Corporate Social Responsibility of Higher Educational Institutions in the Twenty First Century: The Support Role of Academic Libraries

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Abstract

Academic libraries are integral part of their parent institutions. They play the role of providing information materials and rendering services that will meet the information or research needs of the academic environment they are situated. As a managerial ethical obligation universities engage in social responsibility to their various stakeholder groups such as students, faculty, university community, local community or society, parents (or families of students), government, alumni etc. The 21st century academic libraries as support system to their institutions, provides social roles to the user community and the society at large. The paper therefore addresses topical themes like-corporate social responsibility of academic institutions, areas of corporate social responsibility of academic institutions, academic library social responsibility, academic libraries' contribution to university social responsibility and challenges to social responsibility functionalities in academic libraries. The paper concluded that academic libraries play a crucial role in social responsibility. Despite this, the literature points out several challenges that hinder their functionality. On the basis of these challenges recommendations were proffered. This paper contributes to the body knowledge by filling the gap in the literature in the area of social responsibility in academic libraries.

Keywords: Social responsibility, Universities, Academic libraries, Library extension services, HEIs, 21st century

Introduction

In the 21st century, universities serve not only as higher education establishments but also agents of change and development. The 21st century has ushered in a period of significant changes across all facets of society, including demographic, technological, and economic shifts (ALA, 2020). These changes have greatly impacted higher education and, by extension, academic libraries.

Academic institutions together with their libraries are fundamentally in transition, of which new and unexpected demands are being imposed on them. This changing landscape, which has given rise to new environmental and social risks, necessitates a collective vision that goes beyond the conventional, economically-centered business perspective. This pursuit of balanced sustainability led to the emergence of 'social responsibility' (Fatima & Elbanna, 2023). No wonder Alzyoud and Bani-Hani (2015) suggest that the best approach for universities to be good citizens is to be socially responsible to their stakeholders, communities, and societies. Social Responsibility (SR) can be seen as the degree and manner in which an organisation is knowingly accountable for its actions and inactions, as well as the effects of these on its stakeholders. According to Dyduch and Krasodomska (2017), organisations can become socially responsible by adhering to legal guidelines and incorporating considerations related to social, environmental, ethical, consumer, and human rights into their business strategies and operations.

Academic libraries whose parent organisation are either universities, polytechnics, college of educations, colleges of agriculture, colleges of technology and research institutes are established to support the teaching, learning, research and community services of their parent body. The role of academic libraries extends beyond the confines of their academic environment, reaching out to the broader community. They are not only a hub for knowledge and research but also a pillar of social responsibility (Eromafuru, Tarurhor, & Omene, 2023). As they navigate the challenges of the 21st century, they are tasked with evolving their services to meet the diverse needs of their stakeholders, which include not only the academic community but also the local community and society at large. This dual focus on users' centrality and societal impact underscores the multifaceted role of academic libraries in today's world. They are active collaborators in the teaching and research processes and community service role wherein also lies the social responsibility role of their parent body. In order to add value to their roles and show the impact of their work, academic libraries must go beyond the traditional parameters of the library. The 21st century libraries are libraries with deeper and actionable understanding of the diverse stakeholders' need.

Today, the contemporary practice in academic library is to be committed to providing impactful information services to the host community of the institution where in they operate. These services are carried out within the ethical framework of the library. By understanding social responsibility,

Button (2017) argues that social responsibility is an important part of managerial ethics. Management of academic libraries and librarians can enhance their readiness to secure a sustainable competitive edge ethically. Future library managers should not only demonstrate efficiency and effectiveness, but they should also consistently exhibit innovation, creativity, and social responsibility. Social responsibility necessitates that a business pays attention to the social aspects of its operations. Every business and manager is anticipated to operate in a way that is economically sustainable and lawful, as well as ethical, to be deemed "socially responsible". This principle applies to academic libraries as well. Yap and Labagon (2015) noted that academic libraries are currently developing and expanding sustainable programs for their community through the implementation of socially responsible initiatives. These initiatives can take many forms such as providing research commons (these are spaces designed to support research and foster collaboration) to cater for researchers' needs, donation of books to community schools, extension talks and lectures and hosting academic events within the university community.

Other initiatives include libraries participating in community development, promotion of citizens welfare, disseminating information on employment opportunities to unemployed graduates, supporting educational related activities such as scholarships and intern opportunities, and partnering with stakeholders to enhance educational consciousness of the citizenry (Enem, Benson, & Igbokwe, 2020). However, it's important to note that a library's involvement in social responsibility has its boundaries unless they collaborate or liaise with their parent institution to implement such CSR initiatives. There is a plethora of corporate social responsibilities of organisation in the literature from business perspective, however, a review of existing studies indicates a noticeable paucity of literature situating social responsibilities to academic libraries. The aim of this paper therefore, is to review related literature on university corporate social responsibilities generally and thereafter situate social responsibilities in academic libraries especially in the 21st century era.

Literature Review
Corporate Social Responsibility of Academic Institutions
The concept of CSR as noted in scholarly literature is relatively new in Nigeria (Osemeke, Adegbite, & Adegbite, 2016), but the practice of 'social good' is not new. The truth is that larger companies have long practised social good in the name of 'philanthropic activities' much before

the concept of CSR became popular in Nigeria (Oguntade & Mafimisebi, 2011). According to Suleiman and Santas (2018), the history of formalised practice of Corporate Social Responsibility (CSR) in Nigeria can be traced back to the oil and gas industry. The author further stated that CSR activities were aimed at mitigating the negative impact of extraction activities on local communities, particularly in the Niger Delta region. Examples of such socially responsible multinational oil corporations in Nigeria include Shell, Escravos, Total, and Chevron (Ekhator, 2014). Manufacturing companies like Unilever, Cadbury Nigeria, UAC, PZ Cussion, Nigerian Breweries, Flour mills Nigeria, Nestle (ReDahlia, 2018; Research Clue, 2020); financial institutions like Union bank, First bank had already also engaged in CSR in the form of charity or philanthropy.

The concept of CSR is no longer limited to "doing social good" but is fast becoming a 'business necessity' in Nigeria (Nwagwu, 2016). This is also applicable to academic institutions in Nigeria. Although, academic institutions have been in existence for centuries as the foundation of education and the development of human sustainability, a key question is the significance of social responsibility in academic settings (Nagy & Robb, 2008; Schneller & Thoni, 2011). Asemah, Okpanachi, and Olumuji (2013) argued that the social responsibility of academic institutions is a relatively new idea that they have strived to embody in their vision and mission statements. Until recently, academic institutions were viewed as isolated entities, detached from the outside world (Sloba, 2015). However, in the 21st century, they are required to engage with a wide array of stakeholder groups. Academic institutions around the world are being compelled to carefully reconsider their role in society and evaluate their relationships with various stakeholders, constituents, and communities (Maric, 2013; Steele & Rickards, 2021). Academic institutions mindful of corporate social responsibility not only ensure the welfare of their immediate community but also contribute to their local communities and society a portion of what they have received through initiatives that benefit both parties (Euphemia, 2014; Chiakaan, Larai & Kaigama, 2021). These initiatives according to Euphemia (2014) are encapsulated in the concept of corporate social responsibility (CSR). Universities operate in an environment and to create conducive atmosphere for its business to thrive, it has to do so with public interest in mind. Although, it was noted by Waruru and Kigotho (2021) and Chiakaan, Larai and Kaigama (2021) that unlike other corporate organisations, universities in African often do not have vast resources to make a positive impact on society as they often face challenges in fulfilling their social

responsibilities of lack of necessary incentives from management or government for initiating and maintaining programs. Waruru and Kigotho (2021) further state that this does not stop socially responsible universities as they can mobilise the resources and expertise they need to help communities to solve urgent and pressing problems facing them.

Nevertheless, Emezie and Igwe (2017) suggested that Social Responsibility (SR) could come in form of hiring locals from host communities, offering scholarships to deserving students from these communities, and extending healthcare services through the institution's health department. Additionally, academic libraries could contribute to SR by donating books to underprivileged rural schools. Fatima & Elbanna (2023) opined that the beneficial impact that academic institutions exert on their immediate surroundings and society has emerged as a vital factor in assessing their overall efficiency and success. The views and interests of stakeholders regarding an institution's social responsibility performance can shape the institution's competitive edge, reputation, and its capacity to attract and keep employees and customers (Jose & Lee, 2007; Adeyanju, 2012). On the part of Euphemia (2014), the objective of CSR is image management, which is the essence of public relations. Alzyoud and Bani-Hani (2015) inferred that universities, through social responsibility initiatives, can foster active connections with other academic institutions and industries to boost student participation in societal activities.

Apart from been socially responsible to the immediate community and the society, external visibility is of utmost relevance to academic institutions, particularly when it comes to enhancing an institutional reputation (Mele, 2012; Dahan & Senol, 2021). Institution reputation means the overall impression of the institution in the public's minds (Wu, Cheng & Sheh, 2023). For academic libraries, their roles become more evidence, as CSR value can be communicated through various programs organised by the library for its stakeholders and society at large.

Areas of Corporate Social Responsibility of Academic Institutions
In order to fulfil social obligations and contribute positively to their immediate communities, local communities and society at large, academic institutions pay attention to key areas of corporate social responsibility (CSR). It is however crucial to note that CSR initiatives of academic institutions vary between institutions based on their unique goals, mission and values; the needs and priorities of the local community; the resources available to them; the interests and expertise of their faculty, staff, and students. Additionally, external factors such as government regulations

and societal expectations can also play a role in shaping these initiatives. The following are some of the CSR initiatives undertaken by academic institutions.

1.   **Offering scholarships, bursaries, and tuition waivers to students**

Providing scholarships, bursaries, and tuition waivers are fundamental CSR initiatives undertaken by universities in Nigeria. Through scholarships, bursaries, and tuition waivers, universities are creating opportunities for talented individuals who may otherwise be unable to afford higher education. These bursaries can assist in reducing the financial strain of tuition fees and other academic expenditures. However, the availability and specific details of scholarships and bursaries vary among universities. According to Enem, Benson, and Igbokwe (2020), one of the ways universities demonstrate social responsibility is by providing support to disadvantaged students and staff.   Some of the universities in Nigeria have long been practicing social good through the provision of bursaries, scholarships and tuition waiver to students. Examples of these universities are University of Lagos (https://unilag.edu.ng), University of Ibadan (https://ui.edu.ng), Ahmadu Bello University (https://abu.edu.ng), Federal University of Agriculture, Abeokuta (https://funaab.edu.ng), Babcock University (https://babcock.edu.ng), Covenant University (https://covenantuniversity.edu.ng), and others. A recent empirical study by Eromafuru, Tarurhor and Omene (2023) revealed some universities in South-South Nigeria practicing social responsibility in this wise. They include University of Benin, Delta State University, Niger Delta University, University of Calabar, University of Port Harcourt and University of Uyo.

2. **Environmental Sustainability:** Academic institutions adopt eco-friendly environmental sustainability measures. As Chen, Nasongkhla, and Donaldson (2015) suggest, these measures can encompass the promotion of recycling initiatives, the introduction of sustainable transportation alternatives, the incorporation of environmental education into the study programs, and the endorsement of sustainable practices within the campus. Here are some possible examples of sustainable transportation options that can be implemented as CSR initiatives: collaborating with local authorities to enhance public transit systems; utilising electric or hybrid vehicles for institutional transportation; offering rewards for staff members who opt for sustainable commuting methods; and promoting the advancement of alternative fuel technologies.

3. **Ethical Governance and Transparency:** Ensuring ethical governance and transparency is crucial for universities. They uphold high standards of integrity and transparency in their decision-

making processes, financial management, and administrative practices (Escotet, 2012; Michavila & Martinez, 2018). This includes promoting ethical behaviour, addressing conflicts of interest, and maintaining accountability to stakeholders. Maintaining accountability to stakeholders entails having regular meetings with stakeholders, surveys to gather feedback on university operations, and other mechanisms to ensure that the university is meeting the needs of its stakeholders.

4. Social Inclusivity and Diversity: Most universities do strive to create inclusive and diverse environments for students and staff from diverse backgrounds. They may implement initiatives to promote equality, prevent discrimination, and ensuring equal opportunities for underrepresented and marginalized groups. Universities can also foster diversity through inclusive hiring practices (Krupiy, 2022) and promoting diverse perspectives in research and curriculum development (Baskin, 2021).

4. Education, Research and Innovation for Social Impact: It is widely acknowledge that academic institutions have a responsibility to provide quality education and contribute to knowledge creation through research (Chankseliani, Qoraboyev, & Gimranova, 2021). They do ensure that their teaching methods and curricula are relevant and meet societal needs. Universities can also prioritize research and innovation projects aimed at addressing pressing societal challenges and contribute to sustainable development. This can include developing solutions for poverty alleviation, healthcare improvement, sustainable development, etc (Eromafuru, Tarurhor, & Omene, 2023).

5. Community Engagement and Partnerships: By way of carrying out CSR, academic institutions can actively engage with their local and global communities through partnerships and collaborations. This can involve supporting community organisations, engaging in community service initiatives, and contributing to community development projects aimed at addressing societal challenges (Onwueme, 2021). They can also contribute to economic development by promoting entrepreneurship and knowledge transfer, educational opportunities and social well-being.

6. Employee Well-being and Development: Providing fair employment conditions, fostering a positive work environment, offering professional development opportunities, and recognizing and rewarding employee achievements are part of universities CSR initiatives. Asemah, Okpanachi,

and Olumuji (2013) posit that by addressing these areas of corporate social responsibility, universities can demonstrate their commitment to making a positive impact on society, fostering sustainable development, and preparing individuals to be responsible global citizens.

Academic Library Social Responsibility

Since academic libraries are established alongside their parent institution, they serve as a support system for their parent institution (Ezeabasili & Umeji, 2021), as well as play a crucial role as social entities within academic institutions (Eida, 2017; Wojciechowska, 2023). They serve as a hub for students, faculty, and researchers for intellectual exploration through access to information, collaboration, and engagement in academic discourse (Wojciechowska, 2023). In a similar context, Vijesh and Mohanan (2018) stated that the library serves as the implementing partner in the Corporate Social Responsibility (CSR) activities of their institution. Likewise, Ramos-Monge, Audet, and Martínez (2017) suggested that academic library's social responsibility should align with the university's objectives, thereby addressing the educational and societal challenges through fundamental processes such as management, research, teaching and outreach. This alignment ensures that the actions of the library not only uphold the mission of the university but also make a positive impact on society. As Schlak, Corrall, and Bracke (2020) pointed out, this current context necessitates a profound reassessment of the library's mission and service philosophy to adjust resources, processes, and practices to meet the needs of the institution. The participation of academic libraries in Social Responsibility (SR) initiatives at any level will yield benefits not only for the library as an institution but also for society at large (Enem, Benson, & Igbokwe, 2020). Academic libraries have a unique social responsibility to serve the diverse needs of their user communities while addressing broader societal issues. This includes promoting equitable access to information, supporting open access initiatives, fostering diversity and inclusion, and cultivating sustainable practices. These will be explained later in this paper.

Practicing social responsibility in an academic library involves a commitment to serving the community and making resources and services accessible to all (Racelis, 2018). According to Akpom, Onyam, and Benson (2020), social responsibility in the context of libraries pertains to the obligations of libraries towards their local community, society at large, and other interested parties within that community. Also, Benson (2019) refers to social responsibility of academic library as the commitment of librarians to enhance societal welfare through voluntary library procedures and

the allocation of institutional resources. Simply put, it involves libraries stepping beyond their usual boundaries to undertake initiatives that will have a positive influence on their local community, the environment, and the populace at large (Benson, Onyam, & Akpom, 2020). Social responsibility offers a means for the information profession to engage with the societal aspects of its services and to be cognisant of the social implications of those services (Vijesh & Mohanan, 2018).

Academic libraries' contribution to university social responsibility

The participation of academic libraries in the institutional initiatives of social responsibility is key to supporting the missions, visions, and goals of their parent institution (Marraud & Ferrer, 2018). Some common initiatives engaged by university libraries in this wise include:

1. Access to Information:

Academic libraries serve as gateways to knowledge, providing access to a diverse range of resources, including books, journals, e-books, databases, and multimedia materials. By offering free and open access to information, academic libraries in Nigeria bridge the digital divide and promote inclusivity. They ensure that students, researchers, and the wider community have equal opportunities to explore educational resources, empowering them to acquire knowledge, enhance their skills, and engage in lifelong learning.

2. Promoting collaboration and innovation:

As part of social responsibility initiatives, academic libraries now providing special facilities such as research commons, meeting rooms, seminar and event spaces, flexible computer workstation, presentation and support centre (Gwary et al., 2018). These spaces are welcoming and inclusive for students and researchers to come together, exchange ideas, and engage in collaborative projects. These initiatives are geared towards fostering collaboration and innovation within institutions. The availability of digital resources and tools within academic libraries has facilitated interdisciplinary research and fostered a culture of innovation. Students and researchers can now access a wide range of databases, e-books, and online journals, enabling them to explore diverse perspectives and contribute to the advancement of knowledge. This collaborative environment has not only enhanced the academic experience but has also nurtured critical thinking, problem-solving skills, and creativity, which are essential for personal and professional development.

3. Community Outreach:

Beyond their primary academic function, Some Nigerian academic libraries do engage in community outreach programs. They organise workshops, seminars, and training sessions on various topics, such as information literacy, digital skills, and research methodologies. These initiatives not only benefit students and faculty but also extend their support to local schools, government agencies, and community organisations. By sharing their expertise, academic libraries contribute to capacity building and promote the overall development of the communities they serve.

4. Open Access Initiatives:

The open access movement, which advocates for unrestricted access to scholarly research, has gained momentum globally. Nigerian academic libraries have embraced this movement by establishing institutional repositories and supporting open access publishing (Posigha & Idjai, 2022). As at October 2023, there are 29 university libraries in Nigeria who have developed Institutional Repositories (OpenDOAR, 2023). By making research outputs freely accessible, academic libraries contribute to knowledge dissemination, promote collaboration, and facilitate innovation. Open access initiatives also have the potential to address the challenges of limited access to costly academic journals, thereby democratizing knowledge and fostering intellectual growth.

5. Sustainable Development:

Academic libraries in Nigeria are increasingly embracing sustainable practices to reduce their environmental footprint. They adopt energy-efficient technologies, promote recycling and waste management, and encourage the use of digital resources to minimize paper consumption. By integrating sustainability into their operations, academic libraries set an example for students and the wider community, promoting environmental awareness and responsible practices that contribute to Nigeria's sustainable development goals.

6. Donation of books:

As part of their social responsibility to their host community, some academic libraries do donate information materials to community libraries and secondary school libraries. A recent success story is that of the Federal University of Agriculture, Abeokuta, Nigeria. In 2014 they donated

several books to their host community libraries as part of their corporate social responsibility and ethical behaviour/obligation.

7. Display of library materials:

Displaying of books for users to be aware of it availability is a publicity strategy of academic libraries. Display of library material is most important library service to spread the news of the libraries holdings. It involves organizing and presenting materials in a way that facilitates access and use. It is a strategy that has social impact on the community of users.

8. Extension Services:

Another social responsibility initiative of academic libraries is extension service. It means taking library services to where users are (Velmurugan, 2014). Dr. Ranganathan's third law of library science, which states "Every book its reader," underscores the same concept. However, in this case, books are unable to move to their readers. Hence, it is the library's responsibility to make all necessary efforts to deliver books to the users' doorstep (Vijesh & Mohanan, 2018). To enhance their effectiveness, many university libraries in Nigeria have established branch libraries within different faculties or colleges. The primary objective of this is to bring library services directly to the user community. Some of the forms of extension services as proposed by Dr. Ranganathan include, display of library materials, exhibitions, extension talks and lectures, reading/study circle, training programs, etc.

a. Exhibitions

Some scholars have classified exhibition as social role of academic libraries (Sidorko & Yang, 2011; Chen, Pickel, & Waldroup, 2015). They point out that exhibitions are part of social responsibility engaged by academic libraries to that help showcase the library's collections and also enhance the image of the host institution. Exhibitions serve as platforms to showcase library materials often featuring works. They are typically organised to promote known resources encourage reading habits generate interest, in fields or groups of fields commemorate significant anniversaries or religious milestones at certain locations acknowledge exceptional donations nurture hobbies or celebrate "Book Week" by highlighting literature and the various amenities offered by the library. Most libraries do organise exhibitions during books fairs, dramas, talks festivals etc, and this present opportunities to engage the community attention. Additionally occasional exhibitions featuring books can spark reader interest and encourage their utilisation.

b. Extension Talks and Lectures

Organising lectures and talks by eminent persons and also by library staff are an important aspect of the social responsibility of academic libraries. They enable libraries to extend their services beyond their immediate academic community, thereby contributing to societal development (Leung, Chiu, Ho, & Luk, 2022). In the extended hours, libraries can invite local associations to hold their public lectures on current topics of general interests. Librarians can also avail this opportunity for announcing a select-list of books on the subject matter of the talk that could be consulted in or borrowed from the library. Academic librarians can initiate new students and faculty members for such talks.

c. Reading/Study Circle:

Academic libraries do bring together students with common to a reading circle. Also, subject specialists may be brought together by the librarians to constitute a reading circle. Each reading circle should be given necessary facilities regarding the materials and a suitable place to hold the meeting, so they can discuss on various topics and exchange their ideas. Such reading circles according to Velmurugan (2014) are usually effective agencies in thoroughly utilising the library resources for the study of respective subjects by the experts.

d. Training Programs:

Another social responsibility of the academic library is through training programme for the library user (Unegbu, Lawal-Solarin, & Ladan, 2017; Suleiman, 2012). This training program is to equip the user with information literacy skills needed to use the wide array of information resources available in the library. Some academic libraries in Nigeria use several terms to denote the activities of educating and training library users to use library and information. For example, user education, information skills, information literacy, library orientation etc. Despite the differences in terminology used by them, the objective is similar. Barr (2012) observes that library teaching embedded in departmental courses has become an important role for academic libraries, contributing to enhancing student's skills in information literacy and other areas. Practical examples of these training programs are instructions on how to effectively use Turnitin software and electronic information resources databases (e.g. Escohost, ProQuest, AGORA, HINARI, OARE etc.) by students and academic staff.

Challenges to social responsibility functionalities in academic libraries

Academic library social responsibility is a tool for achieving sustainable development, however, it functionalities can be hindered by some factors. Studies have shown that academic libraries in Nigeria face several challenges in fulfilling their social responsibility. For instance, the study of Enem, Benson, and Igbokwe (2020) identified challenges like inadequate funding of libraries, lack of transparency, stakeholders divergent ideology on CSR and lack of commitment towards CSR activities that may limit the effectiveness of libraries participation in corporate social responsibility (CSR). Paucity of fund has always been the case of universities in Nigeria and this can frustrate frantic efforts towards providing extension services to both internal and external community. The academic libraries need financial support from their parent body to carry out their social roles. Another challenging aspect is that some academic librarians may be resistant to incorporating social responsibility into their work, viewing it as outside the scope of their traditional roles. Since social roles of the academic libraries require more effort beyond the conventional library roles, it needs commitment from the staff of the library.

The findings from the study of Benson, Onyam and Akpom (2020) indicate that libraries in both federal and state universities have not fully embraced CSR initiatives in south-east and south-south, Nigeria. The challenges revealed in their study include adverse economic factors, demand for additional knowledge beyond the expertise of library practice, insufficient information on the benefits inherent in CSR, and inadequate number of qualified workforce and unavailability of communication gadgets. In another study, Mushi and Egbukole (2021) found that lack of financial support of from the parent university limits the effectiveness of FUTO library social responsibility role through outreach services.

Conclusion and Recommendations

In the 21st century, universities are highly sensitive to social responsibility and ethical behaviour due to various pressures. They are obligated to engage in social responsibility towards their stakeholders which include students, staff, researchers and the community. This responsibility extends to both the internal and external academic community. Academic libraries, as part of these universities, share in this responsibility by providing services to the academic community and society at large. While there are challenges that hinder the effectiveness of social responsibility initiatives of academic libraries in Nigeria, they must strive to meet users' expectations anyway, especially in this information age. In order to enhance the library's social responsibility role,

certain fundamental issues need to be tackled. Recommendations are made on the basis of these considerations.

1. **Adequate funding of university libraries:** The academic libraries need financial support from their parent institution to carry out their social roles. Universities should ensure their libraries have the necessary resources to effectively engage in CSR activities. This might necessitate augmenting the financial allocation for libraries.

2. **Seek external partnerships:** Libraries can explore partnerships with book publishers and alumni, to leverage their resources and expertise in implementing CSR activities. This could help overcome the limitations imposed by inadequate funding and expand the reach and impact of library-led CSR initiatives.

3. **Foster CSR commitment:** Head of libraries should fuel commitment among librarians by cultivating a culture within libraries that values commitment to CSR activities. Staff and stakeholders should be enlightened about the significance and advantages of these initiatives. This might include implementing training sessions, providing incentives, and acknowledging the contributions of individuals and departments to CSR endeavours.

4. Heads of academic libraries should focus on hiring qualified individuals with expertise in CSR-related areas as well as offering training and professional development opportunities to existing staff members to boost their skills and knowledge in CSR.

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