

## Corporate Social Responsibility: A Recipe for Educational Resource Development in Nigeria Universities

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### Abstract

*There is no doubt that educational resources are important means through which the goals and objectives of university education could be achieved because it is an indispensable ingredient for effective teaching and learning. However, studies have revealed that educational resources in Nigerian tertiary institutions are grossly inadequate. This paper therefore examined the role of Corporate Social Responsibility (CSR) in solving the problem of education resources inadequacy in Nigerian Universities. The focus of the paper will examine concepts of corporate social responsibility and educational resources, principles of corporate social responsibility and corporate social responsibility. This paper also examines concept of corporate social responsibility, concept of educational resources and principle of corporate social responsibility and conclusion was drawn. It was recommended that, it is expedient for beneficiary institutions to ensure sustainable maintenance culture for resources received via corporate social responsibility initiatives.*

### Introduction

Globally, it is accepted that University education plays a key role in the economic, scientific and human development of any nation. This makes the government and the citizens of Nigeria to invest more on human, material and financial resources on University education with the believe that, this level of education is capable of fostering social, economic, cultural, political, scientific and technological transformation of the nation (Fasasi & Ijaiya, 2017).

The goals of university education to include: developing the intellectual capability of individuals understanding and appreciating their internal (local) and external environments; acquiring both physical and intellectual skills which will enable individuals to be self-reliant and developing into useful members of the society; contributing to national development through high level relevant manpower training;



and promoting and encouraging scholarship and community service; (FRN, 2013:30).

The realization of all these important goals is crucial for national development. It is rather unfortunate that, many Universities today are not measuring up to the standard expected of them because of notable and visible challenges bedeviling them. Attesting to this, Akinsolu, Kayode, Sofoluwe and Henry (2012;2019) noted that with the rapid expansion of Universities in Nigeria, there have been myraid of challenges confronting the system ranging from inadequate infrastructure, lack of facilities and up-to date instructional materials, outdated curricula, limited financial resources and administrative support to poor networking and development of Information and Communication Technology (ICT) among others. Collaborating this statement, Ololube, (2016) affirmed that educational resources such as financial, material, physical and technological in Nigerian tertiary institutions especially universities are grossly inadequate to match the students' present population explosion, and the few available ones are being over utilized or under-utilized due to excessive pressure mounted on these facilities. Furthermore, he summarized that the major constraint in attaining academic excellence in Nigerian tertiary institutions is inadequate resources which hinders institutional capacity to function efficiently and effectively. For instance, many institutions of higher learning in Nigeria still do not have adequate lecture halls, students' hostels, well equipped laboratories and workshops, provision for research grants; medical facilities for members staff and students. This implies that for effective functioning of the University, adequate resource provisions through robust funding is required and must be provided. In view of this, different strategies like the Tertiary Education Trust Fund (TETFUND), Private–Public Partnership (PPP) have been adopted at both the national and institutional levels. But the problem of infrastructural deficit, manpower shortages and inadequate funding still manifest and will continue to manifest if alternate potential is not tapped. This is because education is a capital intensive social service, which requires adequate financial provision for successful implementation of its programme.

It is in this direction that the Federal Government of Nigeria (FGN) welcomes and encourages participation of local communities, individuals as well as corporate entities in the funding (FRN, 2004) and development of educational resources in tertiary institutions especially Universities. Similarly, corporate organizations or entities are being called upon by their stakeholders and the educational institutions through the government to help address some of the country's educational resource challenges. Corporate social responsibility as a recipe for educational resources development in Nigeria Universities.

### **Concept of Corporate Social Responsibility**

Corporate social responsibility (CSR) also referred to as corporate citizenship, corporate sustainability or social performance is a management concept in which corporate organization considers the interests of the society by shouldering the responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and other stakeholders, as well as the environment. Sulaiman and Godwin (2008) viewed CSR as purely about business of giving back to the society and doing goodwill in the immediate environment. Corporate social responsibility may also be defined as duties perform by corporate organizations to the society in which they operate, such as protection of the environment, provision of social



amenities health safety, and educational resources (Akinyomi, 2013; Adeyanju, 2012; Adeleke, 2014). The European Union (2002), cited in Ekhaton (2014) described corporate social responsibility "as a concept whereby a company integrates social and environmental concerns in their business operations and in their interactions with their stakeholders on a voluntary basis as they are increasingly aware that responsible behaviour leads to sustainable business success.

Similarly, Oko and Agborufoh (2014), refer to corporate social responsibility as the continues commitment by business to behave ethically and contribute to socio-economic development while improving the quality of life of the workforce, their families, as well as the local community and the society at large. It is anchored on the notion that business as natural or artificial persons should take decisions that are considered in deed to be in the interest and benefit of a large number of people. In support of the above, Odetayo, Adeyemi and Sojuyigbe (2014) described corporate social responsibility as organizations responding positively to emerging societal priorities and expectation, conditions business in an ethical way and in the interest of the external environment and balances the shareholder's interests with the interest of other stakeholders' in the society. Corporate social responsibility has to do with an entity going out of its way to initiate action that will impact positively on its host community, its environment and the people generally.

In furtherance, Abraham (2018) reiterated that the term 'corporate social responsibility' is the responsibility of companies to positively impact their environment, customers, employees, stakeholders, and members of general public. It is an avenue through which a business entity can demonstrate good environmental stewardship, which not only refers to the need to treat the physical environment with respect but also advocate a shift in the thinking of business concerns from a merely profit oriented view to a service oriented one. Ikemi (2019) explained further that, corporate social responsibility is the responsibility of a corporate entities to its host communities (educational institutions). This usually include provision of educational scholarship, renovation of school buildings, endowment funds, building of classroom blocks, provision of infrastructural facilities, sponsorship of various capacities training programme.

Therefore, corporate social responsibility operationally refers to given back to the society in terms of provision of educational resources by Corporate entities to Universities in Nigeria.

### **Principles of Corporate Social Responsibility**

There are many principles under pinning Corporate social responsibilities by corporate entities. The major principle according to Abefe-Balogun (2011) are revolved around two major principles i.e principles of charity and principles of stewardship.

1. **Principle of stewardship:** This principle reveals that wealthy individuals and business entities should view themselves as ordinary caretakers or custodians. Abefe- Balogun (2011) opined that the rich hold their wealth (money and properties) in trust for the rest of the larger society and are expected to plough it back for any purpose that the society deems legitimate.
2. **Principles of charity:** This principle reveals that kindness should be shown to other people at all times. The fortunate ones in the society should assist or help



those that are less fortunate. Business entities, wealthy individuals that makes billions of naira annually as profit are expected to give assistance for the upliftment of the society educationally, socially, and economically.

### Resources in Nigerian Tertiary Institutions

According to the Asia Pacific Fundraisers' Network (2013), the word, "resource" developed out of the Latin phrase "re surgere" literally interpreted as: again (re) to rise (surgere), or "to rise again." Oyedeji (2012) defined school resources as devices, methods or experiences used for teaching purposes, including textbooks supplementary reading material, audio visuals, and other sensory materials used for effective teaching and learning. It includes all materials and equipment used in connection with the teaching of a subject and not used for production purposes. Educational resources, according to Ololube (2013), was defined as required human, physical, financial and material facilities in the school system to enable a teacher perform his/her instructional functions well and also help the students to learn with better understanding. In view of the above, it suffices to note that, various types of resources have been suggested by different researchers (Gyang, 2015; Omeke, Okpalaoka & Ugwuoke, 2016; **Obua, 2018**). But these resources fall broadly under four main categories namely: financial resources, personnel resources, physical resources and material resources. These types of resources are further explained for clarity in this study.

Financial resources, according to the National Open University of Nigeria (2015), are those resources that are concerned with the planning and controlling of an organization's activities. What one can deduce from this definition is that financial resources are concerned with decision on how to procure, expend and give account of the funds provided for the implementation of the programme of an organization (Awuor, 2015). In financial resources, the government funds the universities through the National University Commission. This includes the payment of staff (academic and non-academic), the administrator (Vice Chancellors, Registrars), and provision of infrastructure, materials and other equipments. In Nigeria, like in many developing countries in Africa, funding education is a major issue. This is so because without it nothing meaningful can be achieved as far as educational delivery is concerned, and bearing in mind that education is a capital intensive venture. The precarious state of tertiary education is as a result of the fact that money meant for educational programmes are diverted to other sectors of the economy.

Physical resources are those resources put in place in the school system which are used for the benefit of teaching and learning processes and for effective academic goals achievement. Oyedeji (2012) opined that "the physical resources comprise of buildings, lands, compound, equipment, tools, spaces etc." In view of this, Abdullahi and Wan-Zahari (2015), and Usman (2016) classified physical resources as follows:

- a) **Infrastructure:** These are facilities that are directly utilized for teaching and learning. Examples are staff offices and buildings, lecture theatres/halls, seats, library, ICT Centre, laboratories, electricity, which generates power for most machines and electronics, water, refrigerator, fans, cars, etc. These facilities have direct bearing on the teaching/learning process (Agi, 2018).
- b) **Recreational resources:** These are spaces, lawns, fields, pitches and equipment for sports, games and general recreation. Games and sports, apart



from developing specific skills, also provide a good learning socio-psychological as well as mental environment through relaxation (Lawanson, 2011).

- c) **Residential resources:** These include hostels and hostel materials, refectory and refectory materials, staff quarters and other associated materials meant to provide residential convenience for staff and students (Lawanson, 2011).

Personnel resources, according to Odawn (2012), are the human elements in the school system, which includes the administrators (Vice Chancellors, Deputy Vice Chancellors, Registrars), the teaching (i.e. academic) and non teaching (non-academic or support) staff and the students that make the school what it is. Thus, the availability and development of personnel resources in both quality and quantity is therefore vital to University survival and progress (Anero, 2017).

The material resources are the non-human elements in the school system which includes instructional facilities, equipment and other learning materials. Okyere-Kwakye (2013) classified material resources as instructional system which is a scientifically developed combination of teacher learner, material method and media for producing optimum learning with a minimum of routine involvement by the lecturer. This, according to Ogunsaju (2012), encompasses communication gadgets, library facilities, laboratory equipment, teaching aids, office equipment among others.

Other types of resources as classified by Adedeji (2012) and Jimoh (2014) are Information Technology. Information and communication are vital resources in any establishment more particularly for planning, policy making and decision making. Some of the information communication technologies in school administration include the global system for mobile communication (GSM) telephone, intercom, television, overhead and film projector, internet/radio, cable, etc (Salisu, 2014). All these enhance quality communication within and outside.

Despite the numerous types of resources available, it is saddened to note that the majority of the aforementioned resources are inadequate, underutilized or over utilized and in poor state or condition. According to Obi (2019), it is estimated that 75% of the infrastructures in Nigerian tertiary institutions especially universities is in very poor condition. In some institution, particularly in universities the situation is worse than this. Reporting on condition of existing buildings and some school plant management practices in some tertiary institutions, Obi (2019) observed that, most of the school buildings are in poor condition. One of the main reasons for the current chronic Situation is that the education Sector, particularly infrastructure, suffered from an approximately 20 years period of neglect during the military regime. The situation has been exacerbated by the fact that most of the buildings that have constructed in recent years are also of very poor quality. They have been badly built because of poor procurement practices, poor management of construction, poor workmanship, the use of poor quality materials, a lack of supervision during construction, even where building have been constructed to an acceptable standard (generally those more than 20 years old) there has been a severe lack of maintenance which has resulted in many buildings being in a state of disrepair and thus having a reduced lifespan.

Reiterating, Abdullahi, Isa and Wan Zahari (2015) in a study of state of physical facilities of higher education institutions in Nigeria reported that some of the infrastructures are below acceptable standards and in few cases nonexistent. It was also reported that most of the institutions are less than 20 years old but the conditions of the infrastructure are not commensurate, Since some of the older schools have better maintained and functional infrastructure. The state of the electrical installations is fair in



24. 35% of the locations but need urgent maintenance attention in 77% of the locations. The general picture presented by the conditions of physical resources in Nigeria is that of poor state and inadequacy in term of number and quality.

### **Corporate Social Responsibility and Educational Development in Nigeria**

Corporate entities are often referring to as partners in progress in the communities or localities where they are sited. Most corporate organization have been instrumental in generating employment, creating wealth, product and services delivery, building of schools and provision of educational resources. In spite of all these, the pressure on corporate entities over social issues involving employees, stakeholders, host communities and the government is rapidly increasing (Adegboyega & Mafimisibi, 2011).

The social responsibility of this corporate organization according to Abraham (2016) translate into various educational development project such as scholarship awards, construction of lecture rooms, provision of infrastructure facilities, endowment funds and research grants and other such contributions to the educational development of the society.

#### **Construction of Lecture Rooms**

Okonifa (2019) described the funding and provision of educational resources as a huge investment which government alone could not bear successfully without the assistance of private individuals and corporate bodies. Corporate entities social responsibilities were targeted at students and lecturers, for example the banking sector and the manufacturing sector constructed various faculties with lecture theatres for some universities in Nigeria. First bank built the faculty of social sciences at the cost of 51million naira in University of Port Harcourt, construction of entrepreneurship centre in university of Abuja that worth 28.5Million naira, access bank built 64 million naira female hostel in university of Lagos, the central bank of Nigeria (CBN) also constructed 500million naira ultra-modern centre inside ABU, Zaria and the same are expected to be replicated in three first generation federal Universities across the six geo-political zone (Ahmadu Bello University, Zaria, University of Ibadan, and the University of Nigeria, Nnsuka (Godwin 2019). In the manufacturing sector Dangote groups donated 1.2Billion naira business school complex to Bayero University, the same conglomerates via its foundation also donated 10 blocks of hall of students' hostel that can accommodate 2,160beds.

#### **Scholarship Awards**

The scholarship schemes initiated by the corporate organization in pursuance of their corporate social responsibility were meant to encourage the indigent students for example NNPC/Mobil producing gave out the sum of N16Million to indigent's student in Universities in Akwa-Ibom state. Total oil has also impacted at least 50,000 students under its corporate social responsibility. The scholarship scheme cut across 80 tertiary institutions recognized by the NUC, as well as post graduate programmes in local and foreign Universities (Godwin, 2019). LG electronics also grants scholarship for deserving students of the engineering department, University of Lagos. In the telecommunication sector, Etisalat also presented scholarship to over 600 students of the Lagos state University, MTN Foundation awarded scholarship to 27 blinds students in South West Nigeria Universities. Zenith bank in the banking sector presented scholarship to indigent student in University of Lagos.



## Capacity Building

Corporate organization has proved that they are strongly committed to the task of promoting quality education by empowering lecturers and students with better skill and knowledge for instance in the telecommunication sector, Nigeria communication commission sponsored the training of 38,050 senior members of staff of Nigeria tertiary institution for various types of training and development. The Nigerian Bottling Company also sponsored the training of undergraduate students from ABU, BUK, and FUTA (Godwin, 2019).

## Library Facilities

In order to develop most of the Universities as a citadel of learning and centre of excellence. Corporate entities also carried out various CSR projects in the area of library development. In the oil and gas sector Shell Petroleum Development Corporation (SPDC) donated a modern public library equipped with books, access to the internet and reliable E-library, UBA foundation also did the same for University of Ilorin, First Bank also donated 1 Million naira to Ahmadu Bello University, Zaria towards the purchase of books (Godwin, 2019).

## Learning Inputs

For effective teaching and learning various learning inputs are being provided by the corporate organization in some Universities, for example Union Bank PLC built ICT centres and also equipped it with modern computers in University of Lagos. In the oil and Gas Industry Exxon Mobil donated Geo-physics equipment to Anambra State University, Federal University of Technology, Akure, University of Ilorin, and Federal University of Petroleum Effurun. Shell Petroleum Development (SPDC) also provided Geo-science equipment that will aid practical understanding of oil and gas exploration activities (Okyere-Kwakkye, 2013).

## Research Grants/Endowment

In the manufacturing and communication sectors corporate social responsibility activities focused on research grants and endowment in order to reposition universities to word class ivory tower. Adibe (2019) revealed that Dangote group pledge to donate two (Female and male) hostels to the Ambrose Alli University, Epe (AAU) 10 Billion naira endowment fund. The Nigerian Communication Commission (NCC) also awarded the sum of 650 Million naira research grants to 11 different Nigerian Universities to enable them carry out research and proffer solutions to the challenges of the society.

The inability of the Federal government to single-handedly address the challenges of educational resources provisions in Nigerian Universities has made the corporate entities to work in collaboration towards providing a recipe in this area. In this direction, a table presenting the different areas where corporate organization has served as recipe for resource development in Nigeria universities are presented as follows: Table 1: Depicting different corporate organization social responsibilities activities in Nigerian universities.

S/N	Corporate organizations	Areas of recipe for resource development	Beneficiary Universities
<b>BANKING SECTOR</b>			
1.	First Bank	Building of social science department at the cost of N51million	University of Port Harcourt
2.	First Bank	Construction of entrepreneurship centre N28.5million	University of Abuja
3.	First Bank	Donation towards purchase of library books N1 million	Ahmadu Bello University, Zaria
4.	First Bank	Distribution of three sonny data projectors and three HP Laptop N0.72million	Ahmadu Bello University, Zaria
6.	Zenith Bank	Scholarships to indigent students	University of Lagos
7.	Union Bank	ICT centre, health centre and donation of computers	University of Lagos
8.	Intercontinental Bank (Access bank)	Built a N64 million female hostel	University of Lagos
9.	UBA	Building of E-library	University of Ilorin
10.	First Bank	Endowment of Professorial chairs with N400 million selected to (8) Nigerian universities	University of Lagos (business studies)
		1.Federal university, Akure (computer science)	University of Benin (computer science)
		2. Abubakar Tafawa Balewa University, Bauchi (chemical engineering)	Nnamdi Azikwe Auka (Banking & finance)
		3. University of Uyo (Petroleum Engineering)	University of Maiduguri
		4.Uthman Dan Fodio University, Sokoto (vertinary medicine),	(water resource engineering)
		5.University of Lagos (Business Administration),	
		6.University of Benin (Computer Science)	
		7.Nnamdi Azikwe, Awka (Banking and Finance), 8University of Maiduguri (Water Resources Engineering)	
11.	Central Bank of Nigeria	State of the art centre of excellence Ahmadu Bello comprising of faculty building, University Zaria consisting of a 360-seating capacity Kaduna State auditorium, telepresence room, seven lecture theatres, six, lecture rooms with a total seating capacity of 544 as well as a traditional library and a fully functional ICT centre.	



**TELECOMMUNICATION SECTOR**

12.	MTN foundation	Award of scholarship to 27 blind students in various higher institutions in south -west geo - political zone of Nigeria	South-West Nigeria Universities Lagos, Oyo, Ogun, Ondo, Osun and Ekiti State
13.	Nigeria Communication Commission	Donated ICT books and other material	Bayero universities Kano
14.	Nigeria Communication Commission	N650 million research grant	11 universities awarded research grants across the country
14.	MTN Foundation	MTN University connect the first phase of the project saw university of Lagos and Ahmadu Bello university benefiting from the project	University of Lagos Ahmadu Bello University of Zaria
15.	Nigeria Communication Commission	Training of 38,050 senior members of staff of Nigeria's tertiary institution	Nigeria tertiary institution
16.	Etisalat	Presentation of scholarship to over 600 outstanding student of the Lagos state university	Lagos state university

**MANUFACTURING SECTOR**

20.	Nigeria bottling company	Training of undergraduate students	Undergraduate students from ABU, BUK and FUTTA
21.	LG electronics	Scholarship grants for deserving students of the engineering department	University of Lagos
22.	Dangote group of companies (through his foundation)	Donated a N1.2 billion business school complex	Bayero university Kano
23.	Dangote group of companies (Via his foundation)	Donated 10 blocks of hall of students hostel that can accommodate 2,160 beds	Ahmadu Bello University Zaria,

**OIL AND GAS SECTOR**

24.	Exxon Mobil	Donation of Geo physics equipment and the sum of 5.77 million each to six different Nigerian universities	Anambra State university, University of Jos, Federal university of Technology Akure, University of Ilorin, Federal universities of Petroleum resources Effurun
25.	Shell petroleum development corporation (SPDC)	Provided Geo -Sciences Equipment that will aid practical understanding of oil and Gas Exploration activities at a cost of over \$4.5 million to three Nigerian Universities	Three Nigerian Universities
26.	Shell Petroleum development corporation (SPDC)	Donated a modern public library equipped with books, access to the internet and reliable power supply to mark Nigeria's centenary anniversary (cost of \$5million)	University of Calabar
26.	NNPC/Mobil producing	Gave Out the sum of N16 million in scholarship to 20 indigents students	Different university in Akvum-Ibom State

(Ikemi, 2019)



## Conclusion

In Nigeria, Corporate social responsibilities intervention is an emerging concept in the field of education. This initiative embraces the intervention in educational sector particularly university system, since it has become extremely difficult for the government alone to fund and provide the necessary resources. Also, CSR is aimed at addressing the peculiarities of the inadequacies of educational resources in the area of infrastructural facilities, capacity building, endowment, research and innovation etc.

## Recommendations

It was recommended that, the provisions of educational resources (physical, material, technological and financial) by different corporate organizations will go a long way in providing solution to some of the educational resource challenges facing our educational institutions specifically universities in Nigeria, thereby enhancing their goal attainment. Thus, CSR remains an essential instrument of civil social responsibility for the development and transformation of our educational institutions in the development of necessary educational resources. In the light of the above it is expedient for beneficiary institutions to ensure sustainable maintenance culture for resources received via corporate social responsibility initiatives.

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