

Corporate Social Responsibility on Staff Development in Tertiary Education in Imo State

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Abstract: This study assessed the contributions of corporate organizations on staff development in tertiary education in Imo State. Descriptive survey design was adopted for the study. Two research questions and two null hypotheses guided this study. The 5 government tertiary educational institutions in Imo State made up the population of the study. 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 Staff Development Questionnaire (CSROSDQ)”. The reliability of the questionnaire was determined through test re-test method which gave a reliability coefficient value of 0.76. Mean Scores 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 staff development in tertiary education include: in-service training, seminars, workshops, funds, human resources, material resources, other services and activities that enhance staff training and development in tertiary education and that the extent to which corporate organizations contribute to staff development in tertiary educational institutions is very low. It was recommended among others that corporate organizations should be contributing to staff development in tertiary educational institutions for attainment of tertiary educational goals which leads to the development of society they are operating in.

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Keyword: Corporate organizations, Staff development, Academic staff, human resources.

1. Introduction

Development of staff is one of the essential programmes that improve staff productivity and quality of education at different levels. It deals with training, acquisition of knowledge and skills, and participation in activities that enhance academic competency and proficiency for effective service delivery in tertiary education. Knowledge and skills acquired by the staff through seminars, conferences, workshops, symposiums, in-service training and capacity building contribute immensely to staff development but not equally accessible for all staff (Okotoni, 2015), at desired time, quality and level.

There is a strong link between educational outcomes and quality of personnel entrusted to carry out the delivery of educational system. This implies that for staff development in any institution to be realistic, staff training is necessary to meet the ever reoccurring dynamic nature of the modern world which leads to increased complexity of the work environment, rapid changes in organizational and technological progression which in turn necessitates the need for staff update through training and development. Gossen (n.d.) 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. Corporate organizations contribute to the development of education through Corporate Social Responsibility on Staff training and development.

Cole (2004) also 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.

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. Obidinma (2017) observed that staff training and development are vital to the development of tertiary education; corporate organizations have no meaningful contribution to staff training and development in tertiary education. This implies that tertiary educational institutions lack Corporate Social Responsibility on staff training and development.

The roles of staff training cannot be over-emphasized because it brings skill development, enhances staff/organizational productivity, guarantees

work quality and builds staff loyalty to organizations. Institutional goals and objectives are continuously changing in response to the realities of time; technology keeps advancing; organizational stakeholders become more selective and conscious of their rights in choosing and utilizing organizational products (goods and services) hence, the need for qualified and competent staff in every establishment. In this regard, Okotoni and Erero in Isiwu (2012) asserted that the importance of training and development is apparent based on the: ever growing complexity of the work environment, rapid change in organizations and advancement in technology, among other things. Training and development helps staff to acquire the necessary knowledge and skills for effective job performance, take on new responsibilities, and become dynamic in response to the ever-changing nature of human society. Organization regardless of its objectives, status, location and nationality must provide for the need, interest and desire of its staff if it is to earn staff loyalty, dedication, involvement and commitment necessary to operate effectively.

Finance, material and manpower are the collective factors necessary for organizational sustainability but human resource is the most significant factor among these factors. This is the reason Isiwu (2012) affirmed that, “with the provision of finance, material and even machine without experienced and trained manpower nothing can be done”. It is therefore necessary to train and develop staff as the most valuable and ultimate resources in every organization.

If they are intellectually and emotionally trained and developed, they will in turn develop all other dependent resources and segments of the organization to its predetermined level. Generally, the effectiveness and efficiency of an organization therefore lies on the human resources that plans and coordinates work within the organization in relation to the qualitative training designed to improve and to harness the manpower potentials among others (Isiwu 2012).

Okotoni (2015) said that “development is the growth or realization of a person’s ability and potential through the provision of learning and educational experiences”. He also defined training as “the planned and systematic modification of behavior through learning events, programmes and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.” Nigerian public sector in Udorji Commission Report of the Public Service Review in 1974 cited in Okotoni (2015) emphasized the importance of training as: A result-oriented public service will need to recruit and train specialized personnel. The new public service will require

professionals who possess the requisite skills and knowledge.

Training should be part of comprehensive education planning programmes... of all the aspects of personnel management, perhaps the most important for us in Nigeria is training. Since Udorji Commission in 1974, training is yet to be accorded the priority it deserves in Nigerian tertiary education specifically and education sector generally. Peretomode (2004) in Okotoni (2015) categorized training into on-the-job training and off-the-job training. On-the-job training also known as direct instruction takes various forms including apprenticeship, job rotation, internship, observation, mentoring, coaching, and learning contract, orientation, and acquaintanceship among others.

This type of training is not only cost effective, but it provides opportunities for employees to acquire multi-skills through rotation as well as quick learning, though its effectiveness is limited especially in terms of exposure to external resources and facilities. Off-the-job training on the other hand is offered outside the usual workplace, employees have the opportunities of interacting and exchanging ideas with colleagues from other organizations as well as being exposed to external facilities and resources.

It takes the forms of lectures, conferences, case studies, visual training and simulated programme instructions, day release, short term and long term courses among others. To attain maximum benefits from training, a systematic approach is required. Okotoni (2015) in a study examined staff training and development, focusing on in-service training of teachers in public secondary schools in Osun State, Nigeria. The study employed survey research design, while the study population comprised teachers in public secondary schools, officials of the State Ministry of Education and the Teaching Service Commission. One-third (10) of the Local Government Areas (LGAs) in the State were randomly selected for the study, as well as three randomly selected schools from the ten Local Government Areas.

Questionnaire and interview constituted the major research instruments for eliciting information for the study. A reliability index of 0.86 (Cronbach Alpha) was obtained on the self-designed instrument. The results showed a reasonable level of in-service training and development of teachers in public schools in the state; although there were inadequacies in planning and logistics as well as deployment of resources. The researcher concluded that for quality education delivery, capacity building of the personnel should be accorded a high priority.

All these imply that for the actualization of educational goals in Nigerian tertiary education to be realistic, there is need for effective academic staff

training and development. In a study by Adeyanju (2012) on influence of training and development on teachers' performance among secondary school teachers in Oyo State, a sample of 600 teachers was used with two questionnaire instruments-Teachers' training and educational development Programmes (TTEDP) in secondary schools and Teachers' attitude towards educational development activities (TATEDA) questionnaires.

The researcher used independent t-test to analyze the data and the result of the test gave a significant t-value for all levels of teachers' training at 0.05 alpha level with 398 degree of freedom, thus establishing a significant influence of training and education on teachers' performance. Martins cited in Okotoni (2015), while observing the human capital theory on education maintained that an individual investment in acquiring formal education should provide future returns. He further observed that those invested much in education and training have higher expectations or require greater rewards. Okotoni, (2015) agreed with this by maintaining that differences in expectations exist according to the level of training and education thus affecting the degree of academic activities.

He also maintained that the best trained teachers are those with the mostly required success and personal involvement in educational development activities and thus attached great importance to the content of their work. On the other hand, the less trained teachers tend to consider the 'good job' as the best educational activities not the outcome or what it attracted.

1.1 Statement of 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. The survival of school depends largely on the competency and proficiency of human resources who operate both at the academic and administrative levels, such competency and proficiency are from the qualitative knowledge and skills depending on the standard of training and development received.

This is a major reason corporate organization should contribute to staff training and development in tertiary education by contributing through CSR for the development of tertiary education. Though staff training and development are vital to the development of tertiary education, corporate organizations are not contributing to staff training and development in tertiary education. Hence, tertiary educational institutions lack Corporate Social Responsibility on staff training and development. This implies that most

corporations are insensitive to the need to extend their CSR to staff training and development in tertiary education. However, the development of manpower, the most essential resources needed by corporate organizations in all sundry could only be done through staff in tertiary education.

This study therefore investigates the contributions of corporate organizations to staff training and development in tertiary educational institutions in Imo state. Hence, the fundamental problem of this study is centered on the contributions of corporate organizations to staff training and development through providing and or supporting; in-service training, seminars, workshops, funds, human resources, material resources, other services and activities that enhance staff training and development in tertiary education in Imo State.

1.2 Aim and Objectives of the Study

The aim of the study is to assess the contributions of corporations to staff training and development in tertiary education in Imo State. The specific objectives of the study are to:

1. Examine the various contributions made by corporate organizations to staff training and development in tertiary education in Imo State.
2. Determine the extent to which corporate organizations contribute to staff training and development in tertiary education in Imo State.

1.3 Research Questions

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

1.4 Hypotheses

1. There is no significant difference between the mean scores of male and female staff on various contributions made by corporations to staff training and development 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 staff training and development 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 Staff Development Questionnaire (CSRORIQ)” 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 staff training and development 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, 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 hypotheses 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 staff training and development 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 staff training and development in tertiary education in Imo State between 2013 and 2017. The staff disagreed with the contributions of corporate organizations in items 1, 2,3,4,5,6,7,8 and 12 while they agreed with the

contributions of corporate organizations in items 9, 10 and 11.

The mean scores of male and female staff in items 1, 2,3,4,5,6,7,8 and 12 were lower than the criterion mean of 2.50 following the rank order from 4th to 12th while the mean scores of male and female staff in items 9, 10 and 11 were above the criterion mean of 2.50 following the rank order from 1st to 3rd position. The Standard Deviation of 0.54 for male and 0.56 for female staff indicated that the staff disagreed with the contributions of corporate organizations on staff training and development in tertiary education in Imo State.

The grand mean scores of 1.82 for male and 1.58 for female staff also indicated that the staff disagreed with the various contributions made by corporate organizations on staff training and development in tertiary education in Imo State. The various contributions made by corporate organizations to staff training and development in tertiary education in Imo State include: funding staff development activities, funding relevant resource persons for staff development, providing relevant materials for development support, providing facilities for staff training and development, providing capacity building programs for academic staffs, providing capacity building programs for administrative staffs, supporting staff development activities, providing sponsorship for staffs’ in-service training, organizing seminars for staff training and development, organizing workshops for staff training and development, supporting the needed resources for staff training and development, and providing opportunities that enhance staffs’ skills and knowledge for update and 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 staff training and development in tertiary education in Imo State

S/N	Various contributions of corporate organizations to staff training and development in tertiary education include:	Male Staff		Female Staff		Mean Set	Rank Order	Decision
		Mean	St. D	Mean	St.D			
1	Funding staff development activities	1.94	0.95	1.93	0.90	1.93	4 th	Disagreed
2	Funding relevant resource persons for staff development.	1.34	0.26	1.36	0.23	1.35	6 th	Disagreed
3	Providing relevant materials for development support.	1.18	0.50	1.19	0.51	1.18	10 th	Disagreed
4	Providing facilities for staff training and development	1.33	0.20	1.34	0.22	1.33	7 th	Disagreed
5	Providing capacity building programs for academic staffs	1.21	0.32	1.23	0.30	1.22	9 th	Disagreed
6	Providing capacity building programs for administrative staffs	1.50	0.94	1.51	0.90	1.50	5 th	Disagreed
7	supporting staff development activities	1.03	0.26	1.04	0.28	1.03	12 th	Disagreed
8	Providing sponsorship for staffs’ in-service training	1.10	0.80	1.12	0.79	1.11	11 th	Disagreed
9	Organizing seminars for staff training and development	2.49	1.20	2.52	1.22	2.51	2 nd	Agreed
10	Organizing workshops for staff training and development	2.50	1.08	2.51	1.10	2.50	3 rd	Agreed
11	supporting the needed resources for staff training and development	2.53	1.07	2.52	1.08	2.52	1 st	Agreed
12	Providing opportunities that enhance staffs’ skills and knowledge for update.	1.30	0.08	1.32	0.06	1.31	8 th	Disagreed
	Grand mean	1.82	0.54	1.58	0.56	1.70		Disagreed

Table 1B presented the numerical distribution of corporations’ contributions to staff training and

development in the five government tertiary education in Imo State from 2019 to 2017. The data revealed that

15 male staff and 10 female were fully sponsored by corporate organizations on staff training and development programmes, while no staff was partly sponsored on staff training and development by corporate organizations, no resource persons and materials were provided for staff training and

development by corporate organizations in the five tertiary educational institutions in Imo State between 2013 and 2017. Therefore, the contributions of corporate organizations to staff training and development in tertiary education between 2014 and 2017 in Imo State were low.

Table 1B. Document Analysis on various contributions made by corporate organizations to staff training and development in tertiary education in Imo State between 2014 and 2017

S/N	various contributions made by corporate organizations to staff training and development in tertiary education	Number of school Sampled	Number of contributions made	Decision
1	Number of male staff fully sponsored in training and development programmes	5	15	Low
2	Number of female staff partly sponsored in training and development programmes	5	10	Low
3	Number of senior staff partly sponsored training and development programmes	5	-	-
4	Number of Junior staff partly sponsored for training and development programmes	5	-	-
	Number of resource persons provided for training and development programmes.	5	-	-
	Number of material resources provided for training and development programmes.	5	-	-

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

Table 2A. Mean Scores and Standard Deviation of the extent to which corporate organizations contribute to staff training and development in tertiary education in Imo State

S/N	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	Staff development in my school is through the contributions of corporate organizations	1.93	0.81	1.90	0.84	1.91	1 st	Very Extent	Low
2	Corporate organizations provide resource persons for staff training and development.	1.35	0.26	1.37	0.28	1.36	6 th	Very Extent	Low
3	Corporate organizations provide materials resources for staff training and development.	1.80	0.80	1.05	0.82	1.07	8 th	Very Extent	Low
4	Corporations provide training and development programmes for both male and female staff	1.45	0.18	1.35	0.20	1.40	4 th	Very Extent	Low
5	Corporations provide training and development programmes for both senior and junior staff	1.42	0.03	1.44	0.05	1.43	2 ^{ns}	Very Extent	Low
6	Corporations fund staff training and development programes in my school.	1.83	0.90	1.90	0.82	1.91	1 st	Very Extent	Low
7	Activities for staff training and development in my school are fully sponsored by corporate organizations	1.35	0.30	1.30	0.33	1.32	7 th	Very Extent	Low
8	Corporate organizations provide resource persons for staff training and development programmes in my school.	1.08	0.08	1.05	0.07	1.06	9 th	Low Extent	
9	Corporate organizations partner with my school for staff training and development	1.45	0.22	1.35	0.27	1.41	3 rd	Very Extent	Low
10	Corporations provide training and development support for both male and female staff	1.40	0.08	1.36	0.10	1.37	5 th	Very Extent	Low
11	CSR on staff training and development is for both senior and junior staff in my school.	1.02	0.05	1.04	0.07	1.04	10 th	Very Extent	Low
12	CSR on staff training and development is for both old and new staff in my school.	1.02	0.05	1.03	0.06	1.03	11 th	Very Extent	Low
	Grand mean	1.34	0.30	1.35	0.28	1.36		Very Extent	Low

NB: High Extent = 3.00 – 4.00, Moderate Extent = 2.50 – 2.99, Low Extent = 2.00 – 2.49, Very Low Extent = 00 – 1.99

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 staff on the extent to which corporate organizations contribute to staff training and development 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 0.30 for male and 0.28 for female indicated that the extent to which corporate organizations contribute to staff training and development in tertiary education in Imo State was very low. The grand mean scores of 1.34 for male and 1.35 for female staff also indicated that the contributions of corporate organizations to staff training and development in tertiary education were to a very low extent, which include; contribution to staff development, provision of resource persons for staff training and development, provision of materials resources for staff training and development, provision of training and development programmes for both male and female staff, provision of training and development programmes for both senior and junior staff, funding staff training and development programs, full sponsorship of activities for staff training and development, provision of resource persons for staff training and development

programmes, partnering with my schools for staff training and development, providing training and development support for both male and female staff, providing CSR on staff training and development for both senior and junior staff in schools and providing CSR on staff training and development for both old and new staff in schools.

Table 2B presented the numerical distribution of corporations' contributions to staff training and development in the five government tertiary education in Imo State. The data revealed that 18 staff were fully sponsored on seminars for staff training and development while 19 staff were fully sponsored on workshops for staff training and development the five tertiary educational institutions in Imo State. No resource persons and materials were provided by corporate organizations for staff training and development in the five tertiary educational institutions in Imo State between 2013 and 2017. Therefore, the extent to which corporate organizations contribute to training and development in tertiary education was low.

Table 2B. Document Analysis on the extent to which corporate organizations contribute to staff training and development in tertiary education between 2014 and 2017

S/N	The extent of corporations' contribute to staff training and development in tertiary education in Imo State	Number of school Sampled	Number of contributions made	Decision
1	Number of staff fully sponsored on in-service studies for staff training and development	5	-	-
2	Number of staff fully sponsored on seminars for staff training and development	5	18	-
3	Number of staff fully sponsored on workshops for staff training and development	5	19	-
4	Number of resource persons provided for staff training and development	5	-	-
5	Number of materials provided for staff training and development	5	-	-

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

3.3 Test of Hypothesis 1: There is no significant difference between the mean scores of male and female staff on various contributions made by corporations to staff training and development 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 staff training and development in

tertiary education in Imo State. The result showed that the z-calculated value of 0.479 is less than the z-critical value of ±1.96 at 0.05 significant level. Hence, the null hypothesis of no significant difference between the mean scores of male and female staff on the contributions of corporate organizations to staff training and development in tertiary education in Imo State is accepted.

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

Staff	n	$\bar{\sum x}$	St. D	Df	Z _{calculated}	Z _{critical}	Decision
Male	400	45.50	14.45	678	0.479	± 1.96	Ho 1 Accepted
Female	280	44.49	14.43				

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

3.4 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 staff training and development 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 staff training and development in tertiary education in Imo State.

The result showed that the z-calculated value of 1.08 is less than the critical value of ± 1.96 at 0.05 alpha significant level. 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 staff training and development in tertiary education in Imo State.

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 staff training and development in tertiary education in Imo State

Staff	N	$\bar{\sum x}$	St.D	Df	Z _{calculated}	Z _{critical}	Decision
Male	400	3.06	1.27	678	1.08	± 1.96	Accepted
Female	280	3.04	1.29				

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

4. Discussion of Findings

The result of the findings on various contributions made by corporate organizations to staff training and development 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) 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 result of the study also revealed that the contributions of corporate organizations to staff training and development in tertiary education was 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 result also revealed that the extent to which corporate organizations contribute to staff training and development in tertiary education was very low. This supports Obidinma (2017) who observed that staff training and development are vital to the development of tertiary education; but corporate organizations have no meaningful contribution to staff training and development in tertiary educational institutions in Nigeria.

5. Conclusion

The findings of this study revealed that corporate social responsibility on staff training and development in tertiary education is not commendable in Nigerian. The findings also revealed that the extent to which corporate organizations contribute to staff training and development in tertiary is very low irrespective of the relevance of staff development in actualization of educational goals and objectives.

Leaders of tertiary educational institutions should map out strategies to influences stakeholders and corporate organization to contribute to staff development in tertiary to ensure quality assurance in service delivery which in turn benefits the entire society. For corporations to perform their corporate social responsibility effectively and efficiently in the society, they should initiate actions that improve staff development in tertiary education. If CSR on staff training and development is properly upheld and sustained in tertiary education, there will be high level of staff proficiency which in turn will improve the quality of service delivery in tertiary education in Nigeria.

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 staff training and 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 staff training and development effective service delivery in tertiary education because the knowledge, skills, ideas and information obtained through corporate social responsibility on staff

training and development build, strengthen and improve staffs' capacity in service delivery.

3. Corporate organizations should endeavour to be socially responsible by considering the interests of their host communities especially in contributing to tertiary education where manpower is developed and empowered to manipulate both corporate organizations and the society.

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