

Corporate Social Responsibility and Research Support in Tertiary Education in Imo State, Nigeria

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Abstract: This study examined the corporate social responsibility (CSR) and research support in tertiary education in Imo State, Nigeria. To guide the study, descriptive survey design was adopted. Two research questions and two null hypotheses guided this study. The population of the study comprised all the 5 tertiary educational institutions in Imo State. A sample size of 325 academic staff and 445 administrative staff were drawn using purposive sampling technique. The research instruments used to elicit information from the respondents were document analysis and twenty-four itemed questionnaire titled “Corporate Social Responsibility on Research Inventory Questionnaire” (CSRORIQ). The reliability of the questionnaire was determined through test re-test method which gave a reliability coefficient value of 0.76. Mean Scores, Standard Deviation and Rank Order Scores were the statistical tools used to answer the research questions while z-test was used to test the null hypothesis at 0.05 level of significance. The findings revealed among others the areas which corporate organizations could contribute to research support in tertiary education include provision of; funds, materials and resource persons. The findings also revealed that the extent to which corporate organizations contribute to research support through provision of funds, materials and resource persons in tertiary educational institutions in Imo State is very low. It was recommended among others that corporate organizations should be contributing to research support in tertiary educational institutions so as to contribute to the development of the society where they are operating.

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1. Introduction

Corporate Social Responsibility (CSR) entails responsibilities for corporate actions that support positive impacts on the environment and stakeholders (consumers, employees, investors, shareholders, communities, and others). As a sense and act of responsibility of corporations towards their host communities and environment (ecological and social) in which they operate, Corporate Social Responsibility includes contributions of corporate organizations on electricity, education, health, finance, security, transportation, communication, and other services and supports that better the society. Corporate social responsibility advocates that corporations have moral and ethical responsibilities to the host community thereby being responsible for the impacts of their activities on their employees, shareholders, customers, employees, communities and other stakeholders, as well as the entire environment where they operate (International Standard Organization, 2006). Through this, there will be mutual and peaceful co-existence between corporations and the society against this backdrop, Terungwa (2011) observed that companies that base their performance on corporate social responsibility are more profitable than those who do not. Corporate Social Responsibility enhances corporate organizations’ reputation and dealings with

the society and government. No organization can exist and function properly without stakeholders which provide them with varieties of resources. In this Deegan (2002) observed that “No organization can function effectively and efficiently without stakeholders. Stakeholders provide organizations with a range of resources such as capital, customers, employees, materials and legitimacy”. Hence, corporations should be socially responsible to the host community/society for they depend on the stakeholders for their input (human, material, financial and time resources) and output (production and services).

Research is widely accepted as a major instrument for solving socio-economic, political and development problem in the world. Tertiary institutions play essential roles in achieving these because through their major roles of teaching, researching and community services, they develop the needed manpower and solutions to socio-economic, political and developmental problems in the society. In this regard, the National Policy on Education (Federal Republic of Nigeria, 2014) stipulated that the major goal of tertiary education is to: “contribute to national development through high level relevant manpower training.”

The tertiary institutions are responsible for the promotion of socio-economic growth in Nigeria through planned, systematic and objective; teaching, research, community services and societal development. In addition to these functions, corporations including tertiary institutions are expected to play more than socio-economic role to the society; they are to give back to the society they are operating from through corporate social responsibilities based on diverse needs of the society. In line with this, Asemah, Okpanachi and Olumuji (2013) observed that corporate organizations should also carry out certain social services to promote sustainable development in the areas they operate. This entails that corporate organizations should be socially responsible to the society which has the major stake in their existence and survival. Research as a way to gain better technology resources, expert human resources and workforce for the society, government and corporations is crucial for development of every establishment including tertiary education (Udechukwu, 2016).

This is one of the reasons corporations should contribute to research support at tertiary level of education. For Karah (2014), as another word for gathering of information, research is the result of advancing knowledge created in the past 'to solve present problems and prevent problems in future'. The knowledge, ideas and information derived from research are essential elements of decision making for development in tertiary education and other corporate bodies. This implies that the outcome of research helps tertiary educational institutions and other corporate bodies to make informed decisions for; solving problems, profit making and attainment of organizational goals.

Irrespective of the relevance of research to the development of tertiary education, other corporate bodies and the society at large; corporations are not making pertinent efforts to support research through Corporate Social Responsibility in Nigeria (Udechukwu, 2016). Research links the experiences, evidences and bases that support themselves to statistical and drift analyses, collaboration, discovery and ultimately to positive impacts on findings, care and safety. Moreover, the explosion of information technology has enabled researchers to easily transcend geographical distances so that they may collaborate to answer important questions in the fields (Creswell, 2008). Research is designed to solve a specific problem at hand within a defined period of time and it has significant positive impacts in individual, corporations and societal decision making and development. In organizations, it arms from wrong information, saves time, money and other resources. It

is crucial for corporations' success in handling of challenges and career decisions making.

Research improves institutional ability and competence. Karah (2014) observed that researchers' morale was high when they started their first research then went down and remain at a relatively low level for a few years and then rose again later. The drop in morale during the first few years of their research was attributed to their worries about their research financing, feelings of insecurity, and lack of research support from corporations. He further observed that corporations are contributing little or nothing to research development in Nigeria. Prince-Samuels (2009) studied the influence of research on academic staff performance in tertiary institutions in Kwara State.

A staff performance questionnaire was administered on a sample of 500 academic staff with varied age, experience, education level, marital status, and income level. The data collected was analyzed using analysis of variance (ANOVA). The result gave a significant f-value for need and also a significant f-value for high-needs at 0.05 alpha levels with 498 degrees of freedom. This means that research has a significant relationship with education and also a significant influence in the degree of solving other problems in educational system, other organizations and the society at large.

A further comparison of the differences in the level of satisfaction of physiological needs using researchers' Least Significant Difference (LSD) revealed that Prince-Samuels (2009) in his further comparison of the differences in the level of satisfaction of physiological needs using researchers' Least Significant Difference (LSD) revealed that male researchers had higher level of financial support and activities than their female counterparts. He also observed that female researchers were more dissatisfied than their male counterparts, not only with their work generally but with the financial involvement and challenges of research. He established that younger researchers had higher level of activities and were more dissatisfied than their older counterparts. He further established both male and female researchers are generally dissatisfied with the financial involvement and challenges of research and recommended full support from corporate organizations that will in turn benefit from the research.

Results of several national surveys in America were cited to show that older researchers (50 years and above) were more satisfied with their research works than the young researchers (30 years and below) (Prince-Samuels 2009). Wedam, Quansah and Debrah (2015) hypothesized that the level of stated research activities in school system would increase with the age

of researcher to the pre-retirement period and within that period would also show a decline. The subjects were 80 male researchers (lecturers) between the age of 60 and 65 (group A) and 39 female researchers (lecturers) between the age of 50 and 55 (group B).

These were employed in school with compulsory retirement age of 70 years. The subjects were given a question in which research experience was divided into 5 age periods. They were asked to indicate in the light of their past research experiences and their anticipation for the remaining research work to indicate the age period in which they were most active in their research work and age period in which they were least active. The age periods are;

- A. Up to 29.
- B. 30 – 39.
- C. 40 – 49.
- D. 50 – 69.
- E. 60 and above.

The result revealed that the level of research activities increased for both groups from age periods A to B, B to C and C to D, but declined in the terminal period of E. Thus the result confirmed the hypothesis that the level of satisfaction increased with age until the pre-retirement period. It was also revealed that the sums of rank increased in the first four periods (A+B to C+D) research and thus dropped in the pre-retirement period (E). However, the increase started in research activities did not continue until retirement but rather it decreased in the terminal period that is 5 years before mandatory retirement.

Base on this, Corporate Social Responsibility on research support enhances the image and dealings of corporate organizations within the host community and helps in addressing their challenges and that of the larger society. As noted by Gossen (n.d.) corporations are often looked upon to make positive impacts within societies; they are expected to contribute through advanced research or by extending the bounds of development widely. It can also be said that corporations do not operate in vacuum; their activities must have impacts in their surroundings internally and externally.

According to Amadi and Abdullah (2012), it is a crucial for businesses to develop the communities in which they are located, especially in developing countries because many individuals are lacking basic needs. This is the rationale for corporations' involvement in corporate social responsibility which is also referred to as corporate citizenship. Corporate social responsibility (CSR) constitutes socio-economic development.

It is a steady commitment by businesses to ethically and morally contribute to economic development while also increasing the quality of lives of employees and their host community, as well as the

larger society that they operate in. Corporate social responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders (Branco and Rodrigues, 2007). Corporate social responsibility is social, economical, political, or developmental contributions of corporate organizations to the host thereby giving back to the community due to the impacts of their operational activities in the community. Udechukwu, (2016) observed that Corporate social responsibility is critical for organizations to have a positive reputation and high performance in meeting the ever reoccurring needs of the society.

This is the rationale for corporate organizations to extend Corporate Social Responsibility to support research in tertiary education in the areas of providing: funds, materials, personnel, information research activities in tertiary education. It is crucial for corporate organizations to integrate CSR externally and internally by creating a working environment where personnel rights are upheld. Through this, they make positive impacts in the society and reap business benefit. This is in line with Adeyanju (2012) which explained that business leaders in Nigeria need CSR to address their issues because social, health, educational, and environmental needs are tremendous tasks which should be managed effectively.

Cole (2004) in his research findings on attitude of corporations towards social responsibility; using a corporation named Standard Telephones and Cables Plc revealed that corporations should implement corporate social responsibility by:

- i. Bringing economic, intellectual and social assets to the; host community, national society and world as a whole;
- ii. Respecting the environment and being sensitive to the interests of people living in the neighbourhoods;
- iii. Encouraging employees to fulfil their personal sense of obligation to the community as well as their objectives within the corporation;
- iv. Helping to find solutions to national problems by contributing knowledge, skills and talent, and
- v. Pursuing a policy of equality of opportunity whereby all personnel actions will be administered regardless of race, status, colour, religion or sex.

However, Adeyanju (2012) clarified that the contributions of corporations through CSR are moral, ethical, economic, philanthropic, discretionary and legal in nature. Societal expectations of corporations in the society are projected to produce outputs helps in meeting dynamic needs in the society. The legal responsibilities relate to the expectation that corporations will adhere to the laws set down by

society to govern them. There are many legal standards governing corporate organizations which include; consumer and product laws, environmental laws and employment laws.

The ethical responsibilities of corporations deals with the societal expectations that go beyond the law, such as the expectation that corporations will conduct their affairs in a fair and just manner. This implies that they are expected to do more than meeting demands of the law in the society, but also practically meet the morals and norms of society even if those morals and norms are not formally enacted into law. The discretionary responsibility of corporations is that the society expects corporations to be good citizens.

This could be expressed as philanthropic support of programmes benefiting a community or the nation. From the literature revealed so far, there are much strong evidences proving that research support contributes to the development of tertiary education; hence corporations should support research development in tertiary education. In line with this, Gossen (n.d.) corporations are often looked upon to make positive impacts within societies; they are expected to contribute through advanced research or by extending the bounds of development widely.

1.1 Statement of the Problem

Tertiary institutions in discharging their duties of teaching, research and community services are facing the challenge of utilizing the available limited resources to; proffer solutions to the societal problems, meet societal needs and address societal challenges through inculcation and transmission of ethical and worthwhile values in the learners. Corporate organization could complement tertiary education by contributing through CSR for the development of tertiary education.

Irrespective of the relevance of research to the society, schools and corporate organizations, tertiary educational institutions always lack adequate research support from corporations' contributions through Corporate Social Responsibility and it seems that most corporations are insensitive to the need to extend their CSR to the society especially in educational development and mostly on research support in tertiary education. However, the development of manpower, the most essential resources needed by corporate organizations in all sundry could only be done by tertiary education.

This study therefore investigates the contributions of corporate organizations to research support in tertiary educational institutions in Imo state. Hence, the fundamental problem of this study is centered on the contributions of corporate organizations to research support through provision of; funds, human resources, material resources, other

services and supports that aid research in tertiary education in Imo State.

1.2 Aim and Objectives of the Study

The aim of the study is to investigate the contributions of corporations to research support in tertiary education in Imo State. The specific objectives of the study are to:

1. Examine the various contributions made by corporate organizations to research support in tertiary education in Imo State.
2. Determine the extent to which corporate organizations contribute to research support in tertiary education in Imo State.

1.3 Research Questions

1. What are the various contributions made by corporate organizations to research support in tertiary education in Imo State?
2. To what extent have corporations contribute to research support in tertiary education in Imo State?

1.4 Hypothesis

1. There is no significant difference between the mean scores of male and female staff on various contributions made by corporations to research support in tertiary education in Imo State.
2. There is no significant difference between the mean scores of male and female on the extent to which corporate organizations contribute to research support in tertiary education in Imo State.

2. Methodology

The survey design used for this study was descriptive design. A purposive sampling technique was used to draw 125 academic staff and 445 administrative staff from the five tertiary educational institutions in Imo State, representing 10% of the staff population respectively. The research instruments used to elicit information from the respondents were document analysis and a twenty-four itemed questionnaire titled: "Corporate Social Responsibility on Research Inventory Questionnaire (CSRRIQ)" and it was of two sections. Section 'A' elicited information on personal data of the respondents while Section 'B' elicited information on contributions of corporate organizations to research support in tertiary educational institutions in Imo State. The twenty-four items of the questionnaire were responded to a four-point scale of Strongly Agree (4 points), Agree (3 points) Disagree (2 points) and Strongly Disagree (1point).

The questionnaire was subjected to face and content validation by three experts in Measurement and Evaluation from the Faculty of Education University of Port Harcourt. The reliability of the questionnaire was determined through test re-test method which gave a reliability coefficient value of 0.76. Mean and rank order scores were the statistical

tools used to answer the research questions while z-test was used to test the null hypothesis at 0.05 level of significance. The questionnaire was finally administered to the staff of the tertiary institutions.

3. Results

3.1 Research Question One: What are the various contributions made by corporate organizations to research support in tertiary education in Imo State?

Data in Table 1A presented the Mean Scores, mean score ratings and Standard Deviation of male and female staff on the various contributions made by corporate organizations to research support in tertiary education in Imo State between 2013 and 2017.

The mean scores of male and female staff from item 1 to item 12 were lower than the criterion mean of 2.50, following the rank order from 1st to 12th. The Standard Deviation of 0.54 for male and 0.30 for female indicated that the staff disagreed that corporate organizations contributed to research support in tertiary education in Imo State.

The grand mean scores of 1.21 for male and 1.22 for female staff also indicated that the various

contributions made by corporate organizations to research support in tertiary education in Imo State were very low. The various contributions made by corporate organizations to research support in tertiary education in Imo State include: funding research activities for the solution of problems in the society, Funding relevant resource persons for research support in schools, providing relevant research materials for research support in schools, providing research facilities through various research groups in schools, protecting human rights in research through the inculcation of ethical standard, developing research activities in my school, developing researchers' capacity, providing staff and students with conducive research environments, maintaining good work-life balance among researchers and school, ensuring that research is considered and integrated in the organizational policy, providing opportunities to enhance skills and knowledge for update in research technology but they are very low in tertiary educational institutions in Imo State.

Table 1A: Mean Scores and Standard Deviation on various Contributions made by Corporate Organizations to Research Support in Tertiary Education in Imo State

S/No.	Various contributions of corporate organizations to research support in tertiary education include:	Male Staff		Female Staff		Mean Set	Rank Order	Decision
		Mean	St. D	Mean	St.D			
1.	Funding research activities for the solution of problems in the society	1.09	0.95	1.11	0.90	1.05	7 th	Disagreed
2.	Funding relevant resource persons for research support in my school.	1.35	0.26	1.45	0.33	1.40	2 nd	Disagreed
3.	Providing relevant research materials for research support in my school.	1.08	0.50	1.05	0.07	1.07	8 th	Disagreed
4.	Providing research facilities through various research groups in my school	1.31	0.08	1.33	0.22	1.32	4 th	Disagreed
5.	Protecting human rights in research through the inculcation of ethical standards	1.35	0.08	1.32	0.30	1.34	3 rd	Disagreed
6.	Developing research activities in my school	1.50	0.95	1.60	0.90	1.50	1 st	Disagreed
7.	Developing researchers' capacity	1.02	0.26	1.04	0.33	1.03	10 th	Disagreed
8.	Providing staff and students with conducive research environments	1.04	0.80	1.05	0.07	1.04	9 th	Disagreed
9.	Maintaining good work-life balance among researchers and school	1.10	0.08	1.13	0.22	1.11	6 th	Disagreed
10.	Ensuring that research is considered and integrated in the organizational policy	1.30	0.08	1.31	0.30	1.30	5 th	Disagreed
11.	Inculcating research values in school personnel and the community members	1.06	0.97	1.05	0.07	1.05	8 th	Disagreed
12.	Providing opportunities to enhance skills and knowledge for update in research technology.	1.35	0.08	1.33	0.06	1.34	3 rd	Disagreed
	Grand mean	1.21	0.54	1.22	0.30	1.21		Disagreed

NB: HE = 3.00 – 4.00, ME = 2.50 – 2.99, LE = 2.00 – 2.49, VLE = 00 – 1.99

Table 1B presented the numerical distribution of corporations' contributions to research support in the five government tertiary education in Imo State. The data revealed that 5 senior male staff and 5 senior female were fully sponsored by corporations on research in one of the five tertiary educational institutions in Imo State, while no staff was partly

sponsored for research by corporate organizations, no research persons and materials were provided by corporate organizations in the five tertiary educational institutions in Imo State between 2013 and 2017. Therefore, the contributions of corporate organizations to research support in tertiary education between 2014 and 2017 in Imo State was low.

Table 1B: Document Analysis on various Contributions made by Corporate Organizations to Research Support in Tertiary Education in Imo State between 2014 and 2017

S/No.	The extent of corporations' contribute to research support in tertiary education in Imo State	No. of school Sampled	Number of research support Provided	Decision
1	Number of male staff fully sponsored for research	5	5	Low
2	Number of female staff partly sponsored for research	5	5	Low
3	Number of senior staff partly sponsored for research	5	-	-
4	Number of Junior staff partly sponsored for research	5	-	-
	Number of resource persons provided for research support.	5	-	-
	Number of research materials provided for research support.	5	-	-

NB: Contribution from 1 to 20 –Low, 21 and above – High

3.2 Research Question Two: To what extent have corporations contribute to research support in tertiary education in Imo State?

Data in Table 2A presented the Mean Scores, mean score ratings and Standard Deviation of male and female academic staff on the extent to which corporate organizations contribute to research support in tertiary education in Imo State between 2013 and 2017. The mean scores of male and female staff from item 1 to 12 were lower than the criterion mean of 2.50, following the rank order from 1st to 12th. The Standard Deviation of 0.23 for male and 0.31 for female indicated that the extent to which corporate organizations contribute to research support in tertiary education in Imo State was very low. The grand mean scores of 1.28 for male and 1.13 for female staff also

indicated that corporations contributed to research support in tertiary education to a very low extent.

The extent to which corporations contribute to research support in tertiary education include: sponsorship of all researches conducted in schools, provision of resource persons for research support in schools, provision of materials for research support in schools, provision of research support for both male and female staff in my schools, provision of research support for both senior and junior staff in my schools, provision of research support for both old and new staff in my schools, funding of research in schools, provision of resource persons for research support in schools and provision of materials for research in schools.

Table 2A: Mean Scores and Standard Deviation of the Extent to which Corporate Organizations Contribute to Research Support in Tertiary Education in Imo State

S/No.	The extent to which corporate organizations contribute to research support in tertiary education in Imo State include:	Male Staff		Female Staff		Mean Set	Rank Order	Decision
		Mean	St. D	Mean	St. D			
1	All research conducted in my school are fully sponsored by corporate organizations	1.93	0.95	1.90	0.94	1.91	1 st	Very Low Extent
2	Corporate organizations provide resource persons for research support in my school.	1.35	0.26	1.37	0.33	1.36	7 th	Very Low Extent
3	Corporate organizations provide materials for research support in my school.	1.08	0.80	1.05	0.07	1.06	10 th	Very Low Extent
4	Corporations provide research support for both male and female staff in my school.	1.45	0.18	1.35	0.22	1.40	4 rd	Very Low Extent
5	CSR on research support is for both senior and junior staff in my school.	1.42	0.03	1.44	0.30	1.43	3 rd	Very Low Extent
6	Corporations fund research in my school.	1.93	0.95	1.90	0.90	1.91	2 nd	Very Low Extent
7	All research conducted in my school are fully sponsored by corporate organizations	1.35	0.26	1.30	0.33	1.32	8 th	Very Low Extent
8	Corporate organizations provide resource persons for research support in my school.	1.08	0.84	1.05	0.07	1.06	9 th	Very Low Extent
9	Corporate organizations provide materials for research support in my school.	1.45	0.07	1.35	0.22	1.40	4 th	Very Low Extent
10	Corporations provide research support for both male and female staff in my school.	1.40	0.08	1.35	0.30	1.37	6 th	Very Low Extent
11	CSR on research support is for both senior and junior staff in my school.	1.02	0.05	1.04	0.06	1.03	11 th	Very Low Extent
12	CSR on research support is for both old and new staff in my school.	1.02	0.05	1.03	0.06	1.02	12 th	Very Low Extent
	Grand mean	1.28	0.23	1.13	0.31	1.27		Very Low Extent

NB: HE = 3.00 – 4.00, ME = 2.50 – 2.99, LE = 2.00 – 2.49, VLE = 00 – 1.99

Table 2B presented the numerical distribution of corporations' contributions to research support in the five government tertiary education in Imo State. The data revealed that 5 senior male staff and 5 senior female were fully sponsored by corporations on research in one of the five tertiary educational institutions in Imo State, while no staff was partly

sponsored for research by corporate organizations, no research persons and materials were provided by corporate organizations in the five tertiary educational institutions in Imo State between 2013 and 2017. Therefore, the extent to which corporate organizations contribute to research support in tertiary education between 2014 and 2017 was low.

Table 2B: Document Analysis on the Extent to which Corporate Organizations Contribute to Research Support in Tertiary Education between 2014 and 2017

S/No.	The extent of corporations' contribute to research support in tertiary education in Imo State	No of school Sampled	No of research support Provided	Decision
1	Number of male staff fully sponsored for research	5	5	Low extent
2	Number of female staff partly sponsored for research	5	5	Low extent
3	Number of senior staff partly sponsored for research	5	-	-
4	Number of Junior staff partly sponsored for research	5	-	-
	Number of resource persons provided for research support.	5	-	-
	Number of research materials provided for research support.	5	-	-

NB: Contribution from 1 to 20 – Low Extent, 21 and above – High Extent

3.3 Test of Hypothesis

3.3.1 Hypothesis 1: There is no significant difference between the mean scores of male and female staff on various contributions made by corporations to research support in tertiary education in Imo State.

Data in Table 3 revealed the z-test analysis of difference between the mean scores of male and female staff on the contributions of corporate

organizations to research support in tertiary education in Imo State. The result showed that the z-calculated value of 0.480 is less than the z-critical value of ± 1.960 at 0.05 significant levels. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean scores of male and female staff on the contributions of corporate organizations to research support in tertiary education in Imo State, Nigeria.

Table 3: z-test analysis of difference between the mean scores of male and female staff on various contributions made by corporations to research support in tertiary education in Imo State

Academic staff	N	$\sum \bar{x}$	St. D	Df	Z _{calculated}	Z _{critical}	Decision
Male	400	45.54	14.46	678	0.480	± 1.96	Ho 1 Accepted
Female	280	44.47	13.91				

Df= Degree of freedom, $\sum \bar{x}$ = Summation of mean score, St. D= Summation of Standard Deviation

3.3.2 Hypothesis 2: There is no significant difference between the mean scores of male and female staff on the extent to which corporate organizations contribute to research support in tertiary education in Imo State.

Table 4 shows the z-test analysis of difference between the mean scores of male and female staff on the extent to which corporate organizations contribute to research support in tertiary education in Imo State.

The result showed that the z-calculated value of 1.06 is less than the critical value of ± 1.96 at 0.05 alpha significant levels. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean scores of male and female staff on the extent to which corporate organizations contribute to research support in tertiary education in Imo State, South East of Nigeria.

Table 4: z-test Analysis of difference between the Mean Scores of Male and Female Staff on the Extent to which Corporate Organizations Contribute to Research Support in Tertiary Education in Imo State, Nigeria

Staff	n	$\sum \bar{x}$	St. D	Df	Z _{calculated}	Z _{critical}	Decision
Male	400	3.07	1.26	678	1.06	± 1.96	Accepted
Female	280	3.16	1.29				

Df= Degree of freedom, $\sum \bar{x}$ = Summation of mean score, St. D= Summation of Standard Deviation

4. Discussion

The result of the findings on various contributions made by corporate organizations to research support in tertiary education in Imo State agree with Gossen (n.d.) who observed that corporations are often looked upon to make positive impacts within societies; they are expected to contribute through advanced research or by extending the bounds of development widely. The findings are also in line with Cole (2004) and Adeleke (2014) who explained that corporate organizations through Corporate Social Responsibility are expected to contribute to: education, health, environmental matters and social welfare, human rights, employee rights, environmental protection, community involvement, morality, ethics, professional norms, business principles, among others.

The findings are also in consonance with Adeyanju (2012), Carroll and Buchholtz (2003) and Daft (2003) that clarified the duties of corporate social responsibility to be: ethical, economic, and legal, philanthropic and discretionary responsibilities. The result of the study also revealed that the contributions of corporate organizations to research support in tertiary education is low. In this regard, Asemah, Okpanachi and Olumuji (2013) observed that corporate organizations should also carry out certain social services to promote sustainable development in the areas they operate.

The findings also agree with Gossen (n.d.) who explained that corporations are often looked upon to make positive impacts within societies; they are expected to contribute through advanced research or by extending the bounds of development widely. The result also revealed that the extent to which corporate organizations contribute to research support in tertiary education is very low. This is in line with Udechukwu (2016) who decried that irrespective of the relevance of research to the development of tertiary education, other corporate bodies and the society at large; corporations are not making pertinent efforts to support research through Corporate Social Responsibility in Nigeria.

5. Conclusion

The findings of this study have revealed that corporate social responsibility on research support in tertiary education is highly neglected by corporate organizations. The findings also revealed that the extent to which corporate organizations contribute to research support in tertiary is very low irrespective of the relevance of research in finding solutions to problems in the society. Leaders of tertiary educational institutions should map out strategies to influence stakeholders of corporate organization to

support research development in tertiary for the benefit of the entire society.

For corporations to perform their corporate social responsibility effectively and efficiently in the society, they should initiate actions that will impact positively on research supports in tertiary education for their own benefits, and that of the people generally. If CSR on research support is properly upheld and sustained in tertiary education, many challenges in various sectors of Nigerian society will be addressed.

5.1 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Corporate organizations should endeavour to extend their corporate social responsibility contributions to research development in tertiary education because the outcomes of research development benefit them and the entire society.

2. Tertiary educational institutions should efficiently advocate for the contribution of corporate organization on research support for the development of tertiary education because the knowledge, ideas and information derived from research are essential elements of decision making for development in tertiary education and other corporate bodies.

3. Corporate organizations should endeavour to be socially responsible by considering the interests of their host communities especially in contributing to tertiary education so as to get the interest of the society they are operating in.

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