



# **An Assessment of the Socio-economic Impact of Exxon Mobil and NNPC Joint Venture Assistance Projects in Education within Communities in Oil Producing Areas of Akwa Ibom State, Nigeria**

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## **Author's contribution**

*The sole author designed, analyzed and interpreted and prepared the manuscript.*

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## **ABSTRACT**

**Aims:** The aim of the study was to assess the socio-economic impact of the EXXON MOBIL and Nigerian National Petroleum Corporation (NNPC) joint venture assistance projects in education within communities in oil producing areas of Akwa Ibom State, Nigeria.

**Study Design:** The study involved questionnaire survey, personal interviews and focus group discussion.

**Place and Duration of Study:** The socioeconomic survey covered ten schools located in four Local Government Areas (LGAs) of Eket, Onna, Ibeno and Ikot Abasi. It also covered four host communities in the study area. The survey took place between 4<sup>th</sup> September 2013 and 22<sup>nd</sup> January 2014.

**Methodology:** Two schools per local government area were chosen as case study in order to determine the socioeconomic impact of EXXON MOBIL assistance projects in education. The Study adopted a combination of several data collection tools. These included: Questionnaire survey, Personal interview, Focus group discussion, Participant observation and estimation. Bar graphs were used for data presentation and analysis.

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**Results:** The results revealed that, Principals in all the schools studied were of the view that the projects executed in their respective schools have impacted positively on both the students and the community. This was also the views of majority of the teachers and students that responded to the questionnaire survey. The study also revealed that most of the projects assessed were in very bad condition and so required urgent attention/rehabilitation to ensure sustainable human development in the area.

**Conclusion:** Most of the schools sampled are currently sustained by the Mobil/Nigerian National Petroleum Corporation (NNPC) joint venture projects. Unfortunately, most of the buildings put in place by the Mobil/NNPC projects are dilapidated due to over usage and lack of maintenance. To ensure sustainability, there is need for a Post Project Monitoring Plan [PPMP].

*Keywords: Corporate social responsibility; socio-economic impact assessment; focus group discussion; sustainable development.*

## 1. INTRODUCTION

EXXON Mobil is one of the oil companies operating in Nigeria today. Others are Shell Nigeria, Chevron, Total, Agip and Texaco. Many years of crude oil exploration and exploitation by these multinational Corporations, and the hazards of spillage and gas flaring which accompany it, have degraded the environment of the Niger Delta region where they operate and left the communities desolate. Not only have farming and fishing which are the major occupations of the riverine minorities been decimated, their territories have continuously lacked basic infrastructure and amenities like electricity, roads, schools, hospitals, portable water, etc. However, the activities of these companies have also brought about socio-economic development. In fact, over eighty percent (80%) of Nigeria's wealth comes from oil which is pumped out of the Niger-Delta region in millions of barrels daily by the multinational oil Corporations. Despite this wealth of natural resources, the indigenous people of this area are still very poor and their environment polluted. The oil wealth accruing from their land is shared between the Nigerian government and the oil companies with very little or nothing getting to the communities. The government's share of the money is neither invested in their localities nor in the cities around them, rather such monies are channelled to other major towns and cities outside the region or invested in infrastructure which the region hardly benefits from [1-7]. This explains why, most of the time, the multinational oil corporations are in conflict with the host communities.

In order to appease the communities, the multinational oil companies have over the years engaged in the rehabilitation and where necessary, construction/provision of new facilities

in areas such as arts, education, housing, health and social welfare among others, as their Cooperate Social Responsibility (CSR) within and outside their area of operation. Corporate Social Responsibility is the commitment by organizations/companies operating in an area to contribute to economic development while at the same time improving the quality of life of their workers as well as the local community and society at large. A more common approach to CSR is corporate philanthropy. This includes monetary donations and aid given to local and non-local non-profit organizations and communities, but excluding political contributions and commercial sponsorship of events [8-12].

The mistake that have been made over the years is to judge the oil companies based on the impact of their exploitative and exploratory activities without the consideration of the impact of the development projects under Corporate Social Responsibility. This is the gap that this study is designed to addressing.

Since its establishment, EXXON Mobil Nigeria, has made substantial and verifiable contributions in the areas of health, education, sports, water supply, electricity, roads, capacity building and economic development among others in and around communities located within and outside their operational bases in Akwa Ibom and Rivers States of Nigeria. In the area of education, the Joint Venture has invested heavily in improving the quality of education for primary, secondary, technical and tertiary institutions in Akwa Ibom and Rivers States. The nature of intervention varies from school to school. For example where classroom blocks were absent or inadequate, new ones were constructed. Where classrooms were dilapidated, the Joint Venture reconstructed or rehabilitated them. Today, more than 112 schools in both Akwa Ibom and Rivers States are

beneficiaries. Other contributions include provision of computers, exercise books, textbooks, science equipment, sports facilities, water supply/treatment plants, lavatories, dormitories, principals'/teachers' quarters, assembly halls and perimeter fencing of school premises to enhance security of lives and properties. In fact, in schools such as senior science school, Ndon Eyo-Onna, SS Peter and Paul Comprehensive High School, Inua Eyet Ikot, Ibeno, St Francis Secondary School, Ikot Ataku, Eket, which were adopted as EXXON Mobil's model schools in Akwa Ibom State, the contributions were greater [13]. The aim and objective of this study is to assess the socio-economic impact of the MOBIL and Nigerian National Petroleum Corporation (NNPC) joint venture assistance projects in education within communities in oil producing areas of Akwa Ibom State, Nigeria.

Social Impact Assessment (short form for Socio-economic Impact Assessment) is defined as the consequences to human populations of any public or private actions that alter the ways in which people live, work, play, relate to one another, organize to meet their needs, and generally cope as members of society. The term also includes cultural impacts involving changes to the norms, values, and beliefs that guide and rationalize their cognition of themselves and their society. Social Impacts are both positive and negative. It is a tool that can help decision-makers to foresee the likely negative impacts of their actions so that steps necessary to prevent or at least to contain them could be taken in time [14].

Social Impact Assessment [SIA] alerts the planners as to the likely benefits and costs of a proposed project, which may be social and/or economic. The knowledge of these likely impacts in advance can help decision-makers in deciding whether the project should proceed, or proceed with some changes, or dropped completely. The most useful outcome of a SIA is to develop mitigation plans to overcome the potential negative impacts on individuals and communities [15].

## 2. STATEMENT OF THE PROBLEM

Studies have revealed the negative consequences of oil exploration and exploitation activities in the Niger Delta Region of Nigeria

where Akwa Ibom State and EXXON Mobil are located [1-7]. Because of these problems, we have continued to have agitations and conflicts in the area. In response, oil companies like EXXON Mobil have embarked on development projects under the Corporate Social Responsibility programme. Unfortunately, not much is known about the impacts of these projects because they have not been studied as is the case with the activities associated with oil exploration and exploitation (such as oil spillage and seepage, gas flaring, biodiversity loss, loss of livelihoods, environmental pollution and degradation to mention just a few). Using the EXXON MOBIL and Nigerian National Petroleum Corporation (NNPC) joint venture assistance projects in education within communities in oil producing areas of Akwa Ibom State, Nigeria as a case study, the pertinent question at this juncture is, what are the socio-economic impact of the development projects carried out under/or as part of corporate social responsible programme? If the projects have positive impact, what should be done to sustain the projects as well as ensure sustainable development?

## 3. MATERIALS AND METHODS

### 3.1 Location of the Study Areas

EXXON Mobil is one of the six multinational oil companies operating in Nigeria under a joint venture with the Nigerian National Petroleum Corporation (NNPC), a nationalized state corporation which came into existence in May, 1971. Exxon Mobil started operations in Nigeria in 1951. It operates in the shallow water off Akwa Ibom state in the southeastern part of the Niger delta [7]. Akwa Ibom State is situated in South Eastern Nigeria. It lies between latitude 4°30' and 5°30'N and longitudes 7°30' and 8°30'E (Fig. 1). This location is within the tropical rainforest belt where deforestation destroys globally important carbon sinks that currently sequester carbon dioxide [CO<sub>2</sub>] from the atmosphere and are critical to future climate stabilization. Also, the area has very high agricultural potentials and is rich in crude oil, gas and many other natural resources [16,17].

The socioeconomic survey covered eight schools located in four Local Government Areas (LGA) namely - Eket, Onna, Ibeno and Ikot Abasi. It also covered four host communities in the study area. The map below shows details of the locations.



**Fig. 1.A. Location of Akwa Ibom State, Nigeria**  
 Source: Akwa Ibom State Surveys, 1997

### 3.2 Research Design

This study involved questionnaire survey to collect data from staff and students, personal interview of principals and focus group discussion to collect relevant information from communities. Tables and bar graphs were used for data presentation and analysis.

#### 3.2.1 Study population and sample size

The study population comprised principals of secondary schools, headmasters of primary

schools, teachers and students in schools sampled. Also included were chiefs and members of village councils in host communities. To choose schools for the study, purposive sampling technique (Expert Sampling type) was adopted. Expert Sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Some types of research design necessitate researchers



taking a decision about the individual participants who would be most likely to contribute appropriate data, both in terms of relevance and depth [18]. For example, in this study, two schools per Local Government Area (LGA) were chosen as case study in order to determine the

socioeconomic impact of EXXON MOBIL/NNPC assistance projects in education. The case studies represent an interesting range of different public educational systems. Most cases are at least 5 years old, however there are some more recent.

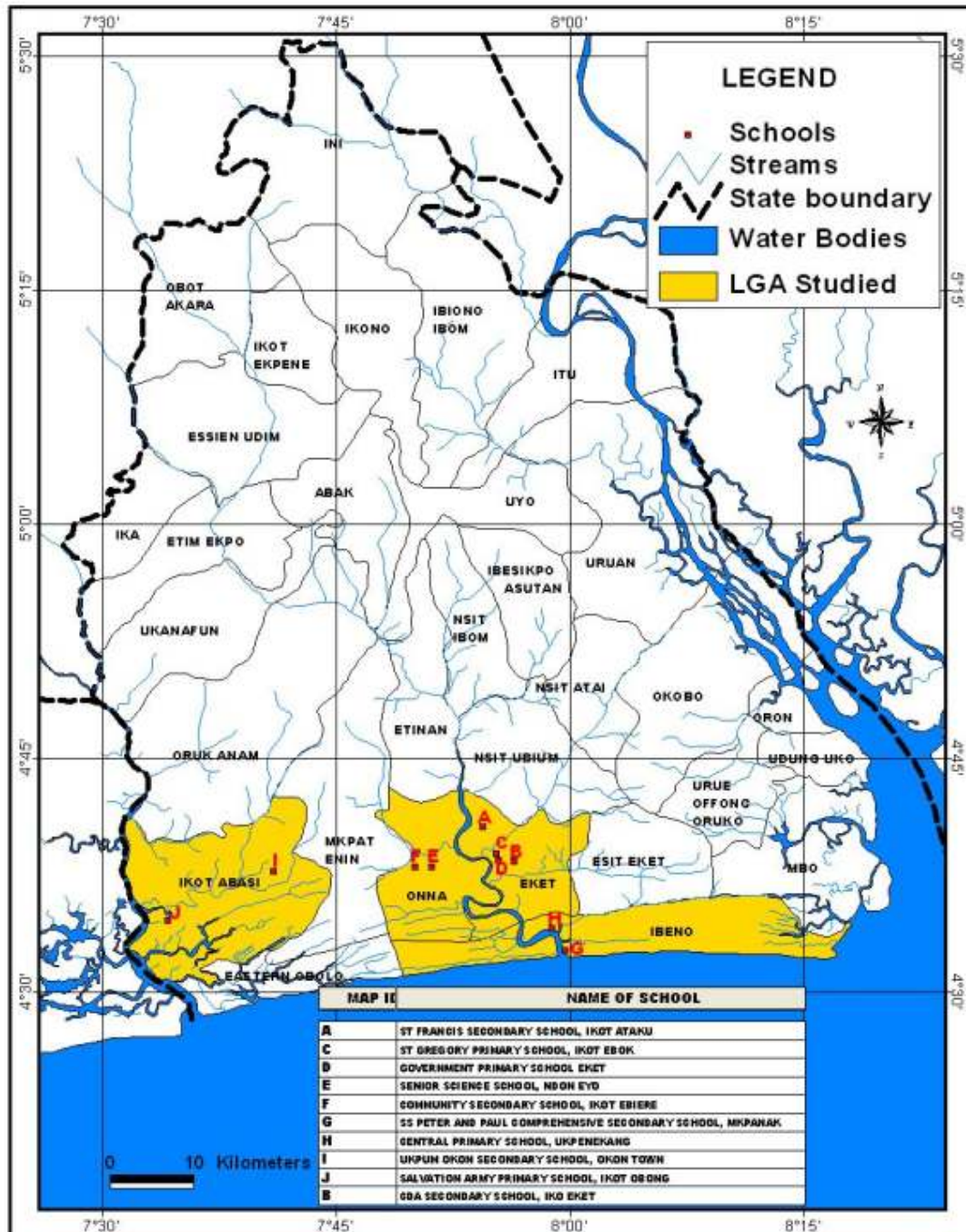


Fig. 1.B. Locations of schools and host communities studied

**Table 1. Summary of the composition of the case studies**

Schools	Classroom/Office	Assembly Hall	Dormitory	Science Lab	Workshop	Dining Hall	Toilet/Sanitation Facilities	Fence work	Library	Examination Hall	Principal Quarters	Teachers' Quarters
<b>Eket</b>												
St. Francis secondary school ikot Ataku	3		1	1		1						
Secondary school Iko Eket, Eket	2											
St. Gregory Primary School Ikot Ibiok Eket	2											
Government Primary School Eket	1											
<b>Onna</b>												
Senior Science School, Ndon Eyo Onna LGA	3		2			1					1	
Community Secondary school, Ikot Ebieri, Onna										1		
<b>Ibena</b>												
SS Peter and Paul Comprehensive secondary school, Mkpanak	1		1					1			1	
Central primary school, Ukpenekeang Ibena	1											
<b>Ikot Abasi</b>												
Ukpum Comprehensive secondary school Ikot Abasi	2											
Ikot Obong Ibekwe, Ikot Abasi	1											

Furthermore, since most of the development projects assessed were four to five years old as at the date of the questionnaire survey, the sampled population comprised only the final year students (i.e. Senior Secondary three students) in all the secondary schools studied. This was the only group of students that were there before and after the EXXON Mobil/NNPC joint venture projects were put in place and were therefore in a better position to compare/assess the experiences before and after the projects. For the teachers, only those that were older in the schools were sampled. In all the schools studied, ten percent of the final year students and ten percent of the staff/teachers were selected for the questionnaire survey. A summary of the number of questionnaire administered and returned is presented in Table 2.

**3.2.2 Sampling technique**

For the purpose of questionnaire administration, random sampling technique was used. Sample

size was determined by calculating ten percent of the total number of final year students and the population of teachers in the school.

**3.2.3 Instruments for data collection**

The Study adopted a combination of several data collection tools to gather information on the socioeconomic impact of the projects. These included structured questionnaire, Personal interview, focus group discussion and Participant/investigators own observation and estimation [19-22].

**3.3 Data Analysis**

For data analysis, Tables and Graphs were used. To assess the condition of the projects, seven characteristics were used. They include roof/ceiling, paint work, window, electricity fittings, floor and wall. These characteristics were awarded quality points as follows:

**Table 2. Number of respondents in questionnaire survey in the schools studied**

ID	School	Respondents		Total
		Teachers	Students	
<b>Eket</b>				
A	St. Francis secondary school ikot Ataku	6	10	16
B	Secondary school Iko Eket, Eket	6	10	16
C	St. Gregory Primary School Ikot Ebok Eket	10		10
D	Government Primary School Eket	10		10
<b>Onna</b>				
E	Senior Science School, Ndon Eyo Onna LGA	7	9	16
F	Community Secondary school,Ikot Ebriere, Onna	10	10	20
<b>Ibena</b>				
G	SS Peter and Paul Comprehensive secondary school, Mkpanak	9	10	19
H	Central primary school, Ukpenekang Ibena	10		10
<b>Ikot Abasi</b>				
I	Ukpum Comprehensive secondary school Ikot Abasi	6	9	15
J	Ikot Obong Ibekwe, Ikot Abasi	9		9

**Table 3. Characteristics used for the assessment of buildings and their quality points**

Building characteristics used	Description of options used	Quality point scored
Roof/ceiling	In good condition	3
	Manageable condition	2
	[i.e. damaged/leaking at few points]	
	Bad/terrible condition	1
Paint work	[i.e. damaged/leaking at many points]	
	In good condition	2
Windows	Not in good condition	1
	In good condition	2
Doors	Not in good condition	1
	In good condition	2
Electricity/water fittings	Not in good condition	1
	Intact and functional	2
Floor	Not Intact and functional	1
	Not broken [in good condition]	2
	broken [Not in good condition]	1
Walls	Not cracked/broken	2
	cracked/broken	1

The total scored by each building was assessed based on the following classification: 12.6-15 very good; 10.1-12.5 good; 7.5-10 bad; below 7.5 [which is the average]-very bad/terrible.

students and the community. This was also the views of majority of the teachers and students that responded to the questionnaire survey [Figs. 2 and 3].

#### 4. RESULTS AND DISCUSSION

##### 4.1 Assessment of Socio-economic Impact of Projects by Principals, Teachers and Students of Schools

Principals in all the schools visited were of the view that the projects executed in their respective schools have impacted positively on both the

In most of the schools, majority of teachers were of the view that the benefit to the community was in the area of enhanced teaching and learning and ease of office/accommodation problem for staff and students [Fig. 4].

The view of students on how the projects enhanced learning was mixed. However, in two of the schools, majority were of the view that the projects did not enhance learning.

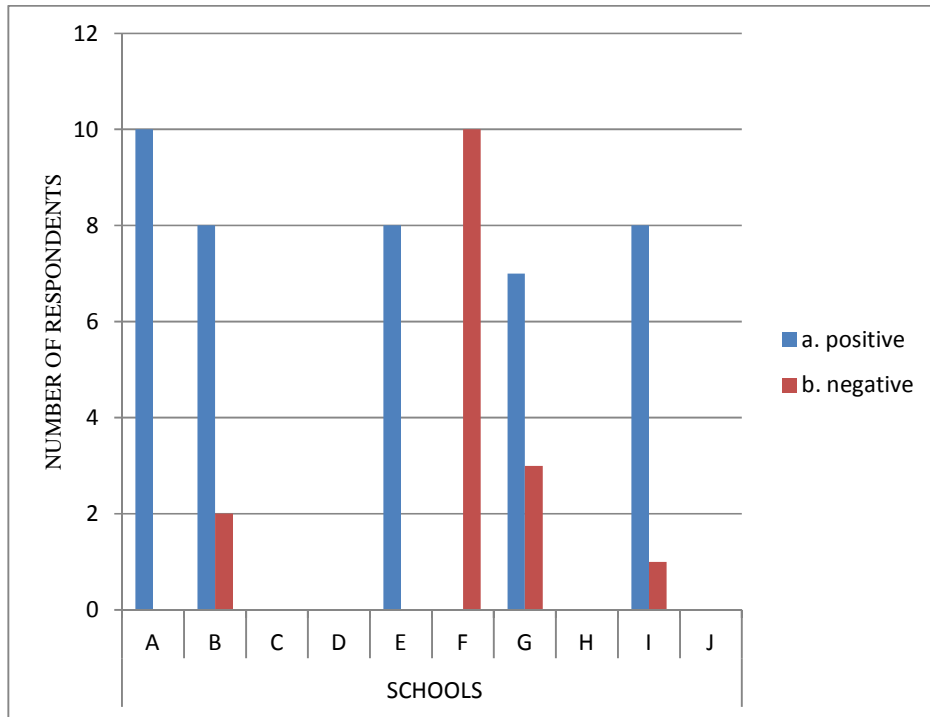


Fig. 2. View of the students on the impact of projects sampled

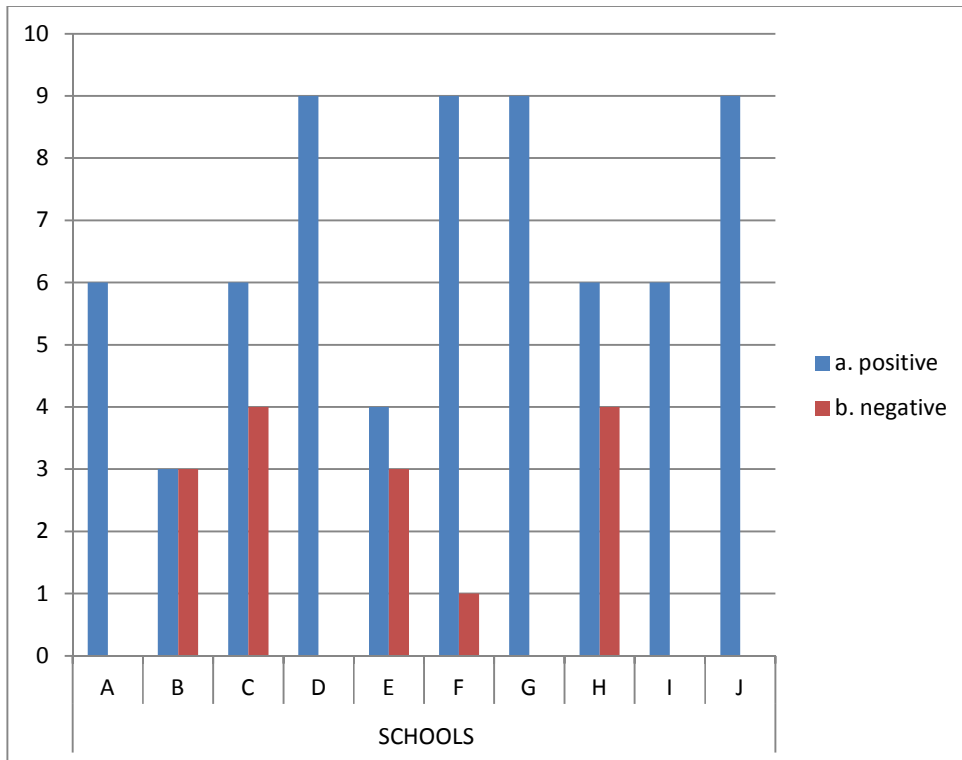


Fig. 3. View of the teachers on the impact of projects sampled



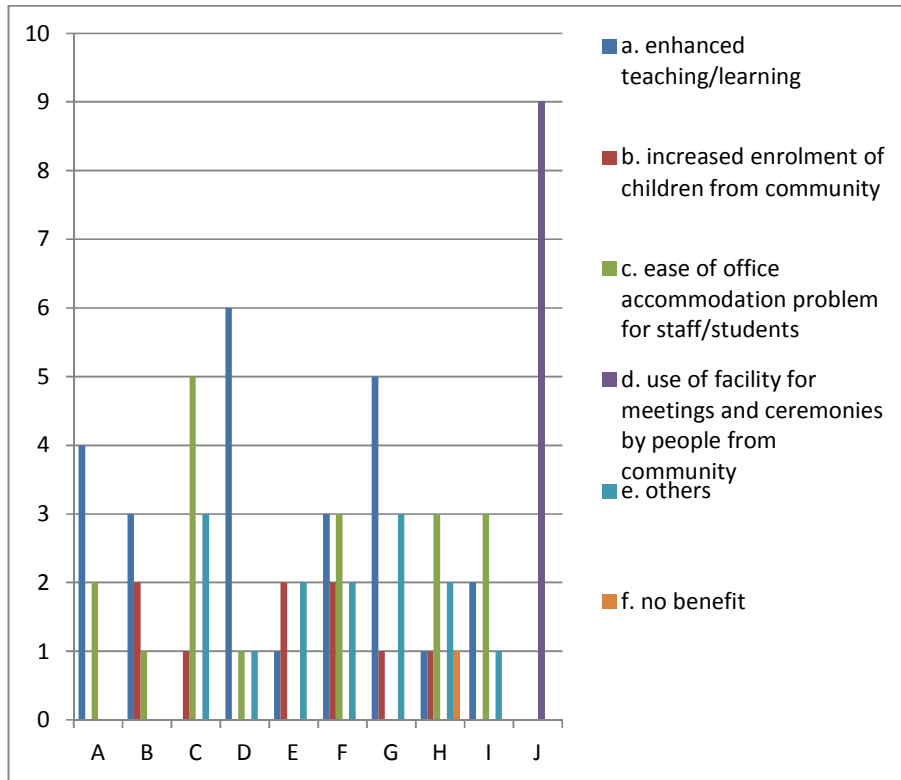


Fig. 4. View of the teachers on the impact of projects on the community

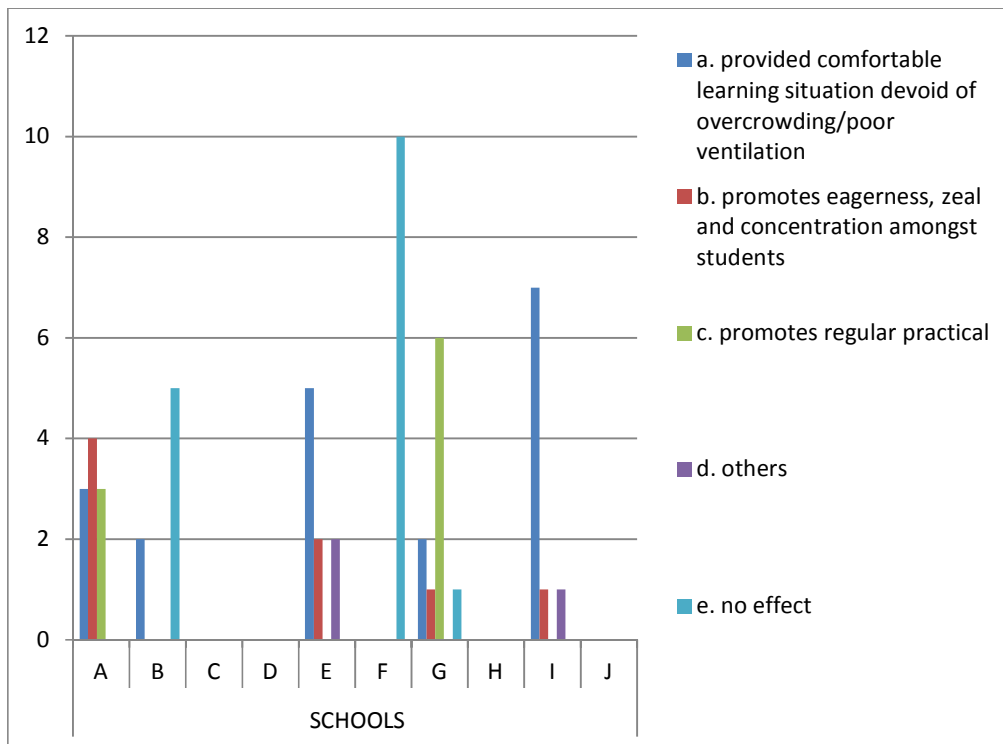


Fig. 5. View of the students on how the projects enhanced learning

The view of teachers on how the projects enhanced learning was that it provided conducive learning situation devoid of overcrowding/poor ventilation [Fig. 6].

As shown in the graph below, the situation before the projects were executed in different schools was characterized by inadequate/dilapidated classrooms, library, laboratories etc.

As shown in Fig. 8, the situation after the projects were commissioned according to majority of teachers was that teaching and learning situation became enhanced.

#### 4.2 Result of Focus Group Discussion

##### 4.2.1 Impact assessment by Ikot Ataku community [Eket LGA]

The discussion involved some members of the village council. They were very happy with what

Mobil/NNPC had done for the secondary School. More of their children have been admitted into the school, but they argued that more of their children would have gone to secondary school if facilities in the primary school were improved upon so that the primary school could serve as a feeder to the secondary School. Currently the village community provides security to avoid vandalization of projects at the primary school.

The community demanded for the following: Provision of more classroom blocks in the primary school, fencing of the primary School to secure property and the provision of machine for grass cutting. For the secondary school – fencing the school, building new classroom blocks including completion/rehabilitation of existing dilapidated buildings, new transformers to improve electricity to the school/community, extension of borehole water to dormitories, equipment for laboratories, rehabilitation of staff quarters and the access road to the school.

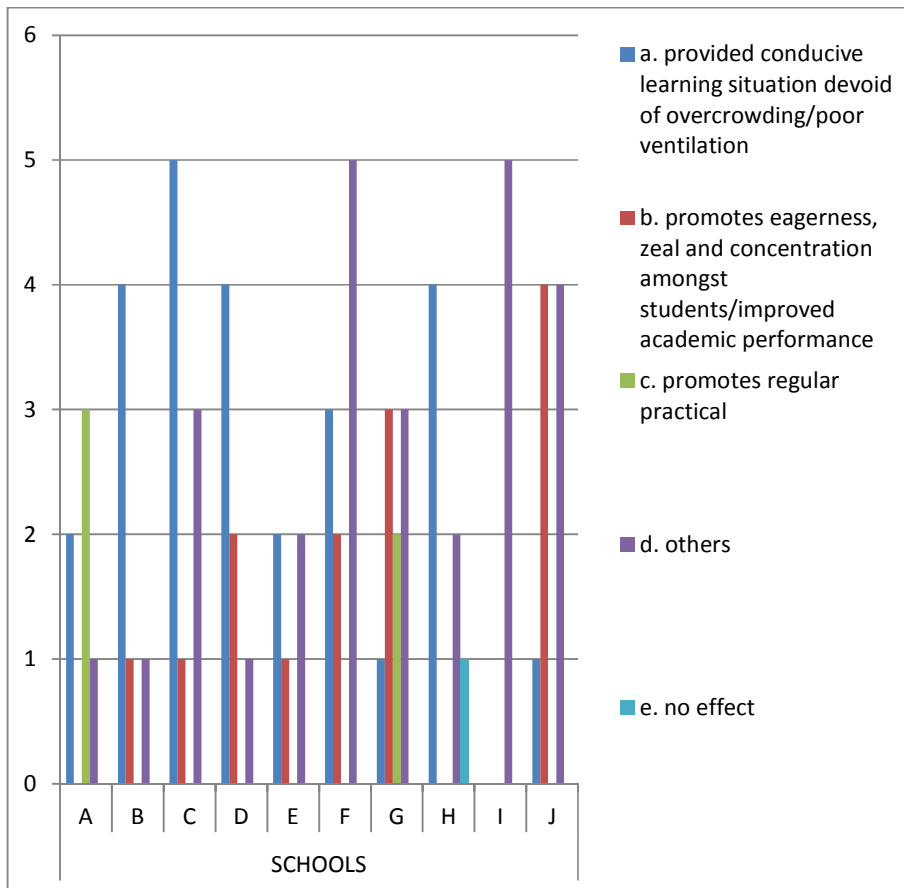


Fig. 6. View of the teachers on how the projects enhanced student learning

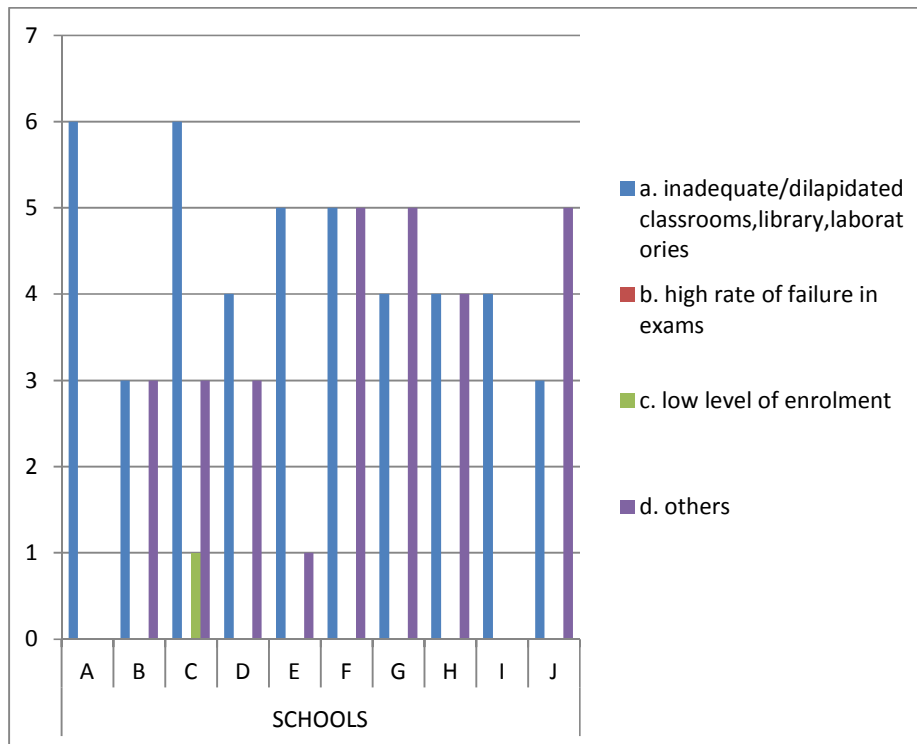


Fig. 7. The situation before the projects

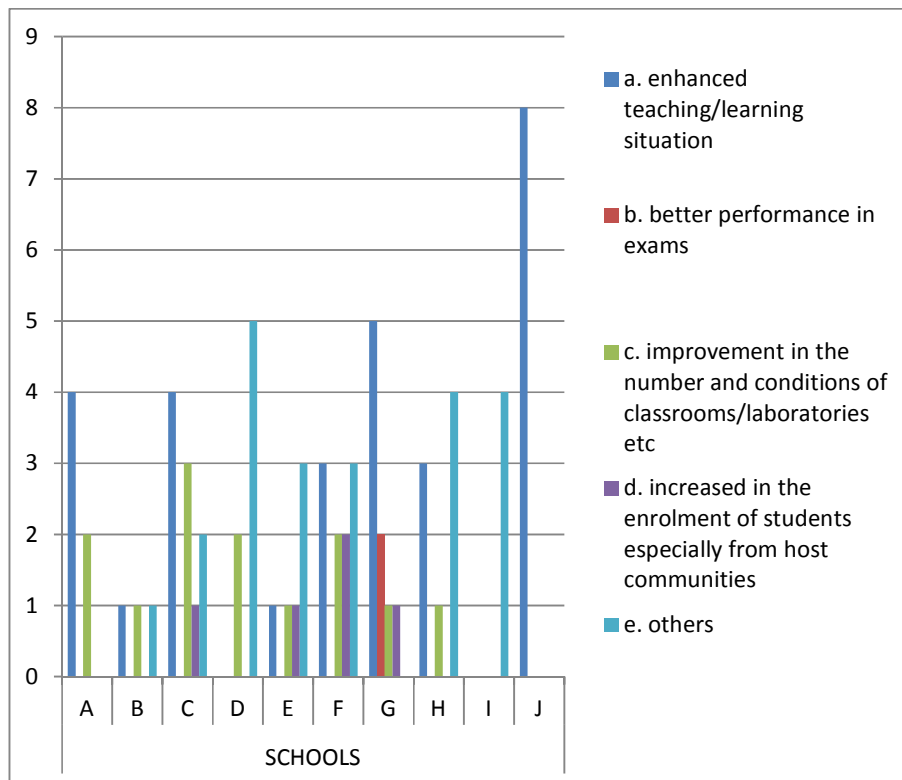


Fig. 8. The situation after the projects according to teachers

#### **4.2.2 Impact assessment by Ndon Eyo community [Onna LGA]**

The discussion was with the village head of Ndon Eyo and some of his council members. In his opening remarks, he acknowledged the projects undertaken by EXXON Mobil in the Science school and asserted that it was in response to representations by the school in consultation with the PTA/community. The forum identified the impact of the projects to include: increase of the enrolment of their sons and daughters in the school, enhanced economic benefit from traders operating around the school, employment opportunity for people in the community in the area of security, cutting of grass etc., influx of people from far and near and above all, improvement in the academic performance of students in external examinations. In spite of all these, the following needs were listed in order of priority: fencing of the school to secure life's and properties, development of adjacent primary school to serve as a feeder to the science school, rehabilitation of Buddie Edemeka street to provide access road for people coming in from Ikot Abasi-PH axis, checking of erosion menace in the school and the provision of funding for maintenance and fueling of generator.

#### **4.2.3 Impact assessment by Inua Eyet Ikot community [Ibeno LGA]**

The interaction was with the village head alone since others in his cabinet could not be contacted or reached at the time. The village head said that he was aware of all the development projects that Mobil had put in place for the school because it was the village in collaboration with the school that made series of request to Mobil. He acknowledged that the Mobil projects have enhanced teaching and learning in the school and trained people that have become self reliant because of the technical workshop. He enumerated the needs of the community to include: Additional equipment for the workshop, provision of drainage to check flooding, provision of pipe borne water and access roads within the school.

#### **4.2.4 Impact assessment by Ikot Obong community [Ikot Abasi LGA]**

In his opening remarks, the chairman of the village council said that they were very happy with the project that Mobil carried in the school. He asserted that the community in consultation with the school made the request. According to

him and council members, the project had benefited the community in many ways:

- Elimination of the taxing of parents through PTA levies for maintenance.
- Promotion/enhancement of the school environment.
- Enhancement of teaching, learning and performance in examination.
- Utilization of some of the school facilities free of charge for social activities (e.g. marriages, church service, burial ceremonies etc.) by Individuals/community.

The community has also made contributions in the area of providing toilet facility and re-roofing of the assembly hall. Need of the community include fencing of the school to deal with security challenges additional classroom block to ease accommodation problems water and fresh facilities to benefit students and community.

#### **4.3 Assessment of the Condition of the Projects**

It is obvious from Table 4-12 that the conditions of most of the projects in the schools sampled have deteriorated and requires rehabilitation to ensure sustainability. Also, the challenge in all the schools studied included inadequate desk, chairs [furniture], teaching aids, science equipment and most importantly funding for maintenance of existing facilities.

#### **4.4 Needs Assessment**

This was necessary to identify new projects. It was based on the impact assessment by principals of schools sampled. The assessment by teachers, students and community were used to serve as checks to avoid conflicts of interest as well as determine the level of cooperation/interaction/understanding between these stakeholders. Furthermore, only the first three needs listed by the principals were considered. Table 13 gives details of the results of need assessment.

##### **4.4.1 Summary of findings from the needs assessment**

- a. In recent times, many people have made it through sports yet among the principals and teachers sampled; only in one instance was sports facilities listed as a project that should be undertaken. This is

- in spite of the fact that in all the schools sampled, sports facilities like tennis courts, basket and volley ball pitches etc were completely lacking.
- b. Only in 4 schools were teachers' most preferred needs part of that of principal/Head teacher.
  - c. Out of the 6 schools where students were sampled, only in 2 did students most preferred need part of that of the principal.
  - d. Teachers and students most preferred need was the same in one school only [i.e. school I].
  - e. Teachers and students most preferred need are part of what the principal listed in school B only.
- The implication of the foregoing is that, to avoid conflicts, these stakeholders will need to harmonize/reconcile their needs.

**Table 4. Scoring of the buildings/projects in St. Francis Secondary School Ikot Ataku**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electric y/water fittings	Floor	Walls	Total	Assessment/ Description of building condition
<b>6 block</b>	2	1	2	1	1	2	2	11	good
2 classroom block	2	2	2	1	1	2	1	11	good
Dormitory	1	1	1	1	1	1	2	8	bad
Physics Lab	2	2	1	1	1	2	2	11	good
One storey building classroom block	2	1	1	1	1	2	2	10	bad
Kitchen/Dining Hall	1	1	1	1	1	1	1	7	Very bad

**Table 5. Scoring of the buildings/projects at CDA Secondary School, Iko Eket**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electric y/water fittings	Floor	Walls	Total	Assessment of building condition
6 classroom block	1	1	1	1	1	1	2	8	bad

**Table 6. Scoring of the buildings/projects at St Gregory Primary School Ikot Ebok**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electric ty/water fittings	Floor	Walls	TOTAL	Assessment of building condition
6 classroom block	1	1	1	1	1	1	1	7	Very bad
5 classroom block	1	1	1	1	1	1	2	8	bad

**Table 7. Scoring of the buildings/projects at Government Primary School, Ikot Ebiyan**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electric ty/water fittings	Floor	Walls	Total	Assessment of building condition
6 Classroom block	1	1	1	1	1	1	2	8	bad

**Table 8. Scoring of the buildings/projects at Senior Science School Ndon Eyo**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electrici ty/water fittings	Floor	Walls	Total	Assessment/ Description of building condition
12 classroom block	1	1	1	1	1	1	2	8	bad
2 classroom block	2	1	1	1	1	1	2	9	bad
Boys dormitory	1	1	1	1	1	1	1	7	Very bad
Chemistry Lab	1	1	1	1	2	2	2	10	bad
Kitchen/ Dining Hall	2	1	1	1	1	1	1	8	bad
Girls dormitory	1	1	1	1	1	1	1	7	Very bad
Principal's quarters	2	1	2	1	2	2	2	12	good

**Table 9.A. scoring of the buildings/projects at Secondary School Ikot Ebiere-Onna**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electrici ty/water fittings	Floor	Walls	Total	Assessment/ Description of building condition
8 Classroom block	1	1	1	1	2	2	2	10	bad
Workshop	3	2	2	2	2	2	2	15	Very good

**Table 9.B. Scoring of the buildings/projects at Central Primary School Upenekang, Ibeno**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electrici ty/water fittings	Floor	Walls	Total	Assessment/ Description of building condition
6 Classroom block	1	1	1	1	1	1	1	7	Very bad

**Table 10. Scoring of the projects at St. Peter and Paul Comprehensive High School Mkpanak**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electrici ty/water fittings	Floor	Walls	Total	Assessment/ Description of building condition
One storey 4 classroom block	2	1	1	1	1	1	2	9	bad
2 classroom block	1	1	1	1	1	1	2	8	bad
Boys dormitory	1	1	1	1	1	1	1	7	Very bad
Principal's quarters	1	1	1	1	2	1	1	8	bad

**Table 11. Scoring of the buildings/projects at Ukpum Okon Secondary School Ikot Abasi**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electrici ty/water fittings	Floor	Walls	Total	Assessment/ Description of building condition
6 classroom block	1	1	1	1	1	1	2	8	bad



**Table 12. Scoring of the buildings/projects at Salvation Army Primary School, Ikot Obong**

Project	Roof/ Ceiling	Paint work	Window	Doors	Electrici ty/water fittings	Floor	Walls	Total	Assessment/ Description of building condition
6 classroom block	1	1	1	1	2	1	2	9	bad

**Table 13. Results of needs assessment**

Schools	Principals needs assessment in order of priority	Most popular needs among teachers	Most popular needs among students	Most popular needs among community
A	Library Classrooms Assembly hall	Science lab	Assembly hall	Perimeter fence
B	Library Science lab Assembly hall	Science lab	Library	
C	Perimeter fence Library Classrooms	Classrooms	Not applicable	
D	Classrooms Perimeter fence Flood/ Erosion control	Staff quarters	Not applicable	
E	Perimeter fence Boys dormitory Staff quarters	Technical assistance/ Training	Dormitory/ Furniture/ Health clinic	Perimeter fence
F	Science lab Staff quarters Furnitures [desk, chairs etc]	Flood/erosion control	Dormitory	
G	Flood/erosion control Assembly hall Technical assistance/ Training	Classrooms	Library	Technical Workshop/ Flood/ Erosion control
H	Assembly hall Staff quarters Science lab	Science lab/ flood/erosion control	Not applicable	
I	Assembly hall Perimeter fence Sport facility	Science lab/ Sport facility	Science lab	
J	Perimeter fence Water Classrooms	Classrooms	Not applicable	Perimeter fence

**5. SUMMARY OF RESULTS**

This study revealed the following:

- a. Over all, the socio-economic impact of the EXXON MOBIL/NNPC joint venture

assistance project in education was positive and should therefore be encouraged.

- b. Most of the joint venture projects are now in very bad condition and require rehabilitation to ensure sustainability.

## 6. CONCLUSION

Most of the schools sampled are currently sustained by the Mobil/NNPC joint venture projects. Most of the buildings owned or put in place by government are currently in terrible state of disrepair and therefore not in use. This is because of lack of funding for the maintenance of infrastructures in public schools. The same faith awaits the Mobil/NNPC projects. This is because most of the buildings are dilapidated due to over usage and lack of maintenance. To ensure sustainability, there is need for a post project monitoring plan [PPMP].

## 7. THE POST PROJECT MONITORING AND MITIGATION PLAN [PPMMP]

One of the activities/steps in the EIA/SIA process is monitoring and mitigation plan. It is necessary to monitor and audit project development and operation. Monitoring provides the information necessary for feedback into the management process and will assist in identifying where additional mitigation effort or where alterations to the adopted management approach may be required.

### 7.1 Aim

To assess projects with a view to determining their conditions and extent of rehabilitation/renovation required.

### 7.2 Recommended Plan of Action

1. A reputable company with experienced experts mainly architects, estate surveyors and environmental scientist should always be used to carry out the study/assessment.
2. Every project should be assessed every two years because of the frequency of use [daily] and the pressure exerted by the population of students using such facility.
3. Based on the outcome of the assessment/evaluation, contract for the rehabilitation/renovation of such buildings can then be awarded to reputable contractors or executed by the principal through direct labour.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

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**APPENDICES**

**Results of Questionnaire Survey on Teachers**

S/N	Variables measured	Options considered	Respondents in schools										Total
			A	B	C	D	E	F	G	H	I	J	
1	Effect of Project on students	a. positive b. negative	10	8			8		7		8		
2	How project has enhanced students studies/learning	a. provided comfortable learning situation devoid of overcrowding/poor ventilation b. promotes eagerness, zeal and concentration amongst students c. promotes regular practical d. others e. no effect	3	2			5		2		7		
3	Village of respondent	a. school community b. outside community	2	3			4		1		4		
4	Provision of science equipment	a. yes b. no	10	8			9		5		2		
5	Adequacy of science equipment	a. yes b. no	10	3			6						
6	Types of science equipment needed	a. equipped laboratories b. science equipment, chemicals etc c. others		2									
7	Provision of beds in dormitory	a. yes b. no	5				5		2				
8	Adequacy/good conditions of beds	a. yes b. no	8				9		10				
9	Availability/adequacy of science equipment	a. yes b. no		4									
10	Frequency of use of laboratories	a. daily/regularly b. once a week c. twice a week d. more than twice a week e. Not often/very rare	2	3			2	1	4				
11	Adequacy of chairs, tables in dinning hall	a. yes b. no	8	6					10		9		
12	Adequacy of Toilet facilities	a. yes b. no		2			1		1				
13	Adequacy of assembly hall	a. yes b. no	10	7			8	10	9		9		
14	Additional projects required in order of priority	a. fencing b. classroom blocks/ assembly hall c. science laboratories d. dormitories e. teachers quarters f. sport facilities		2									

	g. borehole for water									
	h. generator for electricity	2	1							
	i. library		5		1		4			
	j. provision of furnitures	1	2		2		3			
	k. health clinic		2		2					
	l. others								1	

**Results of Questionnaire Survey on Students**

S/N	Variables measured	Options considered	Respondents in schools										Total
			A	B	C	D	E	F	G	H	I	J	
1	Effect of project on students	a. positive	10	8			8		7		8		
		b. negative		2				10	3		1		
2	How project has enhanced students studies/learning	a. provided comfortable learning situation devoid of overcrowding/poor ventilation	3	2			5		2		7		
		b. promotes eagerness, zeal and concentration amongst students	4				2		1		1		
		c. promotes regular practical	3						6				
		d. others					2				1		
		e. no effect		5				10	1				
3	Village of respondent	a. school community	2	3			4		1		4		
		b. outside community	8	7			5	10	9		5		
4	Provision of science equipment	a. yes	10	8			9		5		2		
		b. no		2				10	5		7		
5	Adequacy of science equipment	a. yes	10	3			6						
		b. no		7			3		10		9		
6	Types of science equipment needed	a. equipped laboratories		2									
		b. science equipment, chemicals etc	9	3			2	10	10		8		
		c. others											
7	Provision of beds in dormitory	a. yes	5				5		2				
		b. no	5				4		8				
8	Adequacy/good conditions of beds	a. yes											
		b. no	8				9		10				
9	Availability/adequacy of science equipment	a. yes		4									
		b. no	8	6					10		9		
10	Frequency of use of laboratories	a. daily/regularly	2	3			2	1	4				
		b. once a week	1				6				1		
		c. twice a week	2										
		d. more than twice a week	3										
		e. Not often/very rare	1	1			1	9	5		8		
11	Adequacy of chairs, tables in dinning hall	a. yes					7		1				
		b. no	10	5			2	10	9		9		
12	Adequacy of Toilet	a. yes		2			1		1				

facilities	b. no	10	7	8	10	9	9
13 Adequacy of assembly hall	a. yes		2		9	1	2
	b. no	10	6	9	1	9	6
14 Additional projects required in order of priority	a. fencing						
	b. classroom blocks/ assembly hall	5	1	1		1	
	c. science laboratories					1	6
	d. dormitories			2	10		1
	e. teachers quarters						
	f. sport facilities						
	g. borehole for water						
	h. generator for electricity	2	1				
	i. library		5	1		4	
	j. provision of furnitures	1	2	2		3	
	k. health clinic		2	2			
	l. others					1	

### Key to Id Used for Schools Studied

School ID	Name and location of school
	<b>Eket</b>
A	St. Francis secondary school ikot Ataku
B	Secondary school Iko Eket, Eket
C	St. Gregory Primary School Ikot Ibiok Eket
D	Government Primary School Eket
	<b>Onna</b>
E	Senior Science School, Ndon Eyo Onna LGA
F	Community Secondary school, Ikot Ebiere, Onna
	<b>Ibena</b>
G	SS Peter and Paul Comprehensive secondary school, Mkpanak
H	Central primary school, Ukpenekeang Ibena
	<b>Ikot Abasi</b>
I	Ukpum Comprehensive secondary school Ikot Abasi
	Ikot Obong Ibekwe, Ikot Abasi

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