E-ISSN: 1116 - 3240 P-ISSN: 3026-9334
MPRI-JAIMR | INTERNATIONAL JOURNAL OF AFRICAN INNOVATION & MULTIDSCIPLINARY RES.
VOL. 08 NO. 2 – APRIL, 2025

PHILANTHROPIC CORPORATE SOCIAL RESPONSIBILITY AND ACADEMIC STAFF DEVELOPMENT

AHMED MUSA CIROMA
Department of Business Administration and Management, School of Management Studies, Abubakar Tatari Ali Polytechnic, Bauchi.
DOI: https://doi.org/10.70382/mejaimr.v8i2.048

Key words:
corporate, philanthropic, ordinal, tertiary, institution.

Abstract

Philanthropic corporate social responsibility [PCRS] is an important element of corporate social responsibility. It is a responsibility that entails business giving, business's voluntary or discretionary activities. Literature has shown that there is a strong link between the growing role of major companies and higher education. However, the link between major companies' philanthropic corporate social responsibility and academic staff development in this part of the world was not known. This study investigated the relationship between philanthropic corporate social responsibility PCSR and academic staff development. Cross sectional design was used, and data was generated on a five-point likert scale. PLSSEM was used to test the hypotheses. A 0.05 level of significant was considered. Result showed that substantial number of respondents acknowledged the concept of PCSR. More so, the relationship between PCSR and the three constructs of academic staff development areas of administration, research and teaching were significantly positive. This study recommends government legislation to make businesses extend their CSR activities to tertiary institutions. Academic staff needs to continuously pursue other sources of funding from cooperate bodies to supplement the current source.

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Introduction

Across the globe one of the finest philosophies among others adopted by most organizations to improve their image, promote product or service brand effectively is social corporate responsibility CSR. European commission's green paper 2001 proposed two definitions for the concept. First, 'CSR is a concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment', secondly, 'it is a concept whereby companies integrate social and environmental concern in their business operations and in their interaction with their stakeholders on a voluntary basis (Commission of the European communities, 2001). CSR is a philosophy that ensures organizations produce and distribute resources for the wellbeing of several stakes' holders via an integrated ethical practice. It is a self-regulated initiative to benefit the larger society in which business organizations operate. CSR concept was developed to willingly put an initiative to contribute to improving stakeholders' welfare by organizations (customers, government, employees, communities etc.). CSR is not a new concept. It emerges very slowly from the early 1960s in the USA. The reawaking of the concept among many companies stated immediately after the financial crisis of 2008. Since the crisis, many companies have turned their attention to rebuilding their image and reputation via huge investment in CSR. According to Stephan and Lea (2018) around 20 billion dollars was expended per year by fortune global 500 firms on CSR. Additionally, among the largest 250 companies in the world, 92% produced CSR report in 2015.Investments like these usually do not go in vain as companies ripe the benefits in the short and long run. For instance, Tim (2021) observed that seventy seven percent of customers were motivated to purchase from companies that were committed to making the world a better place. Twenty-five-25% of customers and 22% of investors expressed zero tolerance to companies that were found to behave unethically. CSR is a multidimensional concept. Graves, Waddock &Kelly (2002) shows that CSR has three dimensions that are represented by "3ps". P for profit (economic dimension), p for people (social dimension) and p for planet (environmental dimension). However, the most widely research construct of CSR was the one proposed by Caroll 1997 and 1991. Caroll proposes four dimensions in a pyramidal form. At the baseline is the economic dimension which according to him is the most fundamental requirement of existence. This is because businesses have an

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overwhelming economic responsibility to society that allowed them to be established. The second dimension is legal responsibility where societies expect businesses to follow even the most minimal codified forms of rules, regulations and laws. The ethical responsibility dimension requires that businesses embrace those norms, standards, activities and practices which in most situations are not codified. The last dimension was philanthropic responsibility [PCRS]. This responsibility entails what experts term business giving, business's voluntary or discretionary activities. CRS has substantial benefits to both companies and their stakeholders. Strategically, companies can build a positive image and goodwill in the eyes of consumers, employees and stake holders; developing brand recognition, boosting sales and consumer loyalty, building an enlightened and educated workforce. The general public benefits from what companies bring to their domain (Praveena &Vijaya 2015).

Literature has shown that there is a strong link between the growing role of major companies and higher education particularly in areas such as the right to market their goods and services on university campuses, the pasting of their symbols, logos, advertising on university property and funding across some higher education in some western countries (Ed &Jonathan, 2009). Although such cooperation exists, little is known among developing countries. In most countries of the third world, substantial challenges to effective public education exist. For instance, challenges such as poor staff development, poor motivation, inadequate infrastructural facilities, insecurity etc. are still prevalent (Ogunode, Deborah & Abubakar, 2021). In the area of staff development Chukwuma and Japo (2015) reported that some academic staff from universities in south-south region of Nigeria were not satisfactorily productive due to inadequate or non- availability of staff development programmes. Challenges in knowledge and skills acquisition and sharing with regards to teaching, research, administration and community service are issues that further confronted them. These challenges have forced academic staff to look elsewhere for a solution. One such area was the exploration of corporate philanthropic social responsibility opportunities offered by companies. Philanthropic aspects such as gift matching, voluntary grant, scholarships, volunteer support initiatives, corporate sponsorship, community work, community grant and employee grant can have a profound impact on staff development in areas like teaching, research, administration and community service. PCSR is discretionary, and organizations cannot be said to have behave

unethically if they did not engage its practice, however in the African context people look at PCSR as the main issue of CSR domain. More so, CSR in developing countries' context is seen as philanthropic activity as it serves to explain other CSR variables (Hamidu, Harashid & Azian, 2018). Further, Liket and Simaens (2015) have shown that looking at the effect of CPSR as an independent variable on society aggregated components were highly under researched. Thus, given these perspectives of CPSR in our context the attention of this research would focus on examining its impact on academic staff development. Several studies were conducted to examine the impact of combined dimensions of CSR on educational sector Praveena and Vijaya (2015), Joseph, Elda and Simplice (2020). However, research aim at examining the impact of the single dimension of corporate philanthropic social responsibility construct particularly as it affects academic staff development of tertiary institutions was not found in literature.

The main objective of this work was to assess the impact of philanthropic corporate social responsibility CPSR on academic staff development of tertiary institution in Nigeria. The following hypotheses were tested:

Hypothesis 1. Corporate philanthropic social responsibility of scholarships, fellowship, corporate sponsorship, volunteer support initiatives and employee grants have no positive relationship with academic staff research knowledge acquisition.

Hypothesis 2. Corporate philanthropic social responsibility of scholarship, fellowship, corporate sponsorship, volunteer support initiatives and employee grant have no positive relationship with academic staff teaching knowledge acquisition.

Hypothesis 3. Corporate philanthropic social responsibility of scholarship, fellowship, corporate sponsorship, volunteer support initiatives and employee grant have no positive relationship with the academic staff administrative knowledge acquisition.

Literature Review

Concept of Corporate Social Responsibility.

The concept of social responsibility has evolved over the years. Cheit (1964) showed that, in the 1930s Wendell Wilkie was the first instrumental educator of businesses on issues of corporate social responsibility. The modern corporate social responsibility era, however, can be traced to the works of Greenwood, 1964;

Mason, 1960 and McGuire, 1963. Corporate social responsibility as a concept was distorted by lack of definitive conceptual meaning. In the 1960s, CSR was seen as businessmen's decision and action taken for reasons at least partially beyond the firm's direct economic or technical interest (Davis, 1960). Currently, the most widely used definition was the one proposed by Caroll 1979 which was also term carol model or pyramid. The definition was proposed to fully address the variety of obligation businesses have to society. The model embodies four dimensions of economic, legal, ethical and discretionary. The dimensions are not mutually exclusive.

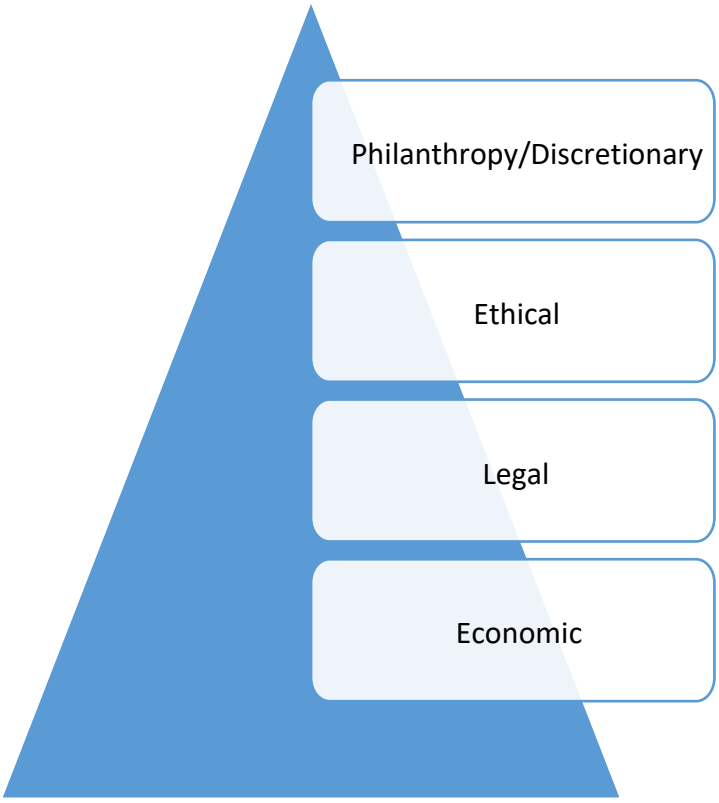

Figure 1. Carroll's corporate social responsibility pyramid.

Economic responsibility: this is the basic and foremost responsibility of businesses. The responsibility upon which other business roles depend. Here society view business organizations as an economic unit or institution responsible for producing and selling goods and services, making profit and paying back shareholders.

Legal responsibility: here society expects businesses to conduct their activities in accordance with the laws and regulations codified in various statutes.

Ethical responsibility: this involved society's expectation of businesses to conduct their operations in accordance with the codified norms of the community where they operate.

Philanthropy/Discretionary responsibility: Caroll 1979 construes discretionary responsibility as volitional issues which are left to individual judgment and choice. Carol posited that, given its discretionary nature, it is not even appropriate to assert philanthropy as societal expectation. However, society's expectations above the last three dimensions still do exist. Philanthropic corporate social responsibility are those activities that businesses voluntarily initiate to manage their impact on society (Indeed editorial term, 2022). It has the benefits of improving the company's public reputation, increasing sales, encouraging customer loyalty, improves company culture as well as attracting talented candidates. Literature has proposed a variety of PCSR components. According to Indeed editorial term (2022), PCSR might include the following.

Gift marching: a situation whereby businesses donate the same amount of money to individual, group, community or nonprofit organizations as other businesses.

Volunteer grant: here companies donate money to individuals, groups, community and nonprofit organizations matching stakeholders' volunteer hour contribution.

Employee grant: here businesses usually allow their employees to designate which individuals, group, community or nonprofit organization to receive donation.

Community work: are those initiatives in which companies donate specified products, services or infrastructure to communities.

Scholarship/fellowship programs: This is the most common PCSR initiative. It is an endeavor meant to support students, academics, community leaders and other individuals financially.

Volunteer support initiatives: this entails companies donating employee time to support society. Sometimes it involves companies providing specialized support to align with their unique abilities.

Corporate sponsorship: here companies provide financial support to individuals, groups, community and non-profit organizations to further their particular mission.

Academic Staff Development.

Academic staff are critical to the performance and success of tertiary institution's goals. The term academic staff was coined with the fusion of the term's academic, and staff provided by Gene &Lynne 1982. Academic according to them refers to a scholarly person who works in higher education. While staff refers to a body of persons employed by educational institution. Savita (2022) while marrying the terms define academic staff as a scholarly person employed in an institution of higher education. Academic staff have multiple duties to perform. Ogunode, Deborah & Abubakar, (2021) suggested that academic should be engage with teaching of undergraduate and graduate level areas, carrying out research and produce publication, obtained research funding, engage with the broader scholarly and professional community, supervise student research work, administration of his department or any academic unit. Academic staff are expected to possess some qualities that will help them discharge their responsibilities. These qualities should not be limited to commitment to research, quality teaching, continues professional development but also professional skills. The skills should include interpersonal, oral, and written communication skills. They should also have the ability to supervise undergraduate, master and PhD students' work. To support these services academic staff should be prepared, upgraded and trained. Adams & Bettersby (1991) sees staff development as provision of means whereby the academic staff can upgrade their teaching capability. Staff development should be geared to include the provision of the means for the development of individual competency in academic knowledge, research capability, teaching, administration and community service UNESCO (1984). Staff development should also include the following as suggested by Savita (2022). Student evaluation, a process whereby student report back the performance of their lecturers; study leave and sabbatical; a situation whereby staff are allow to go on a research project on the assumption that when they come back they would be better staff; workshops, seminars and conferences ; short courses; midterm courses and even long term courses extended over a long period.

Theoretical Framework.

Several theoretical perspectives have been suggested to explain the impact of business organization's CSR on individuals, groups and community over the years.

Broadly, two perspectives were identified viz- economic and sociopolitical theories. Economic theory considers only the financial stakeholders as against the overall company stakeholders. The sociopolitical theory which comprises such theories as institutional, legitimacy and stakeholder theories are the most frequently used and can have an increasing capacity to provide insightful theoretical perspectives than economic theory. This study was underpinned by legitimacy and stakeholders' theories. Legitimacy theory is concerned with social contracts between businesses and society. It points to the need for businesses to operate within the expected norms and values of the society within which they operate. Brueckner and Eabrasu, (2018) were of the opinion that for companies to continue be recognized and secure host community endorsement it needs to engage in CSR. Legitimacy theory further explains the relationship between organizational perspective and societal accountability. It has an approach for firms to legitimize their societal existence (Luo &Bhattacharya, 2016). Legitimacy theory has its shortcomings. For instance, Dube and Maroun, (2017); Janang, Joseph and Said, (2020) have all shown that legitimacy gaps can exist when businesses do not undertake beneficial activities aim at their immediate host communities. More so, gaps can equally exist when the perception of the host community did not go in line with the contribution of the businesses to the community. However, businesses can mitigate these short comings by engaging in financial report disclosure and undertaking visible projects
(Dube & Maroun 2017; Janang, Joseph & Said 2020). Stakeholders' theory is the most widely used theory to assess CSR. The theory assumes that businesses have several stakeholders, and it is expected of them to carefully manage their relationship with stakeholders if they want to survive. This theory shows that businesses need to create value and communicate effectively with diverse stakeholders of employees, competitors, customers, communities among others.

Empirical Review.

Although several studies have been done on the effect and/or the impact of CSR on education Ravipalli (2016); Pooja (2017); Darjan, Gordana & Mladjan (2016), community development Pooja (2017); Eweje (2006), we are unable to find multiples studies in literature quantifying the impact of CSR on tertiary institution in this part of the world. More specifically, studies exploring the impact of CPSR on knowledge and skill acquisition and sharing in areas of research, teaching and

administration were not touched as much in literature of academic staff development. Joseph, Elder& Simplice (2020) while exploring the impact of CSR on female education development in the rural Niger delta discovered that CSR intervention have not made any significant impact on female educational empowerment. Similarly, they reported that intervention in building of school and provision of scholarship was about 25.8% and 25.4% respectively in the communities surveyed. However contrary to their findings, Abu & Audu (2016) discovered that CSR plays a significance role in tertiary institutions in Nigeria. But they did not specify which area in tertiary institutions was impacted the most. In another study exploring the impact of internal CSR on organizational commitment of academic staff, Lee, Ng, Tan & Vivian (2021) reported that each dimension of internal CSR included in their model were significant predictors of organizational commitment of academic staff. Specifically, the training and development of staff has the highest overall significant relationship in the model. Even though limited studies were reported in literature pertaining to the impact of CPSR. Hamidu, Harashid & Azian (2018) reported that a significant relationship exists between image creations, stakeholders' pressure, corporate image and PCSR when cultural influence mediates between the constructs. Similarly, Brammer &Millington (2005), Robert & Dauglas (2000) have all shown that companies with higher philanthropic expenditure tend to have better corporate reputation and such activity may play a significant role in stakeholder management. Porter & Kramer (2002) have shown that PCSR can stimulate positive and increase corporate sponsorship. But LaCour & Kromam (2011) discovered a different scenario when they reported that PCSR can affect an organization's interest of profit maximization. They further found that corporate response to societal interest can cost time, resources and firm value. But earlier findings have shown that PCSR initiatives are not incompatible with business and profit maximization (Sanchez, 2006). Priya, (2021) while reviewing over 60 papers pertaining to CPSR reported that CPSR can be an ideal strategy as it tends to increase greater value for stakeholders.

Conceptual Framework

Below is the conceptual framework developed to determine the relationship between Philanthropic corporate social responsibility and academic staff research, teaching and administration. This framework was developed after an

extensive literature search of previous concepts, theories, models and thoughtful thinking.

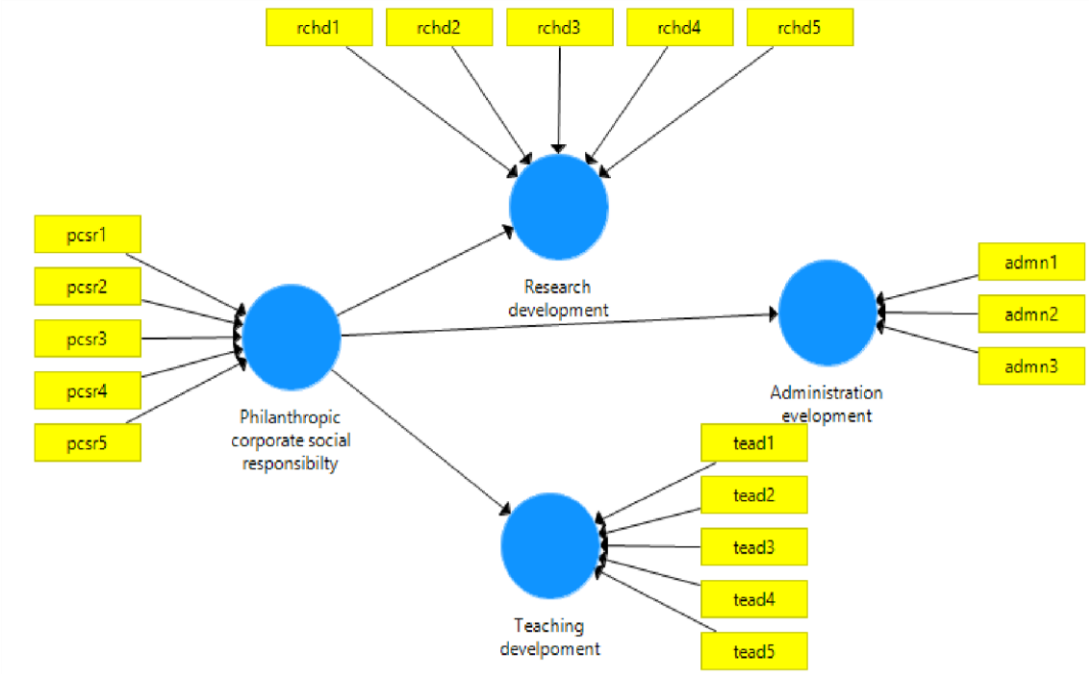

Figure 1 conceptual framework

Methodology:

This study was cross-sectional quantitative survey research. It was conducted among four tertiary institutions comprising of Abubakar Tafawa Balewa University Bauchi, Nigeria (ATBU), Federal polytechnic (FEDPOLY) Bauchi, Bauchi state university (BSU) and Abubakar Tatari Ali polytechnic (ATAP) Bauchi. Entire academic staff numbering 2295 from the institutions were the participating population. These institutions were selected because their academic staff are entitled to staff development and assumed to have been touched by PCSR of businesses. Sample size was determined based on Hair, Hult, Ringle & Sarstedt (2014) suggestion for using G* power analyses derived from Cohen (1992). Hence, given researcher's intention to detect minimum R^2 value of 0.10 at 5% level of significance assuming a statistical power of 80% and given the maximum number of arrows pointing at a construct in the partial least square PLS path model is 5, the sample size was arrived at 147. However, an attrition rate of 10% was added to take care of nonresponse and incomplete questionnaires, thus the sample size

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finally arrived at 162 respondents. Sample was shared among the staff proportionally using the p/P*n formula. For academic staff of ATBU 910/2295*162 =64; ATAP 400/2295*162 = 28; FEDPOLY 640/2295*162 = 45; and for BSU 345/2295*162 = 25 .Since there was no reported variability observed among different departments in tertiary institutions with respect to the impact of PCSR on academic staff development in recent studies, therefore, both recruitment of respondents as well as face to face distribution of questionnaires was done consecutively.

The research instrument was a questionnaire which consisted of two parts. The first part contains questions pertaining to respondents' demographic characteristics. The second section had 18 indicators measuring the latent variables mentioned in figure 1 above. All indicators were measured on a five-point likert scale of strongly agree, agree, neutral, strongly disagree and disagree. The content validity was examined by experts from ATBU, and necessary corrections were made where it was highlighted.

Result

In this study, an initial attempt was made to gather data from all subjects of the population, ie academic staff; however, all of the individuals did not respond to the questionnaire. Out of the 162 academic staff that participated in the study 157 (97%) responded by returning the completed questionnaires, thus usable in total for data analysis. Majority in the sample consisted of males than females (66.2% vs. 33.8%). The mean age among the respondents was 39.88, SD 6.65. The age distribution ranged from 23 years to 60 years. There were more respondents with master's degree than PhD and B.Sc., 58%, 15.99% and 26.1% respectively. The majority of participants are within the rank of graduate assistant and senior lecturers 95.9%. Married couples were higher in the sample than singles and widowed 86%, 10.2% and 3.8% respectively. Overall, participant were aware that corporations and businesses provide fellowship programs of philanthropic corporate social responsibility to support lecturers and other individuals in Nigeria (mean value of measurement 3.90).There was high acknowledgment among the respondents that fellowship programs of philanthropic corporate social responsibility to support lecturers help to ease the acquisition and sharing of research knowledge and skills (mean value measurement 3.45); teaching knowledge and skills (mean value measurement 3.58) and administrative

knowledge and skills (mean value of measurement 3.46). There was also high recognition that acquiring and sharing of research, teaching and administrative knowledge and skills are fundamental issues of concern to academic staff (mean value of measurement 4.02).

Measurement Model (Composite Mode A). The composite measurement model in mode **A** was assessed in terms of individual item reliability, construct reliability, convergent validity, and discriminant validity. First, the individual item reliability was analyzed through the loadings. As Figure 2 illustrates all loadings exceeded the cut-off value of 0.600 as recommended by Chin 1989. Second, the result in table 1 indicates that the convergent validity requirement using outer loadings as well as average variance extracted (AVE) was satisfied. Discriminant validity measures the extent to which a construct is truly distinct from another construct by empirical standard. From table 1&2, it is evident that all the AVE are greater than the correlation of these constructs with other latent variables in the path model thus, discriminant validity requirement is satisfied.

Table 1. Summary result for reflective measurement models

Latent variable	Indicators	Loadings	Indicator Reliability (loadings squared)	Cronbach alpha	Composite Reliability	AVE	Discriminant Validity (Fornell Larcker criterion)
Administration development	admn_1	0.938	0.877	0.795	0.870	0.697	Yes
	admn_2	0.928	0.861				
	admn_3	0.595	0.354				
Teaching development	tead_1	0.683	0.466	0.812	0.869	0.772	Yes
	tead_2	0.827	0.682				
	tead_3	0.839	0.703				
	tead_4	0.711	0.504				
	Tead_5	0.710	0.503				
Research development	rchd_1	0.756	0.571	0.754	0.834	0.501	Yes
	rchd_2	0.702	0.511				
	rchd_3	0.717	0.514				
	rchd_4	0.730	0.533				
	rchd_5	0.631	0. 401				
Philanthropic cooperate social resp	pcsr_1	0.801	0.641	0.744	0.829	0.500	Yes
	pcsr_2	0.789	0.622				
	pcsr_3	0.721	0.519				
	pcsr_4	0.593	0.352				
	Pcsr_5	0.583	0.340				

Source: field survey, 2023

Table 2: Discriminant validity, Fornell-Larcker criterion

		Administration development	Philanthropic corporate social responsibility	Research development	Teaching development
Administration development		0.835			
Philanthropic corporate responsibility	social	0.289	0.706		
Research development		0.562	0.454	0.708	
Teaching development		0.486	0.511	0.538	0.757

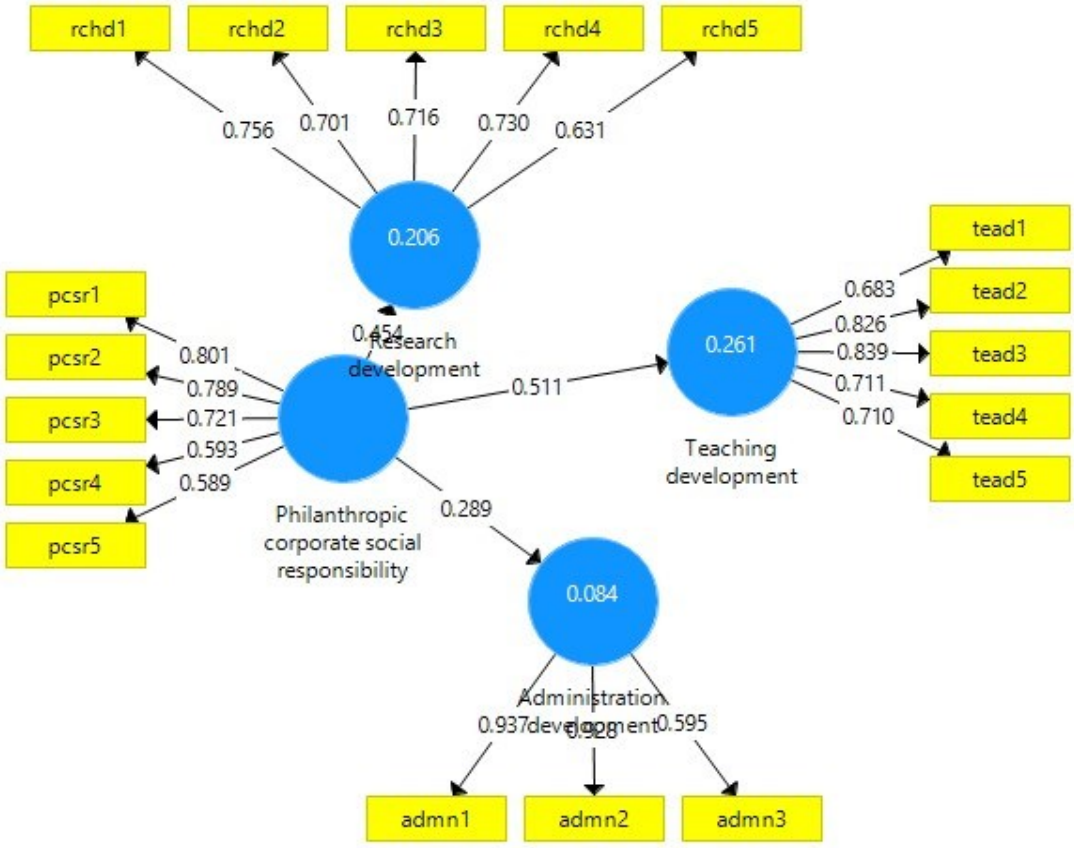

Figure 2 Path coefficient

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Table3: Path coefficient values

	Corporate social responsibility		Administration development	Research development	Teaching development
Corporate social responsibility			0.289	0.454	0.0.511

Test of hypotheses

Structural Model

Given that the measurements of the constructs were appropriate, the assessment of the structural model was conducted. Path coefficients and their 5,000 resampling bootstrap significance levels are reported in Table 4 and Figure 2.

The result suggested that Philanthropic corporate social responsibility had significant positive effect on academic staff administration, research, and teaching development (p = 0.000, p = 0.001, and 0.000 respectively) thus, for all hypotheses H1, H2 and H3 the null hypotheses are rejected. The coefficient of determination (R^2) exceeded 0.1 for the endogenous latent variable, so the constructs had an acceptable quality of predictive power.

Table 4: Test of hypotheses (significance test)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	R^2
Philanthropic corporate social responsibility -> Administration development	0.454	0.461	0.074	6.159	0.000	0.104
Philanthropic corporate social responsibility -> Research development	0.289	0.298	0.087	3.309	0.001	0.206
Philanthropic corporate social responsibility -> Teaching development	0.511	0.513	0.078	6.508	0.000	0.261

Source: Field survey, 2024

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Discussion of Results.

Due to the rising quest for private business participation in tertiary education in the form of corporate social responsibility and the relative failure of government to tackle the growing need of academic staff development in resource limited countries. In this study, we investigated the impact of corporate social responsibility on academic staff development in tertiary institutions in Nigeria. The study focuses specifically on the effects of philanthropic corporate social responsibility on academic staff development areas of research, teaching and administration knowledge and skills acquisition and sharing. Our results revealed some very important issues. Firstly, we found that a substantial number of our respondents fully comprehend the concept of PCSR. This finding was consistent with one of Abdul Rashid, (2002) where he reported that a study comparing perceptions of CEO's and academic leaders of high education sector in the USA showed an excellent agreement about the concept. This sort of view was similarly expressed by Quazi

(2003) where he reported that respondents in his study showed a distinct high appreciation toward CRS in Australian businesses. These discoveries highlighted the fact that organizations have taken ownership of the communities where their stakeholders exist and are aggressively pushing for positive social action. While the aforementioned was positive however, research conducted among South African respondents showed a different view. Fiona & Jacques (2006) found that some of the participants in their study were not knowledgeable about the concept of CSR. Moreover, a large number could not identify the kind of project organizations are involved in.

Secondly, we found that research, teaching and administration knowledge development can positively be predicted by PCSR among academic staff. One tricking paradox about this finding is that, in this part of Nigeria, PCSR issues are mostly concept on paper and most academic have never felt its effect in their academic lives. More so, large and big national and multinational companies do not operate much in this area therefore the tendency for not seizing the opportunity to access their PCSR programs is naturally very slim. Additionally, the national education trust fund set up by the government has actively taken huge part of academic development issues more seriously and most academic staff don't have to look elsewhere for further development funding. Several studies have discovered variability about the impact of CSR on a variety issues both within

and outside organizations. The finding was consistent with previous studies. For instance, PCSR was found to increase customer loyalty, business performance and help to create a good image (Sameer & Akondi, 2021). In a similar manner, Olamitunji, Ogbojafor & Sulaiman (2011) in their study examining the role CSR on community development showed that CSR has significant impact on community development. They further discovered that CSR can positively and significantly affect organizational performance. More so, we observed that our finding was consistent with result of Kyung, Seoki &Chang (200) where they found that positive CSR negatively correlate well with profitability. However, the study was at variance with other findings. We discovered that, Vance, (1975); Wright & Feriis, (1997) and Cordeiro & Sarkis, (1997) have found negative relationship between CSR activities and financial performance.

Conclusions and Recommendation.

This study was conducted to investigate the impact of Philanthropic corporate social responsibility PCSR on academic staff development. The empirical analysis confirmed significant relationship between PCSR and the constructs of Research, teaching and administration development in Nigerian tertiary institutions. In view of this finding, it is recommended that government should make laws for business corporations to extend PCSR activities to tertiary institutions. Lecturers should be more proactive in looking for research, administration and teaching development funding elsewhere to complement the existing constrained in government funding.

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