

**ATTITUDINAL DISPOSITION OF TEACHERS AND SCHOOL  
ADMINISTRATORS TO CORPORATE SOCIAL RESPONSIBILITY (CSR)  
AMONG PRIVATE SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA**

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**Abstract**

*The study investigated attitudinal disposition of teachers and school administrators to corporate social responsibility among private secondary schools in Lagos State. The study has two research questions and adopted descriptive survey design. The population of the study comprised all teachers and school administrators in government approved private secondary schools in Educational District IV, Lagos State. Purposive and simple random sampling technique was used to arrive at 330 samples for the study. Validated questionnaire (Attitude towards CSR) was used to obtain data from the respondents. The questionnaire was administered under good supervision, while descriptive statistics (mean and simple percentages) and independent t-test was used to analyse data obtained in the study at 0.05 level of significance. Finding of the study showed that teachers has positive attitudinal disposition to CSR and there was significant difference in the attitudinal disposition of teachers and school administrators ( $t=2.434, p < 0.05$ ). The paper therefore concluded that teachers attitude towards CSR is important, also the school administrators should encourage teachers to show more positive attitude to CSR, while school administrators should not only focus on profit making alone. Based on the findings and conclusion therefore, the study recommended that private schools should endeavour to be socially responsible to win the goodwill of their stakeholders.*

**Keywords:** Corporate Social Responsibility, Private Secondary Schools, Teachers, School Administrators

**Introduction**

Education is a critical resource to meet the manpower requirement for accelerated economic and technological growth (Bailey, Cloete and Pillay, 2012), this position has substituted natural resource endowment as a source of development (Gylfason, 2001). This is because strategic resources of a nation comes from intellectual power of the mind, rather than from natural resources and so true development in the 21st century comes from empowering the mind of the people (Ajagbawa, 2014). It is true that Nigeria intend to use education as a vehicle for fostering development of all her citizens to reach full potentials in the promotion of a strong, democratic, prosperous, indivisible and indissoluble sovereign nation (Ehigiamusoe, 2012), but the attainment of this objective requires that the inputs into Nigerian education be of high standard Ironically, literacy rate in Nigeria remains one of the lowest at 61% in Africa, while Cameroon, Zimbabwe, Ghana, and Kenya were at 62.5%, 84% 71% and 87% respectively, and Africa at the rear of world literacy (Ajagbawa, 2014). This may suggest that Nigerian government appears not to have seen the need to allocate a reasonable proportion of budget to education (World Bank, 2012). In defense of this position, Nigerian government adduced reason for not paying adequate attention to the education sector is the competing demand from other sectors such as transportation, health and similar areas of services of the economy (Akaranta, 2014). This to a large extent has effect on Nigerian quality of education. UNICEF (2000) saw quality education as learners who are healthy, well-nourished and ready to participate and learn and who are supported in learning by their families and communities. This implies that the roles of parents, guardians, family members and community at large are significant in improving the quality of education children receive at all levels.

However, Ibeh (2012) had argued that there is need to reduce the overdependence on government in funding education in Nigeria, he suggested private sector participation in funding of education. This position believes that industries can assist in financing students in practical areas required by the industries, while the industries can leverage on universities research, since they lack the capacity to innovate. Also, Maddeh and Tynan (2004) submitted that private sector contributed immensely for schools in Port Philip Specialist School in

Port Melbourne serve students with moderate and severe disabilities. Considering the goal of quality education, there is need for support from various quarters towards developing innovations and models that can also be scale, key being the corporate sector as part of Corporate Social responsibility (CSR).

The term CSR has been defined differently and variedly over a period of time and has had various shades of understanding across commercial activities in different geographic locations. The multidimensional status of CSR has made it difficult to give definition to the concept because it has evolved differently and has had varied forms of existence in different places and business activities. In spite of this, Corporate social responsibility (CSR) is a field of study with significant implications for academia, industry and society (Ravi and Anupam, 2010). Doing corporate social responsibility (CSR) (Carroll, 1979) in most parts of the world has become a necessity for business organizations, rather than just remaining a choice (Moir, 2001; Valor, 2005). CSR has become a well-known expression for what, in the past, has been a collection of different and yet related terms like corporate philanthropy, corporate citizenship, business ethics, stakeholding, community involvement, corporate responsibility, socially responsible investment, sustainability, triple-bottom line, corporate accountability and corporate social performance (McWilliams et al., 2006).

Business Council for Sustainable Development sees CSR as the 'continuing commitment by business to behave ethically and contribute to economic development, while improving the quality of life of the workforce and their families as well as of the local community and society at large. World Bank (2002) claims that CSR represents a new vehicle for community economic development, education, disaster relief, environmental protection, health promotion and a wide range of other activities that used to be within the ambit of governments.

CSR can involve a range of activities such as working in partnership with local communities, socially sensitive investment, developing relationships with employees, customers and their families, and involving in activities for environmental conservation and sustainability (Ismail, 2018). CSR goes beyond the occasional community service action, as it is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development (South China Morning Post, 2002). In addition, this

implies that the social responsibility of business encompasses the economic, legal, ethical and discretionary expectations that society has of organizations at a given point in time (Carroll, 1979). The advantages attached to CSR are alluring. CSR benefits are also reflected in brand and company's reputation, investors' and customers' preferences, employees' attraction, motivation (Albinger, and Freeman, 2000: enhanced operating efficiency (Porter and Kramer, 2006), product market gains (Bloom, Hoe, Keller and Meza, 2006), improved employees' productivity (Valentine and Fleischman, 2008), capital market benefits (Godfrey, 2005, Dhaliwal, Radhakrishnan, Tsang and Yang, 2011), risk management (Cheng, Ioannou, and Serafeim, 2003), and earnings quality (Kim, Park and Wier, 2012). Business sustainability (Melovic, Milovic, Backovic-Vulic, Dudic and Bajzik, 2019). It is a powerful way of making sustainable competitive profits and achieving lasting value for the shareholders as well as for stakeholders. CSR also provides a mechanism whereby businesses and organizations can contribute to and help the communities which have made them successful, and can also provide a powerful mechanism for fostering social change (Kurtzman, 2004).

Corporate social responsibility (CSR) initiatives, through partnerships between public, private and the government, particularly at the local level, and not-for-profit sector, can play a vital role in enabling increased access to education through both demand side (e.g. provision of scholarships, general awareness programmes) and supply side measures (e.g. provision of endowments, making corporate staff available as resource persons, funding research and by contributing to infrastructure). However, CSR as defined in terms of ethics and commitment that the private sector could initiate in its immediate community, often with an eye at tangible and intangible personal benefits, studies on the role of the educational sector remain surprisingly low (VijaAlaskimi, 2018). The limitations of the way in which CSR could establish a framework within which the academic community would establish a relationship between self and society, individual and community, academics and private enterprise, remains, at best, at its germinating stages (Methal, 2011). This could partly be because of the roles played by employees of organization on CSR.

It is very important that both employees and managers understand the conceptual framework of CSR, and under what

conditions it has an influence on the attitudes and perceptions of the employees, who represent the vital property of an organization (Freeman, 1997). Good number of authors focused their research on the analysis of positive relationships between CSR and Employees' attitudes (Raub and Blunski 2014, Lin, 2010 and Aguinis 2011) customers' behavior (Sen and Bhattacharya 2001, Carvalho, Sen, de Oliveira Mota and de Lima, 2010), financial performance [Margolis and Walsh 2001, Hansen, Ibaya and Peyer, 2010), employees' performance (Jones, 2010), attraction of potential employees (Greening and Turban, 2000), and improving employees' relations (Glavas and Piderit, 2004). Obviously, in today's modern business environment, stakeholders are increasingly appreciating the corporate social responsibility of companies/organizations (Tsai, Tsang and Cheng, 2012). Though, CSR practices of companies in the public and private sector have improved significantly (Garg, 2008), nevertheless the extent to which this can be generalized in Nigeria context has not been empirically verified. Unfortunately, none of these studies used teachers and school administrators as unit of measurement.

Similarly, Rahman and Haski-Leventhal, Haski-Leventhal and Pournader, (2016) state that there is still limited knowledge on the role of attitudinal preferences of employees towards their employer's CSR practices and the impact of these attitudes on employees' behaviour, particularly in the context of developing countries (Singhapakdi, Lee, Sirgy and Senasu, 2015, Law, Hills and Hau, 2017). Therefore, the aim of this study was to investigate employees' (teachers) attitudinal disposition towards CSR in Private secondary schools. Cohen and Greenfield (1997) also stated that individuals may be more inclined to work for socially responsible companies or organizations than for those who do not integrate CSR into their business (Zhukauskas, Vveinhardt and Andriukaitien, 2018) consider that sustainable development of society and business has become a magical formula in solving both social problems and the problems of preservation of a safe environment, necessary for human existence, in the context in which ideas of social responsibility are highlighted (Zukauskas, Vveinhardt and Andriukaitien (2009). Rupp, Shao, Thornton and Skarlicki (2003) pointed out that employees' perceptions of CSR may be more important than actual CSR performance in shaping employee attitudes. This in essence implies that in order to achieve the desired CSR results,

the support of employees is necessary (Collier, 2007). According to Donaldson and Preston (1995) employees represent the primary stakeholders that are very important to companies because their behaviour, as well as individual performance, influence the functioning, the survival, and the efficiency of companies. In response to society rapid development, Smith (2003) pointed out that society requires companies to be more responsible for social problems, but on the other hand the state government must provide solutions for these problems (Smith, 2003). Hence, the objective of this study was to investigate the attitudinal disposition of teachers and school administrators to CSR among private secondary schools in Lagos state

Research questions

1. What is the attitudinal disposition of teachers to CSR among private secondary schools in Lagos?
2. Will school administrators and teachers differ in attitudinal disposition to CSR among private secondary schools in Lagos?

### **Methodology**

The study adopted descriptive survey design. The population of the study comprised all teachers and school administrators in government approved private secondary schools in Educational District IV, Lagos State. The sample comprised of 240 teachers and 90 school administrators (Total=330). The school administrators comprised of the proprietor/director, principal and vice principal. The district has three local governments and purposive sampling technique was used to select ten schools from each local government. Private schools with government approval with at least 5 years of operation were the criteria used for the schools selection. The researchers used simple random sampling technique to select ten teachers from each school, while school heads were purposively selected. The researchers used validated research instrument Attitude towards CSR and was adapted from Melovic *et al.* (2019) and Pham (2011) for data collection. The instrument has two sections. Section A contained demographic information of the respondents and section B has 28 items to elicit information on teachers and school heads attitudinal disposition to CSR. The scale is a four point likert scale instrument with strong agree, agree, disagree and strongly disagree as options. The scale has 0.78 reliability coefficient using Cronbach Alpha. The questionnaire was

administered under good supervision while descriptive statistics (mean and simple percentages) and independent t-test was used to analyse data obtained in the study at 0.05 level of significance.

### Results

Research question 1: What is the attitudinal disposition of teachers to CSR among private secondary schools in Lagos?

Table: 1. Analysis of Teachers attitudinal disposition to CSR

Items	Statements	SA	A	D	SD	Mean
1	I think the organization I work for should be more socially responsible	170	54	86	20	3.13
2	I believe organizing and participating in public welfare activities are the social responsibility of the company	131	95	65	39	2.96
3	I don't think CSR provides a favourable public image.	74	142	72	42	2.75
4	I see involvement in improving community's quality of life will also improve long run profitability of the company.	87	58	63	122	2.33
5	I think firm perceived as being socially responsible can improve industry-labour relationship	96	69	79	86	2.53
6	CSR is good for strategic competitive advantage	106	115	65	44	2.85
7	I feel CSR reporting will have positive impacts on investor's decision	117	94	73	46	2.85
8	I am optimistic that CSR reporting will become general practice in near future.	79	93	85	73	2.88
9	I will make some changes in behaviour for social responsibility	122	90	52	66	2.81
10	Perception of CSR as a	10	25	89	206	1.51

	sponsorship initiative is one of the main problems or obstacles for implementation of CSR					
11	I feel more organizations will engage in CSR	79	94	58	99	2.46
12	I feel profit making is the greatest influence in shaping the strategy of CSR	65	115	44	106	2.42
13	CSR is a good way for promotion of business/organization	83	70	84	93	2.43
14	I think CSR activities and sustainable practices directly related to business success	86	69	79	96	2.43
15	I am always willing to pay more for the product/service of a socially responsible company/organization?	113	95	47	75	2.74
16	Socially responsible companies that are oriented on sustainable practices, are considered to be more attractive to the investors comparing to their competitors	109	98	58	64	2.75
17	I believe companies that develop and implement CSR and sustainable practices have more chances for success	98	56	100	76	2.53
18	I prefer to work in company/organization that engage in CSR	96	99	59	76	2.65
19	I feel CSR has no benefit, it only increase operating costs	157	120	33	20	3.25
20	Private organisations has no responsibilities with social responsibility initiatives	142	110	60	20	3.14



21	Donations to charitable and public welfare organizations are obligations of a company.	111	87	73	59	2.75
22	If I buy products of a company with good social responsibility practices, I would be more likely to continue buying that company's products	127	116	40	47	2.97
23	I would avoid buying products from immoral companies	129	94	60	47	2.92
24	I am willing to pay a premium for goods/services from socially responsible companies.	65	86	49	130	2.26
25	My organization always examine companies' CSR strategies	90	86	68	86	2.54

Table 1 shows analysis of teachers' attitudinal disposition to CSR. That is the items recorded mean score above the criterion mean of 2.5. Mean score for each item above the criterion mean (2.5) indicates positive attitude, while mean score below the criterion mean of (2.5) implies negative attitude. The result showed that 18 out of the 25 items recorded positive outcome. This indicated that 72% of the items were rated positively by the teachers. Hence, it can be concluded that teachers have positive attitudinal disposition to CSR.

Research question 2: Will school administrators and teachers differ in attitudinal disposition to CSR?

**Table 2: Difference in Attitudinal Disposition of Administrators and Teachers towards CSR**

Office	N	Mean	SD	Std Error	df.	t	Sig. of t
Administrators	90	25.213	5.143	.332	328	2.434	.001
Teachers	240	26.385	5.730	.342			

Table revealed a significant difference in the attitudinal disposition of school administrators and teachers to CSR ( $t=2.434$ ,  $p < 0.05$ ) with the mean score of 25.213 for administrators ( $Sd = 5.143$ ) and 26.385 for teachers ( $Sd = 5.730$ ). This implied that the observed difference between administrators and teachers on attitudinal disposition is statistically significant in favour of teachers. This implies that teachers have more favourable attitudinal disposition to CSR.

### **Discussion of findings**

The result shows that teachers have positive attitudinal disposition to CSR. This implies that teachers see CSR as a way to go to better the society. This supports the fact that the need for corporate social responsibility in the management of environment in which schools also operate remains a pertinent issue. This is also because CSR remains an essential instrument of civil social responsibility for the development and transformation of cities, slums and the provision of necessary amenities, jobs and infrastructural facilities (Asemah, Okpanachi and Olumuji, 2013). The idea or thinking of corporate social responsibility is based on the fact that business organisations owe it as a duty, to give back parts of their profits to the society which constitutes the environment in which they are situated to carry out their operations in form of support for the well-being of such community (National Open University of Nigeria, 2010). This is essential considering the proliferation of private schools in the society. This implies that if school engages in CSR, almost every community will witness improved community development as schools are scattered all around the society. Organisations such as companies or universities ought to be socially responsible to their host communities, so that they can win their goodwill (Alshuwaikhat and Abubakar, 2008).

The other finding of the study shows that teachers are more disposed to CSR than administrators. This might be because administrators see CSR as spending more without necessarily considering the benefits attached to engaging in CSR. However, Hategan et al (2018) Similarly, benefits of CSR implementation and improvement in financial performance have also been previously confirmed by Margolis and Walsh (2003) considering that companies that invest in CSR are gaining more economic profit. Dahan and Senol's (2012) had noted that for any institution, whether public or private, to

be successful in corporate social responsibility strategy, corporate social responsibility actors have to be internalised and must be supported by the management. They further submitted that if the management of an organisation does not support corporate social responsibility, there is nothing the workers can do to carry out corporate social responsibilities.

### **Conclusion and Recommendation**

The need for schools to engage in CSR for the promotion of goodwill as a social institution cannot be overemphasized. In recent time the needs for organization including schools to double their effort of CSR has been identified as critical one. Thus, the attitude of teachers as major stakeholder in the school system is essential. This study has adequately demonstrated that teachers have positive attitudinal disposition to CSR as this will win the goodwill of the communities and other important stakeholders. The study also showed that teachers and school administrators differ in their attitudinal disposition towards CSR with teachers showing more favourable attitudinal disposition. The paper therefore concluded that private schools need to always engage in corporate social responsibility so that they can win the goodwill of the stakeholders. Also, the school administrators should encourage teachers to show more positive attitude to CSR while school administrators should not only focus on profit making alone. Based on the findings and conclusion therefore, the study recommended that private schools should endeavour to be social responsible to win the goodwill of their stakeholders

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