Impact of Social Entrepreneurship as Part of Corporate Social Responsibility of Federal Polytechnics in the North East on Their Host Community

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Abstract: *This study examines the impact of social entrepreneurship as a component of Corporate Social Responsibility (CSR) initiatives undertaken by Federal Polytechnics in the North East region of Nigeria on their host communities. The research explores how these institutions integrate social entrepreneurship into their CSR strategies to address local socio-economic challenges, promote sustainable development, and enhance community well-being. By focusing on the role of social mission orientation and stakeholder engagement, the study assesses the effectiveness of these initiatives in fostering community development, youth empowerment, and infrastructural improvements. The findings reveal that Federal Polytechnics in the North East are actively engaged in CSR activities that incorporate social entrepreneurship principles, such as skills development programs, support for local entrepreneurship and infrastructure projects. These initiatives have positively impacted host communities by improving employability, increasing access to educational resources, and fostering local economic participation. The study highlights the importance of aligning institutional missions with broader societal goals, emphasizing the need for strategic CSR practices that go beyond philanthropy. The research recommended that Federal Polytechnics should deepen community engagement, expand social entrepreneurship programs, and establish robust monitoring and evaluation mechanisms to ensure the sustainability and scalability of CSR initiatives. This study contributes to the growing body of literature on CSR in higher education, particularly in the context of developing regions, and underscores the potential of social entrepreneurship as a tool for driving inclusive growth and community development.*

Keywords: *Corporate Social Responsibility, Social Entrepreneurship, Federal Polytechnics, Host Communities, Stakeholder Engagement and Social Mission Orientation.*

Introduction

Corporate social responsibility (CSR) is about the integrity with which an organisation governs itself, fulfils its mission, lives by its values, engages with its stakeholders and measures its impacts and publicly reports on its activities (Asemah-Ibrahim, Nwaoboli & Asemah, 2022). Thus, the recognition and acceptance of corporate social responsibility as a vital communication tool in the hands of all organisations in all modern societies cannot be overemphasized. The need for corporate social responsibility in the management of our environment remains a pertinent issue more than ever before (Raza,

Farrukh, Iqbal, Farhan & Wu, 2021). In fact, it remains an essential instrument of civil social responsibility for the development and transformation of our cities, slums and the provision of necessary amenities, jobs and infrastructural facilities.

The idea or thinking of corporate social responsibility is based on the fact that organisations owe it as a duty, to give back 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 (Sharma & Singh 2022). It is interesting to note that between the 1920s and the 1970s, the old concept of corporate social responsibility viewed from the angle of profit maximization began to give way to that of harmonization of interest, especially in the developed countries (Hanic & Smolo, 2022). It can be said that organisations do not operate in vacuum; their activities will impact their surroundings which include their stakeholders, society and other influenced parties. Everyone should strive for a sustainable tomorrow, where the focus is to meet the needs of today without compromising the ability to meet our needs in the future, as well as creating opportunities for tomorrow. This also applies to institutions of higher education.

There are a number of people and organizations contributing to the rise of social entrepreneurship. Today, the field has expanded to include the entire ecosystem involved with the promotion, support, and network of those involved with an endeavor designed to make the world a cleaner, more-equitable, healthier, and better-educated place (Zu, 2019). Another aspect of the social entrepreneurial movement is to approach social change with rigor and analytical tools. Social entrepreneurship is an innovative form of business, which successfully combines social aims and commercial practice. Social entrepreneurship has emerged as a response to chronic social problems: unemployment, poverty, community fragmentation etc. Social entrepreneurship works where the government cannot work (due to the lack of funding), and the organization does not want to (because of low profitability). The role of social entrepreneurship is to find a flexible and quick problem solving method (Maksum, Rahayu & Kusumawardhani, 2020). Every entrepreneurship is to a certain extent social entrepreneurship, and social entrepreneurship has as a goal to show the public sector how to be more effective and efficient. In most cases social entrepreneurship is about the resourcefulness and the intelligence of the social entrepreneurs to do something good or something needed by society.

Organisations such as polytechnics ought to be socially responsible to their host communities, so that they can win their goodwill (Adelabu, Obiremi, Sanusi & Talabi, 2022). Similar to corporations, the question of what would motivate the federal polytechnic In the north east in particular and other Higher Educational Institutions, HEIs to commit to their social responsibilities exists. However, in the lack of any specific law obliging HEIS to consider social responsibilities as their core policies and any incentive for considering social practices for institutions'performance measurement, the social practices of HEIs seem to be more voluntarily-based and still unexplored.

Thus, there is a growing interest in social responsible organisations; organisations are now not only expected to be responsible to their shareholders, but to society in general (Diez-Cañamero, Bishara, Otegi-Olaso, Minguez & Fernández, 2020). The federal polytechnic, in the north east and other HEIs, as the centres of knowledge generation and sharing, play a very important role in solving world's problems by ensuring a sustainable tomorrow. However, it is questionable whether HEIs are concerned about corporate social responsibility performance (Ahmed, Islam, Ahmed, Faroque & Uddin, 2021). Most HEIs tend to focus only on teaching social responsibility in terms of corporate social

responsibility initiatives and do not go beyond this by attempting to improve their communities (Pizzutilo & Venezia, 2021). Yet, in order to compete in the changing education industry and also, to fulfill their mission in a world in perpetual transformation, higher education institutions must recognise that their own actions should reflect the values and norms which they claim to embody. This means deepening their commitment to corporate social responsibility at the operational level as well as the academic level, mostly by curricular activities (Aguinis, Villamor & Gabriel, 2020). This will not only be beneficial to the institution itself, but also, will be beneficial to the society in general.

Statement of the Problem and Justification for the Study

One of the key issues facing social entrepreneurship initiatives as part of educational institutions' Corporate Social Responsibility (CSR) in their host communities is the lack of resources and support from the institutions. Many educational institutions have limited resources, both financial and human, to devote to CSR initiatives and social entrepreneurship (Ho& Yoon, 2022). This can make it difficult for these initiatives to have a meaningful impact on the host community. Another challenge is a lack of engagement and communication between the educational institution and the host community. The institution may not fully understand the needs and challenges of the community, leading to initiatives that are not well-suited to the local context. Additionally, there may be a lack of involvement and consultation with community members, which can lead to initiatives that are not well-received or embraced by the local population (Tzovara, Amarreh, Borghesani, Chakravarty, DuPre, Grefkes & Badhwar, 2021).

Furthermore, social entrepreneurship initiatives often require a long-term commitment to sustainability, which can be difficult for institutions with limited resources and competing priorities (Crupi, Liu & Liu, 2022). The lack of a clear, long-term vision and strategy for these initiatives can also make it difficult to attract support and resources, both from within the institution and from external partners. Finally, there may be a lack of capacity building and support for social entrepreneurs within the host community. This can make it difficult for these entrepreneurs to develop the skills and resources they need to be successful, and can limit the overall impact of the social entrepreneurship initiatives (Harima & Freudenberg, 2020).

Overall, these challenges highlight the need for educational institutions to develop a strategic and integrated approach to their CSR initiatives, with a strong focus on collaboration and engagement with the host community, as well as on building the capacity of social entrepreneurs and ensuring the sustainability of these initiatives over the long term. To this end, this study sought to assess the effect of social entrepreneurship as part of corporate social responsibility of Federal Polytechnic in the north east's to their host community. Incorporating social entrepreneurship into the educational institutions' CSR efforts can have significant benefits for the community, employees, the institution's reputation, and overall impact. Management staff should study social entrepreneurship as a means to better understand and engage in CSR efforts that create lasting positive change in their host communities.

The study was guided by the following objectives:

    i.   Determine the effect of social mission orientation as part of corporate social responsibility of Federal Polytechnics in the North Eastern part of Nigeria on their host community

    ii.   Determine the effect of stakeholder engagement as part of corporate social responsibility of Federal Polytechnics in the North Eastern part of Nigeria on their host community

Literature Review

Theoretical Review
Social Entrepreneurship Theory
The theory development concept indicator model, proposed a theoretical model of Social entrepreneurship (Heath & Cowley, 2004). The 3 suggestions are advanced from the process/procedure model of entrepreneurship in social terms .The model explains the procedures towards the generation of more social motives of social entrepreneurship. The theory outlines the ability by a social entrepreneur in identification of social gaps that propel the entrepreneur to innovative steps in a bid to fill the gaps the results being awareness socially and enablement in the community in question (Bornstein, 2007). This theory is deemed relevant to this study since it informed the independent variable which was social entrepreneurship as it affects the dependent variable.

Stakeholder's theory
The concept of stakeholder according to its first usage refers to groups whose support, the organisation needs, so as to remain in existence. The concept was developed to a theory and championed by Edward Freeman in the 1980s (Parmar, Freeman, Harrison, Wicks, Purnell & De Colle, 2010). Stakeholder theory is a theory of organisational management and business ethics that addresses morals and values in managing an organisation. Freeman and Reed, (1983) identifies and models the groups which are stakeholders of a corporation and both describes and recommends methods by which management can give due regard to the interests of those groups. In short, it attempts play to address the "Principle of Who or What Really Counts.

The stakeholder theory of CSR is based on the assumption that organisations, whether private or public), have obligations to several groups that make up the society (Castelo Branco & Lima Rodriques, 2007). These constituents are referred to as stakeholders-individuals and groups that are critical to the existence of the organisation; they influence what the organisation does, or they are being influenced by organisational actions. As an integral part of the normative CSR theories, the stakeholder theory stipulates that management has a moral duty to protect not only the corporation but also the legitimate interest of all stakeholders.

Conceptual Framework
A conceptual framework is a survey instrument that comes in different forms and contexts. It is used to organize thoughts and make theoretical qualifications. A fair structure suggests the relationships between the variables under consideration and illustrates them visually or diagrammatically (Koroglu & Ozmen, 2022). Corporate Social Responsibility is the dependent variable, and the independent variable is Social Entrepreneurship.
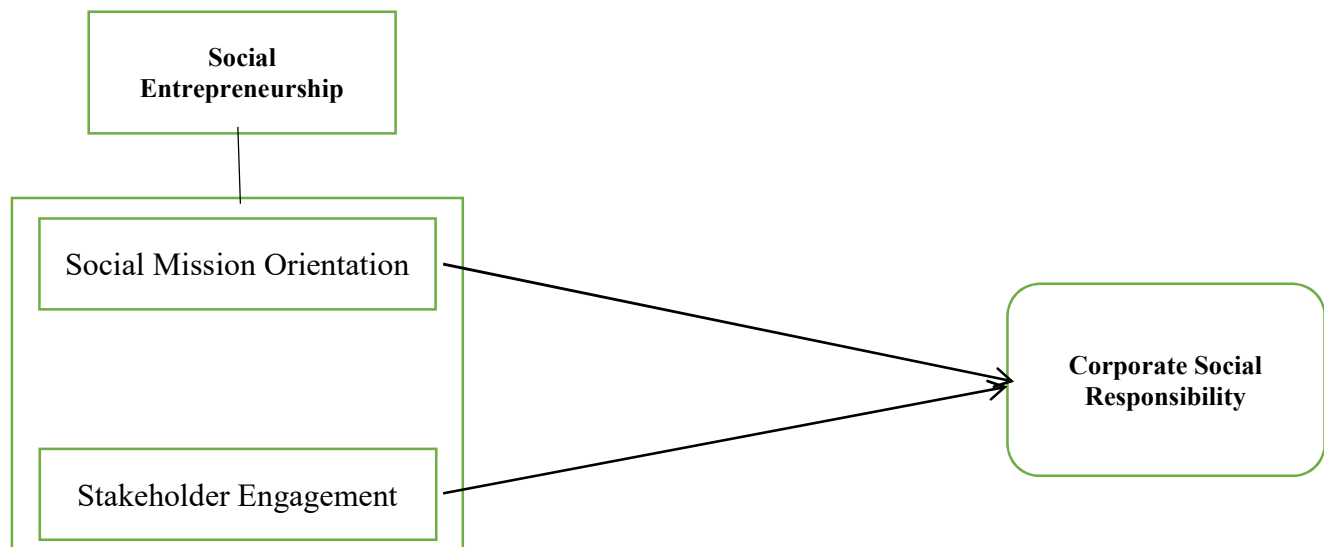
Figure 1: **Research Framework for the Study**
Source: **Authors' Desk Research , 2024**

Concept of Corporate Social Responsibility

According to Sastro, (2022), the initial definition of social responsibility explicitly according to Solihin (2009) was only put forward by Howard R. Bowen (1999) through his work entitled Social Responsibilities of the Businessmen. Marco-Lajara, Zaragoza-Sáez, Falcó and Millan-Tudela, (2022) gave the formulation of social responsibility as follows ―it refers to the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society‖. Costa, Curi, Bandeira, Ferreira, Tomé, Joaquim and Marques, (2022) definition has provided an initial basis for the recognition of the obligations of businessmen to set business goals that are in line with the goals and values of the community. The notion of CSR is perfected The World Business Council for Sustainable Development as a commitment of the business community to continuously act ethically, operate legally, and contribute to economic improvement, together with improving the quality of life of employees and their families, as well as improving the quality of the local community and society at large (Presbey, 2022).

Marco-Lajara, Zaragoza-Sáez, Falcó and Millan-Tudela, (2022) defined CSR as a business acts in socially responsible manner when its decision and actions account for and balance diverse stakeholder interest. This definition emphasizes the need to pay close attention to the interests of various diverse stakeholders in every decision and action taken by businessmen through socially responsible behavior. Whereas Dalimunthe, Arif and Syafina, (2022) argues, companies that show social responsibility will pay attention to improving company quality (profit); community, especially the surrounding community (people); and the environment (planet); called Triple Bottom Lines. In this understanding CSR as an idea that companies are no longer faced with responsibilities that stand on a single bottom line, namely the value of the company

(corporate value) that is reflected in financial conditions (financial), but also social and environmental. Activities are called CSR, according to El Rahman, (2022), if the activity is continuous, sustainable, and empower the community. Continuously and sustainability are vital elements of CSR. A charity activity based on a trend or incidental is not CSR.

Concept of Social Entrepreneurship

He, Liu, Phang and Luo, (2022) observed that both immediate and anticipated problems find a solution through social entrepreneurship as it creates innovative solutions to combat the same. According to Keller, Sahakian and Hirt, (2022) to resolve social market solutions, this study pointed out that professional innovative sustainable approach to systemic change is the way-out. Social Entrepreneurship, SE being a multiple construct involves the achievement of social goals by the expression of entrepreneurial behavior, unity of action and purpose amidst moral complexity, recognition of social value-addition prospects and features of being proactive to make key decisions in undertaking risk and Innovativeness. (Zafar, Wenyuan, Bait Ali Sulaiman, Siddiqui& Qalati, 2022).

There is an increase in Social entrepreneurs becoming vital in addressing problems that are ecological, social and economic in nature (Halsall, Oberoi & Snowden, 2022). This is evidenced by annual forums between Social entrepreneurs and CEOs to the world's biggest international Corporations and bulbous politicians (Delfino, 2022). In the same spirit, social entrepreneurships are much sought after having stars at the global events like Clinton global initiatives (Cooperrider & Godwin, 2022). Individuals that are socially conscious play a critical part for being solution sources for complicated and insistent societal issues easily ignored by the business administrators (Head, 2022). Very little is known or understood of these types of entrepreneurs, for instance, the way in which they identify, create as well as exploit opportunities for the creation of social value (Harima, 2022).

Social organizations pursue the revenue generation in addition to achievement social goals the likes of positive environmental and human/social impact (Currie, McCracken & Venter, 2022). Social and Commercial entrepreneurs are motivated by different objectives when deciding on commencement of a business venture in that social entrepreneurs are after the enhancement of social capital community cohesion while on the other hand, commercial ones are after maximization of profits (Scuotto, Cicellin & Consiglio, 2022).

As compared to commercial entrepreneurs, social entrepreneurs face a myriad of challenges that are serious while setting up their ventures especially with regard to human and financial resource mobilization (Kamran, Khaskhely, Nassani, Haffar & Abro, 2022). Social entrepreneurs do struggle in comparison to their commercial counterparts in terms of survival at the early stages of business commencement (Padhy & Bhaskar, 2022)

Empirical Review of Related Works/Gap

A study by Tamtik, (2022), examined how a cohort of university presidents and vice-presidents in Canadian universities conceptualize sustainable development, sustainable universities, the role that universities play in achieving a sustainable future, key issues facing the university and the barriers to implementing sustainability initiatives on campus. They showed that although the majority of participants were well versed in the concept of sustainable development, they were less familiar with the concept of a sustainable university. However, as the author mentioned, majority of them were dedicated to having their university become more sustainable. The participants also listed —financial

predicaments‖, ―lack of understanding and awareness of sustainability issues amongst the university population‖, and ―a resistance to change‖ as the main barriers in the path of sustainability. Pollock, Horn, Costanza and Sayre (2009) also insisted that ―complex and ineffective governance, traditional disciplinary boundaries and the lack of a shared vision at academic institutions often hinder university's progress toward leading the world to a more sustainable and desirable future‖.

Carlini, Pavlidis, Thomson and Morrison, C. (2021) highlighted the corporatization of the universities and the increased call as a good corporate citizen. University social responsibility is a rather new concept; universities have tried to exemplify it in their vision and mission statements. In a wider sense of social responsibility, schools and institutions should not only meet all local, state and federal laws and regulatory requirements, but they should treat these and related requirements as opportunities for improvement beyond mere compliance. Schools and institutions should stress ethical behaviour in all stakeholder transactions and interactions. Highly ethical conduct should be required and monitored by the schools and institutions 'governance body.

Sonmez, Cuhadar and Kahvecioglu, (2021) conducted research on corporate social responsibility in higher education institutions: Istanbul Bilgi University case. The aim of the study was to analyse Istanbul Bilgi University in the context of corporate social responsibility practices. The scholars 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 of the University. 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. So, the study examines corporate social responsibility performance of Istanbul Bilgi University and attempts to ascertain the factors which are likely to affect the corporate social responsibility performance of the university. The researchers adopted interview as a technique of data collection. The researchers conducted semi-structured interview with the interviewees and it lasted for one hour. The researchers also made use of published institutional documents, under graduate students' handbooks, website of the University and nonpublished reports, to gather data for the study. The findings from research show that corporate social responsibility performance cannot be successful if the management of an organisation is not in support of it. The second finding shows that Istanbul Bilgi University carries out corporate social responsibility, but the extent to which it does is minimal. The authors concluded that most Universities, Bilgi University inclusive only focus on teaching corporate social responsibility in terms of corporate social responsibility initiatives and do not perform corporate social responsibilities. The authors therefore recommend that Universities should endeavour to carry out corporate social responsibly as it is one of the ways they can with the goodwill of their stakeholders.

Yusliza, Norazmi, Jabbour, Fernando, Fawehinmi and Seles, (2019) further notes that managing social responsibility requires the use of appropriate measures and human resources for those measures. The schools or universities need to address their current and future impact on society in a proactive manner and ensure ethical practices in all student and stakeholder interactions. University administrators, faculties and staff and students identify, support and strengthen their key communities as part of good citizenship practices. They will need to define performance or outcome indicators to

ensure that the social consciousness and responsibility meet the basic requirements and expectations to service the stakeholders. The above assertion goes to show the relevance of corporation social responsibility in university administration. Corporate social responsibility (CSR) is a comprehensive community-change initiative (CCI). By design, comprehensive community change initiatives create community-level change through the active and comprehensive involvement of key community players. Through comprehensive efforts and targeted action plans, communities can improve educational outcomes, employment and health and well-being of community residents. Corporate social responsibility is a driving force in strengthening the process skills of individuals in the community, enabling people to work together toward common goals and objectives (Rausch and Patton 2004). Corporate social responsibility is all about a company knowing, managing and improving its impact on the economy, the environment and society.

Al Mubarak, Ben Hamed and Al Mubarak, (2019) conducted research on —corporate social responsibility and universities: A study of top 10 world universities' websites‖ The researchers embarked on the research with a view to finding out whether the top ten world Universities actually leave up to expectation in terms of corporate social responsibility performance and if they do, to what extent?. In the study, the authors used content analysis to analyse the websites of the top 10 world universities ranked by Times Higher Education (THE 2009). The authors in analysing the corporate social responsibilities of the universities paid attention to organisational governance, human rights, labour prices, environment, fair operating practices, consumer (students) issues, community involvement and development. The study sample included Harvard University (US), University of Cambridge (UK), Yale University (UK), University College, London (UK), Imperial College London (UK), University of Oxford (UK), University of Chicago (US), Princeton University (US), Massachusetts Institute of Technology (US) and California Institute of Technology (US).

Several of these studies were either carried out in other countries or in the university sector or among students of the institution none of these studies have been conducted in the polytechnic in general and the Federal Polytechnic, In the north east in particular. This study also departed from other reviewed study as it would fill the research gap. The key objective is to assess the effect of social; entrepreneurship as part of the polytechnic's corporate social responsibility to its host community.

This gave rise to the following Hypotheses:

$H0_1$: Social mission orientation as part of corporate social responsibility of Federal Polytechnics in the North Eastern part of Nigeria has no significant effect on their host community.

$H0_2$: Stakeholder engagement as part of corporate social responsibility of Federal Polytechnics in the North Eastern part of Nigeria has no significant effect on their host community.

Methodology

The study was carried out in the communities hosting the federal polytechnics in the north east with the youths in these immediate communities as the unit of analysis. The table below shows the list of these institutions and locations

Table 1: List of institutions, Locations and Year of Establishment

S/No	Institution	Location	Year of Establishment
1	Federal Polytechnic Bauchi, Bauchi State.	Gwallameji community located in Bauchi Local Government Area	1979
2	Federal Polytechnic Damaturu, Yobe State.	Gashua a town located in Bade Local Government Area	1993
3	Federal Polytechnic Mubi, Adamawa State.	Mubi a town located in the Mubi North Local Government Area	1979
4	Federal Polytechnic Bali, Taraba State	Bali, a town located in Bali Local Government Area	2007

Source: Google Search, 2024

Primary sources were used to gather the data in this study. These were gathered using specially created questionnaires that were administered to the 1000 selected youths of these host communities of the Federal Polytechnic in the north eastern Nigeria. Inferential statistics was used in this study's data analysis to draw conclusions and inferences. SPSS 23.0 was used to analyze the data that was collected. The study employed the linear regression to look at how the independent variable affected the dependent variable.

Data Analysis and Result Presentation

The Linear Regression was used to analyze the primary data with a 95 percent confidence level (Weisberg, 2005). The tests specifically address the null forms of hypotheses $H0_1$, $H0_2$ and $H0_3$ of which were bivariate. The probability of accepting the null hypothesis at (p>0.05) or rejecting the null hypothesis at (p > 0.05) is determined by the use of the 0.05 significance level as the criterion.

Table 2: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	110.022	1	110.022	205.292	.000[b]
	Residual	89.501	167	.536		
	Total	199.523	168			

a. Dependent Variable: Host Community
b. Predictors: (Constant), Social Mission Orientation

The ANOVA table assesses the overall significance of the model. The model explains a significant portion of the variance in the dependent variable (Host Community). This is indicated by a highly significant F-value (205.292) with a p-value of .000.

Table 3: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.096	.252		-.380	.704
	Social Mission Orientation	.994	.069	.743	14.328	.000

a. Dependent Variable: Host Community

The coefficients table provides information about the relationship between the independent variable (Social Mission Orientation) and the dependent variable. Social Mission Orientation had a positive and significant relationship with the dependent variable. The standardized coefficient (Beta) of .743 indicates a moderate to strong positive relationship.
Overall, the model suggests that Social Mission Orientation is a significant predictor of the corporate social responsibility of Federal Polytechnics in the North Eastern part of Nigeria on their host community

Table 4: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.114	1	42.114	53.689	.000[b]
	Residual	130.995	167	.784		
	Total	173.109	168			

a. Dependent Variable: Host Community
b. Predictors: (Constant), Stakeholder engagement

The ANOVA table shows that the model is statistically significant (p-value = 0.000), which means that there is a significant relationship between Stakeholder engagement as part of corporate social responsibility of Federal Polytechnics in the North Eastern part of Nigeria on their Host Community. In other words, the model explains a statistically significant portion of the variance in corporate social responsibility of Federal Polytechnics in the North Eastern part of Nigeria on

their Host Community. The R-squared value, which can be calculated from the ANOVA table, is 0.243. This indicates that the model explains about 24.3% of the variance in corporate social responsibility of federal polytechnics in the north eastern part of Nigeria on their host community is tied to Stakeholder engagement.

Table 5: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.621	.305		5.309	.000
	Stakeholder engagement	.615	.084	.493	7.327	.000

a. Dependent Variable: Host Community

The coefficients table shows that Stakeholder engagement has a positive and significant effect on corporate social responsibility of federal polytechnics in the north eastern part of Nigeria on their host community (beta = 0.493, p-value = 0.000). Overall, Stakeholder engagement has significant positive effect on corporate social responsibility of federal polytechnics in the north eastern part of Nigeria on their host community

Discussion of Findings

The study focused on the role of social entrepreneurship within the framework of Corporate Social Responsibility (CSR) in federal polytechnics in the North East region of Nigeria. The paper explore how these educational institutions contribute to their host communities by addressing social issues, promoting sustainable development, and enhancing local economic outcomes. The paper examines CSR not only as a philanthropic tool but also as a strategic framework for fostering inclusive growth and community well-being, with polytechnics acting as catalysts for change in their localities.

One key finding of the study is that federal polytechnics in the North East are actively involved in CSR initiatives that integrate social entrepreneurship principles. These initiatives include providing skills development programs, supporting local entrepreneurship, and offering infrastructure improvements. The study suggests that such activities have positive impacts on the communities, especially by empowering local youth with employable skills and improving access to educational resources. The authors argue that these efforts not only benefit the host communities directly but also help the polytechnics in achieving their educational mission by aligning their goals with community development.

When comparing these findings with other studies on CSR and social entrepreneurship, such as those by Asemah-Ibrahim et al. (2022), it becomes clear that the integration of social entrepreneurship into CSR strategies has gained traction in various sectors. Studies have shown that universities and polytechnics can contribute to their communities by adopting CSR practices that go beyond mere charity. For instance, Raza et al. (2021) highlight how educational institutions in other parts of the world have implemented similar initiatives, resulting in long-term community development and increased local

participation in economic activities. However, while these studies highlight the global applicability of CSR initiatives, the study at hand emphasizes the unique context of the North East, where socio-economic challenges such as poverty and limited access to education and employment opportunities are more acute.

Conclusion and Recommendations

In conclusion, the study on the Impact of Social Entrepreneurship as Part of Corporate Social Responsibility (CSR) of Federal Polytechnics in the North East on Their Host Community highlights the significant role that polytechnics can play in fostering community development through social entrepreneurship initiatives. The research demonstrates that by integrating CSR into their operational frameworks, these institutions contribute not only to educational advancements but also to the socio-economic upliftment of their surrounding communities. Programs that focus on skills development, youth empowerment, and infrastructural improvements have shown tangible benefits, such as enhanced employability and increased community involvement in local economic activities.

The findings of this study are important in the context of CSR's evolving role in higher education. While CSR in educational institutions is often associated with philanthropy, this research emphasizes a more strategic approach, where polytechnics align their missions with broader societal goals. By adopting social entrepreneurship principles, these institutions can address the unique socio-economic challenges of their host communities, such as limited access to quality education and job opportunities. This approach not only benefits the communities but also strengthens the institutions' relevance and impact within their regional context.

Finally, the study offers valuable insights for policymakers, educators, and other stakeholders involved in the development of CSR strategies for educational institutions. It suggests that there is a need for more structured support for social entrepreneurship within federal polytechnics and calls for further research to explore the long-term impacts of these CSR initiatives. By focusing on scalable and sustainable projects, federal polytechnics in the North East can play a pivotal role in driving regional development, thus contributing to the broader national development agenda.

The study recommended that:

1. Federal polytechnics should foster deeper engagement with local communities to better understand their needs and align CSR activities with the socio-economic challenges they face. By establishing stronger partnerships with local governments, NGOs, and businesses, polytechnics can create more effective and sustainable community programs. This collaboration can also help secure funding and resources for CSR initiatives.
2. To maximize the impact of CSR, polytechnics should expand their social entrepreneurship programs by offering more skills development and business

incubation opportunities. This can be done through dedicated centers or partnerships with local entrepreneurs, empowering the youth with practical skills that directly contribute to reducing unemployment and enhancing local economic development.

3. It is essential for federal polytechnics to establish robust monitoring and evaluation mechanisms to assess the effectiveness of their CSR initiatives. Regular assessments can help track the long-term impact on the host community, ensuring that the objectives of social entrepreneurship and CSR are met. This data can then be used to refine and optimize future CSR programs for greater community benefit.

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