

Certification

This is to certify that **Michael Olatunde AGBABIAKA** with the matriculation number **LCU/PG/001640** carried out this thesis work titled “**Impact of Sustainable Education Practices on National Development among Selected Higher Institutions in Southwest Nigeria, 2012-2024**” in the Department of Politics and International Relations, Faculty of Management and Social Sciences, Lead City University Ibadan, Oyo State, Nigeria for the award of Doctor of Philosophy Degree (PhD) in International Relations has not been previously submitted.

Dr Modupe Albert
Supervisor

Date

Dr Adebola Alade
Head of Department

Date

Dedication

To the Glory of God

Lead City University Ibadan DO NOT COPY

Acknowledgment

My profound gratitude goes to Lead City University for giving me the academic space to learn my desired course. I am also grateful to the Faculty of Management and Social Science and staff of the Department of Politics and International Relations, Lead City University, Ibadan. My acknowledgement goes to the following organisations for sharing information and answering questions that made the study a success; Lead City University Library, Department of Political Science, University of Lagos; Management and Staff of Trinity University, Yaba Lagos.

My special thanks go to Dr Modupe Abert, my supervisor. She is an encourager who pushes me to work harder for better result. I am grateful to the Head of Department, Dr Adebola Alade for her immense contributions during my seminars. I appreciate all the lecturers in the department; Prof Akeem Amodu, Dr Ronald Badru, Dr Olubunmi Akande, Dr Emma Jimo, Dr Chukwuebuka Akuche, Dr Temitope Oluyemi, and Mr. Malik Olalekan Oladipupo.

I am profoundly thankful to my family, Pst. Harris Tunji Agbabiaka, Victor Oladele Agbabiaka, Kris Bandele, Oluwatosin Mercy, Omooba Adedeji Ologbenla, Pst. Sunday Adeniran for their prayers, unconditional love, and unwavering belief in my abilities. Your support has been the bedrock of my success. To my cherished friends, Kazeem Oluwole Sanni, Issa Dehinsilu, Temitope Oyebajo and Bestoyin Kazeem, I am immensely grateful for your steadfast support, kindness, and encouragement. Your presence has been a source of strength, and I count myself truly fortunate to have you by my side. To all who contributed in one way or another to the successful completion of this thesis, I extend my deepest gratitude. To my amiable and loving wife, Mrs. Agnes Agbabiaka, who supported me and kept the home running during the course of this study, I'm grateful.

Even though the above-mentioned institutions and persons have assisted in the process of this research work, I stand responsible for the error if any, found in this work.

Abstract

The imperative of sustainable education as a catalyst for national development has become increasingly prominent in the global discourse on education and policy reform. In Nigeria, where education remains a critical determinant of socio-economic transformation, the integration of sustainable principles within the educational system is pivotal to achieving long-term national goals. This study investigates the impact of sustainable education on national development, among selected higher institutions in South West Nigeria. The research examines how these institutions implement sustainable educational practices and evaluates their contribution to economic growth, environmental consciousness, social equity, and institutional resilience. The study's theoretical framework is grounded in sustainable development theory, emphasizing the interconnectedness of education, economy, society, and environment. Adopting a descriptive survey research design, both qualitative and quantitative data were collected from academic staff, administrators, and students across strategically chosen universities in the region. Structured questionnaires, semi-structured interviews, and institutional documents formed the primary instruments for data gathering. Findings reveal that while awareness of sustainable education is growing among stakeholders in higher institutions, implementation remains fragmented and inconsistent. Curriculum integration of sustainability concepts is present in certain disciplines but lacks a unified strategy across departments and faculties. Infrastructure development in most institutions reflects some level of environmental consciousness through green buildings and waste recycling initiatives, yet these efforts are limited by inadequate funding, policy gaps, and a lack of institutional commitment. Furthermore, the research highlights the significant role that higher institutions play in driving national development through innovation, research, and community engagement. However, their potential is often undermined by challenges such as poor governance structures, limited stakeholder collaboration, and an absence of long-term sustainability planning. The study concludes that sustainable education in South West Nigerian higher institutions holds great promise for accelerating national development if supported by coherent policy frameworks, improved funding, staff training, and institutional accountability. Recommendations include the establishment of sustainability units within institutions, mandatory inclusion of sustainability education across all curricula, increased investment in research addressing local developmental issues, and stronger partnerships between academia, government, and industry. By situating sustainable education at the heart of higher learning, this study underscores its critical role in shaping future leaders and equipping graduates with the competencies required for sustainable national development. The research contributes to the broader understanding of how higher education can be strategically aligned with national development goals, particularly in emerging economies like Nigeria. The findings are expected to inform policymakers, educational planners, and institutional leaders seeking to transform the educational landscape in alignment with the Sustainable Development Goals (SDGs), especially Goal 4 (Quality Education).

Key Words: Sustainable Education, National Development, Higher Institution, Southwest Nigeria.

Word Count: 422

Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	ix
List of Figures	x
List of Acronyms	xi
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Aims and Objectives of the Study	7
1.4 Research Questions	7
1.5 Significance of the Study	8
1.6 Scope of the Study	9
1.7 Limitation of the Study	9
1.8 Operational Definition of Terms	10
Endnotes	12
Chapter Two: Literature Review	
2.1 Conceptual Review	14
2.1.1 The Concept of Education	14

2.1.2	Education as a Tool for Global Peace and Human Rights Advocacy	22
2.1.3	The Structure of the Educational System in Nigeria	26
2.1.4	Sustainable Development	31
2.1.5	Sustainable Development Goal 4	40
2.1.6	The Link between Education and Sustainable Development	46
2.1.7	Some Strategies for Enhancing the Role of Education in Sustainable Development	49
2.1.8	Challenges of Repositioning Education for Sustainable National Development in 21 st Century Nigeria	50
2.2	Theoretical Framework	85
2.3	Review of Empirical Studies	93
2.4	Conceptual Model	120
2.5	Summary of Gap in Literature Reviewed	124
	Endnotes	126
Chapter Three: Methodology		
3.1	Research Design	148
3.2	Population of the Study	148
3.3	Sample Size and Sampling Technique	149
3.4	Description of the Research instrument	149
3.5	Validity of the Research Instrument	150
3.6	Reliability of the Research Instrument	150
3.7	Administration of the Research Instrument	151
3.8	Method of Data Collection	151
3.9	Method of Data Analysis	152

3.10 Ethical Consideration	152
Endnotes	154

Chapter Four: Results and Discussion of Findings

4.1 Demographic Presentation	155
4.2 Presentation of Research Questions	157
4.3 Discussion of Findings	165
Endnotes	167

Chapter Five Conclusion

5.1 Summary of Findings	168
5.2 Conclusion	171
5.3 Recommendations	173
5.4 Contribution to Knowledge	174
5.5 Suggested Areas for Further Studies	174
Bibliography	176
Appendixes	198
Bio-data	209
The University Compliance Certification	211

List of Tables

Table	Title	Page
4.1	The Gender Analysis of the Respondents	155
4.2	The Age Analysis of the Respondents	155
4.3	The education Analysis of the Respondents	156
4.4	The Marital Status Analysis of the Respondents	156
4.5	The Analysis of Respondents Sustainable Education and Its Influence on National Development	157
4.6	The Analysis of Respondents on Sustainable Education and Improved Social Welfare	158
4.7	The Analysis of Respondents on Sustainable Education and Job Opportunities	159
4.8	The Analysis of Respondents on Government Support and Sustainable Education	160
4.9	The Analysis of Respondents on Institutional Framework and Sustainable Educational Practices	161
4.10	The Analysis of Respondent on Clear Government Strategies and Higher Education in Southwest	162
4.11	The Analysis of Respondent on Financial Constraint as Challenges in Implementing Sustainable Education	163
4.12	The Analysis of Respondent on Lack of Infrastructure as Challenges in Implementing Sustainable Education	163
4.13	The Analysis of Respondent on Policy Intention and Practical Implementation of Sustainable Education in Southwest	164
4.14	The Analysis of Respondent on Policymakers and Sustainable Education as Priority of National Development Strategy	165

List of Figure

Figure	Title	Page
2.1	Conceptual Frame on Sustainable Education	120

Lead City University Ibadan DO NOT COPY

List of Acronyms

Abbreviation	Meaning
EFA	Education for All
ESD	Education for Sustainable Development
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
JAMB	Joint Admissions and Matriculation Board
JSSCE	Junior Secondary School Certificate Examination
NCE	Nigerian Certificate in Education
NECO	National Examination Council
SDGs	Sustainable Development Goals
UBE	Universal Basic Education
UTME	Unified Tertiary Matriculation Examination Board
WASSCE	West African Senior School Certificate Examination