

Corporate Social Responsibility (CSRS) of Oil Companies and Indigenes' Academic Performance in Eket Education Zone, Akwa Ibom State, Nigeria.

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Abstract

The purpose of this study was to investigate Corporate Social Responsibility of Oil Companies toward indigenes' academic empowerments in Eket Education Zone of Akwa Ibom State, Nigeria. To achieve the purpose of this study, two null hypotheses were formulated to guide the study, literature review were carried out accordingly. Survey research design was adopted for the study. A sample of two hundred and seventy-seven (277) respondents were used for the study. The selection was done through the multi-stage sampling technique comprises of purposive, simple random and census sampling technique. The questionnaire was the main instrument used for data collection. Regression analysis was the statistical technique employed to test the hypotheses under study. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that, provision of scholarship/bursary award by oil companies and provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies, significantly contributed to indigenes' academic performance in host communities. Based on the findings of the study it was recommended that Exxon mobile should respect memorandum of understanding sign with the communities in respect of educational development, oil companies should take provision of scholarship/bursary award to student as priority. They should also provide learning materials such as exercise books, mathematical sets, text books, pens, pencils to the host communities

Keywords: Corporate Social Responsibility of Oil Companies, Indigenes, Academic performance.

Introduction

Corporate Social Responsibility (CSR) is the set of standards to which a company subscribes in order to make its impact on society. It has the potential to contribute to sustainable development of the society including educational development and poverty reduction (Helg, 2017). CSR is usually defined as "a concept whereby companies integrate social and environmental concerns in their business operations and in there with their stakeholders on a voluntary basis" (European Commission, 2018). It can also be seen as the commitment of

businesses to contribute to sustainable economic development by working with employees, their families, the local community and society at large to provide basic needs that will improve their lives in ways that are good for business and for development (International Finance Corporation IFC, 2018). It also refers to social investment and has been promoted as a self-regulatory mechanism through which companies undertake various initiatives and projects besides their legal financial commitment to the hosts. The drivers that motivate companies engaging in this voluntary social investment are highly contested among academics, practitioners and stakeholders. Proponents of CSR reason that it is a means through which corporations create shared wealth by generating jobs, support local businesses, finance infrastructural development and provide training and education opportunities in host communities and obtain the social legitimacy/license to operate (SLO) (Carroll, 2015).

However, oil companies have a corporate identity, which defines all the activities of the organization in public relation administration. These companies usually respond to the societal needs of the people by providing them with good drinking water, electricity, clinics, roads, places of convenience, national institutions including hospitals and schools. They provide basic needs in various forms to citizens in the host and surrounding communities which in the long run bring peace and development to the society.

In the educational facet, these needs include, but are not limited to provision of scholarship/bursary and other academic awards, conducive classrooms/staffrooms, books and other educational materials, school amenities (libraries, pipe-borne water, recreational centres, buses), incentives to community teachers etc. Education in many parts of the world is given priority and where the citizens cannot afford to pay for it, government and non-governmental organizations as well as corporate bodies give aid in form of scholarships, bursary, grants and others as aforementioned. Financial aid, coming in the three major forms of grant, loan, and job, is what makes higher education affordable to the children of families who would otherwise be excluded by price.

In determining the effectiveness of a national system of education, primary and secondary (basic) education universally acknowledged as fundament. Developed countries such as the United States and Finland are focusing their concentration on research to explore better solutions to the escalating and emerging problems faced by the youth at secondary school level. The quality of college and university education depends upon the quality achieved at both primary and secondary levels. The formation of character and foundations of future leadership are laid at that level, when the youth is in his formative stage (Suleman and

Hussain, 2014). Therefore, for the sake of the future, the youths of the oil-rich Niger Delta region need to be equipped with adequate scientific, vocational and cognate knowledge and competencies to compete effectively for job placements within their environments.

Neglect of CSR by oil firms or organizations often results in conflicts which may hinder the achievement of stated objectives. However, there are recent reports including Helg (2017) that praise businesses which care for the needs of the society in which they operate and also put in place measures to control degradation of the environment. These actions done by such companies, whether structured or not, have been embraced by both the beneficiaries and other stakeholders in that they are seen to contribute towards the development of its beneficiaries. Therefore, these has motivated the present research opts to contribute to this by relating the responsibilities of Oil Companies with level of indigene academic empowerment in Eket Educational Zone of Akwa Ibom State.

Statement of problem

Many large corporations such as oil and gas companies are seen to be insensitive to the needs of society especially in the area of academic empowerment among indigenes (Utting 2005). It is disheartening to see dilapidated school buildings and facilities, school dropouts, teacher job dissatisfaction and ill-looking students in oil producing communities. The recent acid rain syndrome attributed to rapid proliferation of crude oil activities in Eket has destroyed zincs and roofs of many buildings including schools in host and neighbouring communities, with attendant friction between the firms and host communities. Even in this modern era, there are still some oil communities where students trek long distances to school. Some schools do not have enough classrooms, as such, students resort to staying under the trees to receive lectures. Those that are favoured to stay in classrooms to receive lectures do so in classrooms that are not conducive for smooth teaching learning process resulting in fatigue and frustration among the students (Suleman and Hussain, 2014).

This has led to loss of interest in schooling and consequent poor academic performance. Failure in their social responsibilities has also made the illiterate and dropout youths to engage in frivolous activities to the detriment of the entire communities and the operations of the oil companies. Children raised in such conditions usually grow to pose a serious threat to the peace of the communities. This have seen the upsurge of pressure groups such as “The Niger Delta People Volunteer Force” (NDPV), Niger Delta Militant Group (NDMG) etc which tries to drum home the need for the Oil Companies to rise to their responsibilities.

Given the aforementioned problems created by oil companies in their host communities, it has become necessary to access the activities of oil companies in response to their roles in

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providing them basic needs. Conclusions drawn from this study are expected to provide more evidence on Exxon Mobil's corporate social responsibilities towards indigenes' academic empowerment in Eket Educational Zone.

Purpose of the study

The purpose of the study was to assess the level of corporate social responsibility (CSRs) of oil companies and indigenes' academic empowerment in Eket Education Zone, Akwa Ibom State, Nigeria with specific objectives:

- i. CSRs of oil companies on indigenes academic performance as regards the provision of scholarship/bursary award to host communities.
- ii. CSRs of oil companies on indigene academic performance as regards the provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) in host communities.

Research questions

In line with the objectives of this study, the following research questions are posed:

- i. How do CSRs of oil companies in the provision of scholarship/bursary award relate with indigenes academic performance in host communities?
- ii. To what extent does CSR of oil companies in the provision of books and other educational materials (text/exercise books, biros/pencils, desks/chairs/tables) relate with indigenes academic performance in host communities?

Statement of hypotheses

To give answers to the research questions, the following null hypotheses are formulated:

- i. The provision of scholarship/bursary awards by oil companies does not significantly relate with the indigene's academic performance in host communities.
- ii. The provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies does not significantly relate with the educational indigenes' academic performance in host communities.

Review of Related Literature

Corporate Social Responsibilities of oil companies and Scholarship/ bursary Award

Scholarship or bursary is financial aids which make education affordable to the children of families who would otherwise be excluded by price (Apronte, 2017). Financial aid in all forms comes from a variety of sources, predominantly being corporate bodies including oil companies. In a report funded by the corporate bodies in Ontario (Dooley, Payne & Robb, 2011), the question of what characterizes those students who achieve academic success as measured by grade averages, credits passed, continuity of registration, and degree completion

was addressed. Dooley et al. (2011) examined persistence and success using a rich administrative data set that linked information on individual students at four Ontario universities with information on the high school performance of these students (n=2,209), the high school that they attended, and the neighbourhood in which they grew up. It was reported that the high school grade point average (GPA) is a strong predictor of success in university. In the analysis, although student's high school GPA had much more explanatory power than other factors such as university program, gender, neighbourhood and high school characteristics, scholarships and bursary were found to correlate significantly ($P < 0.05$) with high school GPA.

Another study by Dynarski (2005) stressed the importance of scholarships and grants in academic achievement of students. The study which was sponsored by an anonymous oil and gas company examined the consequences of the natural experiment provided by the introduction during the 1990s of large-scale merit aid programs in a series of U.S. states. These programs waive tuition and fees for students who achieve a minimum GPA in high school (typically a 3.0 on a 4-point scale) and maintain a minimum GPA in college (typically 2.5 to 3.0). Arkansas started the trend in 1991 and Georgia followed in 1993. Dynarski estimates the impact of these programs using cross-cohort comparisons in college completion in these two states relative to others without such aid. The scholarship programs appear to increase the share of young people with a college degree by three percentage points, from approximately 27 to 30%.

Dooley, Payne and Robb (2013) examined the factors influencing oil companies' social responsibility in providing bursary and grants to university students in Ontario. The sample size for the study was 198 students from two universities from the study area. The authors used an econometric model to analyse micro-economic determinants of scholarships/grants and employed a Tobit estimation. The study found a strong relationship between oil companies' net profit and scholarships/grants award as number of awards given by corporate bodies with low net profits are substantially less than those of high net profits. In addition, the authors highlight foreign investors, stakeholders and government as having inevitable roles to play in award of corporal social responsibility.

While assessing the role of oil corporations in supporting education of their host communities in terms of award of scholarships and bursary. Apronti (2017) analysed rural household survey data from three different geographic locations of 215 participating secondary students consisting of 126 (58.9 per cent) host community members and 89 (41.1 per cent) non-host community members in Anglo gold Ashanti, Adieyie and Teberebie between January and

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August 2017 in Ghana. The author provided econometric models for corporate social responsibilities versus educational development and conducts multivariate analyses to identify explanatory variables such as stakeholders, policy makers and government. The author found that stakeholders, policy makers and government influence corporate decisions and therefore taking up of social responsibilities by corporal bodies depends on the role of these actors. This empirical evidence reveals that despite the implementation of CSR initiatives, resource rich countries and communities are still faced with high levels of poverty and income inequalities (Transparency International 2015), conflicts and armed violence over access to and control of resources (Butler 2015; Idemudia 2008), low education rates, poor and unsafe environmental conditions, political instability and interruptions in traditional systems of governance and social structures and networks (Robbins 2011), all of which are largely ascribed to the presence of the natural resource extractive industry.

Corporate Social Responsibilities of oil companies and provision of books and other educational materials

According to reports such as those of Abraham (2011) and Nwosu (2017), provision of books and other educational materials such as exercise books, pens, pencils, erasers, chalks, drawing books, mathematical sets, scientific calculators, rulers etc. can have a significant impact on the child's performance in school. A child that is not provided with enough learning materials as his/her counterparts is bound to perform less in school. However, some cases may report insignificant relationships when personal or other environmental characteristics interplay.

In their study on factors influencing studying habit and educational performance of in South Eastern Nigeria, Abraham (2011) reported that the socio-economic factors influencing studying habit were age, parental income and education. About 60 percent of those provided with books and other learning materials while the remaining 40 percent were males probably because females usually attract attention more than males. On income and educational status, 70 percent of the students receiving aids were from poor homes while 63.33 percent were of illiterate parents.

The study by Nwosu (2017) assessed the relationship between the Oil Industries operating in Nigeria's Niger Delta Region and provision of book and other resources to schools in their host communities. In so doing, the researcher evaluated both students and teachers from five community secondary schools in the area on the aids provided by Oil Companies such as Exxon-Mobil, Chevron, Agip, Elf, etc. operating in communities in the entire Niger Delta region of Nigeria. In order to guide the study, three hypotheses were formulated which

emanated from the main variables of the study. The design adopted for the study was Ex-Post-Facto. Data was collected using a researcher developed instrument called Oil Industries and Host Community Relations Questionnaire (O.I.H.C.R.Q.). Using a Stratified Random Sampling technique, a sample of 293 subjects was chosen for the study. The hypotheses were tested with Pearson Product Moment Correlation Coefficient (r) at 0.05 level of significance. Results obtained revealed significant relationship between corporate social responsibility and provision of books and other educational materials in the Niger Delta region. However, there was a weak correlation when the data were streamlined to host communities. The authors therefore advised that host communities should be given priority since they suffer most of the attendant effects of oil activities.

The study by Mbat, Ibok and Daniel (2013) was to assess the up to date role of Exxon Mobil in the provision of books and non-books materials to educational development of host communities in Akwa Ibom State, Nigeria. The study employed both qualitative and quantitative analytical techniques on 1250 students randomly selected from ten schools in the study area. The study revealed that in the past, the oil company (Mobil) had made great contributions in the area of books and other educational infrastructure. However, following the merger between Exxon and Mobil now Exxon Mobil, the company's policy shifted from physical infrastructure to capacity building and economic empowerment of students. This is evident in various training and support programmes embarked upon by the company. The study has further revealed that there will always be a difference between State/Community expectations and what Exxon mobil can provide. Based on this, the work has recommended that Exxon mobil should keep on discussing ways to close such gap. More so, Exxon mobil should balance educational infrastructural provision with capacity building.

Method of the study

Research design

The survey research design was used. According to Isangedighi (2012) survey research design has one re-determines the nature of situations as it exist at the time of investigation. Also, Coolican (2019) describe survey as a type of research that studies large and small population to objectively and accurately describe (opinion and attitudes) existing situation that depends on structure questionnaire as means of data collection. However, the design is chosen because it gives the researcher an opportunity to make generalization of the study to the entire population. Survey design are appropriate where variables are complex and do not permit experimental design. It is not only economical but permits measurements of several variables and their inter-relationship simultaneously in their realistic setting. The design was adopted

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due to the perceived relationship between corporate social responsibility of oil companies and educational development.

Area of the study

The study area for this study is Eket Education Zone, Akwa Ibom State, Nigeria. The zone comprises of 12 Local Government Areas namely: Mbo, Mkpato Enin, Eastern Obolo, Eket, Esit Eket, Okobo, Onna, Oron, Ibendo and Ikot Abasi, Udung Uko, Uruk offong oruko, Local Government Areas and seven (7 Local Education Committee (L.E.C .Namely Mbo\Udung Uko, Okobo, Ikot Abasi\Eastern Obolo, Onna, Oron\Uruk Offong Oruko,,Eket \Esit Eket \Ibendo, and Mkat Enin, The study location is within latitudes 4⁰-30'-00'' and 5⁰-00'-00'' north; and longitudes 7⁰-30'-00'' and 8⁰-15'-00'' east of the Greenwich Meridian. It falls within the area of equatorial climate having distinct wet and dry seasons typified by extremely high temperature peculiar to the west Africa coasts. Rainfall all year round with the coldest and hottest months having 18 C and 37 C respectively It is located within the tropical rainforest belt where deforestation destroys globally important carbon sinks that currently sequester carbon dioxide (CO₂) from the atmosphere and are critical to future climate stabilization. Annual rainfall is estimated to be 1500mm Ekpoh (2012). Tides within this region are semi diurnal in nature with tidal condition of high and low waters. The change in tidal conditions brings about a washing in and out of materials entering the ocean. The importance of tides and winds within this region cannot be over-looked as in the event of a spill, aid to facilitate the spread and movement of oil thereby causing various degrees of damages within the aquatic and terrestrial ecosystem. Also, the area has very high agricultural potentials and is rich in crude oil, gas and many other natural resources (Ayoade, 2003). Eket like other parts of Akwa Ibom State is a civil service region with predominant crude oil activities. Two multinational oil corporations in the area are Exxon Mobil and NNPC. Few industries and non-oil corporations also exist. Fishing, farming, hunting and trading are indigenous occupations in the area. Ekid, Ibibio and English are the major languages spoken in the area.

Population of the study

The population of the study was 1,034, which is the total number of all the secondary school teachers in Eket Education Zone, Akwa Ibom State, Nigeria. The population as recorded by the Ministry of Education 2018 is 1034 (see table 1,).

Sampling technique

Multi-stage sampling procedure involving or comprising of simple random sampling technique, census and purposive sampling technique was used for this study. The sampling

is based on the seven Local Education Committees. In each of the Local Education Committee the simple random technique was used to select the sample for the study. 570 out of 1034 of the teachers in the seven Local Education Committee was use for the study. Four schools were selected in each local education committee that has less than ten schools two from rural area and two from urban area, while eight schools is selected in LEC area that has more than ten schools, four from rural area and four from urban area making it total of 36 schools. Also, selected schools must exist in the community for not less than ten years and census method was used to select all the teachers from the 36 selected schools in the study area.

To select staff from Oil Company, purposive sampling technique was used to select 285 staff in the department in charge of corporate social responsibility. The purposive sampling was adopted as the researcher was given the instruments only to the staffs in the Department of Environmental Quality in the company who were willing or volunteer to fill the questionnaire.

Sample

The sample consists of 570 teachers which was the total number of teachers in the 36 schools that was randomly selected from the 66 schools in the 7 local education committee in Eket Education Zone and 285 staffs from Oil Company. This means that two teachers will assess one staff from Oil Company.

Instrumentation

Two research instruments were used for data collection. These are Host Community Educational Development Scale (HCEDS) scales and Multinational Oil Corporate Development Inventory (MOCDI), both scale were developed by the researcher to gather information from the host communities on corporate social responsibilities of oil company and educational development in the communities and apart from the section for demographic information, the HCEDS comprised of 30 items which was designed to gather information from secondary school teachers on various educational development supports which the oil companies have given in their various communities in line with MoU. Six questions for each hypothesis and 20 items designed to gather information from Oil Company on educational input the scores for each variable was group for easy analysis. CSRs was in Likert type scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Six question for each hypothesis and twenty questions for dependent variables.

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Table 1: Distribution of the population by Local Education Committee and CSR of oil companies

S/N	Local Education Committee	No of schools	No of teachers
1	Mbo	5	83
2	Okobo	8	79
3	Ikot Abasi	8	134
4	Onna	9	152
5	Oron	7	49
6	Eket	13	360
7	Mkpat Enin	16	181
TOTAL	7	66	1034
Department			No of staff
CSR of oil companies			285

Source: Researcher's Field Survey (2025)

Table 2: Distribution of sample by Local Education Committee (LEC)

S/N	LEC	Name of selected schools	Number of teachers		Total
			Male	Female	
1	MBO	1 ECSS, Enwang	12	4	16
		2 CSGS, Ebughu	12	2	14
		3 CCSS, Edikor	14	8	22
		4 CSCS, Udesi	13	2	15
2	Okobo	5 St Vincent sec. Sch Oti-oro	9	3	12
		6 Comp. Sec. Sch. Okobo	8	2	10
		7 Community Sec Sch. Urue-Ita	4	3	7
		8 Community Sec. Sch. Offi	5	2	7
3	Ikot Abasi	9 Sec. Comm. Sch. Ibekwe	12	15	27
		10 Comp. High Sch. Edemaya	9	13	22
		11 Okoromita Comp. Sec. Sch.	9	7	16
		12 Migrant Sec. Sch. Eastern Obolo	1	3	4
4	Onna	13 OPHS, Abat	11	16	27
		14 CSCS, Ikot Ebierie	9	8	17
		15 NOICSS, Ikot Obong	12	3	15
		16 Secondary School, Okat	5	3	8
5	Oron	17 Methodist Sen. Sci. Col., Oron	5	5	10

		18	Mary Hanny Sec. Sch. Oron	6	4	10
		19	Comm. Sec. Sch. Mbokpu Eyokan	2	2	4
		20	Comm. Sec. Sch. Eyo-Abasi	2	2	4
6	Eket	21	GSS, Afaha Eket	16	31	48
		22	GHS, Ikot Ibiok	8	31	39
		23	CSCS, Ikot Uso Ekong	3	20	23
		24	St. FSS, Ikot Ataku	10	15	25
		25	Sec. Sch. Edo, Esit Eket	7	12	19
		26	NHS, Etebi, Esit Eket	9	6	15
		27	CSS, Akpautong, Esit Eket	7	13	20
		28	Sec. Grammar Sch. Ibeno	10	18	28
7.	Mkpat	29	AGH Sch. Iko Ekop	9	3	12
	Enin	30	Asong Cgs, Asong	7	3	10
		31	CS Sch. Mkpat Enin	6	9	15
		32	CSC Sch., Esa Ekpo	10	4	14
		33	QICSCS, Minya	8	4	12
		34	Sec. Sch., ibotio/ndon	6	3	9
		35	Sec. Sch., Ukam	7	5	12
		36	Excellence Col. Ik Unya	2	1	3
						570
CSR of oil companies						285

Results and discussion of findings

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

HO₁

Provision of scholarship/bursary award by oil companies does not significantly predict indigene academic performance in the host communities. The independent variable in this hypothesis is provision of scholarship/bursary award by oil companies; while the dependent variable is indigene academic performance in host communities. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 3.

The simple regression analysis of the prediction of Provision of scholarship/bursary award by oil companies on the educational development in host communities produced an adjusted R² of .053. This indicated that the Provision of scholarship/bursary award by oil companies accounted for .5.3% of the determinant educational development in host communities in the

study area. This finding is a critical indication that Provision of scholarship/bursary award by oil companies is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 16.435$ and the sig. value of .000 (or $p < .05$) at the degree of freedom (df) 1 and 276. The implication of this result is that Provision of scholarship/bursary award by oil companies is a significant predictor of educational development in host communities.

Table 3: Simple regression result of the prediction of Provision of scholarship/bursary award by oil companies on educational development in host communities

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.237(a)	.056	.053	3.50170		
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	201.527	1	201.527	16.435*	.000(a)
Residual	3384.286	276	12.262		
Total	3585.813	277			

a. Dependent Variable: indigene academic performance in host communities

b. Predictors: (Constant), Provision of scholarship/bursary award by oil companies

HO₂

Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies do not significantly predict indigene academic performance in host communities. The independent variable in this hypothesis is Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies; while the dependent variable is educational development in host communities. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 4.

Table 4: Simple regression result of the prediction of Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies on educational development in host communities

R	R Square	Adjusted R Square	Std. Error of the Estimate
.343(a)	.118	.115	3.38557

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	422.280	1	422.280	36.841*	.000(a)
Residual	3163.533	276	11.462		
Total	3585.813	277			

- a. Dependent Variable: Indigene academic performance in host communities
- b. Predictors: (Constant), Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies

The simple regression analysis of the prediction of Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies on the indigene academic performance in the host communities produced an adjusted R² of .115. This indicated that the Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies accounted for 11.5% of the determinant indigene academic Performance in the host communities in the study area. This finding is a critical indication that Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 36.841 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 276. The implication of this result is that Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies is a significant predictor of indigene academic performance in the host communities.

Discussion of findings

Provision of scholarship/bursary award by oil companies on educational development in host communities.

The result of the first hypothesis study indicated that, Provision of scholarship/bursary award by oil companies significantly influenced educational development in host communities. The finding is in line with Dynarski (2015) who stressed the importance of scholarships and grants in academic achievement of students. The study which was sponsored by an anonymous oil and gas company examined the consequences of the natural experiment provided by the introduction during the 1990s of large-scale merit aid programs in a series of U.S. states. These programs waive tuition and fees for students who achieve a minimum GPA in high school (typically a 3.0 on a 4-point scale) and maintain a minimum GPA in college (typically 2.5 to 3.0). Arkansas started the trend in 1991 and Georgia followed in 1993. Dynarski estimates the impact of these programs using cross-cohort comparisons in college completion in these two states relative to others without such aid. The scholarship

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programs appear to increase the share of young people with a college degree by three percentage points, from approximately 27 to 30%. Dooley, Payne and Robb (2013) also found a strong relationship between oil companies' net profit and scholarships/grants award as number of awards given by corporate bodies with low net profits are substantially less than those of high net profits. In addition, the authors highlight foreign investors, stakeholders and government as having inevitable roles to play in award of corporate social responsibility.

Apronti (2017) also found that stakeholders, policy makers and government influence corporate decisions and therefore taking up of social responsibilities by corporate bodies depends on the role of these actors. This empirical evidence reveals that despite the implementation of CSR initiatives, resource rich countries and communities are still faced with high levels of poverty and income inequalities (Transparency International 2015), conflicts and armed violence over access to and control of resources (Butler 2015); low education rates, poor and unsafe environmental conditions, political instability and interruptions in traditional systems of governance and social structures and networks, all of which are largely ascribed to the presence of the natural resource extractive industry. Scholarship or bursary is financial aids which make education affordable to the children of families who would otherwise be excluded by price. Financial aid in all forms comes from a variety of sources, predominantly being corporate bodies including oil companies.

Provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies on educational development in host communities.

The result of the third hypothesis indicated that, provision of educational materials (text/exercise books, biros/pencils, desks/chairs/tables) by oil companies significantly influenced indigene academic performance in the host communities. The finding of this study agrees with that of Nwosu (2017) who observed that provision of books and other educational materials such as exercise books, pens, pencils, erasers, chalks, drawing books, mathematical sets, scientific calculators, rulers etc. can have a significant impact on the child's performance in school. A child that is not provided with enough learning materials as his/her counterparts is bound to perform less in school. However, some cases may report insignificant relationships when personal or other environmental characteristics interplay.

Abraham (2011) also reported that the socio-economic factors influencing studying habit were age, parental income and education. About 60 percent of those provided with books and other learning materials while the remaining 40 percent were males probably because females usually attract attention more than males. On income and educational status, 70

percent of the students receiving aids were from poor homes while 63.33 percent were of illiterate parents.

Nwosu (2017) also assessed the relationship between the Oil Industries operating in Nigeria's Niger Delta Region and provision of book and other resources to schools in their host communities. In so doing, the researcher evaluated both students and teachers from five community secondary schools in the area on the aids provided by Oil Companies such as Exxon-Mobil, Chevron, Agip, Elf, etc. operating in communities in the entire Niger Delta region of Nigeria. In order to guide the study, three hypotheses were formulated which emanated from the main variables of the study. The design adopted for the study was Ex-Post-Facto. Data was collected using a researcher developed instrument called Oil Industries and Host Community Relations Questionnaire (O.I.H.C.R.Q.). Using a Stratified Random Sampling technique, a sample of 293 subjects was chosen for the study. The hypotheses were tested with Pearson Product Moment Correlation Coefficient (r) at 0.05 level of significance. Results obtained revealed significant relationship between corporate social responsibility and provision of books and other educational materials in the Niger Delta region. However, there was a weak correlation when the data were streamlined to host communities. The authors therefore advised that host communities should be given priority since they suffer most of the attendant effects of oil activities.

Mbat, Ibok and Daniel (2013) also revealed that in the past, the oil company (Mobil) had made great contributions in the area of books and other educational infrastructure. However, following the merger between Exxon and Mobil now Exxon Mobil, the company's policy shifted from physical infrastructure to capacity building and economic empowerment of students. This is evident in various training and support programmes embarked upon by the company. The study has further revealed that there will always be a difference between State/Community expectations and what Exxon mobile can provide. Based on this, the work has recommended that Exxon mobile should keep on discussing ways to close such gap. More so, Exxon mobile should balance educational infrastructural provision with capacity building.

Conclusion

The aim of the study was to investigate and present information on corporate social responsibility of Oil Company and indigenes' academic performance in Eket Education Zone, Akwa Ibom State, Nigeria. The finding shows that corporate social responsibility of Oil Company significantly influence indigenes' academic in terms of Provision of scholarship/bursary award by oil companies, and provision of educational materials

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(text/exercise books, biros/pencils, desks/chairs/tables) by oil companies significantly predict indigenes' academic empowerment in host communities.

The need for organizations, institutions, companies and the likes to be alive to their corporate social responsibilities to their host communities have never been higher considering the benefit and shared environment they both enjoy. Education being the bedrock of development in an area, that any profit oriented organization need to show commitment or interest to affect the lives of the inhabitants of the host community.

There are concerns therefore for the neglect and total disregard by oil companies to their roles and responsibilities to the people especially in the area of education. It is therefore important that periodically these companies should be reminded of their duty to the host communities and the community should also be aware of what benefit they stand to gain from companies existing within their area and make genuine demands form such companies.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

Exxon Mobil should respect memorandum of understanding (MoU) signed with the host communities in respect of academic empowerments.

And they should also provide learning materials such as exercise books, mathematical sets, text books, pens, pencils etc. to host communities.

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