

STUDENTS' EXPERIENCE OF MISSIONAL COMPONENTS AND THEIR SOCIAL
RESPONSIBILITY AT THE UNIVERSITY OF LAGOS, NIGERIA

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ABSTRACT

The study investigated the relationship between students' experience of missional components in terms of institutionally built environment, practices for inducement of competitively relevant intellectual competency, practices for inducement of keenness in making competitively relevant global impact and their social responsibility at the University of Lagos, Nigeria. The correlational research design was adopted for this study. To achieve the study's objectives, four research questions were formulated, while one null hypothesis was derived and was tested at $p < 0.05$ level of significance. A total of 538 full-time undergraduate students in 400 level were selected through purposive sampling as the study's participants. Data collection was done using a researcher-developed questionnaire entitled 'Students' Experience of Missional Components and Social Responsibility Questionnaire' (SEMCSRQ), where the adopted procedure for establishing reliability yielded an index of $r = 0.75$ using the Cronbach Alpha statistical tool. The collected data were analysed using both descriptive (mean and standard deviation) and inferential (Pearson's Product-Moment) statistical tools. Findings from the study showed that the level of students' missional components experience in terms of institutionally built environment, practices for inducement of competitively relevant intellectual competency, and practices for inducement of keenness in making competitively relevant global impacts were high in the understudied university. Similarly, students' social responsibility was high in the case university. The results of the study also showed that students' experience of missional components had significant joint and relative contributions to their social responsibility at the university. It was concluded that students' experience of missional components is a practically orientated strategy that has the potential to draw out positive reciprocations in the form of social responsibility on campus. Among others, it was recommended that the university management should continue to enhance the physical environment and components in order to improve students' experiences.

KEYWORDS: Experience of Missional Components, Institutionally Built Environment, Competitively Relevant Intellectual Competency, Competitively Relevant Global Impact and Social Responsibility.

INTRODUCTION

It is becoming increasingly important for students to contribute in ways that will guarantee the common good of their university and members. The underlying assumption is that such consistent little efforts by students can contribute to the maintenance of the environment, facilities, and sustenance of existing social systems on campus. To Sharda University (2017), such efforts by students can help to solve social problems on campus and, as well, may promote the collective identity of the university. Moreover, students can undertake social responsibility without interfering with their study schedule. Furthermore, it can be assumed that such a cultivated pattern of behaviours by a student can easily be stretched to the wider society as well into the future.

Social responsibility generally describes the quality of a person or an organisation taking actions with conscious consideration of how such will benefit others or the society (Drew, 2023). Thus, a student can undertake social responsibility as a consistent obligation by consciously choosing actions that will benefit the university (people on campus, the environment, and components). Students' social responsibility in this study covers all conscious personal actions whose aim is to minimise adverse effects in the university environment, facilities, and members. Most universities, however, tend to undertake social responsibility as corporate actions; thus, they focus mainly on the bettering of lives in surrounding communities and the external society (Waruru & Kigotho, 2021). Under this corporate orientation, students' involvement and cooperation tend to align with their university's efforts, and this implies that they may be devoting more attention to what is happening in the larger society than within the institution. This may also be one of the reasons why students' social responsibility roles on campus may not have been receiving priority attention.

Coelho and Menezes (2021) emphasised that there is a need for students to develop technical abilities as well as a sense of social responsibility. This brings to light the importance of considering strategies that can be used to bring out this quality in university students. In looking at the fostering role of educational institutions on the acquisition and development of social responsibility among students, attention has been drawn to the strategy of creating programmes with opportunities to promote the learning of social commitments (Peric, 2012). Similarly, Fonseca *et al.* (2020) stated that updating the curriculum to align with this purpose, aligning research to respond to problems in the community or using projects to address marginalised places and individuals with vulnerabilities can be used to inspire the quality of personal social responsibility in a student. Waruru and Kigotho's (2021) submission suggests that there is a connection between modelling or corporate demonstration of social responsibility and students' tendency towards similar actions.

It, however, appears that an individual's commitment to socially responsible behaviours within a community that one belongs to and where their experiences are dictated to a large extent by mechanisms that are deliberately set within the same system may be requiring a different strategy. As observed by George Kuh (as cited in Hersh & Schneider, 2005), students' experience and the institutional environment can impact their character and moral developments. Furthermore, in the viewpoint of Hersh and Schneider, an individual's disposition to social responsibility is influenced by the quality of the community's culture, while the community's own integrity and vitality depend, in turn, on the values, actions, and contributions of its members. This position appears to be suggesting that there is a possible relationship between students' university experience and

their actions while on campus.

In higher educational institutions, the mission statements are usually crafted to describe a number of purposes as key focus areas. This outline of purposes is aggregated and set as themes to highlight distinctive competency areas; the aim is to serve as guiding principles for the institution to follow in its existence and culture (Morphew & Hartley, as cited in Hollis, 2020; Iyanda, 2020). In this light, the mission statement is an institution's promises, with each word carrying immense weight and responsibility to students and other relevant groups; by implication, it draws in a need to be answerable to what has been written (Hara, as cited in Hollis, 2020). Thus, where universities put forward claims of what they intend to offer through the mission statement, it is equally important for them to live up to such promises. A university's convincing delivery of the specified aspects in the mission statement goes with consequential provocation of various forms of internal responses (experience) among students and, as well, a likelihood that it will trigger positive behaviours towards the institution (social responsibility). Thus, one can argue that the accountability function of a university's mission statement dwells in students' experience.

The mission statement of the case institution (University of Lagos), as published on the university's main website, is as follows:

'To provide a conducive teaching, learning, research and development environment, where staff and students will interact and compete effectively with other counterparts, both nationally and internationally, in terms of intellectual competence and the zeal to add value to our world.'

In looking at the mission statement of the University of Lagos, it seeks to communicate numerous values and aspirations to the public, including students. Specifically, to students, it conveys, among others, first, the strategic enhancement or building of an institutional environment for quality education and second, the enhancement of institutional practices for the inducement of competitively relevant intellectual competency. Thirdly, the mission statement communicates the enhancement of institutional practices for inducement of keenness in making competitively relevant global impact. Students' missional experiences in the university in these three dimensions are also the areas of interest in this study.

In a more general sense, experience refers to something personally encountered, undergone, or lived through (Merriam-Webster Online Dictionary, 2023). Brakus *et al.* (2019) further stated that experience goes with one's exposures to a stimulus or condition that will initiate various phases of subjective internal responses (sensations, feelings, cognitions) as well as behavioural responses as representations of their personal significance. In this study, the missional components of the institution of interest (university built environment and institutional practices that can foster both intellectually competitive relevance and keenness in making competitively relevant global impacts) can be considered to be the stimulating agents. The idea behind this is that these missional components have inherent capacities to induce signification and personal feelings among students. Based on the foregoing, students' experience of missional components is conceptualised as their subjective internal representations or personally derived significance from the university-built environment and practices to evoke both intellectually competitive relevance and keenness in making competitively relevant global impacts.

Thapa *et al.* (as cited in Tapia-Fonllem, 2020) identified five dimensions of environmental

provisions of a school that converge in security, social relations, teaching/learning, institutional environment (both physical and administrative), and process of school improvement. In other words, these components have to be put together by a university to form the setting (environment) that will guarantee teaching, learning, research, and developmental activities among students and lecturers. To Kutsyuruba et al. (2015), the setting for teaching, learning and development is shaped by the physical (school facilities and environmental quality); academic (personal skills and characteristics of teachers and supporting staff); and social (relationships between members of the school community) dimensions. With the benefit of Kutsyuruba *et al.*'s submission, the university built environment is also taken to indicate these components.

Missional experience in terms of institutional practices for evoking intellectually competitive relevance among students is important since there might be a need for them to validate their educational gains during competitive engagements or as upcoming professionals. This implies that educational institutions should prepare students in ways that they can meet up with current demands as potential professionals and as prospective experts that will be able to measure up in relevant, competitive and sophisticated engagements or in an appropriate work environment. Thus, the objective of bringing up an intellectually competitive student should be one of the most important aspirations of a modern university. To Kamenez and Semenova (2021), this requires the intentional conditioning of education spaces for social orientation, the development of the ability to act effectively in related environments and relative to others, as well as the inclusion of opportunities for the improvement of self-development, self-organisation, reflexivity, purposefulness, and perseverance. Kamenez and Semenova explained further that the dimensions of a student's intellectual competitiveness cover both qualities of a distinctive professional and specific personal characteristics that will guarantee successful functioning as an expert in the field. In this study, an intellectually competitive, relevant student describes an individual who can objectively analyse information, make rational conclusions, connect with trends in the field of study, contribute to knowledge, engage in competitive projects, and also consciously maintain balance in character when undertaking team projects. Here, the university's mission of evoking intellectually competitive relevance in students is centred around the strategic opportunities for students to gain this experience.

With technological advancement, globalisation, and different forms of societal challenges, Maloi (2020) is of the opinion that students' roles are not only evolving but that these are opportunities for them to contribute to the betterment of the world. Thus, with appropriate institutional provisions and practices, students can learn about developments in the world and systems and apply the gained knowledge by contributing or aspiring to offer solutions to issues like global conflicts, insecurity, health, technological developments and such others. Students' keenness in making competitively relevant global impacts, therefore, represents their intense eagerness to learn about the rapidly and constantly evolving world, positive reactive adaptability, and intentions of applying gained knowledge to devise practical solutions to man's challenges. It can be taken that the university's mission of inducing students' eagerness to make positive global impacts signifies the purposeful practices of granting students the opportunity to experience these dimensions of learning. Here, the university's strategic provisions and practices for holistic knowledge to be gained by students in a given professional area, along with inspiration of appreciation of human diversity, complexities in the world's systems (environmental, social, political, and

economic), and desire for positive contributions, are important. The aforementioned can be taken as important dimensions of missional experiences that may likely induce socially responsible behaviours among students on campus.

Coelho and Menezes (2021) hinted that the focus of University Social Responsibility (USR) has tended more to the identification of benchmarks, while the potential impact of students' involvement in USR projects has not yet been sufficiently studied. Earlier studies sought to examine social responsibility contents in mission statements of educational institutions and outcomes in terms of students' interest and participation in corporate social responsibility (Craig, 2019). Educational institutions tend to pursue the role of developing students on social responsibility using strategies of providing connected training opportunities, demonstrating the skill (often through modelling), engaging with the concept during teaching and learning or by investing in related research on the topic (Idowu & Sitnikov, as cited in Vutsova *et al.*, 2023). The investigation of institutional modelling of corporate social responsibility by Porubčanová *et al.* (2024) found that the demonstration of these roles had consequences in terms of students' acquisition and display of such values. Relatedly, Hollis' (2020) study could, however, show that missional themes of the case institution were evident (present) in and valuable to the students' experience. This has stimulated the concern about how such experiences could affect their social responsibility actions within the university. This study, therefore, was set to examine students' missional components' experience (in terms of institutionally built environment, practices for inducement of competitively relevant intellectual competency, and practices for inducement of keenness in making competitively relevant global impact) and their social responsibility at the University of Lagos, Nigeria.

Research Questions

1. What is the level of students' missional experience in terms of institutionally built environment?
2. What is the level of students' missional experience in terms of institutional practices for inducement of competitively relevant intellectual competency?
3. What is the level of students' missional experience in terms of institutional practices for inducement of keenness in making competitively relevant global impact?
4. What is the level of students' social responsibility at the University of Lagos?

Research Hypothesis

Students' experience of missional components in terms of institutionally built environment, institutional practices for inducement of competitively relevant intellectual competency and institutional practices for inducement of keenness in making competitively relevant global impact do not have significant joint and relative contributions to their social responsibility at the University of Lagos.

Research Method

The correlational research design was adopted for this study. This research was conducted at the University of Lagos, Lagos State, Nigeria and it involved 538 full-time undergraduate students in 400 level that were selected through purposive sampling. A researcher-developed questionnaire entitled 'Students' Experience of Missional Components and Social Responsibility Questionnaire' (SEMCSRQ) was used for the study. The items were constructed using a four-point Likert scale format, and the students responded to the statements on a scale ranging from Definitely (4), Probably (3), Probably Not (2), and Definitely Not (1). The instrument comprised items with constructs in the

aspects of students' missional experience (in terms of institutionally built environment, institutional practices for fostering of intellectually competitive relevance, institutional practices for fostering of keenness in making competitively relevant global impact) and students' social responsibility. The preliminary field test that was conducted on 35 students who were a part of the study's population but were not involved in the main study yielded a reliability index of $r=0.75$ using the Cronbach Alpha statistical tool. During the main study, a total of 538 questionnaires were distributed to the participants; only 518 were correctly filled, returned, and used for data analysis. The collected data were analysed using both descriptive (mean and standard deviation) and inferential (Pearson's Product-Moment) statistical tools at the 0.05 level of significance.

Result Presentation

Research Question 1: What is the level of students' experience with the university-built environment?

Table 1: Mean and Standard Deviation of the Level of Students' Experiences with the University Built Environment

S/N	Students' Missional Experience with Institutionally-Built Environment		S.D	Remark
1	Artworks placed on campus leave a positive impression on me.	2.75	0.82	High level
2	The campus building designs bring me joy.	2.45	0.67	Low level
3	Library collections related to my studies makes me feel like I belong to an outstanding university.	2.55	0.78	High level
4	The availability of adequate furniture in lecture halls stays in my mind.	3.10	1.01	High level
5	Food service areas on campus appeal to me visually.	3.70	1.05	High level
6	Recreational spaces appeals to me visually.	2.76	0.83	High level
7	Learning halls' suitability to my academic needs leaves a positive impression on me.	2.63	0.73	High level
8	Warm relationships with lecturers make me feel connected to the institution	3.73	1.08	High level
Grand Total		2.95	0.87	High level

*Benchmark = 2.50.

Table 1 shows that the overall mean score of students' missional experiences in terms of institutionally built environment is 2.95 (SD = 0.87); this is above the set benchmark of 2.50, thereby indicating a high level of experience. Out of the eight items, seven (7) indicators were rated at a high level, including artworks (M = 2.75), library collections (M = 2.55), lecture hall furniture (M = 3.10), food service areas (M = 3.70), recreational spaces (M = 2.76), learning halls (M = 2.63), and warm relationships with lecturers (M = 3.73). One (1) indicator—campus building designs (M = 2.45)—fell below the benchmark, reflecting a low level of students' experience in this aspect. This signifies that students' missional experience in terms of the institutionally built environment, especially in the specific aspects of food service areas and warm lecturer-student relationships, was high. However, campus building designs were moderately rated, suggesting the need for architectural and aesthetic improvements.

Research Question 2: What is the level of students' missional experience in terms of institutional practices for inducement of competitively relevant intellectual competency?

Table 2: Mean and Standard Deviation of the Level of Students' Missional Experience in Terms of Institutional Practices for Inducement of Competitively Relevant Intellectual Competency

S/N	Students' Experiences with Institutional Practices for Inducement of Intellectual Competitiveness		S.D	Remark
1	Test questions in my university enhance my ability to respond intelligently in other situations.	2.48	0.64	Low level
2	University-sponsored opportunities for collaboration with external experts inspire me to handle academic related challenges properly.	2.51	0.79	High level
3	Field trips sponsored by the university helps me to adapt well to others during group assignments.	2.35	0.57	Low level
4	Engaging in competitive projects with peers makes a lasting impression on me.	3.34	1.02	High level
5	Recognition of academic excellence in my university motivates me to acquire more knowledge.	2.83	0.88	High level
6	Brainstorming during lectures improves my ability to analyse information objectively.	2.62	0.81	High level
7	The university's initiatives to connect me with trends in my field leaves a lasting impression on me.	2.39	0.61	Low level
8	Group projects at the university have improved my ability to work as a team player.	2.17	0.56	Low level
Grand Total		2.58	0.73	High level

*Benchmark = 2.50.

As seen in Table 2, the overall mean score of students' missional experience in terms of institutional practices for inducement of competitively relevant intellectual competency is 2.58 (SD = 0.73), which is above the set benchmark of 2.50; this on the whole indicates a high level of experience. Out of the eight items, four (4) indicators were rated at a high level: opportunities for collaboration with external experts (M = 2.51), engagements in competitive projects with peers (M = 3.34), recognition of academic excellence (M = 2.83), and brainstorming during lectures (M = 2.62). While four (4) indicators were rated below the benchmark, showing a low level of experience in these areas (test questions enhancing intelligent responses (M = 2.48), field trips aiding adaptation (M = 2.35), initiatives to connect students with trends in the field of study (M = 2.39), and group projects improving teamwork abilities (M = 2.17)). This shows that students at the University of Lagos have a fairly good missional experience in terms of practices for fostering intellectual competitiveness.

Research Question 3: What is the level of students' missional experience in terms of institutional practices for inducement of keenness in making competitively relevant global impact?

Table 3: Mean and Standard Deviation of the Level of Students’ Missional Experience in Terms of Practices for Inducement of Keeness to Make Global Impact

S/N	Students’ Experience of Institutional Practices for Inducement of Zeal to Make Global Impacts		S.D	Remark
1	Being encouraged by my lecturers to explore the world beyond my immediate environment dwells in my mind.	2.78	0.84	High level
2	Tackling real-world problems in class makes me eager to learn more about global issues.	3.51	1.09	High level
3	Recent class assignments about human differences inspire me to identify problems in the society that I can solve.	2.55	0.77	High level
4	Learning about global challenges in offered courses stimulates my desire to contribute positively to the society.	3.34	1.02	High level
5	Exposure to research with a global focus drives me to identify areas where I can make a positive difference in the world.	3.83	1.14	High level
6	Strategies provided by the university for me to stay informed about changes in the environment inspires me to think about solving global problems.	3.62	0.96	High level
7	Class discussions on consequences of man's activities in the environment helps me to connect with global challenges in a personal way.	2.69	0.81	High level
8	Class assignments on global issues inspires me to take actions that can improve the lives of people outside my community.	3.54	1.10	High level
Grand Total		3.23	0.97	

*2.50 = Benchmark

Table 3 shows that the overall mean score of students’ missional experience in terms of institutional practices for inducement of keeness to make competitively relevant global impact is 3.23 (SD = 0.97); this is well above the set benchmark of 2.50. More specifically, all the eight (8) items recorded mean scores above the set benchmark, reflecting consistently high missional experience in these areas. The strongest ratings were on students’ personally derived significance about exposure to research with a global focus (M = 3.83), the university’s adopted strategies to get students informed about changes in the environment (M = 3.62), and class assignments being focused on globally based issues (M = 3.54). The least rated, which was still above the set benchmark, was from exposure to recent class assignments about human differences (M = 2.55), suggesting that while the subjective internal response was still high, it was less impactful when compared to other aspects. On the whole, the reports from students at the University of Lagos shows that they have good experiences with the missional component that was targeted at inducing keeness for making competitively relevant global impact.

Research Question 4: What is the level of students' social responsibility at the University of Lagos?

Table 4: Mean and Standard deviation of the Level of Students' Social Responsibility at the University of Lagos

S/N	Social Responsibility of Students		S.D	Remark
1	In my actions, I tend to uphold the common good of members of this university above my personal interest.	2.53	0.81	Low level
2	I like to keep the school buildings or surroundings clean by putting litter in the trash can.	2.95	0.92	High level
3	I ensure that lights or fans that are not in use are switched off whenever I am leaving the classroom or hostel.	2.42	0.58	Low level
4	While on campus, I keep checking water consumption by not leaving the tap running when not in use.	3.62	1.13	High level
5	I do not like to donate books or gadgets that are no longer useful to me to needy students.	2.23	0.48	Low level
6	I always raise a voice against bullying of other students instead of ignoring it.	3.61	1.11	High level
7	I consciously apply the principle of right or wrong in my decisions because I want to avoid causing harm to other members of the university community.	2.87	0.84	High level
8	I use only environmentally friendly body care products while on campus.	2.07	0.36	Low level
9	I always align with health or administrative requirements in order to protect myself or other members of the university community from contagious diseases.	2.86	1.00	High level
10	I show tolerance for students from diverse socioeconomic backgrounds or ethnicities.	3.11	1.04	High level
Grand Total		2.83	0.83	High level

*Benchmark = 2.50

Table 4 shows that the overall mean score of students' social responsibility in the understudied university is 2.83 (SD = 0.33); this is above the set benchmark of 2.50 and also indicates a generally high level of social responsibility. Students demonstrated high social responsibility in areas like cleanliness (2.95), water conservation (3.62), anti-bullying behaviours (3.61), consistent application of moral principles (2.87), compliance with health or administrative requirements (2.86), and tolerance for diversity (3.11). However, low levels of responsibility were found in the aspects of energy conservation (2.42), resource sharing (2.23) and eco-friendly consumption (2.07). Students' social responsibilities were more obvious in the aspects of visible actions (cleanliness, water usage, tolerance for diversity, anti-bullying behaviours) than the less visible ones (energy saving, altruism, eco-consciousness). The foregoing shows that while the students were more socially responsible in community and social justice-related issues, they showed weaknesses in aspects of making personal sacrifices, resource-sharing, and display of sustainable consumption habits. This suggests a need for targeted educational campaigns or other activities that can strengthen students' experience in ways that will promote personal responsibility in environmental sustainability practices.

Testing of Hypothesis

Hypothesis: Students’ experience of missional components in terms of institutionally built environment, institutional practices for inducement of competitively relevant intellectual competency, and institutional practices for inducement of keenness in making competitively relevant global impact do not have significant joint and relative contributions to their social responsibility in University of Lagos.

Table 4.1a: Joint contribution of students’ experience of missional components in terms of institutionally built environment, institutional practices for inducement of competitively relevant intellectual competency, and institutional practices for inducement of keenness in making competitively relevant global impact to social responsibility in the University of Lagos

A N O V A

Model	Sum of Squares	DF	Mean Squar e	F	Sig.	Remark
Regression	.7.787	3	3.894	2.62	.000	Sig.
Residual	2.198	514	2.41			
Total	9.985	517	.025			
R	R Square			Adjusted R Square	Std. Error of the Estimate	
.224 ^a	.050,			.045;	.0157	

The table reveals the joint contribution of students’ experience of missional components in terms of institutionally-built environment, institutional practices for inducement of competitively relevant intellectual competency, and institutional practices for inducement of keenness in making competitively relevant global impact to social responsibility in the University of Lagos. The result revealed an F-value of 2.62, with a probability value (Sig.) of .000, which is less than the 0.05 level of significance indicating that the three missional components, when taken together, significantly contributed to students’ social responsibility. The correlation coefficient (R) of .224 shows a weak but positive relationship between the predictors and students’ social responsibility. The coefficient of determination (R Square) of .050 implies that the predictors jointly account for 5% of the variance in students’ social responsibility, while the adjusted R Square (.045) confirms the limited explanatory power of the model after adjusting for the number of predictors and sample size. Although the model is statistically significant, the relatively small R Square suggests that the joint contribution of these missional components is weak, with about 95% of the variation in students’ social responsibility being explained by factors not included in this model. The standard error of estimate (.0157) shows that the predicted values are close to the observed values, yet the strength of the model remains low. Therefore, the null hypothesis is rejected, leading to the conclusion that students’ experience of missional components makes a statistically significant, but weak, joint contribution to their social responsibility in the University of Lagos.

Table 4.1b: Relative contribution of students’ experience of missional components in terms of institutionally-built environment, institutional practices for inducement of competitively relevant intellectual competency, and institutional practices for inducement of keenness in making competitively relevant global impact to social responsibility in the University of Lagos

Coefficients					
Model	Unstandardised		Standardised t	t	Sig.
	B	Std. Error			
(Constant)	32.637	2.660	12.271	12.271	0.016
Experience of institutionally-built environment	-.271	.081	-.143	-3.332	0.040
Experience of Practices for inducement of intellectual competitiveness	.040	.082	.021	.490	0.002
Experience of Practices for inducement of keenness to make global impact	-.318	.077	-.178	-4.132	0.011

Table 4.2 presents the relative contribution of students’ experience of missional components to their social responsibility in the University of Lagos. The unstandardised coefficients (B) shows the actual contribution of each predictor, while the standardised coefficients (Beta) provided the basis for comparing their relative influence on the dependent variable.

The constant value of 32.637 indicates that, when the contributions of all predictors are held constant, the baseline level of students’ social responsibility remains high. Among the predictors, students’ experience of the institutionally-built environment ($B = -.271$, $\beta = -.143$, $t = -3.332$, $p = .040$) made a significant negative contribution to their social responsibility behaviours. This suggests that the more students perceived the built environment as influencing their experience, the lower their reported behaviours of social responsibility.

On the other hand, students’ experience of institutional practices for the inducement of intellectual competitiveness ($B = .040$, $\beta = .021$, $t = .490$, $p = .002$) made a significant but weak positive contribution to social responsibility. Although its effect size is small, the significance level indicates that practices designed to sharpen intellectual competence do influence students’ orientation toward social responsibility.

Lastly, students’ experience of institutional practices aimed at inducing keenness for making global impact ($B = -.318$, $\beta = -.178$, $t = -4.132$, $p = .011$) showed the strongest significant negative contribution to social responsibility among the three predictors. This finding implies that while the university may promote global competitiveness, students who perceived this emphasis strongly may feel less inclined toward showing social responsibility immediately within their local context. Taken together, the results revealed that while the predictors jointly contributed significantly to social responsibility, their relative contributions vary. Experience with institutional practices for intellectual competitiveness made a small but positive contribution, whereas experience with institutionally-built environment and practices for global impact made negative contributions, with the latter being the strongest predictor of their social responsibility.

Discussion of Findings

As shown by the study’s findings, the level of students’ experience of missional components in terms of institutionally built environment, institutional practices for inducement of

competitively relevant intellectual competency, and institutional practices for inducement of keenness in making competitively relevant global impact was high. In the dimension of institutionally built environment, Sidor and Dublin (2024) emphasised that the combined forces of physical, social, and policy environments can empower individuals, their choices, and their willingness to engage in positive actions. In the same vein, Kamenez and Semenova (2021) highlighted through the findings of their theoretical and experimental research that the implementation of pedagogical conditions for the development of desirable competitiveness quality in students as future engineers in the oil and gas industry can increase the survival potentials of students in a competitive environment. Similarly, Shaikhislamova *et al.* (2022), through their exploratory study, could establish the importance of the process of forming competitive attributes among future teachers. Although these authors did not highlight these specific provisions or practices as factors in students' educational experiences, it can be assumed that encountering them can initiate personal representations of their significance, which, to Brakus *et al.* (2009), is experience. The idea is that when such practices are crafted into a university's mission and each component is convincingly delivered, it will be accompanied with consequential provocation of various forms of internal responses (experience) from the beneficiaries, here, the students.

The result of testing the hypothesis that stated that students' experience of missional components in terms of institutionally built environment, institutional practices for inducement of competitively relevant intellectual competency, and institutional practices for inducement of keenness in making competitively relevant global impact do not have significant joint and relative contributions to their social responsibility at the University of Lagos yielded a positive correlation. This study's results find support in Reig-Aleixandre *et al.*'s (2024) study outcomes that could show that learning opportunities in the form of students' practicum experience of a curricular social subject in the case university could initiate or enhance, first, values that reflect human sensitivity in them; second, this could lead to developing their social awareness and greater open-mindedness; and third, it could promote their ability to learn how to regard their profession as a service to the society. It can be argued that in the case of Reig-Aleixandre *et al.*, the added value during the period, which may have been internalised and recreated as experience by the students, may have triggered the development of socially conscious attributes. To some extent, this submission aligns with the viewpoint of De Dois (as cited in Reig-Aleixandre *et al.*), where a socially responsible student is seen as an individual who has been able to make a personal discovery of values and also demonstrates awareness of the consequences of actions they make in the environment they find themselves in. The idea that universities can strategically manage students' experiences for the consequential purpose of developing and fostering socially responsible behaviours was as well upheld by Mestarihi (2019). In that study, Mestarihi discovered that university students' participation in institutionally supervised sports, social, cultural and artistic activities where they could gain scientifically, culturally or morally in or outside the campus influenced their social responsibility towards themselves, family, friends and the institution in the aspects of showing respect for instructions, upholding shared values, customs and traditions of the society.

These submissions are in consonance with the position of Al-Khoury *et al.* (2015), as they highlighted that universities have to tell their students about current issues and make them aware of them, as this would not allow the students to close their eyes against their surroundings as they have been doing in the past and till now. Al-Khoury *et al.*'s study,

however, showed that the majority of the respondents (63.4%) totally agreed or agreed that they usually participated in social activities and that the motivation to do so was derived from the students themselves, rather than from factors that were associated with the understudied universities. Students' basis for not showing socially responsible behaviours as a result of institutionally related factors may have been caused by the context for which they were to do so, as this could have been outside the school environment or perhaps due to poor or unfavourable experiences with provisions, policies or practices in the school. Sidor and Dublin (2024) confirmed this submission as they asserted that the quality of the physical environment, which could include the design and accessibility of spaces where individuals live, work, and play, can affect their health-related behaviours. A noteworthy perspective on the role of students' experience of missional components and relationships with their social responsibilities within the university is that institutional practices and offerings can communicate meanings on institutional values. Thus, institutional practices of consistently furnishing students with the outline expectations drawn up from the components of the mission statement are important, as they are agents of favourable experiences and can trigger positive actions on campus.

CONCLUSION

On the whole, substantial proof of ability to uphold the promises that are highlighted by a university's missional components and which to students are conveyed as institutional experience is a practically orientated strategy that has the potential to draw out positive reciprocations in the form of social responsibility on campus.

RECOMMENDATIONS

1. University management should continue to enhance the campus environment and components in order to improve students' experiences.
2. Lecturers should devise and creatively utilise a variety of learning opportunities that will expose students to intellectually competitive activities.
3. Lecturers should adapt classroom discussions or assignments to carry features that will inspire students to give more priority attention to real-world issues and how they be involved in tackling global challenges.

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