

**CORPORATE SOCIAL RESPONSIBILITY CHALLENGES OF MULTINATIONAL COMPANIES TOWARDS STUDENTS SUPPORT IN COMMUNITY SECONDARY SCHOOLS IN RIVERS STATE**

**BY**

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**Abstract**

*The study investigated Corporate Social Responsibility Challenges of Multinational Companies towards Students Support in Community Secondary Schools in Rivers State. Two research questions and two corresponding hypotheses guided the study. The design engaged in the study was descriptive survey while the population of the study consisted of 129 respondents which comprised 29 Community Relations Officers (CRO) of the major multinational oil companies operating in Rivers State as well as the principals of the 100 community secondary schools in the 12 selected oil producing local governments in Rivers State. Sample for the study was 65 respondents (15 CROs and 50 Principals) who were drawn for the study using multi-stage random sampling technique. First, 50% of the 23 Local Government Areas in Rivers State were randomly drawn with replacement to arrive at the 12 oil producing Local Government Areas for this study and again, 50% of the 29 CROs of the selected major MNCs and 100 principals in these selected local government areas were drawn to arrive at the 15 CROs and 50 principals that made up the 65 respondents that were sampled for the study. Instrument used for data collection was a 10-items questionnaire titled "Corporate Social Responsibilities Challenges of Multinational Companies towards Student Support Questionnaire" (CSRCMCSSQ). The face and content validities of the instrument was determined by three experts in Measurement and Evaluation, University of Port Harcourt. The reliability of the instrument was determined using Cronbach Alpha statistics and the two clusters of the instrument produced value of 0.79 and 0.88 with an average reliability was 0.84. Research questions raised were answered using mean, standard deviation and rank order while the hypotheses were tested using z-test at 0.05 level of significance. Findings of the study showed that community interference was a major challenge in accessing and providing aids in these schools. It was recommended that legislations should be made that will compel these MNCs to support these students directly without any form of interference.*

**Keywords: Corporate Social Responsibility, Challenges, Multinational companies, Students support, Rivers State**

**Introduction**

Education is an essential social service required by any individual to survive as a social being. However, there is no doubt that no single individual can unilaterally take care of the demands of education whether at the primary, secondary or tertiary levels of education. This is why support from other stakeholders is important and most importantly students need to be supported to be able to meet their personal and educational needs in the long run. Student support is a situation in which students are able to proffer solutions to their personal problems as a result of the opportunities or privileges that have been created or provided for them. This enables any student to be able to meet their educational and non-educational aspirations without putting much pressure on others in their immediate environment. It is on this note that the assistance of multinational companies operational in most communities in Rivers State becomes essential for supporting students to meet their educational needs.

The help provided by multinational companies as part of their corporate social responsibilities should cut across all levels including the provision of assistance for students in these communities. Macmillan in Keffas and Olulu-Briggs (2011:11) asserted that:

*Corporate social responsibility describes a company's obligation to be accountable to all its stakeholders in all its operations and activities. Socially responsible companies will consider the full scope of their impact on communities and the environment when making decisions, balancing the need of stakeholders with their need to make a profit.*

These organizations use this medium to also promote the popularity of the organization as well as improve the image of their business. Corporate social responsibility is therefore part of the managerial practices of any organization that intends to succeed in business within the environment where it operates but this assistance should not be lopsided for it to make lasting impact on the indigenes of these communities especially in the area of education which will have multiplier effect on the communities in the long run. However, despite the presence of these multinational and the social responsibilities carried out by them, students still face various degrees of challenges that hinder their access to these aids. Multinational companies have a lot to contribute to the educational development of students especially in community secondary schools where students may not have access to basic educational resources. However, there are diverse challenges that students face in the process of accessing the resources provided by multinational companies as part of their corporate social responsibility to community schools.

One of the problems that has often affected the opportunity of members of the public to benefit from social opportunities in their environment is the issue of citizenship as well as ethnicity (Moon, 2011). The ethnic affiliation of students is a bane to getting assistance from the companies operating in some communities. Rivers State is characterized by people from different ethnic groups with different cultural practices. This makes it easy for students from different cultural and ethnic groups to attend the same community secondary schools. However, when opportunity arises such as the case of students benefiting as member of the community from the assistance provided by these companies, some of these students are sidelined on the group that they are not indigenes of the community. The issue of who is an indigene is an issue which affects most communities in different states of the federation and students have lost huge opportunities for educational assistance as a result of the fact that they are not bona fide members of the community and as such are edged out of such privileges for students who are indigenes but in some cases may not be qualified for such assistance.

Similarly, administrative inefficiencies in the school also affect students' opportunities of benefiting from these companies when the opportunity arises. School administrators have a huge role to play in preparing students for educational assistance from multinational companies as part of their corporate social responsibility. It is the responsibility of school administrators to provide adequate record on students who qualify for educational assistance as well as to prepare students educationally in case of an assessment. Similarly, some of these school administrators are expected to be abreast with the names, nature and location of some of these organizations that can assist the school as part of their corporate social responsibility but this appears to be far from the norm in these schools (Olutayo, 2013). These school administrators fail to perform these essential responsibilities and this removes the chances of these students from being assisted. School administrators also have a role to play in connecting deserving students with these companies when required but they fail to perform these responsibilities and this deprives the student the opportunity of benefiting from the corporate social responsibility assistance of multinational companies in community secondary schools.

In a related dimension, there are different factors attributed to students which limit their chances of being assisted educationally. Students' inability to meet documentation requirements is one of the factors that make it difficult for them to be assisted. In addition to this, the poor academic record of some of these students also poses a hindrance to their opportunities. Students therefore need to be adequately prepared as well as obtain all necessary requirements to benefit from such assistance when they arise. Students'

academic, moral and social competencies therefore contribute to the privileges available for students to be assisted but these opportunities are sometimes lost as a result of students' lack of preparedness. The absence of legal support also has the possibility of limiting the opportunity of students to be given assistance educationally in most schools. Some of the children in these secondary schools are minors and as such require some level of legal assistance to benefit from available educational assistance. It was until recently that emphasis is being made on the need to strengthen the child right act. However, students still lack adequate legal aid in their search for educational opportunities. The government, legislators as well as other political stakeholders have a huge role to play to enact laws that will continue to protect the educational privileges of students and this will go a long way to enable them benefit from available educational opportunities such as corporate social responsibility assistance of multinational companies especially in community secondary schools.

The high rate of student's enrolment is also a bane to getting adequate assistance from multinational companies. The increase in the demand for formal education has contributed to the rise in the level of enrolment even at the primary level of education. This high rate of enrolment makes it difficult for all students to be assisted at the same time. The high enrolment rate of students therefore reduces the chances of individual students from benefiting from the educational assistance provided by multinational companies as part of their corporate social responsibility. This development calls for the need for multinational companies to increase their assistance to members of their host communities especially in the area of education. It also places a demand for other private organizations to join in this gesture to meet the educational needs of students which is on the rise over the recent time. Multinational companies on their part also face challenges in meeting the needs of students in their host communities as part of their corporate social responsibilities. There are challenges which multinational companies also face in their effort to assist students as part of their corporate social responsibility. These challenges include but are not restricted to the following:

**Government Policies:** Government policies hinder multinationals from assisting some of these schools even when they have the intention to do so. Policies of the government to a large extent control the activities of private organizations in most nations (Barkemeyer, 2011). The policies of government in the area of heavy taxation, managerial composition among others make it difficult for some multinational companies to fulfil their corporate social responsibility. The intrusion of the government in the activities of these multinational companies therefore makes it difficult for them to carry out their responsibilities independently including the volume of assistance they can give to the educational sector in some of these communities. In some cases, some of these companies are compelled by the government on areas they should concentrate on in their corporate social responsibility drive and this sometimes is to the disadvantage of these students.

**Fluctuating Turnover:** The recent economic meltdown has made it difficult for some companies to carry out their corporate social responsibilities effectively. This is because the economic turndown affected the business turnover of some of these companies and as such makes it difficult for them to perform their social responsibility to the various sectors of the economy. Limited turnover by the company hinder the possibility of providing regular assistance especially to students who are basically in need of these assistance. This constitutes a limitation to the ability of these companies to assist these students where necessary.

**Company Policies:** The policies of some of these multinational companies are sometimes determined by their parent company. However, some of these policies are injurious to the host communities where some of these companies are operational. The policies of the company pose a limitation to the volume of aid that can be provided where most of the profits made are majorly repatriated to the parent company and this reduces the volume of assistance that can be provided to the communities where the companies are operating and this constitute a bane to the educational opportunities that some of these companies can provide to students in their host communities. Private organizations are made for the purpose of profit making and other objectives set by the company (Palazzo & Richter, 2011). These objectives which form

part of the policy of the company may sometimes be at variance with some of the responsibilities that the organization ought to carry out in the society. This makes it difficult for such assistance to be provided to the public without the express permission of the management of the company.

**Cultural Practices:** One of the problems most multinational companies have in meeting the needs of stakeholders through their corporate social responsibilities is the diversity of individual needs, personalities and practices (Chigbu *et al.*, 2016). Cultural practices of the community pose a threat to the ability of the company to render assistance to schools in some of the communities in Rivers State. These cultural practices make it difficult for these companies to assist the schools in these communities. There are companies where families prefer their male children receiving educational assistance than their female children. Similarly, in some other cases, some culture prefers these companies assisting in the area of socio-cultural development than assisting in the area of educational development. This makes it difficult for some of the students in these communities to benefit from these companies since they also form part of the community.

**Rising Educational Cost:** Some multinational companies fail to perform their educational corporate social responsibility to schools in their host communities because they are faced by the problem of rising educational cost in community schools. Despite the fact that these schools are situated in the communities, there are other internal and external education expenses that students are forced to incur and in some cases these costs are higher than the allocation made by these companies to this area. This makes it difficult for these companies to fulfil their responsibility in this area because of the continuously rising cost of education across all levels of education including that of community secondary schools.

### **Theoretical Review**

The theory upon which this study was anchored is the Social Action Theory developed by Parsons in 1961. This theory is premised on the fact that there is a social order in any given society. Therefore, all actions in any organization must reason with this order as this will guide individual as well as corporate motives, purposes and what is considered ideal in any given society. Therefore, goal attainment of individual stakeholders in any society forms part of the social order and must be taken into consideration when taking action. This theory identifies the fact that humans have their expectations at any point in time and it is only when all of these needs are set in order that motives and actions taken by any group or individual can be meaningful. Therefore, issues in the society must be tackled from simple to complex for any organization to be able to achieve its goals. This also affects the relationship between the school and other private organization in any society.

This theory like the other theories used in this study is also significant as it points out the need for formal organizations to channel their resources and effort to solving social problems first before attending to other business needs. This is because the society exists in an order and until when certain primary problems are solved, higher level needs will not be met. Education is a basic need and it is only when this need is satisfied that any formal organization can achieve its goals and objectives. When formal organizations pursue business objectives and ignoring the needs of the society, it can go ahead to destabilize the organizations plans. However, when the needs of the society such as education needs are met in that order, it becomes easy for the organization to succeed in meeting its short term and long-term goals and objectives.

### **Objectives of the Study**

The objective of the study was corporate social responsibility challenges of multinational companies towards students support in community secondary schools in Rivers State. In specific terms, the study sought to:

1. determine the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State.
2. examine the challenges faced by multinational companies in contributing to students' support in community secondary schools in Rivers State.

### Research Questions

The following research questions were raised to guide the study:

1. What are the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State?
2. What are the challenges faced by multinational companies in contributing to students' support in community secondary schools in Rivers State?

### Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- Ho<sub>1</sub>: There is no significant difference between the mean ratings of community relations officers and principals on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State.
- Ho<sub>2</sub>: There is no significant difference between the mean ratings of community relations officers and principals on the challenges faced by multinational companies in contributing to students' support in community secondary schools in Rivers State.

### Methodology

The design engaged in the study was descriptive survey while the population of the study consisted of 129 respondents which comprised 29 Community Relations Officers (CRO) of the major multinational oil companies operating in Rivers State as well as the principals of the 100 community secondary schools in the 12 selected oil producing local governments in Rivers State. The sample for the study was 65 respondents consisting of 15 Community Relations Officers (CROs) and 50 Principals of the selected Community Secondary Schools who were drawn for the study using multi-stage random sampling technique. First, 50% of the 23 Local Government Areas in Rivers State were randomly drawn with replacement to arrive at the 12 oil producing Local Government Areas for this study and again, 50% of the 29 CROs of the selected major MNCs and 100 principals in these selected local government areas were drawn to arrive at the 15 CROs and 50 principals that made up the 65 respondents that were sampled for the study. Instrument used for data collection was a 10-items questionnaire titled "Corporate Social Responsibilities Challenges of Multinational Companies towards Student Support Questionnaire" (CSRCMCSSQ). The questionnaire was responded to on four point modified Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with weighted scores of 4, 3, 2 and 1 respectively. The face and content validities of the instrument was determined by three experts in Measurement and Evaluation, University of Port Harcourt. The reliability of the instrument was determined using Cronbach Alpha statistics and the two clusters of the instrument produced value of 0.79 and 0.88 with an average reliability was 0.84. The instrument was administered to the respondents of the study by the researcher with the aid of three trained research assistants. Research questions raised were answered using mean, standard deviation and rank order while the hypotheses were tested using z-test at 0.05 level of significance.

### Results

#### Answer to Research Questions

**Research Question One:** What are the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State?

**Table 1: Mean and Standard Deviation on the Challenges Faced by Students of Community Secondary Schools in Accessing Contributions of Multinational Companies in Rivers State**

S/No	Items	CRO n=15		Principals n=50		Mean Set X $\bar{X}$	Rank	Decision
		Mean $\bar{X}$	SD	Mean $\bar{X}$	SD			
1	Students ethnic	1.93	1.27	2.32	1.02	2.13	4 <sup>th</sup>	Disagree

	background makes it difficult for them to access support from multinational companies in the community							d
2	Influence from notable community members hinder assistance from multinational companies from reaching the students	3.67	0.69	3.08	1.26	3.38	1 <sup>st</sup>	Agreed
3	Breach in communication between the student, the school and these multinational companies makes it difficult for students to be assisted	3.47	0.83	2.60	1.26	3.04	2 <sup>nd</sup>	Agreed
4	Illiteracy among students makes it difficult for them to identify and take advantage of existing aids	1.93	1.07	1.88	1.10	1.91	5 <sup>th</sup>	Disagreed
5	Students career path make it difficult for them to be considered for support from available multinational companies	2.27	1.07	2.28	1.16	2.28	3 <sup>rd</sup>	Disagreed
	<b>Grand Mean and Standard Deviation</b>	<b>2.65</b>	<b>0.99</b>	<b>2.43</b>	<b>1.16</b>	<b>2.54</b>		<b>Agreed</b>

Table 1 showed that the CROs and principals responded to items 1, 2, 3, 4 and 5 with mean scores of 1.93, 3.67, 3.47, 1.93, 2.27 as well as 2.32, 3.08, 2.60, 1.88 and 2.28 respectively. Items 2 and 3 with mean scores of 3.67 and 3.47 from the CROs as well as 2 and 3 with mean scores of 3.08 and 2.60 from the principals were above the criterion mean score of 2.50 and as such indicated that the items were agreed while items 1, 4 and 5 with mean scores of 1.93, 1.93 and 2.27 from the CROs as well as 2.32, 1.88 and 2.28 from the principals were below the criterion mean score of 2.50 used for decision making and as such implied that the items were disagreed. The grand mean score of 2.65 from the CROs and 2.43 from the principals indicated that the CROs agreed while the principals disagreed on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State. In summary, the average mean score of 2.54 from both respondents showed that they both agreed on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State. In terms of ranking, items 2, 3, 5, 1 and 4 occupied the position of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> in that order and indicated that influence from the community members was a major challenge while illiteracy among students was the least among the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State.

**Research Question Two:** What are the challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State?

**Table 2: Mean and Standard Deviation on the Challenges Faced by Multinational Companies in Contributing to Student Support in Community Secondary Schools in Rivers State**

S/No	Items	CRO n=15		Principals n=50		Mean Set X $\bar{X}$	Ran k	Decisio n
		Mean $\bar{X}$	SD	Mean $\bar{X}$	SD			
		1		2				
6	Policies of government at different levels limit the freedom of multinational companies to assisting students in need of support	2.53	1.10	2.36	1.13	2.45	3 <sup>rd</sup>	Disagree d
7	Company policies put restrictions on who gets supported and the type of support they can get	2.53	0.71	2.64	1.03	2.59	2 <sup>nd</sup>	Agreed
8	Lack of transparency from the community pose a threat to the ability of multinational companies to assist students in schools	3.47	0.83	2.84	1.12	3.16	1 <sup>st</sup>	Agreed
9	Company turnover is a factor that makes it hard for multinational companies to assist students in community schools	2.53	1.02	1.96	1.06	2.25	4 <sup>th</sup>	Disagree d
10	Cost of education is too high for multinational companies to bear on behalf of the students	2.67	1.24	1.72	1.24	2.20	5 <sup>th</sup>	Disagree d
<b>Grand Mean and Standard Deviation</b>		<b>2.75</b>	<b>0.98</b>	<b>2.30</b>	<b>1.12</b>	<b>2.53</b>		<b>Agreed</b>

Table 2 indicated that items 6, 7, 8, 9 and 10 produced mean values of 2.53, 2.53, 3.47, 2.53 and 2.67 from the CROs while the principals responded to the same set of items with mean scores of 2.36, 2.64, 2.84, 1.96 and 1.72. All the items; 6, 7, 8, 9 and 10 with mean scores of 2.53, 2.53, 3.47, 2.53 and 2.67 were above the criterion mean score of 2.50 used for decision making and implied that all the items were agreed while items 7 and 8 with mean scores of 2.64 and 2.84 from the principals were above the criterion mean and as such were agreed while items 6, 9 and 10 with mean scores of 2.36, 1.96 and 1.72 were below the criterion mean score of 2.50 and as such indicated that the items were disagreed. The grand mean scores of 2.75 and 2.30 showed that the CROs agreed while the principals disagreed on the challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State. The average mean score of 2.53 showed that the respondents both agreed in summary that the items identified were challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State. In terms of ranking, items 8, 7, 6, 9 and 10 occupied the position of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> and it showed that the lack of transparency from the community as well as the cost of education were the greatest and least of challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State.

**Test of Hypotheses**

**Hypothesis One:** There is no significant difference between the mean ratings of community relations officers and principals on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State.

**Table 3: Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Community Relations Officers and Principals on the Challenges Faced by Students of Community Secondary Schools in Accessing Contributions of Multinational Companies in Rivers State**

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Community Relations Officers	15	2.65	0.99	63	0.73	2.00	0.05	Accepted
Principals	50	2.43	1.16					

In table 3, the estimated value of z-cal. of 0.73 was less than the table value of z-crit. of 2.00 at 63 degrees of freedom and 0.05 level of significance and therefore, the null hypothesis was accepted indicating that there was no significant difference between the mean ratings of community relations officers and principals on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State.

**Hypothesis Two:** There is no significant difference between the mean ratings of community relations officers and principals on the challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State.

**Table 4: Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Community Relations Officers and Principals on the Challenges Faced by Multinational Companies in Contributing to Student Support in Community Secondary Schools in Rivers State**

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Community Relations Officers	15	2.75	0.98	63	1.51	2.00	0.05	Accepted
Principals	50	2.30	1.12					

In table 4, the value of z-cal. of 1.51 was less than the value of z-crit. of 2.00 at 63 degrees of freedom and 0.05 level of significance. Therefore, since the value of z-cal. of 1.51 was less than the value of z-crit. of 2.00, the null hypothesis was accepted and this revealed that there was no significant difference between the mean ratings of community relations officers and principals on the challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State.

**Discussion of Findings****Challenges Faced by Students of Community Secondary Schools in Accessing Contributions of Multinational Companies in Rivers State**

The grand mean score of 2.65 from the CROs and 2.43 from the principals indicated that the CROs agreed while the principals disagreed on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State. In summary, the average mean score of 2.54 from both respondents showed that they both agreed on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State. This agrees with the findings of a related study conducted by Safkaur (2016) which showed that some of the participants do not benefit from the corporate social responsibilities of formal organizations



in the study areas. This implies that these beneficiaries have challenges that make it difficult for them to access this aid even when they existed. However, in this study, the respondents believed in the same manner as they pointed out in their responses that there are challenges such as ethnic affiliation of students which is a bane to getting assistance from the company. This implies that some of these students who are not ethnic members of the community are often limited as a result of their ethnic affiliations from benefiting from the company.

Furthermore, there was an agreement among the respondents that there was a low extent to which administrative inefficiencies in the school affect students' opportunities of benefiting from these companies. This means that the schools provide all the necessary administrative support to ensure that students access the support provided by these companies as part of their CSR. However, they agreed that students' inability to meet documentation requirements is a challenge that limits students from accessing this aid. Students therefore need to be properly guided on what they need to do to benefit from the assistance provided by these companies so as to benefit optimally from this assistance which will enable these students to become self-reliance. This position relates with the outcome of the study conducted by Sen *et al.*, (2006) which indicated that students were not aware of the corporate social responsibility of companies around their environment. Students therefore cannot be left alone without proper guidance especially where these companies are ready to assist students academically

The respondents had different opinion on whether the absence of legal support limits the opportunity of students to be given assistance. This means that there is need for students to be given some legal support to be able to benefit from the CSR provided by companies in their school environment as part of their rights and not a privilege. This will help to ensure that students' needs are given a prime place as part of the CSR of formal organizations to schools in their host communities. There was an agreement between the respondents that the high rate of student's enrolment is a bane to getting assisted. This means that as student enrolment continues to increase, it reduces the capacity of these organizations to support students' needs in their host communities. This means that there is need for the government as well as other corporate organizations to partner with these multinational companies to provide sufficient resources for meeting the learning needs of students as part of their corporate social responsibility to their host community and the school system in particular.

### **Challenges Faced by Multinational Companies in Contributing to Student Support in Community Secondary Schools in Rivers State**

The study showed that the grand mean scores of 2.75 and 2.30 showed that the CROs agreed while the principals disagreed on the challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State. The average mean score of 2.53 showed that the respondents both agreed in summary that the items identified were challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State. The outcome of the findings by Asumah (2015) gave an explicit explanation to this reality as it was revealed that the challenges faced by these companies in their CSR drive include financial constraints, interference from political and opinion leaders leading to abandonment of completed projects, and lack of support or commitment from community members. This agrees with the responses of the respondents used for the study which showed that government policies and interference has hindered multinationals from assisting these schools. These policies interferences may include policy directions, excessive political and social demands which make it difficult for these companies to act in the interest of these students and their schools. It is therefore important for the government to make necessary policy redirection that will enable these companies perform their CSR directly to these students and the school in general.

However, studies have shown that in most cases, there are always divergent views on whether the policies of the company pose a limitation to the volume of aid that can be provided to students and the school. This finding however points to the fact that the internal policies guiding the activities of these

organizations also need to be visited to take care of the academic needs of students and the school in general in the host community. These multinational companies need to develop environmentally friendly policies from their parent company that will contribute to an increase in the impact of the company to the students and school in general. There was also an agreement in the responses of the respondents that limited turnover by the company hinder the possibility of providing regular assistance. This is why these companies need to develop a budgetary plan as part of their commitment to the school system. It will become easy for all stakeholders to understand the financial position of the company and provide assistance or professional guidance where necessary. The respondents disagreed on the ability of these companies to render assistance to schools and this may be the real situation as the respondents from the companies may focus on protecting the image of the company but this should not be an the expense of their responsibility to the public. This means that the culture of the people have very little to do with the commitment of these companies to the school and students in particular. They however agreed that the company is faced by the problem of rising educational cost in community schools which makes it difficult for them to act in accordance with their responsibilities. Bonituo (2014) clarified all of these outcomes as they pointed out in the findings of their study that society had a negative perception that industries were not doing enough to support their socio-economic livelihoods of the host communities as a result of the company's policies. The study also showed that that the bureaucratic structure of these industries also hinder the industry's ability to effectively practice Corporate Social Responsibility (CSR). There is therefore need for the government, company manager and school administrators to reach a consensus on how to deal with these salient problems in the interest of the self-sufficiency and support of students in these community secondary schools.

**There is no significant difference between the mean ratings of community relations officers and school principals on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State.**

In this study, it was established that there was no significant difference between the mean ratings of community relations officers and principals on the challenges faced by students of community secondary schools in accessing contributions of multinational companies in Rivers State. This implies that the representatives of the companies as well as school principals agreed that there are challenges that students encounter in the process of accessing aids provided by these multinational companies as part of their CSR. Therefore, the success of students in benefiting from the CSR of these organizations depends on the extent to which these challenges are dealt with. Therefore, it is important for all stakeholders to collaborate on how these challenges can be addressed to make it easy for these students to benefit from the CSR of multinational companies in community schools where they are resident.

**There is no significant difference between the mean ratings of community relations officers and school principals on the challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State.**

The result of the study showed that there was no significant difference between the mean ratings of community relations officers and principals on the challenges faced by multinational companies in contributing to student support in community secondary schools in Rivers State. This finding relates to the outcome of related studies carried out by other scholars. However, these challenges must be dealt with for these companies to contribute optimally to the schools in their host community. In their study Ojo and Akande (2014) outlined some of the benefits that can be derived when these companies overcome these challenges as they pointed out that there was a positive influence of CSR on promoting peace and harmony in the host community of an organization and thus reducing attendant societal menaces. The study also showed that there was a significant relationship between Lafarge Plc. Corporate Social Responsibility (CSR) projects and community expectations in the study area. These organizations therefore need to be given adequate support as their success translates to the success of the entire society, the school and also contributes to making students in these schools self-reliant and provide support for their education in the long run in the host communities where these multinational companies operate.

**Conclusion**

The study concluded that both students and multinational companies face several challenges in the access and provision of aids to students as part of their corporate social responsibilities in community secondary schools in Rivers State.

**Recommendations**

In line with the findings of the study, the following recommendations were made:

1. Students should be given adequate orientation at the point of their admission on how they can benefit from the activities of some of these multinational companies in addition to other privileges and obligations expected from them as students while in the school.
2. The government should make policies that will compel these multinational companies to contribute a percentage of their turnover to the development of the education sector in the communities where they operate especially for students who are less privileged to make them self-reliant.
3. There is need for proper legislations that will compel these MNCs to provide their aids for students directly to the students without any form of interference from the communities so that merits and transparency can be guaranteed in the process of assisting students as part of their corporate social responsibilities in these communities in Rivers State.

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