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.

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Dr Modupe Albert **Date**
Supervisor

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Dr Adebola Alade **Date**
Head of Department

Dedication

To the Glory of God

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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.

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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.

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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.

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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

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