



Environmental Sustainability in Focus: Evaluating Nigerian Federal Universities' Mission and Vision Statements on Climate Change Initiatives

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Abstract

Purpose:

As the world continues to be impacted by human activity, environmental and sustainability concerns have gained prominence in international discourse. Through an analysis of their mission and vision statements, this study evaluates the dedication of Nigerian government institutions to environmental and climate change initiatives. The strategy documents of the organization explain its current objectives and future policy options. Using a census approach, the study examined the mission and vision statements of each of the 62 federal universities in Nigeria that have been designated by the National Universities Commission (NUC). Data were collected between January and August 2024 via official university websites and analyzed using MAXQDA Analytics Pro; the research results show that 55 out of 62 institutions which represent 89 percent of the total institutions have public access to their institutional purpose and vision statements although their dedication to environmental sustainability remains at a very low level. The four universities which constitute 7.27 percent of the total universities in Nigeria have established climate change-related terms as explicit components of their academic programs. Thematic analysis indicated that most institutions prioritize teaching-training and scientific research, with a strong focus on public interest themes. The institution faces a substantial execution flaw because its educational programs for environmental-conscious youth exist only in vision statements yet are missing from its mission statements which demonstrates that environmental protection is treated as a future objective instead of an active requirement. The study found that two areas of the country which experience extreme environmental damage through oil extraction and drought conditions continue to show low levels of institutional climate change research activities.

Keywords: Mission and vision statement, environment, climate change, sustainability, Nigeria, content analysis.

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1. INTRODUCTION

Universities historically have been connected with societal transformation, and are recognized to have three primary functions: teaching and training, research, and public service. Due to the competitive educational market, it is critical for them to strategically craft mission and vision statements that identify their immediate and future ambitions. One field of study that has increasingly become significant in academic scholarship is the environment. This is mainly because of sustainability and the fear of the earth to continue to support its inhabitants in the distant future in the face of dwindling resources, and the

rippling effects of the COVID-19 pandemic on global economies. Studies have attempted to link the pandemic to environmental pollution (Ali & Islam, 2020; Bourdrel et al., 2021; Cole, Ozgen & Strobl, 2020; Conticini, Frediani & Caro, 2020; Office of National Statistics, 2020; Travaglio et al., 2021; Wu et al., 2020; Yao et al., 2020; Zhu et al., 2020), providing data that cities with higher environmental pollution tend to have higher cases of infection and death rates since studies began tracking the effects of coronavirus.

In terms of raising awareness towards global environmental sustainability and global warming initiatives as part of government mandates, much progress has been made towards achieving a global consensus of environmental practices since the signing of the United Nations Framework Convention on Climate Change (UNFCCC) in 1992, Kyoto Protocol in 1997 and the Paris Climate Change Agreement in 2016 (Böhringer & Vogt, 2003; Kim et al., 2020; Murgan, 2021; Pauw et al., 2019; Raiser et al., 2020). What is required is a sustained global effort towards raising awareness, and governments tackling the environmental menace with one accord, which is mitigating the effects of global warming by addressing environmental pollutions from industrial practices and burning of fossil fuel.

In Nigeria, successive governments have always expressed support and commitment towards environmental sustainability and restoration (Abubakar, 2012; Ekott, 2012; Obasanjo, 2000, 2002; Vanguard, 2016). Different presidents have at various fora canvassed support for the environment (Adewole, 2021; Elumoye, 2024; Nda Isaiah, 2021; UNEP, 2016), President Buhari in 2021 gave climate change its biggest government endorsement by ratifying the Climate Change Bill and signing it into law (Chime, 2021), while President Tinubu approved a new leadership for the National Climate Change Committee in June 2024 (Ailemen, 2024; Okon, 2024). However, these paper endorsements need to be matched with the same vigour by enforcing laws enshrined in the constitution. Air and water pollution remain issues of grave unease in Nigeria.

Concerns about the environment have been of concern in Nigeria and have negatively affected many parts of the country especially the oil-rich Niger Delta region where the exploration activities of the country's huge crude oil and natural gas reserves by International Oil Companies (IOCs) has resulted in significant damages to the environment (air, water and land), affecting the health and livelihood of people living in the region. Agitations about the environment leading to violent militancy in the Niger Region of Nigeria have been well documented in studies and the press. While the agitations have in recent times subsided due to the amnesty agreement between the government and most of the militants, the environmental issues that led to the agitations persist in the region.

This study aims to explore the manifestations of environmental and climate change discourse from the perspective of the mission and vision statements of Nigerian universities. These statements contain the current and future research directions and expectations of the academic institutions. This study investigates if the environment or climate change initiatives are part of their core mission and vision policies. Mission and vision statements are essentially important documents of business communication emanating from an organization to its stakeholders and other interested parties (King, Case & Premo, 2010).

Statement of the Problem

Most statements and policies on the environment, climate change and sustainability are products of research from higher educational institutions, research institutes, environmental think-tanks and Non-Governmental Organizations (NGOs), arising from the scientific foundation upon which environmental studies are based. These statements are encapsulated in the organization's mission and vision statements, policy papers, policy statements, and the creation of departments and units that specifically address environmental and climate change concerns. To find out how high such issues are ranked by Nigerian universities, this research was focused on the mission and vision statements of federal public universities in Nigeria to determine the lack of or presence of words related to the environment as part of their current and future mandates. This study analyzed the mission and vision statements of public universities in Nigeria to ascertain if they contain keywords that demonstrate commitment towards addressing environmental pollution, climate change, and/or sustainability. The study significance is to highlight the

position accorded environmental and climate issues in institutions of higher learning in Nigeria. This is to draw attention to the topic and to add to the existing literature on environment and climate change studies. Academia has always been involved in environmental and climate change studies globally, thus, this research highlights if the relevance of climate change is captured in the mission and vision statements of universities, and also situating the context of the environmental policies of the institutions. There has not been any study exploring the mission and vision statements of Nigerian universities especially their relationship with environmental concerns.

Objectives of the study

The aimed at evaluating the commitment of Nigerian universities towards creating awareness for environmental, climate change issues and sustainability by examining their mission and vision statements to ascertain if they include words related to the environment. The objectives of this study include:

1. To analyze the prevalence and thematic depth of environmental, sustainability, and conservation-related discourse within the mission and vision statements of Nigerian federal universities.
2. To evaluate the explicit integration of climate change-themed terminology in university mission and vision statements and determine if geographic location significantly influences the presence of these commitments.
3. To determine if there is a statistically significant difference in the inclusion of environment-related components between mission statements (representing current mandates) and vision statements (representing future aspirations).

Research questions

The research questions were formulated to guide the research based on the research objectives of the study:

RQ1: To what extent are environmental, sustainability, and conservation-related keywords prevalent within the mission and vision statements of Nigerian federal universities?

RQ2: Does geographic location (Geopolitical Zone) significantly influence the inclusion of explicit climate change-themed terminology in university mission and vision statements?

RQ3: Is there a statistically significant difference in the frequency of environmental and climate change components between mission statements (current mandates) and vision statements (future goals)?

2. LITERATURE REVIEW

Universities have long existed as institutions of learning that perform scientific research, find answers to challenges faced by nations, train skilled workers in essential sectors, and play a major role in the promotion of democratic ideals and free thought. In this respect, universities are regarded as institutions that spearhead attempts for social transformation. Universities, as they modify society, are at the epicentre of change, since they must be the change agents (Gasset, 1998; Karakütük, 2006; Kavak, 1990; Sönmez, 2003; Türel, 2004). Gürüz et al. (1994) hint that services performed by modern universities can be broadly classified into education, original scientific research, community service, and training a qualified workforce. Alternatively, they assert that universities can be classified based on their roles in society, either as research institutions or mass education institutions. The cornerstone of the embodiment of what universities stand for is summarized in their mission and vision statements. They highlight the direction the university wants to be viewed based on the function they (will) perform in the society through collaborations with the industry. Etzkowitz and Leydesdorff (2000) reiterate the indispensable importance of university-industry cooperation in promoting innovation and information transfer, which is vital for economic growth. Based on these discussions, the following hypotheses were proposed for the study:

H₀: The distribution of themes is independent of statement type (no significant difference between mission and vision statements).

H₁: The distribution of themes differs significantly between mission and vision statements.

Mission and Vision Statements in Universities Research

Educational institutions consider their mission and vision statements to be both essential and strategic elements which guide their planning and research activities and academic program development (Kotler & Murphy, 1981; Olusola et al., 2022). The research of Cochran and David (1986) marked the beginning of studies which examined how mission and vision statements functioned as corporate communication tools in educational institutions. The mission and vision statements of different academic units were evaluated by Orwig and Finney (2007) who studied various types of academic institutions including AACSB-accredited business schools while Fitzgerald and Cunningham (2016) investigated technology transfer offices and Wedrich et al. (2012) conducted their research in ophthalmology departments.

Institutions use mission statements to establish their strategic planning processes and unique positioning which helps create institutional identity. The mission statement describes the organization's future identity together with its target audience. An organization uses mission statements to explain its purpose while uniting its employees under a shared organizational plan which provides a strategic direction to the organization and controls resource allocation according to this strategic framework (Alegre et al., 2018; Mion et al., 2024). Mission statements must explain an organization's existence through its target audience and operational area while describing the needs the organization addresses and its mandatory legal obligations (Hayden & Bodie, 2025; Ireland & Hitt, 1992). Mission statements should be short and strong while they need to show the main vision of the organization. The organization needs to explain its purpose together with its target audience and operational boundaries and the needs which the organization fulfills and its mandated legal responsibilities (David, 2020; Heim et al., 2025; Olukorede, 2025).

The second aspect of strategic planning creates a future vision which shows the institutional path forward. Vision establishes complete understanding about current and forthcoming situations. The institutional purpose defines all institutional functions which the body currently recognizes as vital for strategic management. Dinçer (2006) defines a vision as an institution's desire and habit of behavior. A vision results from the rational process which seeks to find solutions for creating an ideal future. The institution's vision should maintain practicality through cost efficiency and technology implementation while establishing ambitious management goals which will require additional social challenges and resource assessment (Isik, 2025; Singun, 2025).

Institutions should develop their ideas according to their present goals instead of chasing after unrealistic dreams. The strategic vision of an institution should serve as its foundation for developing actions while it delivers power for executing its strategic plan (Hermawan et al., 2025). David (2020) identifies that optimal vision statement are those which create clear directions to guide institutional operations. Cady et al. (2011) explain that a vision statement gives all employees in an organization both motivation and power to do their work. A vision statement allows businesses to examine their upcoming journey while their goals remain unfulfilled, which leads to their transformation into brand promises. Kotter (2012) defined vision as an organization's future prediction of its actual position while vision statement represents the method through which a system communicates its future goals to its internal members.

The research conducted by Velcoff and Ferrari (2006) involved a survey of 35 university management staff members to determine the relationship between their university mission statements and actual university operations. The researchers established a connection between mission statements and university operations. Morphew and Hartley (2006) conducted a comparison study between public and private institutions mission and vision statements which resulted in their finding that certain elements appeared more often than other elements while most components of the statements occurred more frequently because they described service delivery. Atkinson (2008) states that university mission and vision statements serve as cultural cognitive indicators which define social unity between people who share the same beliefs and common human understanding. According to Paul and Elder (2008) critical thinking skills serve as essential requirements which scientists must acquire in order to advance their

research work. James and Huisman (2009) research findings show that higher education institutions used mission statements which failed to match regional development plans and market development objectives. Özdem (2011) studied mission and vision statements used by Turkish public universities and found that most universities selected mission statements which described their role in producing skilled workers while their vision statements centered on research activities.

Firmin and Gilson (2010) examined 107 university/college mission statements and discovered that the most prevalent subjects were educational concerns, religion, culture, lifestyle, and university, and confirmed that universities expressed their reason for existing through mission statements. Kosmützky and Krücken (2015) restate that mission and vision statements enable universities to position themselves in specific niches and competing bands with institutions offering similar functions. As a result, are these cultural-cognitive factors present in different institutions? Are universities, on the other hand, utilizing their mission and vision statements to distinguish themselves from other similar institutions? Kuenssberg (2011), however, asserts that universities mission and vision statements communicate a general image of sameness rather than individuality, as well as a lack of attention on several critical topics.

There is a dearth of scholarly articles on the investigation of the presence of environmental and climate change/sustainability elements of the mission and vision statements of Nigerian universities. The research by Olusola et al. (2022) demonstrated that vision statements concentrated on global research impact while mission statements exceeded vision statements in length and explained the university's essential mission and strategic objectives. The research reveals the strategic methods that major African universities use to shape their institutional identity through their vision and mission statements which express their future goals. Asiru and Oludare (2015) examined how selected universities in Northwest Nigeria use specific rhetorical and stylistic techniques in their vision and mission statements. The study investigated how these features affect perception and acceptance of the institutions in Northwest Nigeria between local and international audiences. The study combines linguistics with literary studies to analyze data through a relevance-theoretical framework, which reveals the statements contained various rhetorical devices. The institutions used specific rhetorical devices throughout their statements to achieve two goals: to build their public identity and to attract international and local supporters. Rhetorical and stylistic features are of fundamental importance in shaping the perception and attraction toward higher education institutions as expressed in their vision and mission statements.

Bakare (2021) investigates how mission and vision statements function as essential elements for all Nigerian universities because they create standards which determine their future educational progress. The researcher established that organizations must use vision and mission statements as their primary strategic planning instruments because these statements define organizational purpose and long-term goals. The declarations function as operational guidelines which universities use to drive their growth and development activities. The study identifies 21st-century Nigerian university challenges which institutions face and demonstrate how proper mission and vision statements help universities deal with these challenges. The research demonstrates that Nigerian universities must develop specific vision and mission statements which meet 21st-century requirements and will serve as fundamental guides for their strategic planning and resource management and decision-making processes.

A detailed explanation of the linguistic and stylistic elements which Idowu-Faith (2023) identify as present in first-generation private universities in Nigeria. The research utilized Systemic Functional Linguistics as its theoretical framework to investigate how linguistic elements differentiate the vision and mission statements of Nigeria's first-generation private universities. The research examined extensive linguistic elements through analysis of lexical selections, grammatical patterns, rhetorical techniques, and thematic content arrangement. The research investigates how private universities use language to create their institutional image and show their distinctiveness through language use. The research results demonstrate that the vision and mission statements use linguistic resources through five core themes which universities employ to present themselves as distinguished institutions. They will probably use terms that showcase their educational excellence as their leadership and academic superiority.

This is the argument of this study, issues regarding the environment are central to the reality of existence today. Universities in Nigeria have several programs such as geology, geography, environmental studies, environmental management, forestry and wildlife, and other mainstream fields with an interdisciplinary focus where there is a growing body of work devoted to the environment such as environmental biochemistry, environmental biology, environmental chemistry, environmental engineering, environmental geology, environmental communication etc. all adding to the discourse on the environment. Nigerian universities have promoted many of these studies with almost all institutions of higher learning being involved in global and national environmental awareness campaigns such as tree planting, pollution, anti-bush burning, refuse disposal and beautification of the environment amongst a host of many other annual campaigns. The impacts of environmental issues have been felt in Nigeria, and universities have responded by introducing academic programs and committees devoted to understanding environmental and climate change issues (Abenu et al., 2024; Nnadozie et al., 2023).

Many studies have discussed the prospects and challenges of environmental education in Nigerian universities (Babalola & Olawuyi, 2021; Kalu, 2017; Kwale, 2011; Muhammed et al., 2018; Norris, 2016; Ofodum & Okere, 2016). Some challenges to the study of environmental studies include lack of science focus, complicated interdisciplinary nature of environmental education, the growth in human population, which puts more strain on the environment, lecturers are insufficiently motivated, and there is a restricted amount of training and re-training for lecturers in Nigerian universities (Kalu, 2017; Kwale, 2011). Babalola and Olawuyi (2021) inform that all Nigerian universities now offer one or more degree programs related to the environment. This highlights the significance placed on environmental studies by Nigerian universities. This study explores if this importance has been incorporated into the mission and vision of federal universities in Nigeria.

METHODOLOGY

This study used a quantitative content analysis design technique to assess environmental and climate change pledges in Nigerian federal universities' mission and vision statements. The research required all 62 federal universities which Nigeria Universities Commission (NUC) designated as federal universities to participate in the census design. These institutions are regulated by the Federal Government of Nigeria, as opposed to state or private universities. The researchers collected data during the period from January 2024 to August 2024. The complete text of the mission and vision statements found on official university websites served as the analytical unit. In circumstances where statements were presented in a hybrid format (such as FULAFIA, MAUTECH, or NAU), the entire text was reviewed. For colleges with missing statements, three independent attempts were attempted to visit the websites before they were marked as inaccessible. Multimedia such as photographs and news releases were not included, as the main concern was the formal institutional mission and vision statement. The semantic content analysis method was employed to identify and categorize the institutional commitments. The researchers initially used the Gözükar (2015) framework to classify statements into three categories, viz., Teaching-Training, Scientific Research, and Public Interest.

Still, the study also examined specific sub-themes related to environment and sustainability: (biodiversity, conservation, nature, and sustainability) and Climate Change: (climate change or global warming). The analysis was to identify the presence or absence of these environment-conscious themes across both mission (current mandates) and vision (future aspirations) statements of Nigerian federal universities. The MAXQDA Analytics Pro was used to evaluate the data in the study. While the study employed inferential statistics to achieve its goals, geographic analysis looked into whether the inclusion of climate change terminology in university programs was influenced by the university's geopolitical zone, which encompassed regions like the oil-rich South South¹ and the drought-prone North; Chi-Square

¹ Nigeria's oil-rich Niger Delta region is considered as part of the South South zone for political and administrative realities; the South South classification system has no existing mapping system that can identify it using traditional cardinal directions. Read up more here <https://www.farooqkperogi.com/2014/06/why-nigerian-english-phrase-south-south.html>

Test for Independence was used to determine if there was a statistically significant difference in the distribution of environmental and climate change components between mission and vision statements. The researchers coded 20 percent of the statements as separate data to evaluate the accuracy of the coding system. The intercoder reliability testing through Cohen's Kappa (κ) produced a result of 0.81; the results demonstrate high agreement between raters according to Landis and Koch's assessment criteria, which confirmed the theme findings.

RESULTS

This subsection presents the results of the establishment of Nigerian universities in relation to the existence or non-existence of mission and vision statements. Subsequently, they were examined according to the sub-categories outlined in the study's definitions and the presence of words relating to the environment and climate change. The researchers conducted their initial analysis using the Nigeria Universities Communication (NUC) website, with the goal of collecting data on all federal universities in Nigeria. The study shows that Nigeria has 62 federal units located in its six zones; the North West zone has 16.81% more universities than the South East zone, which has 7.29% of its educational institutions. Figure I, together with Appendix I, provides a comprehensive overview of all universities that exist in various zones, including their full names.

The results are derived from the search, which revealed that 55 (88.71%) of the Universities had mission and/or vision statements, either as standalone presentations or combined. From a content analysis of the 55 Nigerian federal universities that possessed accessible mission and/or vision statements. The universities without mission or vision statements include: FUTB, FUHKS, FUEZ, FUAZ (North West), FUAM (North East, FUABB, and FUHKS in the South South geopolitical zones. The findings are organized according to the study's three core research objectives.

<p style="text-align: center;">North West</p> <p>FUD, FUDUTSINMA, ABU, BUK, FU GUSAU, AFIT, NDA, FUBK, UDUSOK, NPA WUDIL, FUTD, FUEK, FUTB, FUHKS, FUEZ, FUAZ</p>	<p style="text-align: center;">North West</p> <p>FUTMINNA, FULAFIA, FULOKOJA, UNIJOS, UNILORIN, NOUN, FUAM UNIABUJA, FUHSO, NAUST, AAAU</p>	<p style="text-align: center;">North East</p> <p>FUGASHUA, ATBU, FUWUKARI, NAUB, UNIMAID, MAUTECH, FUK, FUHSA, FUAM</p>
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<p style="text-align: center;">South West</p> <p>FUTA, FUOYE, UI, OAU, FUNAAB, UNILAG, FUHSI, AFUE</p>	<p style="text-align: center;">South South</p> <p>UNIPOINT, FUPRE, FU TUOKE, UNICAL, UNIBEN UNIUYO, FUTIA, UNILAG, FUHSI, AFUE</p>	<p style="text-align: center;">South East</p> <p>FUTO, FUNAI, NAU, MOUAU, UNN, KDUMS, ALVAN</p>
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Figure 1. Schematic map of Nigeria Federal universities according to geopolitical zones

NB: The full names of the universities are provided in Appendix 1.

Objective 1: Prevalence and Thematic Depth of Environmental Discourse

The research discovered a significant gap between the general institutional standards and the particular environmental requirements that should be fulfilled. The mission statements most frequently contained 'Public Interest' as the primary issue which appeared in approximately 41 percent of the analyzed entries according to our analysis of mission statements (see Figure 2). The study found that environmental issues were less prevalent (see Table 1 and Appendices I-IV). Within the "Teaching-Training" subcategory, no institutions (0%) mentioned "support for interdisciplinary studies," which is a critical framework for environmental education; only 8.33% of total themes within the "Public Interest" category were related to the "education of environment-conscious youth.

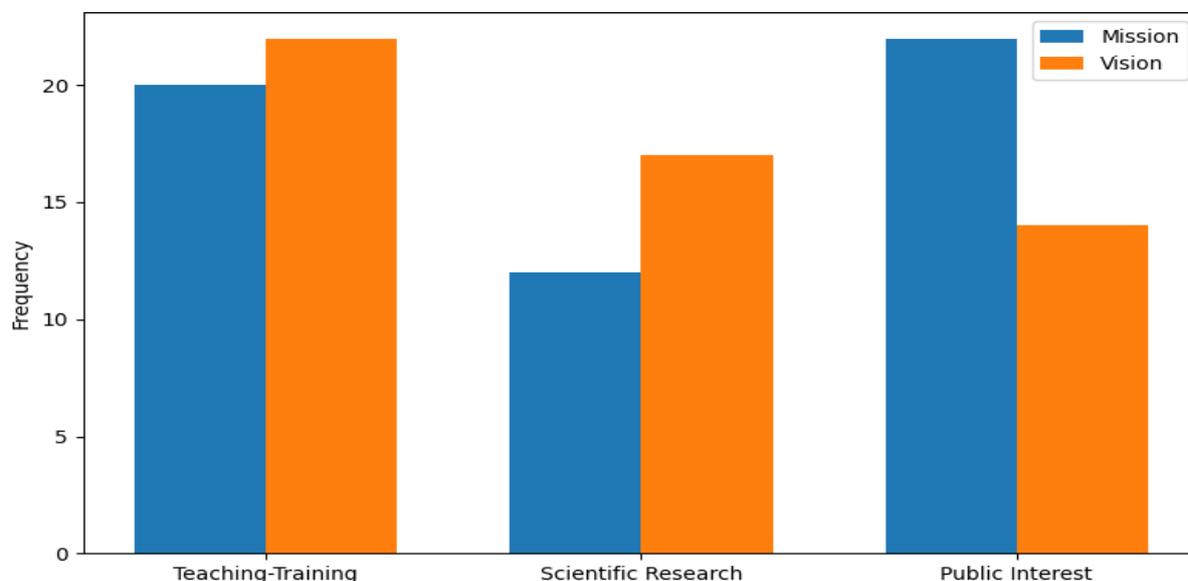


Figure 2: Classification of subcategories of universities' mission and vision

The word cloud of the keywords in the mission and vision statements of Nigerian universities is presented in Table 1 and Figure 3.

Table 1: Consolidated Keywords Frequency

S/No	Keyword	Frequency
1	Research	20
2	Excellence	18
3	Innovation	15
4	Education	14
5	Technology	12
6	Teaching	12
7	Service	12
8	Development	12

9	Knowledge	11
10	Community Service	10
11	Leadership	9
12	Global Development	8
13	Health	7
14	Academic Excellence	7
15	Medical	6



Figure 3: Word cloud of keywords of the mission and vision statements of Nigerian universities

In the consolidated keywords of Nigerian universities' mission and vision statements, climate change is not mentioned in any of the mission and/or vision statements. The climate change-related keyword "sustainability" appears five times in the text. In contrast to other priorities like research (20 mentions) and excellence (18 mentions), which place a greater emphasis on expanding knowledge, advancing scientific and technological advancement, and upholding high standards in education, research, and service, this suggests that there is some recognition of the significance of sustainability in these institutions' strategic goals. A focus on encouraging creativity, new ideas, and high-quality education is seen in the significant references of "Innovation" (15) and "Education" (14). The emphasis on "Technology", "Teaching", "Service", and "Development" (each with 12 mentions) highlights the importance of modern educational practices, community engagement, and societal progress. The

important terms "Knowledge" and "Community Service" show that there exists an equal distribution between academic activities and social service work because "Knowledge" appears 11 times and "Community Service" appears 10 times. The universities use "Leadership" as their main objective to develop future leaders who will work in worldwide development according to their mission. The institutions address global health challenges through their healthcare and medical education programs which focus on the essential areas of "Health" and "Medical" because those fields show 7 and 6 occurrences respectively.

Objective 2: Integration of Climate Change and Geographic Influence

The study found a critical lack of explicit climate change terminology, with institutional location providing little impetus for its inclusion as seen in Table 2.

Table 2: Presence of climate change-themed words in Nigerian universities

S/No	Universities	Presence of Climate change-themed words	
		Mission Statement	Vision Statement
1	Federal University of Agriculture, Abeokuta	✓	✓
2	Federal University, Otuoke		✓
3	Modibbo Adama University of Technology, Yola	✓	
4	University of Uyo, Uyo		✓

Nigerian universities demonstrated their limited commitment to environmental sustainability through climate change theme analysis which their mission and vision statements present. FUTA, FU Otuoke, UNIUYO, and MAUTECH together represent 7.27 percent of the 55 federal universities which this study examined were the only universities that had evidence of climate change theme in their mission and/or vision statement. The limited inclusion of climate change themes in these statements is especially concerning considering Nigeria's significant role in global environmental discourse. The oil-rich Niger Delta region, which hosts institutions such as the University of Port Harcourt, University of Benin, University of Uyo, and the Federal University, Otuoke, is at the forefront of climate change issues in Nigeria. This region has experienced significant environmental degradation as a result of oil exploration and its related impacts, such as oil spills and gas flaring, both of which contribute to climate change. The region experiences extensive environmental destruction through oil exploration activities which cause oil spills and gas flaring that lead to climate change. The institutions located in this region should initiate climate action and sustainability practices but data shows that actual results differ from this expectation. The two universities in this oil-rich area name climate change and environmental sustainability in their mission and vision statements. The Northern Nigerian universities which experience drought conditions lack any climate change-related words in their official documents. Recent research has identified climate change variability as a significant factor contributing to the conflicts between herders and farmers in the region. The Northern Nigerian universities must participate more actively in environmental climate discussions because climate variability has created water resource issues and has transformed agricultural zones. The data shows that only Modibbo Adama University of Technology Yola which exists in the North includes climate change information in its mission statement.

1) Objective 3: Statistical Differences between Mission and Vision Statements

We used MAXQDA Analytics Pro to code the mission and vision statements obtained from Nigerian federal university websites in order to answer the third study aim appropriately. The researchers performed inferential testing after they analyzed the data through descriptive methods in MAXQDA Analytics Pro. The goal was to determine whether there were any significant discrepancies between the

priority that universities place on environmental and climate issues in their mission statements, which describe their current work, and their vision statements, which describe their future goals.

The cross-tabulation of mission and vision environmental references showed that current mandates and future goals had identical levels of focus between them. The two categories' lack of environmental coded segments revealed a poor association, indicating that neither institutional framework included environmental obligations in their typical practices. The federal universities in Nigeria treat environmental sustainability as an unimportant goal which they must achieve while it functions as an operational problem. Based on the data, federal universities in Nigeria assigned 40.74% of their values to public interest, while their vision statements committed 41.51% to teaching-training, and 32.07% to scientific research. The statistical analysis shows that MAXQDA's mission and vision statements use identical language to describe research and teaching and public service activities. The two documents address environmental matters and climate change problems with the same level of detail. As a result, there was no statistically significant difference in the environmental pledges of the mission and vision statements. This suggests that sustainability issues are not well represented in the strategic language of Nigerian federal universities.

The researchers conducted their study by using the Chi-Square Test for Independence together with thematic coding to detect important research discoveries. The researchers established study reliability through their Cohen's Kappa value calculation, which resulted in 0.81, showing that their results had both high reliability and meaningful existence. The validation process showed remarkable work because it demonstrated that they validated their results through detailed testing.

Table 3: Mission-Vision Summary for Chi Square Analysis

Category	Mission	Vision	Total
Teaching-Training	20(37.04%)	22(40.51%)	42
Scientific Research	12(22.22%)	17(32.07%)	29
Public Interest	22(40.74%)	14(26.42%)	36
Total	54	53	107

Applying

$$E = \frac{\text{Row Total} \times \text{Column Total}}{\text{Grand Total}}$$

Where, Grand total = 107

Expected values are presented in Table 4

Table 4: Expected values for mission and vision statements

Category	Mission (E)	Vision (E)
Teaching-Training (TT)	21.20	20.80
Scientific Research (SR)	14.63	14.37
Public Interest (PI)	18.17	17.83

Thus, we can apply the formulae:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where,

- Chi-Square statistic (χ^2) = 2.73
- Degrees of Freedom (df) = 2
- p-value = 0.26

- Significance level (α) = 0.05

Cell contributions:

- TT (Mission): 0.068
- TT (Vision): 0.069
- SR (Mission): 0.472
- SR (Vision): 0.481
- PI (Mission): 0.807
- PI (Vision): 0.823

The researchers used an appropriate testing approach to determine statistical results, which included the Chi-Square Test for Independence and theme coding; they used Cohen's Kappa value calculation, which showed 0.81 strong agreement between their data analysis results to validate their results. The research findings gained credibility through this strict process, yet research studies required transparency about their research methods as an essential element. The cross-tabulation assessed the three main categories of Teaching-Training and Scientific Research and Public Interest in a total of 54 mission statements and 53 vision statements. The study produced a Chi-square result of $\chi^2(2, N = 107) = 2.72$ with a p value of 0.26; The researchers retained the null hypothesis because the estimated value fell short of the critical threshold which required $\chi^2_{0.05,2}$ to reach 5.99. The results demonstrate that there exists no statistical connection between the type of statement and the distribution of themes throughout the material. In practice, our research reveals that universities utilize their mission and vision statements to set their future strategic objectives based on their current aims. The existing situation is perplexing because there are only a few visible patterns of environmental sustainability that demonstrate that these problems remain secondary to institutional priorities.

Discussion

The evaluation of Objective 1 demonstrates that Nigerian federal universities currently experience a severe conflict between their established academic functions and the current need for environmental leadership. The data shows that 89% of the 62 federal universities have mission and vision statements which are publicly accessible yet their environmental thematic content remains extremely limited. The research demonstrates important findings because mission and vision statements function as fundamental elements which guide academic program development and resource distribution according to the findings of Cochran and David (1986) and Olusola et al. (2022). Nigerian universities view Public Interest as their second most important mission, which appears in 40.74% of their mission statements. This view of universities as agents of societal change has existed throughout history. The data shows that people understand public interest through two main professional training activities and community service work, instead of environmental protection activities. The institutional lexicon contains only five occurrences of the term "Sustainability," while the lexicon contains 20 instances of "Research" and 18 mentions of "Excellence." Nigerian universities acknowledge their role in social progress, yet they have not achieved full implementation of the environmental menace, which includes industrial pollution and fossil fuel dependence as their primary institutional identity.

The thematic depth of the Teaching-Training subcategory contains multiple subjects that should enable scholars to create new interdisciplinary research areas. All Nigerian universities now provide at least one environmental degree program according to Kalu 2017 and Babalola and Olawuyi 2021; our research shows that academic institutions do not include "support for interdisciplinary studies" as an element in their established goals and vision statements. Environmental education requires both complex understanding and interdisciplinary links which makes its absence from the program a "potential deficiency." Morphew and Hartley (2006) argue that educational institutions need to develop new learning approaches for modern environmental problems but their progress will face obstacles because of their limited commitment to cross-disciplinary collaboration. The study found that 8.33% of Public

Interest themes focused on educating young people who care about environmental issues. The low frequency of this environmental education approach contrasts sharply with the global trend, which demonstrates that institutions are increasingly recognized for their environmental achievements. Educational institutions demonstrate their educational success through their ability to link their outcomes to environmental sustainability practices, which creates a standard pattern of results that does not reflect the specific environmental challenges that Nigeria confronts, despite the educational excellence shown by FUTMINNA and other federal institutions. The vision statements of Nigerian universities show that 21.43% of them use "International Standard/World Class Education" as their main educational framework to compete in global education markets. The universities face danger because their environmental needs lack proper enforcement, which prevents them from achieving alignment with worldwide sustainability and environmental identity standards. Bakare (2021) contends that mission and vision statements should be modeled after 21st-century moral technicalities. The statement should be used in the traditional conceptualization. Environmental and sustainability discourse currently exists as a secondary matter for most Nigerian federal universities who treat it as a minor issue rather than an essential part of their strategic approach.

The discussion for Objective 2 investigates how institutional requirements of universities create a "disconnect" with the actual environmental conditions that exist in their university locations. Nigerian governments have issued "paper endorsements" to climate agreements since President Buhari's 2021 Climate Change Act and President Tinubu's 2024 Green Economy initiatives but the higher education sector continues to refrain from publicizing its formal strategic statements about climate action. The study discovered that only 4 universities, which represent 7.27 percent of the total population, use climate change-related terms in their mission or vision statements; the lack of institutional engagement creates a "stark contrast" with global trends, which show that universities function as vital agents for environmental policy development and community development work. The literature suggests that for an organization to fulfill its purpose, its mission must reflect its "operational boundaries" and the specific "needs which the organization fulfills". However, the data indicate that Nigerian universities are failing to align their institutional identities with the most pressing ecological needs of their immediate environments.

The geographic analysis highlights a significant paradox in the South-South geopolitical zone. Oil spills and gas flaring have caused environmental degradation in the oil-rich Niger Delta, resulting in health catastrophes and violent protests. One would anticipate that universities in this "frontline" region would lead the nation in climate action and sustainability mandates. The University of Uyo and the Federal University of Otuoke are the only institutions within this region that acknowledge climate change and sustainability in their official statements about their institutions. The University of Port Harcourt and the Federal University of Petroleum Resources, Effurun (FUPRE), which operates in the center of the petroleum industry, do not include these issues in their core statements. The universities concerned choose to prioritize their ordinary industrial research activities, which need their teaching and scientific research work over the national leaders' environmental restoration commitments.

Nigeria's northern regions have recorded a similar level of quietness that matches the current situation. The literature indicates that water resource declines and North African desertification are the primary factors which create herder-farmer conflicts that threaten national security. The direct effects of climate variability create multiple impacts. Modibbo Adama University of Technology (MAUTECH) in Yola operates as the sole institution that implements climate change functions within its institutional objectives. The absence of climate-themed mandates in the other Northern universities indicates a lack of alignment between academic strategic planning and regional survival. As James and Huisman (2009) observed, mission statements often fail to match regional development plans. In the Nigerian context, this failure means that the very institutions tasked with finding "answers to challenges faced by nations" are not formally acknowledging the climate-driven crises occurring at their doorsteps. The 51 universities which failed to identify the specific climate change threats demonstrate that these universities see climate change as a scientific topic which should not be treated as a fundamental institutional duty. The

institutions impede their ability to train future climate-aware leaders while developing regional policy through their disconnected educational systems.

The discussion for Objective 3 addresses the temporal and statistical divide between what Nigerian federal universities do now (Mission) and what they hope to achieve in the future (Vision) regarding the environment. By utilizing the Chi-Square Test for Independence and frequency analysis, this study provides empirical evidence that environmental consciousness is currently relegated to a future aspiration rather than an operational mandate. Environmental elements are far more prevalent in vision statements than in mission statements, according to a major conclusion of this study. While the phrase "education of environment-conscious youth" occurred three times in vision statements, it was entirely missing from mission statements. The statistical discrepancy between mission statements and vision statements exists because mission statements must show organizational existence and legal requirements, according to David (2020) and Heim et al. (2025). They continue that vision statements function to symbolize future predictions of the organization's brand promise. Mission statements show no mention of the issue because environmental stewardship remains an unrecognized duty for Nigerian institutions according to their communal organizational strategy.

The statistical summary in Table 3 highlights a shift in institutional focus between the two document types. The mission statements show that 40.74 percent of their content serves public needs because universities traditionally serve this purpose through their community work and social improvement initiatives. The vision statements show a statistically significant preference for teaching and training (41.51%) and scientific research (32.07%) activities. The findings of Özdem (2011) demonstrate that Turkish public universities treat research as a future-oriented vision instead of an immediate research requirement. This pattern is currently reflected in the Nigerian setting. Vision statements of research-intensive hub development show scientific research mentions increasing from 22.22% in missions to 32.07% in visions. Yet, the failure to link this research growth to environmental sustainability (which only appears in 7.27% of institutions) confirms that even the "ideal future" envisioned by these institutions is largely decoupled from global sustainability patterns.

The mission statements from the entire sample study show no environmental elements; this is not an anomaly, as the high inter-coder reliability score of 0.81 demonstrates excellent research quality. The environmental education system, which uses a "future-only" teaching method, presents a fundamental danger to the educational system. The environmental vision, which exists as a "vision," needs both a "mission" and a "mission" to transform into operational "guidelines" and a "strategic framework" that organizations need to make informed resource allocation and decision-making processes. According to Bakare (2021), mission and vision statements are critical strategic planning tools that decide the educational development path for schools; Nigerian federal universities use their climate and environmental goals classification as "vision" to delay their required global warming mitigation efforts until an undefined future period; this results in a "gap in the alignment" with international standards, which require universities to integrate environmental duty into their central educational mission.

The research demonstrates how Nigerian federal universities fail to meet worldwide climate change requirements through their existing educational programs. The research shows that 92.73 percent of universities studied lack clear climate change commitments through its quantitative analysis of their mission and vision statements. The research shows how institutions fail to achieve their strategic goals because they do not address actual environmental problems that exist between the North's desertification and the South-South's oil pollution. The study results create a drive for policy development because they require academic institutions to become national sustainability leaders instead of their current role as general educators.

Implications for Policy and Practice

Strategic Policy Realignment

The most pressing implication is the need for a deliberate shift in how universities define their reason for existence. The higher education system in Nigeria currently faces a major problem because its educational institutions lack unified approaches to address the country's pressing environmental challenges. National Universities Commission (NUC) policy makers together with university governing councils must require universities to incorporate specific environmental and climate change obligations into their fundamental mission statements. The mission statements function as the organizations' executive framework that guides their resource distribution process which results in environmental issues being classified as secondary matters through the 8.33% of vision-only references so these projects miss out on essential operational resources and financial backing which they need for their present activities.

Localized Environmental Management

Management must move beyond the "general image of sameness" that currently plagues institutional self-presentation. The study's geographic disconnect reveals that universities operate as distinct entities from their surrounding environmental contexts. The management needs to understand this situation as follows:

- **Regional Responsiveness:** Universities in the South-South (Niger Delta region) must move beyond traditional petroleum-based curricula to lead in oil-remediation and environmental restoration.
- **Conflict-Mitigation Research:** Northern institutions must formally incorporate climate variability into their missions to address the root causes of regional herder-farmer conflicts.

Curriculum and Interdisciplinary Reform

According to the study, universities' formal requirements "lack of attention" on a number of important issues, even though they provide environmental courses. These results should be used by management to spur multidisciplinary change. Since environmental issues are central to the "reality of existence today," policies should incentivize "environmental communication," "biochemistry," and "engineering" to collaborate under a unified institutional mandate. Without this, Nigerian universities will continue to produce graduates who may lack the "climate-conscious" leadership skills necessary to navigate a globalized, sustainability-driven economy.

Global Competitiveness and Reputation

The university administration which seeks to achieve "world-class" status faces a reputational risk because it fails to meet sustainability requirements. Universities are becoming more widely acknowledged as "essential contributors" to environmental issues. Global sustainability trends are being surpassed by 92.73% of Nigerian federal universities that do not expressly integrate climate change into their identities. To fulfill their job as "change agents" in a world that is warming quickly, managers must adopt "green" institutional branding in addition to it for prestige.

CONCLUSION AND RECOMMENDATIONS

Summary

The research studied how federal universities in Nigeria achieved their environmental and climate change responsibilities through their organizational mission and vision statements. The study found that 89 percent of organizations that had established mission and vision statements faced major institutional challenges in their efforts to combat the global climate crisis; only 4 out of 55 analyzed universities (7.27%) explicitly incorporate climate change-themed terminology into their strategic mandates. The analysis found that universities define their institutional responsibilities through public interest and national development, while they assign primary importance to their educational programs and research initiatives. The actual presence of environmental awareness in the study results shows a significant

deficiency. The research uncovered an essential discovery, which establishes the "aspiration-execution gap" when environmental education activities for young people who will develop environmental awareness are entirely absent from mission statements but appear in vision statements; the organization views sustainability as a future goal instead of an active requirement for present operations.

Conclusions

The study shows a geographic disconnection between its research areas. The South-South oil regions and North climate-driven conflict areas both experience severe environmental damage, yet institutions in those regions demonstrate weak environmental sustainability commitment in their mission and vision statements. This lack of alignment with national climate policies and global sustainability trends could impede the capacity of these institutions to prepare students for leadership roles in a sustainability-driven world. Nigerian higher education needs to start its planned environmental transition because it currently needs urgent change. Nigerian universities should incorporate climate change and sustainability into their fundamental objectives to appropriately reflect their involvement in addressing the local, national, and global environmental concerns.

Recommendations

1. Strategic Policy and Mandate Reform

- **Mandatory Inclusion of Climate Goals:** The NUC should create a regulatory framework that requires all federal institutions to include specific environmental sustainability and climate change objectives in their mission and vision statements.
- **Mission-Vision Realignment:** The university administration needs to change environmental consciousness from its present state as a "future aspiration" (Vision) to an active requirement that must be followed as operational duty (Mission).
- **Regional Specialization:** Universities need to develop environmental commitment frameworks that match their specific geographical regions, which require solutions for oil cleanup operations in the South-South and desertification/water management challenges in the North.

2. Management and Operational Integration

- **Sustainability Committees:** Universities' management team should establish high-powered committees to execute environmental commitments that arise from the newly revised mission documents.
- **Resource Allocation:** Administrators must link institutional funding to sustainability outcomes because the university should fund its environmental "green" projects through budget allocation.
- **Digital Transparency:** The current situation shows that 11.29 percent of universities maintain mission and vision pages which either remain inaccessible or display empty content. Therefore, universities must establish a routine to update their official websites with current strategic documents.

3. Academic and Research Leadership

- **Interdisciplinary Frameworks:** Given the complexity of environmental issues, management should foster interdisciplinary research clusters that bridge biochemistry, engineering, and social sciences.
- **Curriculum Infusion:** While universities provide environmental courses, climate change principles should be incorporated into the "General Studies" curriculum for all students in order to produce "climate-conscious" graduates.

- **Industry-University Collaboration:** Universities should seek partnerships with environmental NGOs and technology firms to bridge the gap in "university-industry cooperation" noted in the current scientific research subcategories.

4. National and Global Positioning

- **Global Benchmarking:** Nigerian universities can improve their competitiveness and international reputation as "centers of excellence" by incorporating the Sustainable Development Goals (SDGs) into their vision statements.
- **Policy Advocacy:** Universities should use their research to develop programs that help government officials implement climate legislation, as this research provides crucial evidence to support their recommendations.

Limitations

1) Methodological and Data Limitations

- **Scope of Institutional Ownership:** The study was strictly limited to federal universities in Nigeria as listed by the NUC. Consequently, the findings do not account for the environmental commitments of state-owned or private universities, which constitute a significant portion of Nigeria's higher education landscape.
- **Reliance on Digital Availability:** The study used only mission and vision statements, which were retrieved from official university websites as its complete research material. The data collection process faced difficulties because 11.29% of federal universities in the research study period either lacked an online presence, or their websites were not accessible, or their pages were empty.
- **Static Nature of Statements:** The most recent, quickly changing environmental policies or grassroots activities taking place within the institutions may not be reflected in mission and vision statements, which are frequently static documents..

2) Analytical Constraints

- **Exclusion of Unofficial Communication:** The study disregarded social media communications, reports, press releases, and multimedia content in order to keep its attention on official institutional missions. Even if such pledges are not included in their primary purpose and vision statements, it is still feasible that universities are actively taking climate action through these channels.
- **Inductive Sub-Category Development:** Gözükara's 2015 framework served as the foundation for the primary classification system, while the research team's reading process led them to identify specific sub-themes, such as the the education of environment-conscious youth were derived inductively through iterative reading. While this added depth, it introduces a level of researchers' interpretation, though this was mitigated by a high intercoder reliability score of $\kappa = 0.81$.
- **Geographic Focus of Contextual Data:** The research analyzed all federation content but the research team restricted their use of extra contextual information to the South-South geopolitical area which included planned interviews. The particular environmental problems of the North and other regions prevent us from conducting extensive qualitative research with those areas.

Future Studies

Based on the current study's findings and limitations, the following recommendations for future academic research are made to improve our understanding of environmental commitment in Nigerian higher education:

1. Expansion of Institutional Scope

- **Private and State Universities:** Research should extend its examination to state universities and private universities because federal institutions serve as its current study base; the research will

compare environmental priorities of different ownership models through its study of various ownership types.

- **Geographic Diversity:** The research needs to study all six geopolitical zones to find out if North-East and South-West environmental crises lead to different responses from institutions.

2. Integration of Qualitative Methodologies

- **Stakeholder Interviews:** Future studies should incorporate interviews with university administrators, vice-chancellors, and public relations officers. This would provide internal insights into why certain environmental themes are excluded from official mandates.
- **Student and Faculty Surveys:** Research could explore the "environmental consciousness" of the university community to see if institutional rhetoric matches the actual awareness and practices on campus.

3. Longitudinal and Policy Analysis

- **Temporal Evolution:** A longitudinal study could track changes in mission and vision statements over the next decade to determine if the 2021 Climate Change Act or new government committees lead to a measurable shift in institutional language.
- **Impact on Funding:** Future studies will examine how financial support for "green" infrastructure and interdisciplinary environmental research affects organizations' environmental commitments which they document in their strategic documents.

4. Comparative International Studies

- **Global Benchmarking:** Researchers could compare Nigerian university declarations to those of top-ranked global institutions to discover specific best practices which universities use to implement sustainability into their academic identities.
- **African Regional Analysis:** A comparative study involving other African nations facing similar environmental vulnerabilities will show regional patterns of academic climate leadership in Africa.

5. Curricular and Operational Effectiveness

- **Gap Analysis:** The research evaluation should be conducted to assess how environmental courses create a "disconnect" with strategic mandate which assesses whether the absence of mission-level commitment to environmental programs affects the quality and impact of environmental program graduates.
- **Website and Communication Efficacy:** In future research, the study area could extend its scope to include the public on how universities inform the public on their green initiatives through press releases and social media.

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Appendix I

Nigerian Federal Universities and websites

S/No	Universities	Web Link to M&V
1	Federal University of Technology, Minna (FUTMINNA)	https://www.futminna.edu.ng/
2	Federal University Lafia (FULAFIA)	https://www.fulafia.edu.ng/
3	Federal University Lokoja (FULOKOJA)	https://www.fulokoja.edu.ng/our-vision.php https://www.fulokoja.edu.ng/our-mission.php
4	University of Jos (UNIJOS)	https://www.unijos.edu.ng/vision-and-mission
5	University of Illorin (UNILORIN)	http://www.unilorin.edu.ng/index.php/187-general-information/history/363-vision-statement https://www.unilorin.edu.ng/index.php/registry/187-history/362-mission-statement
6	National Open University of Nigeria (NOUN) Abuja	https://www.nou.edu.ng/page/nouns-philosophy
7	Federal University Agriculture Markudi (FUAM)	https://uam.edu.ng/about-us/
8	University of Abuja (UNIABUJA)	https://www.uniabuja.edu.ng/aboutus#our-vision-head
9	University of Port Harcourt (UNIPORT)	https://www.uniport.edu.ng/2015-06-06-18-33-35/about-us.html
10	Federal University of Petroleum Resources, Effurun(FUPRE)	https://fupre.edu.ng/mission-vision/
11	Federal University, Otuoke (FUOTUKE)	https://fuotuokey.edu.ng/about-us/vision-university https://fuotuokey.edu.ng/about-us/mission-university

12	University of Calabar (UNICAL)	https://www.unical.edu.ng/about-mission
13	University of Benin (UNIBEN)	https://uniben.edu/about-us.html
14	University of Uyo (UNIUYO)	https://uniuyo.edu.ng/home/mission-vision/
15	Nigeria Maritime University (NMU)	https://www.nmu.edu.ng/about-us/
16	Federal University Gashua, Yobe state (FUGASHUA)	https://fugashua.edu.ng/
17	Abubakar Tafawa Balewa University (ATBU) Bauchi	https://www.atbu.edu.ng/Mission-and-Vision
18	Federal University Wukari, (FUWUKARI) Taraba	https://www.fuwukari.edu.ng/about#nav-mission
19	Nigeria Army University Biu (NAUB)	https://naub.edu.ng/
20	University of Maiduguri (UNIMAID)	https://www.unimaid.edu.ng/about.html
21	Modibbo Adama University of Technology, (MAUTECH) Yola	https://nigerianscholars.com/school-news/mautech-20142015-1st-batch-diploma-admission-list/
22	Federal University, Kushere, Gombe State (FUK)	https://fukashere.edu.ng/web/about-us/
23	Federal University of Technology Owerri (FUTO)	https://futo.edu.ng/fast-facts/
24	Alex Ekwueme Federal University Ndufu-Alike (FUNAI)	https://www.funai.edu.ng/about-us/
25	Nnamdi Azikiwe University (NAU)	https://unizik.edu.ng/about/vision-and-mission/
26	Michael Okpara University of Agriculture, Umudike (MOUAU)	https://mouau.edu.ng/about/vision-mission
27	University of Nigeria, Nsukka (UNN)	https://www.unn.edu.ng/vision-and-mission-statement/
28	Federal University of Dutse, Jigawa (FUD)	https://www.fud.edu.ng/
29	Federal University of Dutsinma (FUDUTSINMA)	https://www.fudutsinma.edu.ng/about-the-university/
30	Ahmadu Bello University, Zaria (ABU)	https://www.abu.edu.ng/
31	Bayero University Kano (BUK)	https://buk.edu.ng/?q=vision
32	Federal University Gusau, Zamfara (FUG)	https://www.fugusau.edu.ng/about
33	Airforce Institute of Technology, Kaduna (AFIT)	https://afit.edu.ng/main/about-us2/mission-and-vission/
34	Nigerian Defence Academy, Kaduna (NDA)	https://www.nda.edu.ng/#pages/group/About/26/view
35	Federal University Birnin Kebbi (FUBK)	https://www.fubk.edu.ng/visionmission.php
36	Usumanu Danfodio University, Sokoto (UDUSOK)	http://www.udusok.edu.ng/home/mission_vision.html
37	Nigeria Police Academy, Wudil, Kano State (NPA WUDIL)	https://www.polac.edu.ng/

38	Federal University of Technology Akure (FUTA)	https://www.futa.edu.ng/
39	Federal University Oye-Ekiti (FUOYE)	http://fuoye.edu.ng/en/about-fuoye/vision-and-value
40	University of Ibadan (UI)	http://www.ui.edu.ng/content/vision-and-mission
41	Obafemi Awolowo University (OAU), Ife	https://oauife.edu.ng/about-oau/vission-mission
42	Federal University of Agriculture, Abeokuta (FUNAAB)	https://unaab.edu.ng/vision-and-mission
43	University of Lagos (UNILAG)	https://unilag.edu.ng/?page_id=7
44	Federal University of Health Sciences Otukpo (FUHSO)	https://www.fuhso.edu.ng/about-fuhso
45	Federal University of Technology Ikot Abasi (FUTIA)	https://futia.teneceschoolsupport.com/about-us/
46	Federal University of Health Sciences, Azare (FUHSA)	https://fuhsa.edu.ng/about/
47	Federal University of Health Sciences, Ila Orangun (FUHSI)	https://fuhsi.edu.ng/vision-and-mission/
48	David Nweze Umahi Federal University of Medical Sciences (KDUMS)	https://kdums.edu.ng/vision.aspx
49	Admiralty University Ibusa (ADUN)	https://adun.edu.ng/overview/#:~:text=To%20advance%20the%20frontiers%20of
50	Federal University of Transportation Daura (FUTD)	https://www.futd.edu.ng/about-us/
51	National University of Science and Technology, Abuja (NAUST)	https://www.aust.edu.ng/about-us
52	The African Aviation & Aerospace University (AAAU)	https://aaaau.edu.ng/#:~:text=The%20mission%20of%20the%20African
53	Alvan Ikoku Federal University of Education, Owerri (ALVAN))	https://www.alvanikoku.edu.ng/vision-and-mission/
54	Federal University of Education, Kano (FUEK)	https://fcekano.edu.ng/about/
55	Adeyemi Federal University of Education, Ondo (AFUE)	https://aceondo.edu.ng/our-mission/

*M = Mission statement, V = Vision statement

Appendix II

Mission and vision statements under the Teaching-Training Subcategory

S/No	Teaching-Training Subcategory	Mission	Vision	Total	
		Freq.	Freq.	Freq.	%
1	Education of qualified individuals at national and universal levels	2	2	4	9.52

2	National/international academic recognition	1	2	3	7.14
3	International standard (world class) education		9	9	21.43
4	Education of individuals with leadership/entrepreneurship spirit	3	1	4	9.52
5	Education of individuals who are critical and free thinkers, innovative, and creative	5		5	11.90
6	Providing scholarship/financial support to successful students	0	0	0	0.00
7	Providing physical infrastructure/developing current conditions	3		3	7.14
8	Education of high-quality human resource	1	1	2	4.76
9	Support for interdisciplinary studies	0	0	0	0.00
10	Education of individuals with sense of social responsibility (community service)	1		1	2.38
	Adopting functional, cost-effective and flexible	1	1	2	4.76
11	quality education and total quality management principles				
12	Being a center of excellence and attraction	3	6	9	21.43
	Total	20	22	42	100

Appendix III

Mission and vision statements under the Scientific Research Subcategory

S/No	Scientific Research Sub-Category	Mission	Vision	Total	
		Freq.	Freq.	Freq.	%
1	Being a pioneer in research at national/international level (being at the top)	1	4	5	17.24
2	Being a research university	0	0	0	0
3	National/international recognition in research	0	5	5	17.24
4	Education of exploring and questioning scientists	0	1	1	3.45
5	Contribution to science and technological development in the world and in our country	3	2	5	17.24
6	Having technological infrastructure and equipment	5	2	7	24.14

7	University-industry cooperation	0	0	0	0
8	Supporting entrepreneurship	0	0	0	0
9	Contribution to national development through scientific research and publications	3	3	6	20.69
10	Knowledge generation and implementation (analysis and synthesis)	0	0	0	0
	Total	12	17	29	100

Appendix IV

Mission and vision statements under the Public Interest Subcategory

S/No	Public Interest Sub-category	Mission	Vision	Total	
		Freq.	Freq.	Freq.	%
1	Professional competence in the national/international area	3	3	6	16.67
2	Contribution to the economic/cultural/social/ technological development of society	4	1	5	13.89
3	Education of individuals with sense of social responsibility	2	2	4	11.11
4	Pioneering social advancement/social development	4	1	5	13.89
5	Conducting studies for human benefit	7	2	9	25.00
6	Enhancing and advancing the qualified workforce of the country	2	2	4	11.11
7	Education of environment-conscious youth	0	3	3	8.33
	Total	22	14	36	100