



SOCIAL SUSTAINABILITY CONSCIOUSNESS PRACTICES AMONG HIGHER EDUCATION INSTITUTIONS IN TANZANIA: TOWARDS SUSTAINABLE DEVELOPMENT

*Dr. Kezia H. Mkwizu

The Open University of Tanzania

kmkwizu@hotmail.com

*Corresponding Author

Dr. Harrieth G. Mtae

The Open University of Tanzania

mtaeharrieth14@gmail.com

Dr. Mato Magobe

The Open University of Tanzania

matomagobe@gmail.com

Mr. Augustine Kitulo

The Open University of Tanzania

augustinekitulo@gmail.com

Prof. Deus Ngaruko

The Open University of Tanzania

ngarukoddp@gmail.com



Abstract

This paper explores Social Sustainability Consciousness (SSC) with the main objective of examining levels of awareness and practices of SSC relevant for attaining the 2030 Sustainable Development (SD) Goals among Higher Education Institutions (HEIs) guided by the social theory. This paper is guided by three key questions: *Are there any differences in having heard of SD among stakeholders in HEIs? What is the level of SSC awareness among HEIs? How do HEIs practice SSC for SD?* Structured questionnaire was distributed to 6 HEIs in Tanzania. Quantitative data collected from 119 academic staff and 743 students was analyzed descriptively and complemented with Key Informants Interviews from 8 HEI leaders where thematic analysis was employed. The differences on having heard of SD among the stakeholders in HEIs showed that the staff (99.2%) compared to students (94.1%) had heard of SD. On SSC awareness, the findings include staff (53.4%) and students (49.1%) strongly agreed that to achieve SD then every human being is entitled to access good education. Level of SSC awareness shows that staff (71.6%) and students (59.5%) strongly opined that men and women throughout the world must be given the same opportunities for education and employment. Staff (61.5%) and students (53.7%) as HEI stakeholders strongly agreed that they practise SSC by being ready for sustainable living. Some HEI leaders added that for SSC practices in HEIs for SD, there is the need for “*identifying talented students is crucial for innovation when considering SD as well as allowing staff mobility*”. This study concludes that there are differences among stakeholders in having heard of SD and that the level of SSC awareness for SD is more for staff compared to students while staff, students and leaders of HEIs practice SSC by stating that they are ready for sustainable living.

Key Words: Social Sustainability Consciousness, Higher Education Institutions, Sustainable Development, Tanzania



Introduction: -

Education and lifelong learning are critical in the post-pandemic. Lifelong learning has been documented from an educational setting perspective by scholars such as Thwe and Kalman (2024) by revealing that the three common research trends are policies, learning abilities and factors which influence lifelong learning. On the other hand, scholars like Omotosho *et al.* (2025) commented that there is a growing prominence of sustainability in academia. Furthermore, Omotosho *et al.* (2025) opined that sustainability projects can give priority to issues like stakeholder engagement and university-community partnerships. It is clear that universities as Higher Education Institution (HEIs) should embrace sustainability to support Sustainable Development (SD) which is anchored in three pillars of economic, environment and social.

In addition, the importance of education and lifelong learning is not just for economic resilience but also social resilience. The existing past studies on social resilience particularly for Tanzania such as Hambati and Yengoh (2016), Kamanyi (2023), Mngumi (2021), Obrist *et al.* (2022), and Sweya *et al.* (2021) have concentrated on issues related to water, health, social capital and natural disasters but not in higher education. For instance, Mngumi (2021) found that bonding and bridging social capital contributes to building resilience for climate change in peri-urban areas.

Therefore, this paper adds to the body of knowledge on resilience particularly social resilience by exploring Social Sustainability Consciousness (SSC) with the main objective of examining levels of awareness and practices of SSC relevant for attaining the 2030 Sustainable Development Goals (SDGs) among Higher Education Institutions (HEIs) guided by the social theory. This paper is guided by three key questions:

- I. Are there any differences in having heard of SD among stakeholders in HEIs?
- II. What is the level of SSC awareness among HEIs?
- III. How do HEIs practice SSC for SD?



Literature review:

Social Sustainability Consciousness

Sustainability Consciousness (SC) has been generally defined as awareness of the sustainability phenomena (Bacci *et al.* (2024). On the other hand, sustainable development covers 3 pillars which are economic, social and environment (Fischer *et al.*, 2023). However, Thondhlana and Nkosi (2024) focused on sustainability in universities confirming that awareness in campuses is key. Hence, in this paper, the term Social Sustainability Consciousness (SSC) refers to the overall awareness of the social aspects of sustainable development among the stakeholders (students, staff and leaders) of universities.

Higher Education Institutions

Literature on the concept of Higher Education Institutions (HEIs) exists such as the JRC technical report by Bonaccorsi *et al.* (2019). The report by Bonaccorsi *et al.* (2019) described HEIs as having the ability to increase the level of education of the region and thus contributes to the creation of human capital. Likewise, Olo *et al.* (2021) defined HEIs as instruments for development but also as agents that promote knowledge as well as transmit growth from the economic and social context through teaching, researching, and proving public service missions. Other scholars such as Filho *et al.* (2025) have opined that HEIs can contribute to sustainable development. Apart from sustainable development contribution, HEIs according to Lewicka (2022) have also been described as having a trend of evolving towards business organizations. For purposes of this study, HEIs refers to universities that focus on research and innovation in relation to sustainable development.

Sustainable Development

Sustainable Development (SD) is a concept that was coined in the Brundtland commission and the study by Fischer *et al.* (2023) indicate that the definition of SD is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. In connecting SD to higher education, the study by Filho *et al.* (2025) noted that HEIs can contribute to SD through many ways and examples of these ways can include community engagements, research and education but also to influence policy. The concept of SD has also been connected to education whereby



scholars like Chusniyah *et al.* (2025), Tejedor *et al.* (2022), Muhonen *et al.* (2024) and Urbano *et al.* (2025) have mentioned about SD in higher education. Tejedor *et al.* (2022) commented that Education for SD as ESD plays an essential role in enabling humanity to tackle various challenges through human actions on nature. In 2023, Mokski and others used an interdisciplinarity approach to connect education and sustainable development by stressing the need for dual curricula strategies (Mokski *et al.*, 2023). This paper adopts the definition of SD according to the Brundtland commission.

Social Theory

Social theory was developed by several theorists who are Max Weber, Alfred Marshall and Vilfredo Pareto (Coleman, 1986). And according to Willis *et al.* (2007), the social theory assumes that there is the social context of human actions. This paper assumes that human actions are also present in universities as HEIs. Therefore, the use of social theory serves as a guidance in exploring SSC for purposes of examining the levels of awareness and practices of SSC that are relevant for attaining the 2030 SDGs among HEIs.

The application of social theory in investigating higher education in areas of service learning is noted by Abenir and Ka (2020). By using the social theory approach, the study found that service learning can be charity-based or community-based or liberating-based or critical-based. Other scholars have found that when using social theory, in particular, the critical social theory for studying physical education. For instance, Brown and Llyod (2024) professional learning to develop scholars by applying the critical social theory and concluded that a range of other aspects of critical social theory can be considered as a form of professional learning.

Further application of social theory is evident in creative and reflective methods. For example, Mitchell *et al.* (2025) conducted research on playing with social theory for teaching and practices and found that the creative and reflective methods can apply in teaching and practices. However, several challenges were noted like disruption of normative dispositions when introducing play in classrooms (Mitchell *et*



al., 2025). Other social theories that have been applied in higher education include the social capital theory from a study by Gentry *et al.* (2025) which discovered that using a systematic literature review, there were 5 papers out of 80 publications that complemented the use of social theory followed by a social network analysis.

In education, more literature exists of past studies that have applied the social theory and these include Dressman (2008), Low *et al.* (2024) and Patricia and Susan (2023). While Patricia and Susan (2023) ventured in pedagogy of hope using critical social theory, other scholars like Eybers and Paulet (2022) have even explored social theory in the context of sociocultural theory. However, the study by Low *et al.* (2024) examined social theory use in higher education and one of the contributions from the study is that theories are useful if these theories are linked with observable phenomena. In order to explore more methods towards the guidance of the social theory in examining SSC in HEIs, this paper applied both quantitative and qualitative methods to address the specific objectives concerning issues of differences in hearing SD, levels of SSC awareness and HEIs practices of SSC for SD.

Social Sustainability Consciousness Practices among Higher Education Institutions

Studies on SSC are limited and those that exist such as Gericke *et al.* (2019) focused on improving the sustainability consciousness questionnaire and concluded that both the longer and shorter versions of the scale for measuring sustainability consciousness in terms knowingness, attitude and behaviour can present excellent psychometric quality. This paper adapts the shorter version of the sustainability consciousness questionnaire as well as expands the sample study by including staff and academic leaders and hence combines staff, students and leaders of HEIs.

HEIs and sustainability are concepts which have also caught the attention of Abo-Khalil (2024) when examining the challenges and opportunities for universities when integrating sustainability. The study by Abo-Khalil (2024) utilized a mixed method approach of quantitative and qualitative. The study found that in the United Arab Emirates (UAE), one of the major challenges when integrating



sustainability in universities is awareness, lack of collaboration, financial constraints, complexity of teaching, cultural differences and understanding of sustainability by both educators and students whereas the opportunities include investment and enhancement of the university reputation.

Not only university reputation has been studied but also exploring stakeholder engagements as the case for the study by Filho *et al.* (2025). Promoting sustainable development is crucial and requires the involvement of stakeholders in higher education. For instance, Filho *et al.* (2025) stated that there is the need to explore how the various stakeholders in higher education actually contribute to SD. In fact, Filho *et al.* (2025) embarked on studying 29 cases in order to provide actionable insights and guidance on how to enhance sustainability efforts with results indicating that HEIs from the analysis of Africa, Asia, America (South and North), and Europe are engaging diverse stakeholders across the academic and social context. These diverse stakeholders include students, faculty, administration, alumni, research community and even industry partners. Filho *et al.* (2025) suggested that inclusive participation and interdisciplinary educational programs which integrate sustainability in the curricular is crucial for engaging stakeholders effectively.

Similarly, Omotosho *et al.* (2025) found that collaboration is one of the effective practises for university-led projects on sustainability and thus echoing Abo-Khalil (2024) findings on integrating sustainability in HEIs. However, Eraslan *et al.* (2024) concentrated on SC and environmental behaviours among sports science students particularly the demographic differences. Using a quantitative approach and both analysis of ANOVA and regression, the findings indicated that there are significant differences in terms of gender, age and academic achievement among the sports science students in Turkey. Most importantly, Eraslan *et al.* (2024)'s findings revealed that there is a significant positive relationship between SC and environmental behaviours among the sports science students ($p < 0.001$).

From the perspective of Indonesia, the study by Farlina *et al.* (2024) applied a Structural Equation Modelling (SEM) and found that SC in higher education among students show that attitude towards



sustainability have stronger influence on behavior than knowledge. Farlina *et al.* (2024) commented for the need to foster SC to achieve SD. For Africa, studies on SC exist in South Africa and Zimbabwe (Ncube *et al.*, 2024; Shange *et al.*, 2024; Uleanya & Yassim, 2025; Uleanya *et al.*, 2024) but also other African countries like in Somalia where Abdullahi *et al.* (2024) discovered that university students displayed a significant positive relationship between education for SD and behaviour. For East Africa, Kidere and Mkwizu (2022, 2023) examined sustainability in relation to education but concentrated in tourism only. In expanding literature on SC in the context of Tanzania, this study examines the levels of awareness and practices of SSC relevant for attaining the 2030 SDGs among HEIs.

Methods:-

The utilization of mixed methods (quantitative and qualitative) deemed fit for this study which explores SSC in HEIs. In order to address the specific objectives, this paper used qualitative method to supplement the quantitative results. The study location for this research is in Tanzania where structured questionnaire was distributed to 6 HEIs indicated in Table 1. The quantitative data was collected from a sample size of 119 academic staff and 743 students. Both purposive sampling and snowballing sampling were applied to obtain the respondents in this paper. In fact, the study by Palinkas *et al.* (2015) noted that sampling strategies can be combined and this approach may be more appropriate according to the aims of the implementation research and even more consistent with current developments in quantitative methods. The purposive sampling in this study was deployed by involving the staff and student leaders and then snowballing sampling was used by the staff leaders and student leaders to inform their colleagues to fill in the online survey questionnaire. The quantitative data from staff and students was analyzed descriptively using the Statistical Package for Social Sciences (SPSS) software version 25 to avail percentage distributions. The descriptive analysis was complemented with Key Informants face to face interviews from 8 HEI leaders where thematic analysis was employed.

Table 1: List of Universities for this Study

List of Universities



The Open University of Tanzania (**OUT**)

St. Augustine University of Tanzania (**SAUT**)

University of Dodoma (**UDOM**)

State University of Zanzibar (**SUZA**)

Mbeya University of Science and Technology (**MUST**)

Nelson Mandela African Institute of Science and Technology (**NM-AIST**)

Source: Field data (2024)

Findings and Discussion:-

Table 2 provides the general characteristics of the staff in terms of age and gender. For Table 1, the staff age distribution shows that majority are between the age of 30 to 40 (44.5%) while the gender distribution indicates mostly males (68.9%). This suggest that the staff in the selected HEIs are mostly young males.

Table 2: Characteristics of Staff in HEIs (n=119)

Variables	Frequency	Percentage (%)
Age:		
29 years or younger	14	11.8
30- 40 years	53	44.5
41-50 years	33	27.7
51-60 years	19	16.0
61 years or older	0	00.0



Gender:		
Male	82	68.9
Female	37	31.1

Source: Field data (2024)

On the part of the students in Table 3 is the age distributions which show that most of the respondents were between the age of 21-24 years old (56.3%) and they are males (64.7%). These findings imply that more than half of the students in the selected HEIs for this study were between the age of 21 to 24 years with many being males.

In summary, the characteristics for both staff and students in terms of gender indicates more males than females. The findings of this study differ from Abdullahi *et al.* (2024), Eraslan *et al.* (2024), and Farlina *et al.* (2024) due to the methodological approach whereby this study did not just sample students but also included the staff and leaders of HEIs when examining sustainability consciousness.

Table 3: Characteristics of Students in HEIs (n=743)

Variables	Frequency	Percentage (%)
Age:		
20 years or younger	49	6.6
21- 24 years	418	56.3
25-30 years	79	10.6
31 years or older	197	26.5
Gender:		
Male	481	64.7
Female	262	35.3

Source: Field data (2024)

Differences in having heard of SD among stakeholders in HEIs



The differences on having heard of SD among the stakeholders in HEIs showed that the staff (99.2%) compared to students (94.1%) had heard of SD as displayed in Figure 1 for staff and Figure 2 for students. These results suggest that both (staff and students) have heard of SD but the students' score is less than that of the staff meaning that the staff have heard of SD more than the students for the selected universities within Tanzania. The findings of this study differ from Filho *et al.* (2025) since this particular paper concentrated on staff and students only in the context of Tanzania. In Filho *et al.* (2025) the framework for SD in HEIs included other stakeholder engagements such as the industry experts, private sector, Civil Society Organizations (CSOs) and even the general public. However, this implies that there is room for more future research within the context of Tanzania to involve other stakeholders.

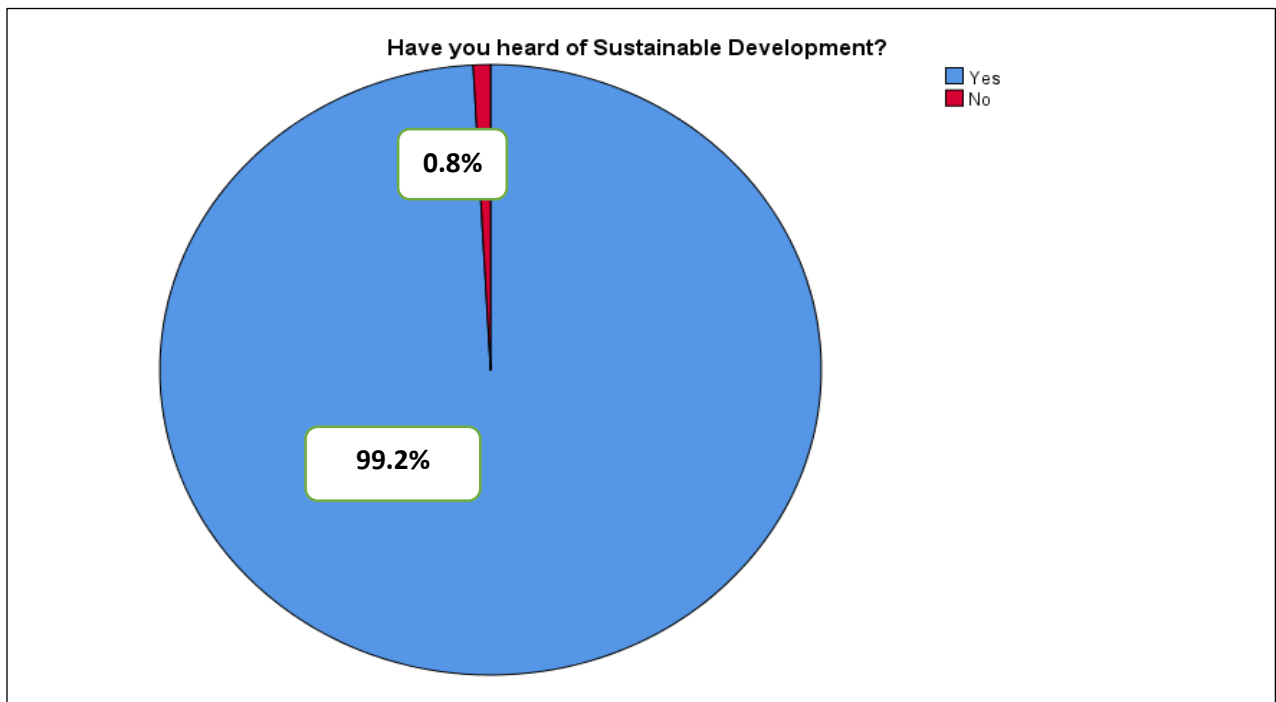




Figure 1: Staff who heard of SD

Source: Field data (2024)

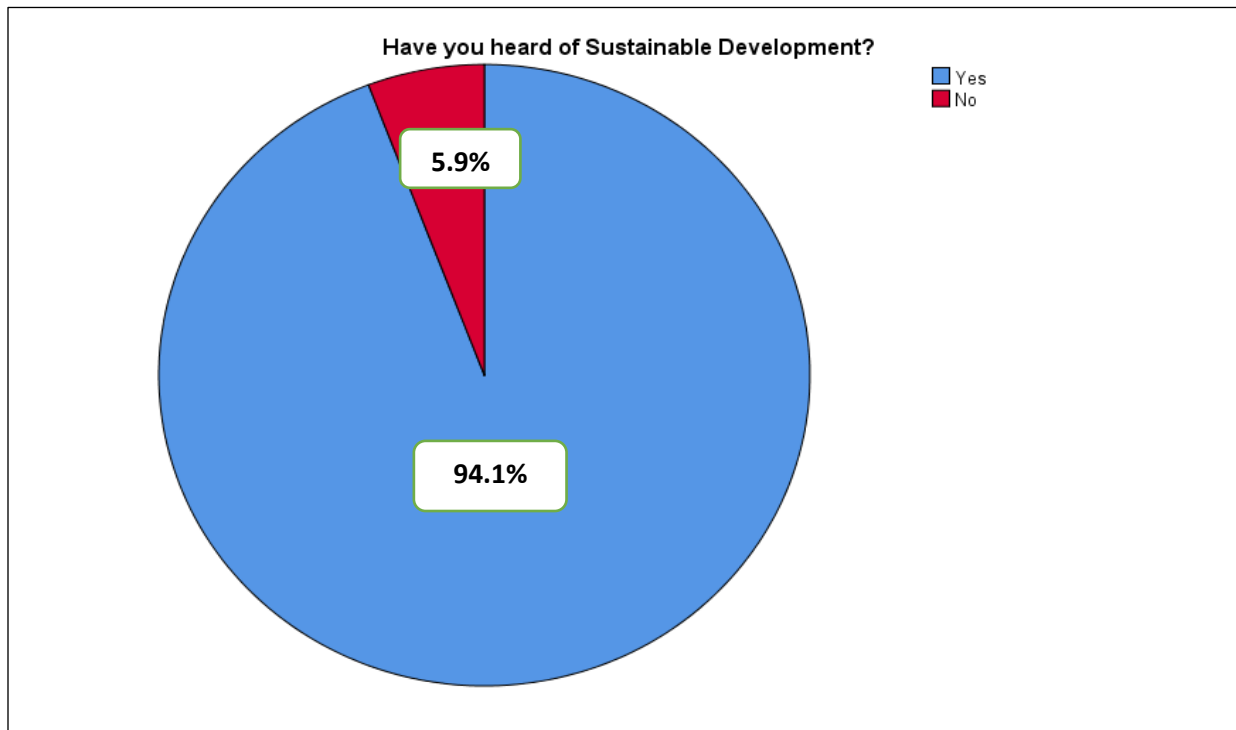


Figure 2: Students who heard of SD

Source: Field data (2024)

Level of SSC awareness among HEIs

On SSC awareness, the findings in Table 4 include staff (53.4%) and students (49.1%) who strongly agreed that in order to achieve SD then every human being is entitled to access good education. More staff (61.2%) than students (50.3%) strongly agreed that peaceful conflict resolution through discussion is necessary for SD. Similarly, there are more staff (61.2%) than students (54.1%) strongly agreeing to the statement of respecting human rights which is necessary for SD. Most importantly, the level of SSC awareness shows that staff (71.6%) and students (59.5%) have strongly opined that men and



women throughout the world must be given the same opportunities for education and employment. This implies that there are challenges in opportunities and thus opinions are calling for same opportunities be given to men and women. The statement on everyone ought to be given the opportunity to acquire the knowledge, values and skills that are necessary to live sustainably has scored 67.2% for staff and 55.9% for students.

Similarly, the statement concerning when I use a computer or mobile to chat, to text, to play games and so on, I always treat others as respectfully as I would in real life has received a score of 56.9% for staff while 37.4% for students. However, for the statement on supporting an aid organization or environmental group has a reverse score where students 37.1 % strongly agreed more than the staff (36.2%). This suggests that there is a difference of opinion in terms of supporting aid organizations or environmental groups but the difference is minimum. Generally, the staff scores for most statements on the level of awareness on SSC is higher than for students. The results from this study support Abo-Khalil (2024) which confirmed that awareness is one of the challenges for integrating sustainability in UAE universities.

Table 4: Social Sustainability Consciousness (SSC) awareness for Staff and Students in HEIs

Statements for SSC	Percentage (%) by Staff	Percentage (%) by Students
To achieve sustainable development, every human being is entitled to the access of good education.	53.4	49.1
Peaceful conflict resolution through discussion is necessary for SD.	61.2	50.3
Respecting human rights is necessary for SD.	61.2	54.1
We have to ensure that future generations enjoy the same quality of life as we do today.	69.0	54.5



Men and women throughout the world must be given the same opportunities for education and employment.	71.6	59.5
Everyone ought to be given the opportunity to acquire the knowledge, values and skills that are necessary to live sustainably.	67.2	55.9
I support an aid organization or environmental group.	36.2	37.1
When I use a computer or mobile to chat, to text, to play games and so on, I always treat others as respectfully as I would in real life.	56.9	37.4

Source: Field data (2024)

HEIs practices on SSC for SD

Additionally, Table 5 represents both staff (61.5%) and students (53.7%) as HEI stakeholders who strongly agreed that they practice SSC by being ready for sustainable living. Some HEI leaders added that for SSC practices in HEIs for SD, there is the need for “*identifying talented students is crucial for innovation when considering SD as well as allowing staff mobility*”. The results of this study suggest that the staff and students are ready for sustainable living and that, it is crucial to identify talented students for innovation purposes when considering SD in HEIs as well as allow staff mobility. Further findings also reveal that more students (32.1%) compared to staff (25.9%) stated to have adequate skills to promote sustainability practices. This finding is positive and supports Filho *et al.* (2025) to include students as stakeholders in HEIs practices.



Table 5: Social Sustainability Consciousness (SSC) practices for Staff and Students in HEIs

Statements for SSC practices	Percentage (%) by Staff	Percentage (%) by Students
I am ready for sustainable living	61.5	53.7
I have access to resources for sustainability projects.	25	28.8
I have adequate skills to promote sustainability practices	25.9	32.1
I have internet connectivity to perform duties related to sustainability.	26.7	24.8
I am not hindered in my practice of sustainability due to geographical location.	27.6	17

Source: Field data (2024)

Conclusion:-

This study concludes that in examining SSC in HEIs within the context of Tanzania, there are differences among stakeholders in having heard of SD. The findings revealed more staff than students heard of SD. Interestingly, the findings also show that the level of SSC awareness for SD is more for staff compared to students while staff, students and leaders of HEIs practice SSC by stating that they are ready for sustainable living.

Practical and Managerial Implications



These findings have both practical and managerial implications for HEIs. On the practical level is that HEIs should consider that there are more staff than students who have heard of SD. This further implies the need to roll out more education programs so that more students will be hear about the concept of SD. Similarly, HEIs should ensure that there are activities in place that increases the level of SSC awareness for students since results show that staff are more aware compared to students. From the managerial front, it is important for HEIs to ensure that the leaders within these education institutions continue to manage practices of SSC across the three stakeholders.

Study Recommendations

Hence, this study recommends that to achieve SD in higher education then HEIs should encourage stakeholders (staff, students and leaders) to continue the practice of identifying talent among students, allow staff mobility as well as ensure there is access to education but most importantly men and women be given same opportunities for education and employment to build social resilience for sustainable societies.

Limitations for the study and Suggestions for further studies

This study also has limitations. This use of cross-sectional study for this study is a limitation and therefore, future studies can explore a longitudinal research design. The sample units of analysis for this paper were staff, students and HEIs leaders. This gives room for future studies to expand the research to other groups such as CSOs, Alumni, general public and the private sector. In addition, this paper concentrated on HEIs whereas future studies to have the opportunity to explore other sectors within the country such as in agriculture, tourism, and mining in order to ascertain the SSC awareness among its stakeholders. Researchers in other parts of the world including African countries can use this study to conduct similar research for purposes of adding more knowledge about SSC.



Acknowledgement:

We wish to thank The Open University of Tanzania through the Directorate of Research, Publication and Innovation (DRPI) for funding the data collection and other activities for this research.

References

1. Abdullahi, A.M., Hussein, H.A., Ahmed, M.Y., Hussein, O.A., & Warsame, A.A. (2024). The impact of education for sustainable development on university students' sustainability behavior: a case study from undergraduate students in Somalia. *Frontiers in Education*, 9, <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1413687/full>
2. Abenir, M.A.D., & Ka, C.M.H. (2020). Social theories and service learning: Towards building an integrated service-learning sociological framework. *Journal of Community and Higher Education*, 12(3), 53-68.
3. Abo-Khalil, A.G. (2024). Integrating sustainability into higher education challenges and opportunities for universities worldwide. *Heliyon*, 10(9), e29946. <https://www.sciencedirect.com/science/article/pii/S2405844024059772>
4. Bacci, S., Bertaccini, B., Macri, E., & Pettini, A. (2024). Measuring sustainability consciousness in Italy. *Quality and Quantity*. <https://link.springer.com/article/10.1007/s11135-024-01877-y#citeas>
5. Bonaccorsi, A., Biancardi, D., Sanchez-Barrioluengo, M., & Biagi, F. (2019). JRC Technical Reports: Study on Higher Education Institutions and Local Development. https://publications.jrc.ec.europa.eu/repository/bitstream/JRC117272/jrc117272_higher_education_institutions_and_local_development_1.pdf
6. Brown, D.H.K., & Llyod, R.G. (2024). Using critical social theory as professional learning to develop scholars-Practitioners in physical education: The example of Bourdieu's theory of practice. *Education Sciences*, 14(2), 160. <https://www.mdpi.com/2227-7102/14/2/160>
7. Chusniyah, A., Makruf, I., & Supriyanto (2025). Two decades of sustainable development studies in higher education management: A bibliometric analysis. *International Journal of*



-
- Sustainability in Higher Education*, 26(3), 614-632. <https://doi.org/10.1108/IJSHE-11-2023-0546>
8. Coleman, J.S. (1986). Social theory, social research and a theory of action. *American Journal of Sociology*, 91(6), 1309-1335. <https://www.jstor.org/stable/2779798>
 9. Dressman, M. (2008). *Using social theory in education research*. Routledge Taylor & Francis Group, New York and London. https://repository.bbg.ac.id/bitstream/613/1/Using_Social_Theory_in.pdf
 10. Eraslan, M., KIR, S., Turan, M.B., & Iqbal, M. (2024). Sustainability Consciousness and Environmental Behaviors: Examining Demographic Differences Among Sports Science Students. *Sustainability*, 16(24), 10917. <https://doi.org/10.3390/su162410917>
 11. Eybers, O. O., & E. Paulet. (2022). Sociocultural Theory for Academic Literacy Research Involving Argumentation in Institutions of Higher Learning. *South African Journal of Higher Education* 36 (2), 115-32. <https://doi.org/10.20853/36-2-4683>
 12. Farliana, N., Hardianto, H., Rusdarti, R., & Sakitri, W. (2024). Sustainability consciousness in higher education: Construction of three-dimensional sustainability and role of locus of control. *Sustinere: Journal of Environment and Sustainability*, 8(1), 80–90. <https://doi.org/10.22515/sustinere.jes.v8i1.374>
 13. Filho, W.L., Sigahi, F.A.C., Anholon, R., Rebelatto, B.G., Schmidt-Ross, I., Hensel-Borner, S., Franco, D., Treacy, T., & Brandli, L.L. (2025). Promoting sustainable development via stakeholder engagement in higher education. *Environmental Sciences Europe*, 37(64). <https://enveurope.springeropen.com/articles/10.1186/s12302-025-01101-0#citeas>
 14. Fischer, M., Foord, D., Frece, J., Hillebard, K., Kissling-Naf, I., Meili, R., Peskova, M., Risi, D., Risi, D., Schmidpeter, R., & Stucki, T. (2023). The Concept of Sustainable Development. *Sustainable Business*, 17-27. https://link.springer.com/chapter/10.1007/978-3-031-25397-3_2
 15. Gentry, A.N., Martin, J.P., & Douglas, K.A. (2025). Social capital assessments in higher education: A systematic literature review. *Frontiers in Education*, 9. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1498422/full>



16. Gericke, N., Boeve-de Pauw, J., Berglund, T., & Olsson, D. (2019). The sustainability consciousness questionnaire: The theoretical development and empirical validation of an evaluation instrument for stakeholder working with sustainable development. *Sustainable Development*, 27(1), 35-49.
17. Hambati, H., & Yengoh, G.T. (2016). Community resilience to natural disasters in the informal settlements in Mwanza City, Tanzania. *Journal of Environment Planning and Management*, 61(10), 1758-1788. <https://www.tandfonline.com/doi/full/10.1080/09640568.2017.1372274>
18. Kamanyi, E. (2023). Uncovering hidden struggles among disaster survivors in Tanzania: Are they vulnerable survivors or resilient victims? *Tanzania Journal of Sociology*, 9(1), 109-135. <https://link.springer.com/article/10.1007/s10708-020-10214-3>
19. Kidere, F., & Mkwizu, K.H. (2022). Sustainability Tourism Education in Developing Countries: A Case of Selected Universities in the East African Communities. Proceedings of the International Conference on Innovation and Education for Sustainable Human Resources Development (ICIE 2022), 15-16 November 2022, Nonthaburi, Thailand. <https://drive.google.com/file/d/126m9AFUwCQ9BuhGW7lv7P-AIRUZO8-jV/view>
20. Kidere, F., & Mkwizu, K. H. (2023). Sustainability entrepreneurship education in developing countries: A case of selected universities in the East African Communities. *Journal of Tourism Culinary and Entrepreneurship (JTCE)*, 3(2), 159-178. <https://doi.org/10.37715/jtce.v3i2.3602>
21. Lewicka, D. (2022). Building and rebuilding trust in higher education institutions (HEIs): Student's perspective. *Journal of Organizational Change Management*, 35(6), 887-915. <https://www.emerald.com/jocm/article/35/6/887/244263/Building-and-rebuilding-trust-in-higher-education>
22. Low, R.Y.S, et al. (eds.) (2024), *Using Social Theory in Higher Education*. https://doi.org/10.1007/978-3-031-39817-9_1
23. Mitchell, M., Lulham, J., Pervan, F., & Arpke-Wales, W. (2025). Playing with Social Theory: Creative and Reflexive Methods for Teaching and Practice. *Teaching Sociology*, 53(2). <https://journals.sagepub.com/doi/10.1177/0092055X251327953>



-
24. Mngumi, L.E. (2021). Exploring the contribution of social capital in building resilience for climate change effects in peri-urban areas, Dar es Salaam, Tanzania. *GeoJournal*, 86, 2671-2689. <https://link.springer.com/article/10.1007/s10708-020-10214-3#citeas>
25. Mokski, E., Filho, W.L., Sehnem, S., & Andrade Guerra, J.S.O. (2023). Education for sustainable development in higher education institutions: An approach for effective interdisciplinarity. *International Journal of Sustainability in Higher Education*, 24(1), 96-117. <https://www.emerald.com/ijshe/article-abstract/26/3/614/1239137/Two-decades-of-sustainable-development-studies-in?redirectedFrom=fulltext>
26. Muhonen, T., Timonen, L., & Vaananen, K. (2024). Fostering education for sustainable development in higher education: A case study on sustainability competences in research, development and innovation (RDI). *Sustainability*, 16(24), 11134. <https://www.mdpi.com/2071-1050/16/24/11134>
27. Ncube, M., Bangu, R., & Muperi, J.T. (2023). Cultivating sustainability consciousness: The role of higher education leadership in Zimbabwe and South Africa. In Africa Education Leadership Roundtable 2024, Mauritius Institute of Education, Mauritius. https://www.researchgate.net/publication/389440324_Cultivating_sustainability_consciousness_The_role_of_Higher_Education_Leadership_in_Zimbabwe_and_South_Africa
28. Obrist, B., Dillip, A., Kalolo, A., Mayumana, I.M., Rutishauser, M., & Simon, V.T. (2022). Savings Groups for Social Health Protection: A Social Resilience Study in Rural Tanzania. *Diseases*, 10(3), 63. <https://www.mdpi.com/2079-9721/10/3/63>
29. Olo, D., Correia, L., & Rego, C. (2021). Higher Education Institutions and Development: Missions, Models and Challenges. *Journal of Social Studies Education Research*, 12(2), 1-25.
30. Omotosho, A.O., Yassim, K., Uleanya, C., Mkwizu, K.H., & Mhlanga, D. (2025). A bibliometric and systematic review of university-led sustainability projects worldwide: unveiling effective practices. *International Journal of Sustainability in Higher Education*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJSHE-01-2024-0045>



31. Palinkas, L., Horwitz, S.M., Green, C.A., Wisdom, J.P., Duan, N., & Hoagwood, K. (2025). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration Policy Mental Health*, 42(5), 533-544. <https://pmc.ncbi.nlm.nih.gov/articles/PMC4012002/>
32. Patricia, G., & Susan, H. (2023). Critical social theory, inclusion, and a pedagogy of hope: Considering the future of adult education and lifelong learning. *European journal for Research on the Education and Learning of Adults* 14 (3), 325-341. https://www.pedocs.de/volltexte/2023/28011/pdf/RELA_2023_3_Gouthro_Holloway_Critical_social_theory.pdf
33. Sweya, L.N., Wilkinson, S., & Kassenga, G. (2021). A social resilience measurement tool for Tanzania's water supply systems. *International Journal of Disaster Risk Reduction*, 65, 102558. <https://www.sciencedirect.com/science/article/abs/pii/S2212420921005197>
34. Tejedor, G., Sanchez-Carracedo, F., & Segalas, J. (2022). Education for sustainable development in higher education-introduction to a special issue. *Sustainability*, 14(7), 10530. <https://www.mdpi.com/2071-1050/14/17/10530>
35. Thoundlana, G., & Nkosi, B. (2024). Campus sustainability at Rhodes University, South Africa: Perceptions, awareness level and potential interventions. *Frontiers in Sustainability*, 5. <https://www.frontiersin.org/journals/sustainability/articles/10.3389/frsus.2024.1390061/full>
36. Thwe, W.P., & Kalman, A. (2024). Lifelong learning in the educational setting: A systematic literature review. *The Asia-Pacific Education Researcher*, 33, 407-417. <https://link.springer.com/article/10.1007/s40299-023-00738-w>
37. Shange, H.S., Zogli, L.J., & Dlamini, B.I. (2024). Green campus initiatives and strategies for sustainability in higher education. *Transformation in Higher Education*, 10, a364. <https://thejournal.org.za/index.php/thejournal/article/view/364>
38. Uleanya, C., & Yassim, K. (2025). Quality education versus sustainable development and sustainability in South Africa: Scholarly perceptions. *Journal of Further and Higher Education*, 49(5), 568-584. <https://www.tandfonline.com/doi/full/10.1080/0309877X.2025.2470763>



39. Uleanya, C., Ilesanmi, K.D., Yassim, K., Omotosho, A.O., & Kimanzi, M. (2024). Sustainability consciousness of selected university students in South Africa. *International Journal of Sustainability in Higher Education*, 25 (9), 505–521. <https://doi.org/10.1108/IJSHE-01-2024-0046>
40. Urbano, V.M., Arena, M., Azzone, G., & Mayeres, M. (2025). Sustainable development in higher education: An in-depth analysis of times higher education impact rankings. *Journal of Cleaner Production*, 501, 145302. <https://www.sciencedirect.com/science/article/pii/S0959652625006523>
41. Willis, K., Daly, J., Kealy, M., Small, R., Koutroulis, G., Green, J., Gobbs, L., & Thomas, S. (2007). The essential role of social theory in qualitative public health research. *Australian and New Zealand Journal of Public Health*, 31(5), 438-443.