIGERIA

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Abstract
Local communities have expressed dissatisfaction regarding their exclusion from the community development initiatives of higher education institutions in Ogun State, Nigeria. This study examines the corporate social responsibility (CSR) of higher education institutions for the sustainable development of host communities in Ogun State. The research utilized a descriptive survey research design. The population of the study comprised of a cross-section of Nigerians from various walks of life. The sample consisted of 300 respondents randomly selected from the population including traditional chiefs, community leaders, youth leaders from the local communities, and officials from tertiary institutions in Ogun State. A structured questionnaire labeled: Corporate Social Responsibilities of Tertiary Institutions for Sustainable Community Development of Host Community Scale, r = 0.78 was utilized for data gathering. Mean and standard deviation were utilized to address the research questions, and Pearson Correlation analysis tested the hypotheses at a 0.05 alpha level. The findings indicated that the corporate social responsibilities of tertiary institutions concerning health services and hygiene conditions, along with the advancement of educational

development, notably forecasted sustainable community development for the host community. It was determined that higher education institutions have adopted corporate social responsibilities that favorably influenced environmental health, sanitation standards, and improved educational offerings for surrounding communities. It was recommended that tertiary institutions' corporate social responsibilities, should focus more on skills and educational advancement for marginalized individuals, generating job opportunities for the significant population within the local community that faces severe disadvantages.

Keywords: Corporate social responsibilities, Health services and Hygiene conditions, Enhanced educational services

Introduction

Higher education institutions provide advanced learning and training options for individuals to build skills necessary for societal socio-economic advancement. They are essential in propelling global economies by cultivating highly skilled professionals who aid in sustainable socio-economic advancement across different areas of nation-building. Tertiary institutions function within an environment that includes various interest groups, and it is anticipated that there should be value reciprocity in development through corporate social responsibilities.

Corporate social responsibility (CSR) includes all ethical duties that organizations assume to improve the welfare of people and facilities in their local environments, and these responsibilities can be seen as the expected economic benefits that communities foresee from the activities of these organizations in their areas. Corporate social responsibilities encompass the principles of social concerns defined by institutions, their approaches to social responsiveness, as well as the policies, programs, and tangible outcomes resulting from their engagement with society. CSR is an extensive decision-making framework that takes into account social and ecological factors. This suggests that institutions serve a dual purpose of creating advantages and enhancing the operational environment (Olatunji, 2013). Deetze (2003) suggests that CSR entails addressing the community's needs proactively to maintain synergies in development. Additionally, corporate social responsibilities involve an organization actively engaging in actions that positively affect its local community, environment, and society at large.

The World Business Council on Sustainable Development (1998) described CSR as organizations' steadfast dedication to acting ethically towards their employees, customers, and the broader community, along with their contribution to fostering economic growth. The main point of this narrative is that corporate social responsibilities require organizations to effectively and efficiently manage and improve their environmental and social impact, all while ensuring strong service or economic performance. Therefore, it can be concluded that higher education institutions are accountable for serving their local community and their stakeholders. It is crucial for higher education institutions to define their surrounding context when establishing their vision, mission, goals, and corporate strategies. This is required to effectively address possible complexities related to political, social, economic, and environmental concerns (Justin & Wadike, 2013).

This research obtained its theoretical foundation from the Theory of Reciprocity and Stakeholder Theory. "Positive reciprocity" refers to a beneficial reaction to a kind deed, while "negative reciprocity" denotes a hostile reaction to an unfriendly act. These responses, whether favorable or unfavorable, regarding reciprocity, cannot be solely ascribed to self-serving wishes for material gain. The concept of reciprocity can be traced back to the era of Hammurabi and is relevant as it reinforces the idea that people are inclined to reward kind actions and punish unkind ones (Nowakowska, Iwona; Abramiuk-Szyszko, Agnieszka, 2023). The theory posits that people evaluate the kindness of an action by considering both its results and the intention that motivates it. The theory offers an explanation for the notable patterns seen in different experimental games. (Astrie et al., 2014). Another relevant theory is the stakeholder theory, originally describing a group of individuals who provide assistance to fulfill the requirements of an organization, guaranteeing its ongoing survival. The theory was created by Edward Freeman during the 1980s, as noted in Amodu (2012). Stakeholder theory is a framework in institutional management and business ethics that emphasizes the moral aspects and management approaches of organizations within a web of interactions. (Donaldson & Preston, 1995; Khanyile, 2018; Nikolova & Arsic, 2017; Nwoba & Michael, 2016).

The stakeholder theory of CSR is based on the idea that organizations, whether private or public, bear a duty to various groups that make up the system (Nwoba et al, 2016). These organizations are typically referred to as stakeholders, (people or groups that have importance to the organization's survival) within the surroundings. They can influence the institution's choices or be affected by the measures adopted by the institutions. The stakeholder theory, an important element of CSR theories, posits that institutions must protect not only the organization but also the rightful interests of all stakeholders. Consequently, it is essential to continually take into account the interests of every stakeholder (Nikolora & Arsic, 2017).

The stakeholder theory posits that institutions function as a network of stakeholders within the broader context of the local community. This is essential for creating the required legal and operational framework for individuals in society. To institutions can choose to recognize the rights of these groups. The stakeholder theory acts as a foundational conceptual framework that acknowledges the various groups or individuals linked to an institution. It also provides guidance on how institutional management can efficiently address the issues and requirements of all stakeholders (Amodu, 2012).

The stakeholders of an organization encompass all entities affected by the organization and its operational activities. This may include a range of stakeholders like shareholders, employees, students, vendors, contractors, and the local community. The perspective of stakeholder value emphasizes managing the organization in a manner that advantages all stakeholders. It is essential to recognize that if an institution's stability is undermined, it provides no advantages to any of the parties concerned.

A study conducted by Justin and Odinioha (2013) examined the performance of higher educational institutions in Nigeria in relation to corporate responsibilities, exploring the significance of corporate social responsibility in these institutions. The study's theoretical framework was grounded in two theories: stakeholder theory and uncertainty reduction theory. This research employed detailed interviews to extract information from participants, aligning with the tenets of qualitative research. Research outcomes showed that universities concentrated on various elements of corporate social responsibility (CSR). These factors encompass economic, environmental, charitable, employee health and welfare, recruiting qualified instructors, and meeting legal requirements. The results of the study suggest that colleges and universities need to promote social responsibility to gain the backing of important stakeholders. Universities need to ensure that their corporate social responsibility is understood by stakeholders through effective and efficient communication.

Musa and Audu (2016) also performed a study on the empirical evaluation of corporate social responsibilities in Nigerian higher education institutions. This research indicates that corporate social responsibility goes further than just legal compliance, incorporating social, economic, ethical, and charitable dimensions. As a result, these different dimensions have attracted the interest of social scientists regarding this concept. The author concluded that individuals recognized their needs throughout each developmental stage and could rank them according to practicality, available resources, and future growth needs. This entails emphasizing the advancement of human assets and executing multiple initiatives within a broader community framework. The objective is to meet the requirements of various stakeholders sustainably within the local communities of higher education institutions.

A connection exists between higher education institutions and their surrounding communities, which, if not properly established, may adversely affect the smooth operation of these institutions in the area. Consequently, higher education institutions must promote their corporate social responsibilities that improve the general well-being of their surrounding communities. Regrettably, there are often instances of community unrest, demonstrations, and grievances that higher education institutions typically fail to include community members (stakeholders) in the core of their development initiatives. The ongoing delivery of these social supports to the host communities is crucial compared to a one-time experience, as sustainable community development is lasting and needs to be reproduced. Clearly, the anticipated CSR appears inadequate or is completely missing from higher education institutions in their engagement with their surrounding communities. This undermines the context and purposes of corporate social responsibilities, and few significant empirical studies appear to have tackled this knowledge gap. The study investigated corporate social responsibilities of tertiary institutions for sustainable community development of host communities in Ogun State. The specific objectives are to:

I. find out if tertiary institutions' corporate social responsibilities involve provision of health services, training of health personnel and hygiene environment for their host communities; and
ii. ascertain the impact of tertiary institutions' corporate social responsibilities on the educational advancement of their host communities for sustainable development in Ogun State;

Research Question

How do tertiary institutions corporate social responsibilities assist in health services, and hygiene conditions for sustainable development of their host communities in Ogun State?

Hypothesis

H$_{O:}$ There is no significant correlation between tertiary institutions corporate social responsibility and promotion of educational advancement for sustainable community development in host communities in Ogun state.

Methods

The study adopted a descriptive survey research design. The research utilized a descriptive survey research design. The population of the study comprised of a cross-section of residents in Ogun state from various walks of life. The sample consisted of 300 respondents randomly selected from the population including traditional chiefs, community leaders, youth leaders from the local communities, and officials from tertiary institutions in Ogun State. A structured questionnaire labeled: Corporate Social Responsibilities of Tertiary Institutions for Sustainable Community Development of Host Community Scale, r = 0.78 was utilized for data gathering. Mean and standard deviation were utilized to address the research questions, and Pearson Correlation analysis tested the hypotheses at a 0.05 alpha level.

Results

Research Question 1: How do tertiary institutions corporate social responsibilities assist in the provision of health services, training of health personnel and hygiene conditions for sustainable development in host communities in Ogun State?

Table 1: Mean & Standard Deviation on Tertiary Institutions Corporate social responsibilities and Provision of Health Services Training of Health Personnel and Hygiene Conditions in Host Communities.

Items	SA	A	D	SD	Mean	SD	Remark
Engagement of environmental sanitation in host communities	33 (132)	34 (102)	17 (34)	20 (20)	2.76	1.09	Agreed
Provide waste disposal facilities in host communities	37 (148)	29 (87)	18 (36)	20 (15)	2.79	1.12	Agreed
Embark on sensitization on hygiene and environmental awareness with the host communities	39 (156)	31 (93)	18 (36)	15 (15)	2.88	1.09	Agreed
Assist in clearing of canals and drainages in host communities	18 (72)	40 (120)	27 (54)	19 (19)	2.54	0.98	Agreed

Items	SA	A	D	SD	Mean	SD	Remark
Carry out fumigation exercise in host communities after flooding.	26 (104)	25 (75)	35 (70)	18 (18)	2.56	1.04	Agreed
Provide awareness and health sensitization campaigns in the host communities on health issues.	35 (140)	36 (108)	18 (36)	15 (15)	2.87	1.03	Agreed
Provide free drugs and medications to their host communities to maintain a healthy living.	33 (132)	17 (51)	41 (82)	13 (13)	2.67	1.05	Agreed
Provide health facilities/hospital within the host communities.	33 (132)	21 (45)	32 (78)	18 (18)	2.66	1.10	Agreed
Provide eye test and free medical lens for members of host communities	33 (132)	15 (45)	39 (17)	17 (17)	2.61	1.09	Agreed
Tertiary institutions provide health support facilities during dangerous disease outbreak like covid-19 and others, in host communities.	33 (132)	20 (45)	33 (78)	18 (17)	2.61	1.09	Agreed
Employ health workers from the community	18 (72)	43 (129)	26 (52)	17 (17)	2.59	0.96	Agreed
Train health volunteers from the community	26 (104)	29 (87)	32 (64)	17 (17)	2.61	1.03	Agreed

Criterion mean is 2.50

From table 1, all the items showed that tertiary institutions corporate social responsibilities are positive, these include health services, training of health personnel and hygiene conditions to their host communities. This is evident in the periodic health outreach provided by these institutions. The various initiatives captured by the research had positive affirmation from the respondents who agreed that these CRS assisted positively in community development under the platform of health and hygiene conditions in the host communities.

Hypothesis 1: There is no significant correlation between tertiary institutions corporate responsibilities of promotion of education development and sustainable community development of host communities in Ogun State.

Table 2: Pearson Correlation on Tertiary Institution Corporate Limitative or Educational Development and Sustainable Development of Host Communities

Variables	Educational development		Sustainable Development
Educational Development	Person correlation	1	0.834
	significant (2-tailed)		0.000
	N		104
Sustainable Development	Person correlation	0.834	1
	(Significant (2-tailed)	0.000	
	N	104	104

*= significant at $p < 0.05$; $r = 0.83$

From the table 2: it is evident that tertiary institutions corporate social responsibilities of educational advancement is significantly correlated with sustainable community development of their host community ($r = 0.83$; $p < 0.05$). The null hypothesis is rejected, and the alternative hypothesis is upheld.

Discussions

The findings of this study indicate the factors that depicted the corporate social responsibilities of higher education institutions for sustainable community development. These include the delivery of healthcare services, training of medical staff, maintenance of sanitary conditions, and educational progress of the local communities. These factors are essential elements of sustainable development since they act as indicators of human capital advancement and the welfare or well-being conditions of community stakeholders.

This further establishes the fact that the involvement of tertiary institutions with their host communities effectively acts as a voluntary connection with stakeholders, guaranteeing that these institutions are consistently eager to support sustainable community development initiatives through active participation (Stanislavska et al, 2014). This research further reinforces the notion put forth by Jongbloed et al. (2007) that the public's acceptance of tertiary institutions is assessed in a sustainable manner through the viewpoint and significance of the institutions' commitments to their stakeholders concerning corporate social responsibilities.

This research has indicated that the different duties of higher education institutions in corporate social actions are assessed by both internal and external stakeholders. The internal stakeholders are distinctly recognized as students, government, and staff (both academic and administrative), while the external stakeholders are somewhat unclear and can only be characterized by the value they bring to the institution within the community. In essence, this implies that external stakeholders, including graduate students, graduates' employers, funding bodies, society, and the broader host community, have direct responsibilities from tertiary institutions that must be delivered and maintained consistently (Stanislavska et al, 2014; Badat, 2010; Vassilesco et al, 2010; Chen et al, 2015).

Conclusion

The essence of this paper is that all activities designated as corporate social responsibilities for tertiary institutions aim to maintain the interdependence between host communities and these institutions. This encourages the exchange of knowledge and technology, thus easing poverty and hardship in the hosting community in areas like health, environmental cleanliness, and the advancement of knowledge or human capital growth. Prior empirical research has not examined how the corporate social responsibilities of higher education institutions influence hygiene conditions and educational progress. This research has filled this gap in knowledge through empirical analysis. Corporate social responsibility in higher education institutions across various developing regions, including Ogun State, varies in context. Therefore, this paper suggests that further research should focus on the distinctions between the methods used regarding priorities and structures in corporate social responsibility, as well as the specific impacts of these corporate social responsibility initiatives on communities and society at large

Recommendations

Based on the foregoing, it was recommended that tertiary institutions' corporate social responsibilities, particularly in developing regions, should focus more on skills and educational advancement for marginalized individuals, generating job opportunities for the significant population within the local community that faces severe disadvantages. Change is an ongoing process, and the higher education institutions are experiencing this evolution. Consequently, their societal obligations regarding learning and inquiry require a reassessment, focusing on the impact they have on the well-being of their economic and social surroundings. Tertiary institutions must engage cost-effectively with multiple stakeholders and incorporate their ideas and solutions into their management practices. Therefore, it is essential to identify these stakeholders and their needs prior to establishing priorities.

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