



## Quality, Relevance and Impact (QRI): Evaluating the contribution of higher education to sustainable development in Nigeria

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### Abstract

Higher education is universally acknowledged as crucial in fostering personal development, socio-economic advancement, and societal growth. It is where an individual's potential is built and honed for sustainable development. To achieve these objectives, higher education must be of high quality, relevant to societal needs, and impactful. This paper discussed the concepts of quality, relevance, and impact (QRI) while evaluating higher education's contributions to sustainable development. It identifies several challenges that impede QRI in Nigeria's higher education sector, including insufficient funding, inadequate digital infrastructure, and an unstable academic calendar. To enhance QRI, the paper suggested various strategies: strengthening educational infrastructure, reforming the curriculum to meet market demands, and establishing partnerships with private organizations, international donors, and non-governmental organizations to secure additional funding. The paper asserts that by implementing these strategies, the quality, relevance, and impact of higher education can be significantly improved, thereby facilitating sustainable development.

**Keywords:** Quality, relevance, impact, higher education, sustainable development

### Introduction

Education is globally acknowledged as pivotal to the development of individuals and society. The value of education is measured by its quality, relevance and the effects it has on the people and society. Thus, education must be tailored to satisfy the immediate needs of the local environment and be globally competitive. Education becomes the fulcrum where values, virtues, skills and knowledge are instilled in individuals for personal growth and development. The Nigeria National Policy on Education viewed education as an instrument to teach national consciousness, social values and the promotion of a progressive united Nigeria (NPE 2014). It is pertinent to note that education can be classified as basic, post-basic and tertiary education. Tertiary education is education acquired after secondary education. It is where the manpower needs of society are identified, nurtured and trained for the development of society.

It is in the realization of these essential services of higher education that the colonial British Imperial established the first higher education in Nigeria, dating back to the 1940s. Unfortunately, the establishment of higher education, by the British Government nerve quenched the desire to have good higher educational institutions that would meet the yearning of the elites. This prompted the agitations of tertiary education that will not only meet the manpower needs of society but also education that will be globally recognized and competitive. Against this backdrop, first-generation universities such as the University of Ibadan, the University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, and others were established. From this humble beginning, universities have flourished like a mustard seed. By September 2024, the number of universities in Nigeria exceed 270, encompassing private, federal, and state institutions.

Despite the increasing number of universities, the quest for educational excellence is confronted by various challenges

that hinder the attainment of educational goals. These issues are complex and deeply entrenched in systemic conditions, ultimately impacting the quality of tertiary education. Ukozor *et al.* (2023) <sup>[24]</sup> highlighted several challenges facing tertiary education in Nigeria, including insufficient funding, inadequately trained quality assurance personnel, and a lack of infrastructural facilities. Okoye and Anachuna, (2021) <sup>[25]</sup>, opined that excessive workloads for lecturers, and an overcrowded student population are contributing factors to a decrease in students' and lecturers' performance, resulting in a decline in education quality.

It is against this nose-diving of educational institutions with a special interest in tertiary education that the study evaluates tertiary education in Nigeria to ascertain its quality, relevance, and impact on sustainable development. The study will contribute to the repository of knowledge on quality, relevance and impact of higher education to sustainable development. To achieve this, the study relied on secondary data from textbooks, and printed and online media. The scope of the study is tertiary education often called higher education which consists of all educational certificates acquired after secondary education.

### Concepts of quality, Relevance and impact (QRI)

The concept of quality has remained a front burner not only in the production cycle but also among education practitioners. The proliferation of technology and globalization have made quality an international currency that any educational institution that neglects it does so at its peril. Quality is the hallmark of patronage, a specific standard desirous of a product or service. A product or service is adjudged to be of good quality when it can satisfy certain needs of society or provide certain predetermined requirements to consumers (Wordu, 2022) <sup>[40]</sup>. In education, quality is achieved when an educational institution or programme maintains a high level of excellence in serving its clients or attaining positive outcomes. (Ezughoh, *et al.*

2022)<sup>[12]</sup>. It entails exceptional standards of its programmes, finesses of purpose and value for money.

Quality in higher education refers to the extent to which educational institutions meet their goals and objectives and provide students with transformative learning experiences that prepare them for the workforce, entrepreneurship or lifelong learning. Quality in higher education fosters skilled individuals, disseminates information and knowledge that address global challenges and contributes to economic growth, innovation, and societal well-being (Din 2024: Himabindu 2024)<sup>[8, 13]</sup>. Higher education institutions play a crucial role in advancing sustainable development by integrating Sustainable Development Goals, especially SDG 4.

### Relevance

Higher education is relevant to the extent that the learning outcomes, objectives and educational programmes are aligned with the needs of the economy, society and the environment. Scholars have argued that for higher education to remain relevant in the competitive economy of the twenty-first century, education programmes should align with labour market demands, emphasis on entrepreneurial skills and digital economy competencies. Leikuma-Rimicane, *et al.* (2022)<sup>[18]</sup>, opined that several factors contribute to the relevance of higher education including developing graduates' skill sets, promoting professional development, enhancing internet and digital skills, and preparing students for international collaboration and scientific publication. Similarly, Singha and Singha (2024)<sup>[34]</sup>, averred the relevance of higher education depends on technological advancement, curriculum revitalization, pedagogical evolution, adaptability, accessibility, and continuous learning, which equip students with essential skills like technical proficiency, critical thinking, and problem-solving. So, for higher education to remain relevant, there is a need to align the pedagogical content with the demands of the workforce and smooth the transition from educational centers to the world of work or career.

It is pertinent to state that higher education relevance also depends on the ability of tertiary institution managers to integrate cultural sensitivity, and environmentally sustainable practices into the curriculum, operations, and community engagement. Higher education institutions enhance sustainable environmental practices by incorporating environmental principles into their curricula, conducting research, engaging with the community, and adopting sustainable operations on campus. These initiatives collectively support sustainable development in the wider community. Sutawaidjava *et al* (2024) opined that higher education institutions promote sustainable practices through effective green management, supply chain efficiency, and a culture prioritizing sustainability. These elements and green innovations boost their sustainability and align with global goals. Higher education can play a significant role in implementing certain strategies to promote cultural sensitivity. Strategies that foster inclusivity and respect for diverse backgrounds. Integrating culturally relevant content into the curriculum, providing continuous professional development for educators, fostering community partnerships, engaging diverse families, utilizing technology for virtual exchanges and inter-cultural dialogue and diversity and awareness (Eden *et al* 2024)<sup>[10]</sup>.

### Impact

The impact of education refers to the positive difference that educational institutions particularly tertiary education make in the lives of the students, community and society. Global perspective identified higher education as pivotal to economic and social development, driven by advancement and application of knowledge. It becomes pertinent to stress that higher education is vital to the construction of a knowledge economy in all nations. So, the impacts of higher education are adjudged based on graduate employability, research and innovation, and social mobility among others.

To enhance graduate employability in a knowledge-based society, higher education institutions should focus not only on the development of hard skills but also on the integration of essential soft skills. These include problem-solving, analytical thinking, emotional intelligence, teamwork, communication, adaptability, and conflict management. (Kuregyan, & Khusainova, 2022: Vezi-Magigaba & Utete 2024)<sup>[20, 38]</sup>. Graduates need to possess a comprehensive skill set that enables them to effectively address the requirements of the contemporary workplace. Additionally, cultivating employability skills and implementing inclusive practices are crucial for mitigating social inequality.

### Higher education and sustainable development

Sustainable development is an emerging concept that has grown in scope and content. It has elicited various definitions from the academy and environmental scientists. It encompasses the protection of the environment and people. It entails the exploration of the environment without destroying the entire ecosystem and enables future generations to explore. The concept of sustainable development has emerged as a global standard of regulating the activities of men's interaction with the environment and ensuring that the resources and the environment are not destroyed for future use. The concept of sustainable development borders on human activities and is a globally accepted yardstick for measuring not only development but also the relationship between man and the environment. It includes the eradication of poverty, hunger and good governance.

The concept became popular globally after the UN Conference on Human Environment Conference in Stockholm in 1972. The Stockholm Declaration, comprising 26 principles, emphasized the significance of environmental issues in international discourse. It sparked a dialogue between industrialized and developing nations about the connections between economic development, ecosystem degradation, and global well-being. This humble beginning gave rise to various conferences and declarations giving preferences to the preservation of the environment and the entire ecosystem. A notable conference is the 1987 UN World Commission on Environment and Development published a report on our common future which was christened "the Brundland Report" which brought to the fore the concept of sustainable development.

Sustainable development meets today's needs while ensuring a healthy future. It focuses on issues like climate change, biodiversity, and pollution. The goal is to fulfil present demands without harming the ability of future generations to meet theirs (Mahanayak, 2024)<sup>[21]</sup>. In the same context, De-Vries (2023)<sup>[7]</sup>, stated that sustainable development represents the goal of preserving and enhancing the quality of life while adhering to

environmental limits. It encompasses both individual and collective growth, achieved in harmony with nature and organized within a societal framework. It is imperative to state that higher education is pivotal in the attainment of sustainable development. First, education is globally acknowledged as an instrument of social change. Through the core functions of higher education, teaching and learning, research and community engagement, higher education inculcates values and virtues that help in personal and societal development.

Higher education through teaching promotes and encourages scholarship and entrepreneurship which help the learners to acquire skills and mindset that help and promote sustainable practices. Sebire and Isabeles-Flores (2023) [31], opined that integrating sustainable development into all academic disciplines will effectively address existing challenges, and foster sustainability through curriculum modifications, community engagement, and research initiatives. These strategies can empower higher education institutions in Nigeria to adequately equip students for a sustainable future. Higher education implementing sustainability initiatives that address environmental, social, and economic dimensions is essential for driving sustainable development (Shetty 2024). There is no denying the fact that education and higher education in particular is a catalyst in the achievement of sustainable development. Higher education provides the manpower, innovation and technology that will provide the needed development and also ensure that such development is sustainable. Sustainable development is when decisions are made, and actions taken that aid the survival of not only the environment but also the social, and political well-being of individuals in society.

### **QRI of higher education in Nigeria**

Higher education is globally acknowledged as a fulcrum for sustainable development as it has the potential to produce skilled and knowledgeable graduates who can promote innovation, and provide solutions to complex societal challenges and environmental sustainability. Higher education institutions are expected to promote sustainable development by inculcating knowledge, conducting research, and community engagement, fostering partnerships and promoting applied research that addresses local sustainability challenges and enhances societal collaboration (Asaju, 2023; Cambranel, *et al.* 2024) [3].

The quality of higher education in Nigeria is a pressing concern for educators and professionals, with numerous studies suggesting a declining trend in this area. Despite the challenges that impede the effective pursuit of institutional and educational objectives, higher education has significantly contributed to developing both natural and human resources. However, it is pertinent to outline several challenges that affect the country's social, economic, and technological progress. These challenges include inadequate funding, a shortage of academic staff, ineffective policy implementation, insufficient infrastructure, brain drain, corruption, an unstable academic calendar, insecurity, and a lack of opportunities for research and staff development. (Jacob *et al* 2021: Jacob & Musa: Wordu 2023) [16, 41].

The issue of the relevance of higher education in Nigeria has emerged as a significant concern. Many universities in Nigeria provide academic programs that do not adequately align with the needs of the economy and society. The

prevailing educational system frequently fails to offer curricula that meet the demands of the labour market. Consequently, there is a lack of alignment with contemporary requirements, resulting in graduates who are insufficiently prepared for employment and possess limited productivity in their respective fields. (Ossai, & Okokoyo 2022: Daniel 2014) [6, 29]. It is against this background that there is a need to provide a framework or strategy to enhance the quality, relevance and impact of Nigerian educational institutions.

### **Strategies for enhancing QRI in higher education institutions**

Quality, relevance and impact (QRI), in higher education are critical factors in deriving sustainable development. To enhance QRI, government and other stakeholders must invest in the sector, promote relevant education and support research and development. In response to the challenges facing education in Nigeria, several strategies have been proposed and implemented over the years to improve its quality. This paper proffers key strategies aimed at enhancing education in Nigeria, drawing on a variety of literature that highlights the country's educational challenges and potential solutions.

#### **1. Improving teacher quality and professional development**

Research has shown that teachers are pivotal to delivering quality education, and their effectiveness in the classroom is critical for improving student learning outcomes. There is a clear relationship between teacher competencies and student performance. In Nigeria, effective professional development for teachers enhances the quality of education by refining teaching practices, cultivating essential skills, and addressing the specific needs of educators. Ongoing training, mentorship, and adequate resources are vital for linking teacher quality to improved student achievement. (Onyekwelu, 2024) [28]. Seprudin (2024) [32], opined collaboration among teachers, hands-on and skill-based learning approaches, the use of technology, and institutional support are vital strategies for improving teacher quality and professional development, ultimately resulting in better student learning outcomes in Nigeria. Collaboration among teachers is a crucial factor in enhancing teacher quality and fostering professional development. When educators work together, they can share knowledge, strategies, and resources, leading to a more enriched learning environment. Additionally, implementing hands-on and skill-based learning approaches is essential. These methods engage students in real-world applications of their knowledge, making learning more relevant and effective. The integration of technology in the classroom also plays a significant role in modern education. Leveraging technological tools can facilitate interactive learning and provide educators with innovative ways to present information and assess student understanding. Strong institutional support is necessary to create an environment conducive to teacher growth. This includes providing access to training programs, resources, and mentorship opportunities that can empower teachers to improve their skills continually. By focusing on these interconnected strategies, Nigeria can significantly enhance teacher quality and professional development, which in turn will lead to improved learning outcomes for students across the country.

## 2. Strengthening educational infrastructure

A crucial factor affecting the low quality of education in Nigeria is the inadequate educational infrastructure. Many schools are deprived of essential facilities, including classrooms, libraries, laboratories, and sanitation services. This deficiency in infrastructure leads to overcrowded classrooms, a shortage of learning materials, and an overall unsatisfactory learning environment. Consequently, these challenges hinder students' academic progress and diminish the quality of education they receive. Yangambi (2023) <sup>[44]</sup>, averred that inadequate physical facilities in schools negatively impact students' learning and performance, suggesting that poor infrastructure contributes to low educational quality by creating an environment that is not conducive to effective teaching and learning.

## 3. Curriculum reform and innovation

The curriculum is another critical area for enhancing the quality of education in Nigeria. It is pertinent to state that many tertiary institutions in Nigeria still operate the colonial curriculum that produces graduates who seek white-collar jobs instead of employers of labourers. The existing curriculum often fails to address the needs of the labour market, which leads to a mismatch between the skills students acquire and the demands of the economy. Mismatch simply means when the graduates are not adequately educated with appropriate skills to help them navigate the world of work. Mocaun, *et al.* (2014) <sup>[22]</sup>, opined that factors negatively impacting youth integration into the labour market include a lack of work experience, inadequate career guidance during and after studies, and unrealistic expectations about job opportunities. Many graduates of Nigerian schools cannot secure jobs because they lack the practical skills employers need. Against this backdrop, Bello (2024) <sup>[4]</sup> opined that the Nigerian Basic Education Curriculum should include elements of skills acquisition, improves teacher production quality, and provides conducive learning environments, all of which significantly impact the quality of education delivery in Nigeria.

## 4. Increasing funding for education

Adequate funding is crucial for establishing a quality education system. Regrettably, Nigeria has faced systemic underfunding in education, with government allocations consistently falling short of the recommended 26% of the national budget. Wordu (2021) <sup>[42]</sup> notes that an analysis of education budget allocations from 2010 to 2022 reveals an average of only 7% to 10%, which is below the UNESCO standard. Unfortunately, the budget allocation has remained underfunded leading to multifaceted challenges, in insufficient resources for schools, inadequate teaching materials, and low teacher salaries. As a result, many public schools in Nigeria are unable to provide quality education to students. Therefore, for the attainment of quality education that is relevant and impactful, there is a need to provide adequate funds for education. This will ensure that education will remain competitive and globally relevant.

## 5. Leveraging on technology

The proliferation of digital technology and globalization has rendered the use of technology essential for global education and the achievement of educational objectives. Digital technology functions as a foundational element in

enhancing accessibility, flexibility, and outreach to underserved populations within society. Olumoyo (2024) suggested that the use of ICT (Information and Communication Technology) facilities enhances the teaching and learning process in Nigerian schools. This improvement is achieved by providing better resources, improving record-keeping, and facilitating easier access to information. In the same context, Agbarakwe and Chibueze (2024) stated that the use of technology, particularly artificial intelligence, can improve the quality of education in Nigeria. It can automate assessments, offer personalized learning experiences, and ensure academic integrity. These advancements address issues such as inconsistent grading and delayed feedback while promoting inclusivity and efficiency in higher education. Ultimately, these advancements lead to enhanced quality education outcomes, provide inclusive education, and reach the disabilities in society. The use of technology will not only improve the quality of education in Nigeria but also remove barriers related to geography, language and socio-economic status. Thereby ensuring that all children regardless of their background, have access to quality educational resources and opportunities (Olugbade 2024) <sup>[26]</sup>.

## 6. Promoting students centered learning

There is no denial of the fact that promoting student-centred learning approaches such as problem-based learning and project-based learning enhances student engagement and outcomes. This approach is a shift from the traditional teacher-centred approach methods to where students are responsible for their learning. It encourages students to take responsibility for their learning, leading to improved motivation, retention, and understanding of the materials. Jamiu and Yakubu (2020) <sup>[17]</sup>, opined that education that fosters student-centred learning enhances quality education by increasing motivation, improving knowledge retention, developing learning skills, and promoting a deeper understanding of subjects. Active student engagement is essential for cultivating lifelong learning skills necessary for success in the labour market.

## 7. Strengthening partnership and international collaboration

In today's knowledge-driven world, higher education must remain relevant by building strong relationships with industries. This collaboration ensures that research outputs are applied to solve real-world problems and that graduates develop practical skills essential for navigating the workforce. Industry partnerships are vital for enhancing the employability of graduates in Nigeria. They help bridge the skills gap by aligning educational curricula with industry needs, providing practical training opportunities, and fostering mentorship. (Ebiringe *et al.*, 2015) <sup>[9]</sup>. Ultimately, these collaborations equip graduates with the necessary skills to succeed in their careers. Igwe *et al.* (2020) <sup>[15]</sup> stated that the relationship between universities and industries influences graduate employability in Nigeria. They highlighted the mismatch between curricula and industrial needs as a significant issue contributing to unemployment in Nigeria.

International collaboration among universities significantly enhances academic quality, fosters global recognition, and improves institutional rankings. This partnership promotes innovative teaching methodologies and facilitates research

collaborations, ultimately contributing to national development. Agbo (2018) <sup>[1]</sup>, writing on the relevance internationalization of higher education opined that it increases international awareness of students, strengthens research and knowledge production and fosters internal cooperation and solidarity. Partnerships with global institutions can improve educational standards and expose Nigerian students and faculty to global best practices. International collaborations foster knowledge exchange and innovation.

**8. Promoting entrepreneurship education**

Incorporating entrepreneurship education into the curriculum to equip the students with skills and knowledge to start and manage their own businesses. Entrepreneurship education should go beyond theoretical knowledge to include experiential learning through business simulations, mentorship programs, and student-led ventures. Universities can establish entrepreneurship centers to support student startups. The University of Lagos established the Centre for Entrepreneurship and Innovation (CEI), which provides students with practical skills for starting and managing businesses. Ubogu (2020) <sup>[23]</sup>, opined that the establishment of entrepreneurship schools, effective curriculum integration, collaboration with businesses, and advocacy programs that promote entrepreneurship as a viable career, are all aimed at equipping students with essential skills for self-reliance and employment.

**9. Encouraging lifelong learning**

Lifelong learning plays a vital role in enhancing the relevance of higher education in Nigeria, as it provides individuals with the skills and knowledge required to adapt to an ever-evolving job market. Korshunov *et al.* (2023) <sup>[19]</sup> opined that strategic development of lifelong learning programs, digitalization, and collaboration with businesses enhance the effectiveness and relevance of higher education in lifelong initiatives. It is imperative to state that integrating digital technology in tertiary educational institutions will improve the quality and significance of higher education. The adoption of digital will make education more flexible and accessible to the vulnerable in society. Wordu and Wodi (2024) <sup>[43]</sup> stressed that the adoption of digital technologies in higher education will create a more engaging learning environment, encompass different learning styles, improve faculty and student collaborations and prepare them for a digital future.

**10. Promoting community engagement**

Community engagement is crucial for enhancing the relevance of higher education in Nigeria. It establishes a mutually beneficial partnership between universities and the communities they serve. This collaboration not only enriches academic learning but also addresses local challenges, ensuring that educational outcomes are aligned with the needs of society. By prioritizing community engagement, we can move beyond the "ivory tower" mentality and recognize the significance of community insights that benefit both the university and the wider community. (Tshishonga 2020) <sup>[37]</sup>.

**11. Promoting research and innovation**

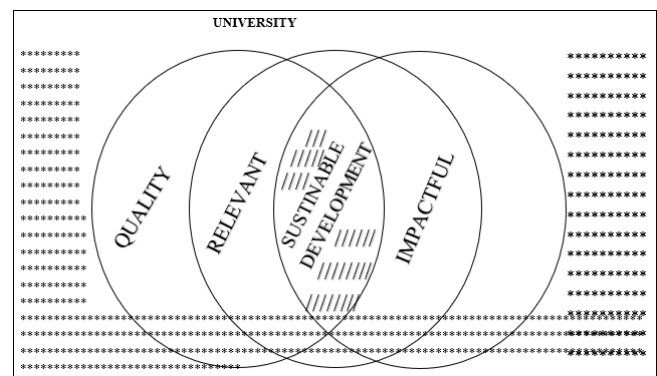
Promoting research and innovation is essential for improving the relevance of higher education in Nigeria, as it addresses systemic challenges and aligns academic outputs with societal needs. By fostering a strong research culture, Nigerian universities can act as catalysts for economic development and social change. Victor *et al* (2024) <sup>[39]</sup>, averred that promoting research and innovation in higher education fosters practical, marketable solutions that address socioeconomic challenges, improve academic quality, and increase international competitiveness, ultimately positioning institutions as key players in the global knowledge economy.

**12. Continuous quality improvement**

To succeed in a knowledge-driven economy, educational institutions must prioritize continuous improvement. This can be accomplished through the implementation of quality assurance frameworks and total quality management principles designed to enhance educational outcomes and institutional effectiveness. Stalmeijer *et al.* (2022) <sup>[35]</sup> highlighted the significance of establishing robust internal quality management systems, fostering stakeholder engagement, and utilizing both formal and informal environments to improve educational quality. Moreover, higher education can benefit from strategies that involve key stakeholders in the design of quality assurance processes, implement effective professional development initiatives, and develop tailored programs that meet specific needs, thereby nurturing a culture of continuous improvement (Igbinkhase and Naidoo 2020) <sup>[14]</sup>.

**13. Effective governance and leadership**

The achievement of QRI is intrinsically linked to effective governance and leadership. Strong leadership serves as the cornerstone for realizing institutional and educational objectives. Educational institutions should foster a culture of excellence, accountability, and transparency, ensuring that the university is managed efficiently and is responsive to the needs of students, staff, and the community (Rusdi *et al*, 2023) <sup>[30]</sup>. It is pertinent that for universities to attain sustainable development, it is essential that teaching and learning are of high quality, closely aligned with the needs of society, and make a meaningful impact on individuals as explained in the diagram below



**Fig 1: QRI Framework of Higher Education for Sustainable Development**

## Conclusion

Education is globally acknowledged as an instrument for personal development and societal growth. Higher education remains the hub for the socio-economic development of man and society. In Nigeria, education is perceived as a catalyst for development and an instrument for national integration and unity. Interestingly, for higher education to provide these services it must have quality, be relevant to societal needs and be impactful to the people. Higher education curricula must align with the needs and aspirations of the people, and market demands and ensure that graduates have skills driven by digital technology that makes them employable. When educational institutions achieve these objectives, they have quality, relevance, and impact on society, consequently leading to sustainable development. The review of the available literature shows that higher educational institutions in Nigeria lack the basic digital infrastructures, poor professional development, paucity of funds and professional incompetency among others that enhance the attainment of educational and institutional objectives. Therefore, higher education QRI is nose-diving and the aim to remain relevant in the global educational ranking remains a mirage. Thus, the paper explains the strategies to enhance QRI in Nigerian educational institutions among others are continuous quality improvement, effective governance and leadership, promoting research and innovation, and promoting community engagement and lifelong learning. For universities to achieve sustainable development, teaching and learning must be of high quality, relevant to societal needs, and impactful for people. The paper submits that when these strategies are adopted, the QRI in higher education will be improved and sustainable development will be achieved.

## Suggestions

Based on the following challenges militating against QRI for higher education in Nigeria, the following suggestions are proffered:

1. The federal and state governments should increase funding for higher education. Let there be a substantial increase in budgetary allocation to the education sector, particularly higher education, in alignment with UNESCO's recommendation of allocating at least 26% of the national budget to education.
2. Managers of higher educational institutions should establish and strengthen partnerships with private organizations, international donors, and non-government organizations to secure additional funding.
3. Education managers should invest, develop and expand modern ICT infrastructure across higher education institutions to support learning, teaching and research activities. Incorporate cutting-edge technologies, such as artificial intelligence and machine learning, into academic programs to enhance research and innovation.
4. Higher education administration should develop and implement effective staff development programmes by design continuous professional development programs that focus on enhancing teaching methodologies, research capacity, and curriculum delivery. Also, encourage faculty exchange programs and collaborations with international universities to promote knowledge transfer and skill development. Facilitate regular workshops, conferences, and seminars to expose

academic staff to global best practices and emerging trends.

5. The National University Commission should strengthen curriculum development and alignment with industry needs: Ensure regularly review and update curricula to reflect current industry trends, technological advancements, and sustainable development goals.

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