



Original Article

Nigerian University Education and the Global Questions: Implications for Sustainable Development

Stella Ofor-Douglas, PhD¹*

¹ University of Port Harcourt, PMB 5323 Choba, Rivers State, Nigeria.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-6855-2106>; Email: stellaofor031@gmail.com

Article DOI: <https://doi.org/10.37284/eajes.6.2.1231>

Date Published: ABSTRACT

30 May 2023

Keywords:

*University Education,
Education,
Education for Sustainable
Development,
Global Questions,
Sustainable Development.*

Efforts have gone into the attainment of sustainable development goals globally. In spite of this, only a handful of results have been realised and the sustainable development goals now seem more out of reach than ever. Thus, global questions have arisen as to what effect university education contributes on the attainment of sustainable development goals. On this premise, this paper delves into the implications of sustainable development caused by the lack of intervention in the educational sector specifically in Nigeria. Education for sustainable development pertains to how sustainable development can be included in school curriculums to develop students' mindset towards the attainment of sustainable development goals and thus the development of their immediate environment. The aim of this paper is to provide answers to the global questions on how to achieve sustainable development, particularly in the university educational system. A suitable literature review detailing the opinions of various authors on the topic will be made to analyse the varying situations this paper's topic faces worldwide. The issues outlined in this work will be provided to shed light on the limitations to sustainable development, starting from the education sector. These include poverty, corruption in school administration, low priority for education and much more. This paper will be concluded using the key points from the body of work to throw more light on the takeaways a reader should keep in memory and practical use. The suggestions will be a response to the issues discussed and how best to tackle them realistically.

APA CITATION

Ofor-Douglas, S. (2023). Nigerian University Education and the Global Questions: Implications for Sustainable Development *East African Journal of Education Studies*, 6(2), 72-84. <https://doi.org/10.37284/eajes.6.2.1231>.

CHICAGO CITATION

Ofor-Douglas, Stella. 2023. "Nigerian University Education and the Global Questions: Implications for Sustainable Development". *East African Journal of Education Studies* 6 (2), 72-84. <https://doi.org/10.37284/eajes.6.2.1231>

HARVARD CITATION

Ofor-Douglas, S. (2023) "Nigerian University Education and the Global Questions: Implications for Sustainable Development", *East African Journal of Education Studies*, 6(2), pp. 72-84. doi: 10.37284/eajes.6.2.1231.

IEEE CITATION

S. Ofor-Douglas. "Nigerian University Education and the Global Questions: Implications for Sustainable Development" *EAJES*, vol. 6, no. 2, pp. 72-84, May. 2023.

MLA CITATION

Ofor-Douglas, Stella. "Nigerian University Education and the Global Questions: Implications for Sustainable Development". *East African Journal of Education Studies*, Vol. 6, no. 2, May. 2023, pp. 72-84, doi:10.37284/eajes.6.2.1231

INTRODUCTION

Universities are recognised globally as a means of transforming the futures of individuals and the nation as a whole. This is why Chukwu et al. (2017) opined that universities are recognised as centres of excellence in every community. All over the globe, the university continues to be the pinnacle of any country's educational system. It is thus a vital part of every nation which aims to develop. Certain factors arise due to human activity such as technological advancement and new innovations which have caused a negative impact on the environment and the outcome of the wide depletion of the health and safety of the citizens of a nation. The aim of this paper is to provide answers to the global questions on how to achieve sustainable development, particularly in the university educational system. In the view of Tuli (2009), the negative effects of this type of growth include environmental pollution and resource scarcity, which have an impact on the stability and health of the human race. In the same vein, Tuli opines that these issues now affect both established and developing nations as they have evolved from local and regional to global problems. All countries in the world would be subjected to these difficulties due to their transboundary character, regardless of how different the problem's nature, size, or complexity may be. As a result, the United Nations and the international community pay more attention to these issues and seek answers.

The United Nations solution to these pressing environmental issues is the means of sustainable development. Consequently, in line with global education, the adoption of the Sustainable

Development Agenda resolution by the UN's General Assembly, which was made up of 150 Heads of State and Government and Representatives, was one of the UN's (UN) far-reaching choices in 2015. This was done with the intention of igniting global cooperation to handle pressing issues like hunger, poverty, and insecurity, among other issues, that affect people all over the world (Olusola and Adejoke, 2019). Sustainable development is thus a means to contribute to the well-being of the global populace as regards their mental, physical, and economic well-being. Sustainable development needs to be applied to and incorporated into every sphere of education due to its effect on citizens which it can assist in building awareness about.

Robert-Okah and Worlu (2013) maintain that the need for a highly skilled workforce to meet the challenge of nation-building after independence led to the creation of the Nigerian university system. This workforce which is required for the sustainability of any nation, must have the foreknowledge of sustainable development goals in order to adequately imbibe the benefits of environmental, social, and sociological growth with economic development. It is of the essence to relate sustainable development with education as a means of resolving issues that plague the global populace and affect the nation's future development.

EDUCATION

A kid or an adult can acquire knowledge, experience, skills, and attitudes through education, which is a methodical process. An individual becomes civilised, refined, cultured, and educated

as a result. Law Insider (2023) opines that formal education refers to instruction in structured learning environments that follow a prescribed curriculum. It can also refer to the regular education offered within the framework of the school system and other formal institutions of learning. This indicates that education takes place in a formal environment which is organised to impart knowledge effectively. Education is a tool to create a society that is socially and civilised. Its objective is to build an ideal person (Jaypeedigital, 2023). This indicates that education is an organised process which has several benefits not just to an individual but to their immediate society as well. Itari and Ugbe (2018) reason that education is a process of obtaining ‘knowledge, skills, attitudes and experiences’. Thus, education makes an individual equipped for the rigours of the constantly changing world.

In the view of Output Education (2023), education can be seen as the hope to instil in a person some knowledge, skills, interests, and critical thinking. In other words, he learns about physics, math, history, geography, and other subjects. He gains some grasp of the more profound aspects of life, such as complicated interpersonal interactions, cause-and-effect relationships, and so forth. This connotes that venturing into education would not only develop one’s academic knowledge but also groom one to be confident, outspoken, resourceful and assist them in making valuable interactions and connections. Education is observed by Ekwueme et al. (2016) as the act of maintaining, developing, and handing down the culture of a group of persons from one generation to another. This indicates that education is passing down the knowledge of past generations filled with constant improvements for the generations of the future. Similarly, education can be defined as the process through which each successive age group learns the collective knowledge of their community, whose transmission was required by the need to help people fit into the existing pattern of life and interact with others in a predictable, effective, and kind way (Ubogu, 2020). Erhunse (2013) observed that education is the

procedure which allows an individual to obtain the physical and social skills required of him or get by the society he or she is born for the purpose of functioning effectively. This implies that education may serve as a prerequisite requirement for raising an individual to contribute to society.

Additionally, Abubakar (2013) maintained that education is an establishment that supports individuals in making free and rational thoughts which allows innovation and leads to social progress. This indicates that education assists an individual in boosting their creativity and getting involved in developing their society. Education is power, in the view of Nnabuo and Asodike (2012). It is the process of acquiring knowledge and ideas that influence and condition a person’s attitude, actions, and accomplishments. It is also the process of developing a child’s moral, physical, emotional, and intellectual power for his or her contribution to social reform. It is the process of mastering natural laws and effectively utilising them for the benefit of the individual and for social reconstruction. This indicates that education serves many functions to an individual and all of these functions even properly performed can aid in their contribution to society.

Education as opined by Leonard et al. (2014), is the process of enhancing a person’s cognitive, affective, and psychomotor abilities to enable them to operate and perform at their best in society. This connotes that education builds mental capacity to enable one to function adequately in their society. Gbadegesin (2010) described literacy as the basis on which a structure of solid education may be created and views education as a means of physical and mental culture through which a man’s personality is developed to the maximum. This implies that education is a means of developing one’s capabilities and opening up new discoveries about oneself which can be used fit societal development.

University Education

After secondary education, there is an optional last step of formal learning known as higher education.

Higher education is frequently provided in universities, academies, colleges, seminaries, and institutes of technology, but it is also offered by other collegiate-level organisations, such as career colleges, trade schools, and other schools that grant academic degrees or professional certificates (Educalingo.com, 2023). This indicates that university education is a formal means of education which is not mandatory but when explored provides an individual with opportunities for the future. Similarly, when an individual graduates from high school, higher education is third-level education; it occurs at colleges and universities and typically entails both undergraduate and postgraduate studies. Your chances of finding a career and increasing your earning potential through higher education are increased (Nidirect.gov, 2023). It is implied that higher education increases one's chances of finding a career which spurs their future and independence. Moreover, general, technological, and professional subjects that call for a degree or at least equal to one are covered in tertiary education. Public and private educational institutions, whether they are affiliated with a ministry or offer instruction (Insee.fr, 2021). This connotes that university education can be offered in public or private institutions which usually grant certificates at the end of the learning period.

In the view of Merriam-Webster (2023), a university can be seen as an institution of higher learning equipped with resources for research and teaching that are permitted to award degrees. This indicates that a university education is a means of imparting vital knowledge in the form of theoretical and practical experience relayed to one's course of study for personal growth.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

With the help of ESD, students may confront interconnected global concerns like climate change, biodiversity loss, unsustainable resource use, and inequality. It includes learning objectives and content, pedagogy, and the actual learning

environment and improves the cognitive, socioemotional, and behavioural elements of learning (UNESCO, 2022). This indicates that education for sustainable development has a positive effect on the lives of those who indulge in it and should be encouraged/ prioritised amongst all age groups. Particularly, youths can gain immense experience in engaging with their environment and thus become more capable of contributing to the preservation of their environment and society as a whole. Askoy (2012) maintains that students must be taught the abilities they need to solve problems creatively and learn via comprehension rather than memorisation. It is thus necessary for a strategy like sustainable development education to be utilised to further this goal. To create a brighter future for everyone, education needs to be effectively managed and refocused (Hargreaves, 2010). This implies that the education system as we know it is always in need of improvements and sustainable development education is a means to ensuring the continuous refocusing of the education system.

Furthermore, Ekwueme et al. (2016) emphasise the importance of education for sustainable development and they indicate that education for sustainable development allows human beings to obtain the 'knowledge, skills, attitudes, and values required to build a sustainable future. This means that education for sustainable development aids an individual in building himself or herself up in order to acquire a stable and sustainable future. By adding knowledge and skills that support sustainability to the curricula, educational administrators can support sustainable learning (UNESCO, 2013). This indicates that university administrators can contribute to sustainable development education by looking at the needs of the students in line with sustainability and applying it to their curriculum.

Sustainable Development Education

A sustainable future can be shaped by educating students about sustainable development (ESD), which aims to provide them with the knowledge, abilities, attitudes, and values they need to become

globally responsible citizens. The three pillars of sustainability environmental, social, and economic concerns—are all covered by ESD. (2023). Due to its importance in the health and development of an individual and society, education for sustainable development needs to be added to curriculums of students of all ages and additionally spoken about in seminars, conferences, talk shows, media etc., to ensure that the concept of sustainable development gets across to all.

In order to empower students to advance in sustainable activities, education for Sustainable Development offers an inspiring vision of an interdisciplinary and learner-centred approach. Above all, pupils require fresh viewpoints in order to comprehend the continuously transforming environment in which they live. This alternate strategy is offered by sustainable education, which aims to mould students into global citizens committed to sustainable development (Green Office Movement, 2023). This indicates that education for sustainable development is designed to get youths actively involved in instituting change in their society no matter what age group they fall into. This would result in the development of positive values that would span into adulthood and improve the individual's mindset.

The act of learning to consider and act toward a liveable world—both now and in the future—for ourselves and others, both here and elsewhere on the planet, is education for sustainable development (Van Poeck and Loones, 2011). IGI Global (2023) surmised that the goal of education for sustainable development is to assist individuals in acquiring the attitudes, information, and skills necessary to act upon well-informed decisions for the sake of the individual and others in their society. It is envisaged that ESD will satisfy current demands without compromising those of coming generations. This emphasises that education for sustainable development brings about a change in the present but will also be the building block for future

generations and as such must be prioritised by the members of society.

Moreover, Drew (2023) observes that an educational strategy known as education for sustainable development (ESD) places a strong emphasis on the significance of people coexisting peacefully with the environment. This connotes that education for sustainable development encourages people to preserve their environment and utilise its resources respectfully for the benefit of mankind.

Global Questions

Aashi (2019) posits that understanding the whole context of what you are reading or listening to is referred to as global comprehension. Thus, global questions can be seen as the generally asked questions relating to a topic from the global viewpoint, which is composed of authors' opinions from different backgrounds and countries with differing ideas on one topic.

Sustainable Development

In the view of Warwick (2020), the approach to sustainability begins with covering significant sustainable development themes and practices in the curriculum and employing instructional strategies that inspire and equip students to alter their behaviour and take action. This indicates that inculcating sustainable development themes into the school curriculum is a major way of ensuring it is utilised by students practically. Mary-Louise (2009) opines that the foundation of sustainable development is knowledge produced through research, which must be used for development, disseminated to ensure universal benefits, and placed at the service of knowledge generation. This implies that sustainable development is based on the constant and thorough investigation into the coexistence between man and his environment for the ultimate benefit of mankind.

Similarly, Shah (2012, as cited in Yusuf et al.2022) observes that sustainable development is the kind of growth that improves the standard of living for both

the current and following generations. Akintoye and Opeyemi (2014) maintain that sustainable development is only feasible or certain when agreed-upon real efforts that are made in the direction of raising the level of literacy and numeracy in any given society. This indicates that sustainable development is only attainable in a society where people are literate and can thus be aware of sustainable development. Nnabuo and Asodike (2012) maintain that sustainable development is a concept that aims to address the requirements of the present generation without jeopardising those of the next one. This implies that sustainable development is a means to contribute to the well-being of the present society without causing complications for future generations. Sustainable development is one which satisfies existing demands without jeopardising the capacity of future generations to satisfy their own needs. (<https://www.iisd.org/mission-and-goals/sustainable-development>, 2023). This indicates that sustainable development serves the purpose of solving the problems of today and making the future more agreeable for the generations of tomorrow.

Additionally, Britannica (2023) opines that the approach to economic shaping known as “sustainable development” aims to promote economic growth while protecting the environment’s quality for the next generations. This implies that while sustainable development involves utilising the environment to meet human needs, it also promotes the preservation of the natural resources present in our environment to preserve the health and future of society. In addition, Ahenkan and Osei-Kojo (2014) observe that sustainable development is the road toward maximising human well-being for the current generation without compromising the well-being of future generations. Moreover, the United Nations Environment Programme (2023) maintains that sustainable development is a forward-thinking strategy that asks for the fusion of social justice, environmental preservation, and economic growth. Development

that prioritises people and is therefore just, equitable, and inclusive. Thus, it is observed that sustainable development incorporates several goals that demand for the betterment of our society’s quality of living. This includes a society that creates equal opportunities for members of that society.

LIMITATIONS TO THE ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT IN NIGERIAN UNIVERSITIES

Many initiatives have been made to strengthen ESD; however, numerous obstacles still exist. In Nigeria, particularly, there are several limitations to the application of sustainable development goals in the education system and as such limitations to other spheres of the nation. These limitations have been listed as follows:

Inadequate Funding

This issue makes it difficult for Nigerian universities to achieve sustained development. An organisation’s financial resources are essential because without them, it would be unable to carry out its aims and objectives. Only with sufficient funding for both the people and material resources can a university successfully realise its long-term goal of providing high-quality education. Only in cases when there is sufficient money can university amenities like dorms, libraries, and e-learning centres be provided and maintained. Funds are needed to fulfil some of the responsibilities of the university’s human resources, including the personnel, as well as to inspire them to work efficiently. Agboola (2000, as cited in, Osaigbovo and Ikediashi, 2022) explained that the underfunding issue, which is a significant hurdle facing the Nigerian university system, has a negative impact on the performance of the institutions. Due to the inadequate funds directed towards education, little to no progress can be made in the advancement of sustainable development goals. Omobola and Success (2019) opine that the majority of Nigerian institutions’ problems might be linked to insufficient finance. While the

government laments having few resources, the sector frequently holds the government responsible for the underfunding of public colleges. The ongoing closure of universities due to unresolved disputes between management and labour/student unions, as well as the government, is typically caused by budget concerns, including unpaid outstanding allowances and decrepit buildings, among other things. (Omobola & Success, 2019). Inadequate funding can thus be seen as a major obstacle to growth in university education and a great limitation to implementing sustainable development. Aigbokan and Imahe (2004, as cited in, Osaigbovo and Ikediashi, 2022) opine that efficiency has decreased generally.

Tribalism

This is an instance where someone treats another person more favourably just because they belong to the same tribe. Tribalism is frequently observed during the hiring process, when an employer hires a member of the same tribe despite the applicant's qualifications. This would be detrimental to achieving sustainable development in the university because the calibre of lecturers cannot be determined by the tribes they belong to, but rather by their academic credentials, length of time working in the field of education, and contributions to literature about higher education. There are many different tribes in Nigeria, some of which consider themselves to be superior to the others. In Nigerian colleges, tribalism is a significant issue because it has an impact on hiring for senior positions, admitting students from states other than the state where the university is located, hiring a lot of locals from a particular tribe as lecturers, and much more. (Ofor-Douglas, 2021).

Lack of Facilities

Another important factor in ensuring that sustainable development is realised in a university is the availability of physical resources (facilities). Okorie and Uche (2004) cited in Musa and Ahmad (2012) maintained that physical assets and the

facilities environment also portray the quality of the institutions. Physical assets are one of the measuring qualities of a school's standard, it gives off a conducive learning environment. In a university, "material resources" refers to the actual buildings and equipment that are employed to carry out the institution's goals and objectives. These physical resources include, among others, hostels, libraries, e-learning centres, sports facilities, and security facilities. Since these amenities are necessary for students to successfully learn without stress, excellent education for sustainable development cannot be delivered in universities where they are either absent or insufficient.

Outdated Curriculum

This is an additional issue that prevents a university from achieving sustainable development. A curriculum is a comprehensive outline for an educational program that includes all of the core classes required to complete that program. The majority of Nigerian institutions use outmoded curricula for some of their educational programs. The curriculum for university education in the twenty-first century is focused on innovation because the society is dynamic and only people with innovative minds and the capacity for critical thought can survive. Therefore, a university without a 21st-century curriculum would produce graduates who struggle to solve problems and who would be unable to compete with their colleagues who had completed an innovative curriculum, placing them at a disadvantage in terms of education. Moreover, there is a lack of curriculum focused on sustainability. This is the failure of university stakeholders to implement sustainable development practices into most if not all aspects of curriculums in university levels. It lowers the chances of people ever hearing about sustainable development and how they can contribute to it. ESD Toolkit (2023) opines that countries need to make clear to its educators whether the goal is to change the objectives and delivery mechanisms of education about sustainable development. The answer to this

will have a significant impact on each country's strategy. This implies that without active inclusion of sustainable development in school curriculums by the government and educators, not much can be achieved in terms of sustainability and no impact will be made.

Bribery and Corruption

The persistent instances of bribery and corruption inside the Nigerian university system pose a significant obstacle to the achievement of sustained development in Nigerian universities. In Nigerian institutions, bribery and corruption will interrupt the quality of instruction since they will provide those with money an unfair advantage because everyone else would lose out. Additionally, some greedy university administrators are diverting monies intended for the university to carry out projects into their own pockets, which delays the achievement of quality education within the university. Peters (2019) holds that, "An institution of higher or lower education where there is no trustworthy administrator will likely produce more of half-backed graduates who are also themselves untrustworthy; who find sorting and all forms of sharp practices fashionable".

Insecurity

This is an additional issue that prevents Nigerian universities from achieving sustainable development. The term "insecurity" describes a scenario in which people's lives and property are in danger. Among other things, insecurity in Nigerian institutions might take the shape of cultism, bullying, thievery, or conflicts within the community. There is a well-known adage that progress is made in peaceful environments. As a result, an environment of insecurity makes it impossible to provide pupils with high-quality education since it may cause them to choose their personal safety and property over their academic obligations. Ewetan and Uche (2014) opine that the increased knowledge of inequalities and discrepancies in life opportunities, which prompt

violent responses from a huge number of individuals, is a significant element contributing to insecurity in Nigeria. There are several reasons why there is insecurity at universities. Students may protest when university authorities refuse to hear their concerns, and these protests may not always be peaceful, which can become a problem to campus security (Ofor-Douglas, 2022).

Strike Action

Frequent strike activities are another issue impeding the attainment of sustainable development in Nigerian colleges. Strikes are typically called when workers want better wages or good working conditions. In Nigeria, Academic Staff Union of Universities (ASUU) strike actions have interfered with students' academic pursuits, causing their academic programmes to last longer. Education cannot be of a high standard while there are ongoing strikes every academic year. Aletan (2012) surmises that the impact of the academic season breaks on the kids was significant and extremely negative. Amadi and Urho (2015) also note that the majority of academic activities for the school year are skewed, concurring with Aletan (2012). This is one of the main reasons for producing incompetent graduates who are inadequate in their field. Oladipo (2012) observes that the strike would cause the academic calendar to be compressed, portions of the curriculum to be skipped, and the students would be required to take the exams in this manner, which would lead to poor performance and a decline in the quality of education (university education included).

Ilechukwu et al. (2014) further opined the following limitations to the achievement of sustainable development in Nigerian universities to include:

Lack of cooperation between shareholders of universities to adequately incorporate sustainability into Nigeria's university education: This indicates that university stakeholders are normally not in agreement for implementing what is best for student growth. This has led to incessant strikes and protests

and will continue in if these stakeholders cannot collaborate efficiently (Omobola and Success, 2019).

The wide knowledge gaps that exist concerning sustainable development: There exists a limited knowledge on sustainable development among the common folk. This would lower their chances of interest in the concept even if they hear of it in universities. Zimm et al. (2018) maintained that even the most ambitious and upbeat research routes, including SSP1/SSP1-2.6, do not fully address all SDGs (sustainability gaps) and do not offer information on some of these knowledge gaps. This indicates that there are limitations to the knowledge of sustainable development amongst the masses.

Failure to mainstream sustainable development throughout all educational policies, taxonomies, and programs: Sustainable development does not only apply to the learning aspect of education but also the social, mental, and economical aspect. The failure to implement it in all these other aspects has greatly limited the spread of sustainable development goals in the Nigerian university system (Ilechukwu et al., 2014). This indicates that the application of sustainable development to Nigerian university education has been limited to just the theoretical learning and little effort has gone into other aspects of education vital to a student's growth.

CONCLUSION

As a result of the effect of university education on a nation's future, it is essential that it is prioritised with the view of building individual and national strengths. It is vital that educational institutions be utilised with the assistance and thorough implementation of sustainable development goals which would boost development. Issues that limit sustainable development implementation in Nigeria need to be tackled with the aim of making a better situation for the youths of today and future generations.

SUGGESTIONS

The following suggestions were made to combat the problems Nigerian University Education and the Global Questions: Implications for Sustainable Development face. They are as follows:

- It is important to provide adequate funds to the Nigerian university education by the Federal government, NGOs, TETFund, etc. The government needs to review and increase the budget for education and ensure it is implemented in such a way as to ensure sustainability is enacted in the education sector.
- Tribalism needs to be eradicated from the Nigerian university system. Individuals should aim to be impartial and should not be blinded by tribal sentiments during employment exercise in the university.
- Well-funded facilities like Library, E-learning, Internet, and other educational and welfare facilities should be in place to provide a stress-free environment for student to gain quality education from the university.
- The curriculum in Nigerian universities should be reviewed following 21st century trends in university education, allowing for innovation and critical thinking. There is need to incorporate sustainable development education in university curriculums in order to increase awareness on the topic and the mental, physical, and social wellness of individuals as well as the economic development in the nation.
- Bribery and corruption should be eradicated in the Nigerian universities (greedy administrators and lecturers found guilty of such should be relieved of their duties immediately).
- State-of-the-art security facilities should be provided in Nigerian universities to ensure security. Security personnel should be adequately trained to deal with security breaches that may occur within the university.

The community surrounding the university should work together with the university to ensure peace in order to promote sustainable development in the university.

- Cooperation amongst university stakeholders needs to be improved to prevent incessant strikes and disruption of sustainable education for students.
- There should be regular organisation of seminars, workshops and conferences that educate and improve awareness on sustainable development goals to students and staff of the university as well as the public.
- There should be a promotion of sustainable development in all aspects of students' education including moral values, social, economic, environmental spheres of education.

REFERENCES

- Abubakar, A. B. (2013). Education and sustainable national development in Nigeria: challenges and way forward. *International Letters of Social and Humanistic Sciences*. 14, 65-72.
- Ahenkan, A. & Osei-Kojo, A. (2014). Achieving sustainable development in Africa: progress, challenges, and prospects. *International Journal of Development and Sustainability*. 3(1), 162-174.
- Akintoye, V. A. & Opeyemi, O. A. (2014). Prospects for achieving sustainable development through the millennium development goals in Nigeria. *European Journal of Sustainable Development*. 3 (1), 33-46.
- Aletan, S. (2012). Unplanned breaks effects students ASUU strike: Daily new October 21st, 2012 Nigeria daily post Nigeria Newspaper online.
- Amadi, E.C. & Urho, P. (2015). "Educational Management Planners' View of Strike Action and its Effects on Educational Management in Universities In Rivers State." *Singaporean journal of business economics and management studies*, 4(7), 45-55.
- Askoy, G. (2012). The effects of Animation technique on the 7th Grade science and technology course. *Creative education*. Vol 3, No3. 304 -308.
- Britannica, (2023). <https://www.britannica.com/topic/sustainable-development>. Sustainable development.
- Chukwu L.C., Chinyelugo, A.F, Eze S.G.N. (2017). 'Financing university education for sustainable development in Nigeria: Issues and challenges'.
- Difference between local and global questions of comprehension. <https://brainly.in/question/8957231> by aashi2701 (2019)
- Drew, C (2023). Education For Sustainable Development, Explained! <https://helpfulprofessor.com/education-for-sustainable-development/>
- Educalingo.com. (2023). "What Does University Education Mean in English?" <https://www.google.com/amp/s/educalingo.com/en/dic-en/university-education/amp>
- Ekwueme, C.O., Ekon, E.E. & Ezenwa-Nebife, D.C. (2016). Education for sustainability through academic freedom. *Global Journal of Educational Research*. 15, 23-30.
- Erhunse, C. (2013). Education as an effective instrument for grassroots development (A case study of Ika South Local Government Areas of Delta State. Unpublished B.Ed Project. Delta State University, Abraka.
- ESD Toolkit (2023). 'Challenges and Barriers to ESD.' <http://www.esdtoolkit.org/discussion/challenges.htm>.

- ESD, (2023) <https://le.ac.uk/social-impact/what-we-are-doing/education-for-sustainable-development>
- Ewetan, O.O. & Uche, E. (2014) "Insecurity and Socio-Economic Development in Nigeria". *Journal of Sustainable Development Studies* Vol.1. 40-63.
- Gbadegesin, S. (2010). Reclaiming the 1955 vision. A legacy of educational excellence. Essays commemorating the 50th anniversary of universal primary education in Western Nigeria, 1955- 2005. Mitchellville, MD: Pinnacle Publications.
- Hargeaves, A. (2010). In international encyclopedia of education (Third Edition). Retrieved from www.sciencedirect.com on 20th April, 2023.
- Home Environmental Sustainability: "What We Are Doing: Education For Sustainable Development?". <https://le.ac.uk/social-impact/what-we-are-doing/education-for-sustainable-development>. Last accessed 3rd April, 2023.
- IGI Global, (2023). What is Education for Sustainable Development (ESD). <https://www.igi-global.com/dictionary/a-teaching-philosophy/52809>
- Ilechukwu, L.C, Njoku, C, C & Ugwuozor, F.O (2014). Education for Sustainable Development (ESD) as the 21st Century Imperative for Nigeria's National Transformation, Sustainable Development and Global Competitiveness. ISSN 2222-1700 (Paper) ISSN 2222-2855 (Online) Vol.5, No.23, 2014
- Insee.fr (2021). Tertiary education. <https://www.insee.fr/en/metadonnees/definition/c1871>.
- Itari, P.E. & Ugbe, T.U. (2018). Education for sustainable development in Nigeria and Developing nations. *British Journal of Education*.6(5), 41-51.
- Jaypeedigital (2023). Section 1 Introduction To Education. <https://www.jaypeedigital.com/eReader/chapter/9789386261571/ch1>
- Law Insider. (2023) Formal education definition. <https://www.lawinsider.com/dictionary/formal-education>
- Leonard, C. I., Collins, C. N. & Felix, O. U. (2014). Education and development disconnect in Nigeria: education for sustainable development (esd) as the 21st century imperative for Nigeria's national transformation, sustainable development and global competitiveness. *Journal of Economics and Sustainable Development*. 5(23), 44-52. United Nations Environmental Programme, UNEP (2011). Mainstreaming environment and sustainability into African Universities (MESA). Available at www.unep.org.25/08/11.
- Mary-Louise K. (2009), "Higher Education, Research and Innovation: Charting the course of the changing Dynamics of the Knowledge Society. In Lynn Meek U. Ulrich Teichler and Mary-Louise Kearney (Eds) Higher Education, Research and Innovation: Changing Dynamic. Retrieved on Unedoc. Unesco.org >images.
- Merriam Webster, (2023). 'University'. <https://www.merriam-webster.com/dictionary/university>
- Musa, F.M. & Ahmad, Z. (2012). Higher Education Physical Assets and Facilities. Faculty of Architecture, Planning and Surveying, University Technology MARA, U; TM, Shah Alam, Selangor, Malaysia.
- Nidirect.gov (2023). 'What higher education is' <https://www.nidirect.gov.uk/articles/what-higher-education>
- Nnabuo, P. O.M. & Asodike, J. D. (2012). Exploring education as a tool for sustainable development in Nigeria. *European Scientific Journal*. 8(10), 1- 11.

- Ofor-Douglas, S. (2021). Human resource management as an effective tool for productivity in Nigerian universities. *International Journal of Scientific Research in Education*. 14(2), 223-237.
- Ofor-Douglas, S. (2022). University Education Good Governance and Challenges of Insecurity in Nigeria. *East African Journal of Education Studies*, 5(1), 54-65. <https://doi.org/10.37284/eajes.5.1.555>.
- Oladipo, B. (2012). Unplanned breaks effects students ASUU strike: Daily new October 21st, 2012 Nigeria daily post Nigeria Newspaper online.
- Omobola, G. & Success, F. (2019). Funding University Education In Nigeria: The Challenges and Way Forward.
- Osaigbovo, J.H. & Ikediashi, J.A. (2022). Challenges confronting the implementation of tertiary education trust fund (TETFUND) in Nigerian Educational System: The way forward. *African Education Indices*. 12(1), 20-30.
- Outputeducation, (2023). <https://www.outputeducation.com/the-true-meaning-definition-and-concept-of-education/>
- Peters, C. C. 2019. *Fundamentals of Religion*. New York: Legend Publishers.
- Robert – Okah & Worlu W.I. (2013). Deregulation of university education in Nigeria: Assessment of challenges and the way forward. In E. Kpangban, P.E. Eya and P.C. Igbojinwaekwu (Eds) *Reforms and innovation in Nigerian education*. Onitsha: West and Solomon Publishing Company Ltd. In Olusola, O.I, & Adejoke, A.O (2019). *Nigeria Secondary Educational System And Sustainable Development Goals' Attainment Toward Vision 2030* By GSJ: Volume 7, Issue 12, December 2019, Online: ISSN 2320-9186 www.globalscientificjournal.com
- Sustainable development. <https://www.iisd.org/mision-and-goals/sustainable-development>
- Tuli, F. (2009). Education for Sustainable Development: A Global Agenda for the 21st Century. *Ethiop. J. Educ. & Sc.* Vol. 4 No.2 March, 2009.
- Ubogu, R. (2020). The role of teacher education in improving quality education for a functional society. *Journal of Educational and Social Research*.10(2), 85-93.
- UNESCO (2013). Education for sustainable development. Retrieved from <https://plus.google.com/-UNESCO>.
- UNESCO, (2022). What is education for sustainable development? <https://www.unesco.org/en/education/sustainable-development/need-know#:~:text=I%20get%20involved%3F-,What%20is%20education%20for%20sustainable%20development%3F,use%20of%20resources%2C%20and%20inequality.9%20June%202022>
- United Nation Environment Programme (2023). "What is Sustainable Development?" Last accessed 29th March, 2023. [.https://www.unep.org/explore-topics/sustainable-development-goals/why-do-sustainable-development-goals-matter/frequently](https://www.unep.org/explore-topics/sustainable-development-goals/why-do-sustainable-development-goals-matter/frequently)
- Van Poeck, K. and Loones, J. (2011), *Education for Sustainable Development: Flag and Cargo*. Brussels: Flemish Government, Environment, Nature and Energy Department.
- Warwick, P. (2020). What is education for sustainable development? Retrieved from www.plymouth.ac.uk.20th April, 2023.
- What is education for sustainable development? Green office movement, 2023

<https://www.greenofficemovement.org/education-for-sustainable-development/>

Yusuf, S.D., Kathukah, D.G & Bartholomew, Z.W.K.N. (2022). Transforming Communities Toward Sustainable Development Goals in Nigeria: Contributions of Academic Libraries.

Zimm, C, Sperling, F & Busch, S (2018). Identifying Sustainability and Knowledge Gaps in Socio-Economic Pathways Vis-à-Vis the Sustainable Development Goals. *Economies* 2018, 6(2), 20; <https://doi.org/10.3390/economies6020020>